Resource A
RISE Evaluation and Development System:
Evaluator and Teacher Handbook Version 2.0
Use the link below to access this document
http://www.doe.in.gov/sites/default/files/evaluations/rise-handbook-2-0-final.pdf
MSD of New Durham Township Group 2
RISE Modifications Group 1

Description of Group	@ least 50% of classes taught to ISTEP+ (most 4th-8th teachers) **Needs to have growth data.	No classes taught to obtain growth data. (All K-3, HS teachers, and other certified staff)
Teacher Effectiveness Rubric	65%	65%
Individual Growth Model (data for each teacher given by the state)	16%	0%
School wide Learning Measure or AYP - (data for each teacher given by the state based on letter grade rating)	5%	5%
Student Learning Objectives (each teacher must have two – on class, one targeting low student group) *assessment for class objective must be on highest tiered evaluation tool used throughout year.	14% If State test/Non-ECA then 51%/49% of 14%C	30% (14% Class /16% Targetted) If State test/Non-ECA then 51%/49% of 14%C

Resource B
RISE Evaluation and Development System:
Indiana Teacher Effectiveness Rubric 2.0
Use the link below to access this document
http://www.riseindiana.org/how-does-rise-work/training-support-and-resources

Resource C
RISE Evaluation and Development System:
Student Learning Objectives Handbook 2.0
Use the link below to access this document
http://www.isbe.net/peac/pdf/in_slo_handbook_022412.pdf

Resource D
IDOE Documents
Use the link below to access this document
https://learningconnection.doe.in.gov/UserGroup/GroupDetailFileBookmarks.aspx?gid=1652

Resource E
TOWER Overview
Use the link below to access this document
http://tower.randasolutions.com/

Resource F
Rise Above Overview
Use the link below to access this document
http://riseaboveindian.com

Resource G
Professional School Counselor Effectiveness Rubric
Use the link below to access this document
http://www.doe.in.gov/sites/default/files/student-assistance/guidance-assessing-sc.pdf

Resource H
Principal Effectiveness Rubric
&
Evaluator and Principal Handbook
Use the links below to access this document
http://www.doe.in.gov/sites/default/files/evaluations/rise-handbook-principals.pdf

Resource I
Association of Indiana School Library Educator
School Librarian Evaluation Rubric
Use the link below to access this document
http://c.ymcdn.com/sites/www.ilfonline.org/resource/collection/7155B708-4ECF-4CA2-A8C9-8728C3B244FB/Nov_2012_School_Librarian_Evaluation_Rubric_-_AISLE.pdf

Resource J
The MSD of New Durham Township Teacher Effectiveness Plan
Refer to page 2-6 of this document

Resource K
MSD of New Durham Township Policy 3220.01

Resource L
Superintendent Evaluation
Use the link below to access this document
http://www.plymouth.k12.in.us/staff/documents/SuperintendentEvaluationRubric.pdf

Resource M
Teacher Remediation Plan

Metropolitan School District of New Durham Township
Teacher Remediation Plan

Fall 2016

As required by Indiana Code 20-28-11.5 sec. 6b

If a certificated employee receives a rating of ineffective or improvement necessary, the evaluator and the certificated employee shall develop a remediation plan of not more than ninety (90) school days in length to correct the deficiencies noted in the certificated employee's evaluation. The remediation plan must require the use of the certificated employee's license renewal credits in professional development activities intended to help the certificated employee achieve an effective rating on the next performance evaluation. If the principal did not conduct the performance evaluation, the principal may direct the use of the certificated employee's license renewal credits under this subsection.

Compliance with Performance Expectations
TEACHERS AFTER THEIR SECOND YEAR of EMPLOYMENT with the SCHOOL DISTRICT
The following procedures will be used whenever an evaluator determines that a teacher is deficient in one or more performance expectations:

- The evaluator and the teachers shall meet to:
  - o review the specific performance expectation(s) not being met
  - o establish a reasonable time line for meeting the expectation(s)
  - o determine the indicators of satisfactory improvement

Following the meeting, the above items will be recorded on the Compliance with Performance Expectations form and a copy given to each party. During this time period the teacher will have the opportunity to succeed or fail in meeting the performance expectation(s) without interference. However, at the request of the teacher, the evaluator will be available for assistance and support.
At the end of the timeline, the evaluator shall determine if satisfactory improvement has been made and complete the Compliance and Performance Expectations form.

TEACHERS in THEIR FIRST TWO YEARS of EMPLOYMENT with the SCHOOL DISTRICT
The following procedure will be used whenever an evaluator determines that a teacher is deficient in one or more performance expectations:

- The evaluator and the teachers shall meet to:
  - o review the specific performance expectation(s) not being met
  - o establish a reasonable time line for meeting the expectation(s)
  - o determine the indicators of satisfactory improvement

Following the meeting, the above items will be recorded on the Compliance with Performance Expectations form or included in the mid-year or end-of-year summary evaluation report. During this time period the teacher will have the opportunity to succeed or fail in meeting the performance expectation(s) without interference. However, at the request of the teacher, the evaluator will be available for assistance and support.
At the end of the timeline, the evaluator shall determine if satisfactory improvement has been made and complete the Compliance and Performance Expectations form or notify the teacher in writing of said determination if the notification occurred in the mid-year or end-of-year summary evaluation report.

The Compliance with Performance Expectations form will be completed to be placed in the personnel file. If satisfactory improvement has not been made, the teacher may then be continued on the Evaluation Cycle for up to one additional year, or may be placed on conditional status.

Conditional Status

The placement of teachers after the second year of employment on conditional status will occur either at mid-year or at the end of a school year. The placement of teachers in their first two years of employment on conditional status will occur either at mid-year, by February 15 or at the end of the year. Notice of this placement shall be in writing, placed in the personnel file, and shall identify performance expectation(s) not being met.

NOTICE to ASSOCIATION

Whenever a teacher is placed on conditional status, or placed in the evaluation procedure out of cycle (Sec. 2, F1), the Association president will be informed in writing. If a teacher is placed on conditional status at the midyear point of the school year, the Association president shall be notified no later than one week following the resumption of classes after the holiday recess. If the teacher is placed at the end of the school year, the Association president shall be notified no later than two (2) weeks following the closing of school

PLAN of ASSISTANCE

Once a teacher is placed on conditional status, a plan of assistance shall be established that includes the following:

- A description of the condition that needs to be changed
- Clear expectations of what is acceptable performance
- A plan for achieving the desired expectation
- A system for monitoring the teacher's program and indicators of success
- Resources and support needed
- The date by which the plan must be completed

If the evaluator and the teacher cannot jointly establish the Plan of Assistance, the administrator shall do so unilaterally. The evaluator shall monitor the teacher's progress in following the plan and make a judgment on contract renewal.

SECOND EVALUATOR

At the option of the teacher or the administration, a second evaluator shall be appointed by the Superintendent. Notice of this appointment shall be sent to the teacher and the Association president. The second evaluator shall review the plan of assistance and previous evaluations. In addition to the evaluator, the second evaluator shall monitor the teacher's progress on the plan and make a judgment on contract renewal. The second evaluator's judgment is moot if the evaluator concludes that the objectives of the plan have been met. The independent judgments of the evaluator and the second evaluator on contract renewal shall be forwarded to the Superintendent or his designee, who shall make a decision on reassignment, involuntary transfer, or contract non-renewal for Board consideration.

Provision of Assistance

In the year in which a recommendation of non-renewal of a teaching contract is made in which performance is the major consideration:

a. The evaluator must have forewarned the teacher that failure to correct deficiencies could lead to non-renewal of the contract.
b. The evaluator must have made recommendations for corrective action and improvement through the plan of assistance.
c. The evaluator must have provided assistance to the teacher to help in correcting deficiencies through the remedial efforts of this section.
d. The evaluator must have made classroom visitations (in the case of classroom teachers) or other observations (in the case of other faculty members) and held follow-up conferences through the procedures of this section.

As required by Indiana Code 20-28-11.5 sec. 6c

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. The teacher is entitled to a private conference with the superintendent or superintendent's designee.

Metropolitan School District of New Durham Township

Teacher Remediation Plan

Fall 2017

As required by Indiana Code 20-28-11.5 sec. 6b

If a certificated employee receives a rating of ineffective or improvement necessary, the evaluator and the certificated employee shall develop a remediation plan of not more than ninety (90) school days in length to correct the deficiencies noted in the certificated employee's evaluation. The remediation plan must require the use of the certificated employee's license renewal credits in professional development activities intended to help the certificated employee achieve an effective rating on the next performance evaluation. If the principal did not conduct the performance evaluation, the principal may direct the use of the certificated employee's license renewal credits under this subsection.

Compliance with Performance Expectations

TEACHERS AFTER THEIR SECOND YEAR of EMPLOYMENT with the SCHOOL DISTRICT

The following procedures will be used whenever an evaluator determines that a teacher is deficient in one or more performance expectations:

- The evaluator and the teachers shall meet to:
    - review the specific performance expectation(s) not being met
    - establish a reasonable time line for meeting the expectation(s)
    - determine the indicators of satisfactory improvement

Following the meeting, the above items will be recorded on the Compliance with Performance Expectations form and a copy given to each party. During this time period the teacher will have the opportunity to succeed or fail in meeting the performance expectation(s) without interference. However, at the request of the teacher, the evaluator will be available for assistance and support.

At the end of the timeline, the evaluator shall determine if satisfactory improvement has been made and complete the Compliance and Performance Expectations form.

TEACHERS in THEIR FIRST TWO YEARS of EMPLOYMENT with the SCHOOL DISTRICT

The following procedure will be used whenever an evaluator determines that a teacher is deficient in one or more performance expectations:

- The evaluator and the teachers shall meet to:
    - review the specific performance expectation(s) not being met
    - establish a reasonable time line for meeting the expectation(s)
    - determine the indicators of satisfactory improvement

Following the meeting, the above items will be recorded on the Compliance with Performance Expectations form or included in the mid-year or end-of-year summary evaluation report. During this time period the teacher will have the opportunity to succeed or fail in meeting the performance expectation(s) without interference. However, at the request of the teacher, the evaluator will be available for assistance and support.

At the end of the timeline, the evaluator shall determine if satisfactory improvement has been made and complete the Compliance and Performance Expectations form or notify the teacher in writing of said determination if the notification occurred in the mid-year or end-of-year summary evaluation report.

The Compliance with Performance Expectations form will be completed to be placed in the personnel file. If satisfactory improvement has not been made, the teacher may then be continued on the Evaluation Cycle for up to one additional year, or may be placed on conditional status.

Conditional Status

The placement of teachers after the second year of employment on conditional status will occur either at mid-year or at the end of a school year. The placement of teachers in their first two years of employment on conditional status will occur either at mid-year, by February 15 or at the end of the year. Notice of this placement shall be in writing, placed in the personnel file, and shall identify performance expectation(s) not being met.

NOTICE to ASSOCIATION

Whenever a teacher is placed on conditional status, or placed in the evaluation procedure out of cycle (Sec. 2, F1), the Association president will be informed in writing. If a teacher is placed on conditional status at the midyear point of the school year, the Association president shall be notified no later than one week following the resumption of classes after the holiday recess. If the teacher is placed at the end of the school year, the Association president shall be notified no later than two (2) weeks following the closing of school

PLAN of ASSISTANCE

Once a teacher is placed on conditional status, a plan of assistance shall be established that includes the following:

- A description of the condition that needs to be changed
- Clear expectations of what is acceptable performance
- A plan for achieving the desired expectation
- A system for monitoring the teacher's program and indicators of success
- Resources and support needed
- The date by which the plan must be completed

If the evaluator and the teacher cannot jointly establish the Plan of Assistance, the administrator shall do so unilaterally. The evaluator shall monitor the teacher's progress in following the plan and make a judgment on contract renewal.

SECOND EVALUATOR

At the option of the teacher or the administration, a second evaluator shall be appointed by the Superintendent. Notice of this appointment shall be sent to the teacher and the Association president. The second evaluator shall review the plan of assistance and previous evaluations. In addition to the evaluator, the second evaluator shall monitor the teacher's progress on the plan and make a judgment on contract renewal. The second evaluator's judgment is moot if the evaluator concludes that the objectives of the plan have been met. The independent judgments of the evaluator and the second evaluator on contract renewal shall be forwarded to the Superintendent or his designee, who shall make a decision on reassignment, involuntary transfer, or contract non-renewal for Board consideration.

Provision of Assistance

In the year in which a recommendation of non-renewal of a teaching contract is made in which performance is the major consideration:

a. The evaluator must have forewarned the teacher that failure to correct deficiencies could lead to non-renewal of the contract.
b. The evaluator must have made recommendations for corrective action and improvement through the plan of assistance.
c. The evaluator must have provided assistance to the teacher to help in correcting deficiencies through the remedial efforts of this section.
d. The evaluator must have made classroom visitations (in the case of classroom teachers) or other observations (in the case of other faculty members) and held follow-up conferences through the procedures of this section.

As required by Indiana Code 20-28-11.5 sec. 6c
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. The teacher is entitled to a private conference with the superintendent or superintendent's designee.

policy

NEW POLICY - SPECIAL UPDATE - JULY 2017

TEACHER APPRECIATION GRANTS

[DRAFTING NOTE: The statute places the revenue received from the Teacher Appreciation Grant outside of negotiations but requires the policy for distribution of the funds be discussed with the exclusive representative prior to adoption by the Board.]

The School Board shall adopt an annual policy concerning the distribution of teacher appreciation grants. This policy shall be submitted to the Indiana Department of Education (IDOE) along with the School Corporation's staff performance evaluation plan online as one (1) document by September 15th of each year.

Definitions:

For purposes of this policy, the following definitions apply:

The term "teacher" means a professional person whose position with the Corporation requires a license (as defined in I.C. 20-28-1-7) and whose primary responsibility is the instruction of students.

The term "license" refers to a document issued by the IDOE that grants permission to serve as a particular kind of teacher. The term includes any certificate or permit issued by the IDOE.

Distribution of Annual Teacher Appreciation Grants:

Teacher appreciation grant funds received by the Corporation shall be distributed to licensed teachers who meet the following criteria:

A. employed in the classroom (including providing instruction in a virtual classroom setting);

B. rated as Effective or Highly Effective on their most recent performance evaluation; and

C. employed by the Corporation as of December 1st of the year in which the teacher appreciation grant funds are received by the Corporation.

The Corporation shall distribute the teacher appreciation grant funds it receives as follows **[select one (1) of the two (2) options below]**:

[X] OPTION A:

A. A cash stipend as determined by the Superintendent shall be distributed to all teachers in the Corporation who are rated as Effective; and

B. A cash stipend in an amount that is ___25_____% **[insert an amount that is at least twenty-five percent (25%)]** more than the stipend given the teachers rated as Effective shall be distributed to all teachers in the Corporation who are rated as Highly Effective.

[ ] OPTION B:

A. A cash stipend as determined by the Superintendent shall be distributed to all teachers in the Corporation who are rated as Effective;

B. A cash stipend in an amount that is _____% **[insert an amount that is at least twenty-five percent (25%)]** more than the stipend given the teachers rated as Effective shall be distributed to all teachers in _____ School who are rated as Highly Effective;

C. A cash stipend in an amount that is _____% **[insert an amount that is at least twenty-five percent (25%)]** more than the stipend given the teachers rated as Effective shall be distributed to all teachers in _____ School who are rated as Highly Effective;

D. A cash stipend in an amount that is _____% **[insert an amount that is at least twenty-five percent (25%)]** more than the stipend given the teachers rated as Effective shall be distributed to all teachers in _____ School who are rated as Highly Effective;

E. **[ADD SAME PROVISION AS ABOVE FOR AS MANY INDIVIDUAL BUILDINGS AS THE BOARD WISHES TO SELECT FOR DIFFERENTIATION]**; and

F. A cash stipend in an amount that is _____% **[insert an amount that is at least twenty-five percent (25%)]** more than the stipend given the teachers rated as Effective shall be distributed to all teachers in all other buildings who are rated as Highly Effective.

[END OF OPTIONS]

If the Corporation is the local educational agency (LEA) or lead school corporation that administers a special education cooperative or joint services program or a career and technical education program, including programs managed under I.C. 20-26-10, 20-35-5, 20-37, or I.C. 36-1-7, then it shall award teacher appreciation grant stipends to and carry out the other responsibilities of an employing school corporation under this section for the teachers in the special education program or career and technical education program with respect to the teacher appreciation grant funds it receives on behalf of those teachers.

A stipend to an individual teacher in a particular year is not subject to collective bargaining but is discussable and is in addition to the minimum salary or increases in the salary set under I.C. 20-28-9-5.

The Corporation shall distribute all stipends from a teacher appreciation grant to individual teachers within twenty (20) business days of the date the IDOE distributes the teacher appreciation grant funds to the Corporation.

OPTIONAL:

[ ] Percentage of Teacher Appreciation Grant Becomes Part of the Base Salary:

An amount not exceeding _____% **[insert an amount that is not more than fifty percent (50%)]** of the amount of a stipend to an individual teacher in a particular year shall become a permanent part of and increase the base salary of the teacher receiving the stipend for school years beginning after the year in which the stipend is received.

The addition to base salary is not subject to collective bargaining but is discussable.

[END OF OPTION]

This policy shall be reviewed annually by the Board and shall be submitted to the IDOE annually by the Superintendent as indicated above.

I.C. 20-18-2-22
I.C. 20-28-1-7
I.C. 20-43-10-3.5

© NEOLA 2017

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

RISE

Evaluation and Development System

Evaluator and Teacher Handbook

Version 2.0

Contents

Indiana Teacher Evaluation: Public Law 90 4

Indiana's State Model on Teacher Evaluation 5

Background/Context 5

Timeline for Development 6

Performance Level Ratings 6

Overview of Components 7

A System for Teachers 7

Component 1: Professional Practice 8

Indiana Teacher Effectiveness Rubric: Background and Context 8

Indiana Teacher Effectiveness Rubric: Overview 9

The Indiana Teacher Effectiveness Rubric 10

Observation of Teacher Practice: Questions and Answers for Teachers 10

Teacher Effectiveness Rubric: Scoring 13

The Role of Professional Judgment 17

Component 2: Student Learning 18

Student Learning: Overview 18

Available Measures of Student Learning 18

Indiana Growth Model 19

School-wide Learning 19

Student Learning Objectives 20

Summative Teacher Evaluation Scoring 21

Review of Components 21

Weighting of Measures 21

Glossary of RISE Terms 24

Appendix A – Allowable Modifications to RISE 28

Appendix B – Optional Observation and Conferencing Forms 29

Optional Observation Mapping Form 1 – By Competency 30

Optional Pre-Observation Form - Teacher 34

Optional Post-Observation Form - Evaluators 35

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Optional Post-Observation Form – Teacher 36
Optional Mid-Year Professional Practice Check-In Form 37
Optional Summative Rating Form 42
Teacher Effectiveness Rubric Scoring 42
Student Learning Objectives 46
Final Summative Rating 48
Optional Professional Development Plan 50
Appendix C – Indiana Teacher Effectiveness Rubric 54

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Indiana Teacher Evaluation: Public Law 90

The 2011 Education Agenda put students first by focusing on the individuals who most strongly influence student learning every day — teachers. Indiana's teachers are hard-working and devoted to the success of every student. It's time we treat them like the professionals they are and take special care to identify and reward greatness in the classroom.

To do this, we need fair, credible and accurate annual evaluations to differentiate teacher and principal performance and to support their professional growth. With the help of teachers and leaders throughout the state, the Indiana Department of Education has developed an optional model evaluation system named RISE. Whether or not corporations choose to implement RISE, the Department's goal is to assist corporations in developing or adopting models that comply with Public Law 90 and are fair, credible, and accurate. Regardless of model or system, evaluations must:

- **Be Annual:** Every teacher, regardless of experience, deserves meaningful feedback on their performance on an annual basis.

- **Include Student Growth Data:** Evaluations should be student-focused. First and foremost, an effective teacher helps students make academic progress. A thorough evaluation system includes multiple measures of teacher performance, and growth data must be one of the key measures.

- **Include Four Rating Categories:** To retain our best teachers, we need a process that can truly differentiate our best educators and give them the recognition they deserve. If we want all teachers to perform at the highest level, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Indiana's State Model on Teacher Evaluation

Background/Context

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

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

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

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

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Timeline for Development

The timeline below reflects the roll-out of the state model for teacher evaluation. Public Law 90 requires statewide implementation of new or modified evaluation systems compliant with the law by school year 2012-2013. To assist corporations in creating evaluation models of their own, the state piloted RISE in school year 2011-2012. All documents for RISE version 1.0 were released by January 2012, and key lessons from the pilot drove model refinement. RISE 2.0 reflects the refined model of the original system.

Corporations may choose to adopt RISE entirely, draw on components from the model, or create their own system for implementation in school year 2012-2013. Though corporations are encouraged to choose or adapt the evaluation system that best meet the needs of their local schools and teachers, in order to maintain consistency, only corporations that adopt the RISE system wholesale or make only minor changes may use the RISE label, and are thus considered by the Indiana Department of Education to be using a version of RISE. For a list of allowable modifications of the RISE system, see Appendix A.

Figure 1: Timeline for RISE design and implementation

* Note: Statewide implementation refers to corporations adopting new evaluations systems in line with Public Law 90 requirements. RISE is an option and resource for corporations, but is not mandatory.

Performance Level Ratings

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

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

- **Effective**: An *effective* teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

- **Improvement Necessary**: A teacher who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated improvement necessary have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Overview of Components

Every teacher is unique, and the classroom is a complex place. RISE relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. All teachers will be evaluated on two major components:

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

2. **Student Learning** – Teachers' contribution to student academic progress, assessed through multiple measures of student academic achievement and growth, including Indiana Growth Model data as well as progress towards specific Student Learning Objectives using state-, corporation-, or school-wide assessments.

A System for Teachers

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Component 1: Professional Practice

Indiana Teacher Effectiveness Rubric: Background and Context

The Teacher Effectiveness Rubric was developed for three key purposes:

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

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

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

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

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

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Indiana Teacher Effectiveness Rubric: Overview

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

Figure 2: Domains 1-3 and Competencies

Domain 1: Planning

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

Domain 2: Instruction

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

Domain 3: Leadership

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

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

The Core Professionalism domain has four criteria:

- Attendance
- On-Time Arrival
- Policies and Procedures
- Respect

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

The Indiana Teacher Effectiveness Rubric

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

Observation of Teacher Practice: Questions and Answers for Teachers

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

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

What is the role of the primary evaluator?

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

What is a secondary evaluator?

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

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

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

What is an extended observation?

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

Are there mandatory conferences that accompany an extended observation?

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

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

How many extended observations will I have in a year?

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

Who is qualified to perform extended observations?

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

What is a short observation?

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

How many short observations will I have in a year?

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

Who is qualified to perform short observations?

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

Is there any additional support for struggling teachers?

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

Will my formal and informal observations be scored?

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit **www.riseindiana.org**

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

Evaluators should collect material outside of the classroom to assess these domains. Teachers should also be proactive in demonstrating their proficiency in these areas. However, evidence collection in these two domains should not be a burden on teachers that detracts from quality instruction. Examples of evidence for these domains may include (but are not limited to):

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

Evaluators and teachers seeking more guidance around evidence collection for Domains 1 and 3 should reference the "Evidence Collection and Scoring of Domains 1 and 3" resource under the Professional Practice resources section on the RISE website.

What is a professional development plan?

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

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

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

Is there extra support in this system for new teachers?

Teachers in their first few years are encouraged to complete a professional development plan with the support of their primary evaluator. These teachers will benefit from early and frequent feedback on

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit **www.riseindiana.org**

their performance. Evaluators should adjust timing of observations and conferences to ensure these teachers receive the support they need. This helps to support growth and also to set clear expectations on the instructional culture of the building and school leadership.

Teacher Effectiveness Rubric: Scoring

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

Figure 3: Evidence vs. Judgment

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

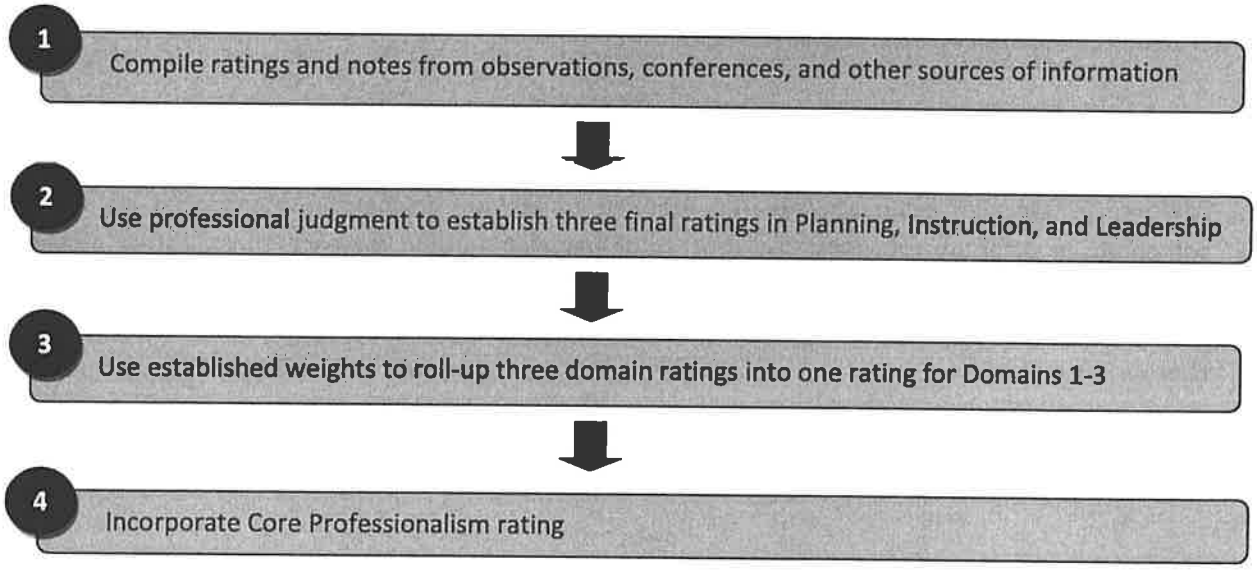
After the observation, the evaluator should take these notes and match them to the appropriate indicators on the rubric in order to provide the teacher with rubric-aligned feedback during the post-conference. Although evaluators are not required to provide teachers interim ratings on specific competencies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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Figure 4: Mapping Evidence to Indicators

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

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



If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit **www.riseindiana.org**

Each step is described in detail below.

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

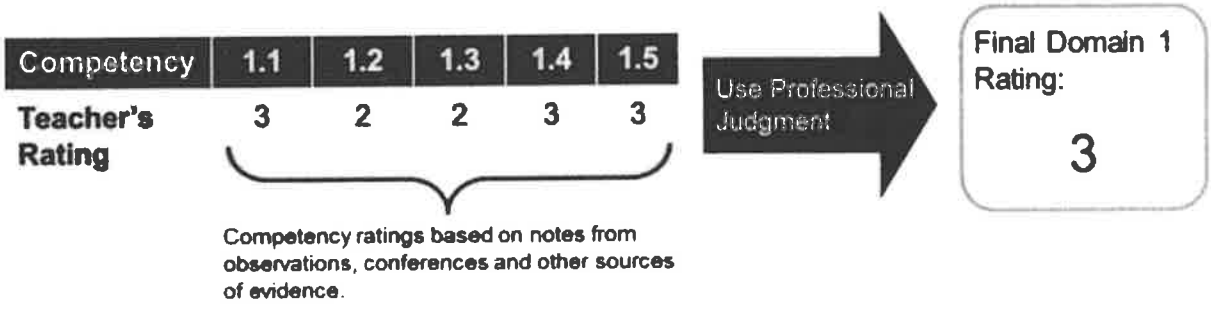
At the end of the school year, primary evaluators should have collected a body of information representing teacher practice from throughout the year. Not all of this information will necessarily come from the same evaluator, but it is the responsibility of the assigned primary evaluator to gather information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

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

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

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

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



If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

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

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

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

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

At this point, each of the three final domain ratings is weighted according to importance and summed to form one rating for domains 1-3. As described earlier, the creation and design of the rubric stresses the importance of observable teacher and student actions. These are reflected in Domain 2: Instruction. Good instruction and classroom environment matters more than anything else a teacher can do to improve student outcomes. Therefore, the Instruction Domain is weighted significantly more than the others, at 75%. Planning and Leadership are weighted 10% and 15% respectively.

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

The calculation here is as follows:

1) Rating x Weight = Weighted Rating

2) Sum of Weighted Ratings = Final Score

4 Incorporate Core Professionalism

At this point, the Teacher Effectiveness Rubric rating is close to completion. Evaluators now look at the fourth domain: Core Professionalism. As described earlier, this domain represents non-negotiable aspects of the teaching profession, such as on-time arrival to school and respect for colleagues. This domain only has two rating levels: Does Not Meet Standard and Meets Standard. The evaluator uses available information and professional judgment to decide if a teacher has not met the standards for

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

any of the four indicators. In order for the Core Professionalism domain to be used most effectively, corporations should create detailed policies regarding the four competencies of this domain, for example, more concretely defining an acceptable or unacceptable number of days missed or late arrivals. If a teacher has met standards in each of the four indicators, the score does not change from the result of step 3 above. If the teacher did not meet standards in *at least one* of the four indicators, he or she automatically has a 1 point deduction from the final score in step 3.

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

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

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

The final Teacher Effectiveness Rubric score is then combined with the scores from the teacher's student learning measures in order to calculate a final rating. Details of this scoring process are provided in the Summative Teacher Evaluation Scoring section.

The Role of Professional Judgment

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

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Component 2: Student Learning

Student Learning: Overview

Many parents' main question over the course of a school year is: "How much is my child learning?" Student learning is the ultimate measure of the success of a teacher, instructional leader, school, or district. To meaningfully assess the performance of an educator or a school, one must examine the growth and achievement of their students, using multiple measures.

Achievement is defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards

- *Achievement* is a set point or "bar" that is the same for all students, regardless of where they begin

Growth is defined as improving skills required to achieve mastery on a subject or grade level standard over a period of time

- *Growth* differentiates mastery expectations based upon baseline performance.

Available Measures of Student Learning

There are multiple ways of assessing both growth and achievement. When looking at available data sources to measure student learning, we must use measurements that:

- Are **accurate** in assessing student learning and teacher impact on student learning
- Provide **valuable and timely data** to drive instruction in classrooms
- Are **fair** to teachers in different grades and subjects
- Are as **consistent** as possible across grades and subjects
- Allow **flexibility** for districts, schools, and teachers to make key decisions surrounding the best assessments for their students

The Indiana Growth Model is the most common method of measuring growth. This model will be used to measure the student learning for all math and ELA teachers in grades in 4-8. To complement the Growth Model, and to account for those teachers who do not have such data available, RISE also includes measures of students' progress toward specific learning goals, known as Student Learning Objectives.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Student Learning Objectives involve setting rigorous learning goals for students around common assessments. All teachers will have Student Learning Objectives. For teachers who have a Growth Model rating, these Objectives will serve as additional measures of student achievement. For teachers who do not have a Growth Model rating, the Student Learning Objectives will form the basis for the student learning measures portion of their evaluation. More details on how each type of student learning measure affects a teacher's final rating can be found in the Summative Teacher Evaluation Scoring section.

Indiana Growth Model

The Indiana Growth Model indicates a student's academic progress over the course of a year. It takes a student's ISTEP+ scores in the previous year or years and finds all other students in the state who received the same score(s), for example, in math. Then it looks at all of the current year math scores for the same group of students to see how the student scored compared to the other students in the group. Student growth is reported in percentiles, and therefore represents how a student's current year ISTEP + scores compare to students who had scored similarly in previous ISTEP+ tests.

Indiana teachers are accustomed to looking at growth scores for their students, but these scores will now also be calculated at the classroom level and across classes for use in teacher evaluation. Individual growth model measures are only available for students and teachers in ELA/Math in grades 4-8. For these teachers, students' growth scores will be used to situate teachers in one of the four rating categories. Please access the IDOE website for more information on the metrics used to calculate teachers' 1-4 score based on student growth model data.

School-wide Learning

Because it is important for teachers to have a common mission of improving student achievement, *all* teachers will also have a component of their evaluation score tied to school-wide student learning by aligning with Indiana's new A – F accountability model. The new A – F accountability model will be based on several metrics of school performance, including the percent of students passing the math and ELA ISTEP+, IMAST, and ISTAR for elementary and middle schools, and Algebra I and English 10 ECA scores as well as graduation rates and college and career readiness for high schools. Additionally, school accountability grades may be raised or lowered based on participation rates and student growth (for elementary and middle schools) and improvement in scores (for high schools).

All teachers in the same school will receive the same rating for this measure. Teachers in schools earning an A will earn a 4 on this measure; teachers in a B school will earn a 3; teachers in a C school receive a 2; and teachers who work in either a D or F school earn a 1 on this measure.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Student Learning Objectives

Effective teachers have learning goals for their students and use assessments to measure their progress toward these goals. They review state and national standards, account for students' starting points, give assessments aligned to those standards, and measure how their students grow during the school year. For those who teach 4th through 8th grade math or ELA, information on the extent to which students grow academically is provided annually in the form of growth model data. Teachers of other grades and subjects do not have such information available. The RISE system helps account for these information gaps by requiring Student Learning Objectives.

A **Student Learning Objective** is a long-term academic goal that teachers and evaluators set for groups of students. It must be:

- Specific and measureable using the most rigorous assessment available
- Based on available prior student learning data
- Aligned to state standards
- Based on student progress and achievement

For subjects without growth model data, student learning objectives provide teachers standards-aligned goals to measure student progress that allow for planning backward to ensure that every minute of instruction is pushing teachers and schools toward a common vision of achievement. By implementing Student Learning Objectives, the RISE system seeks to make these best practices a part of every teacher's planning.

More detailed information on the Student Learning Objectives process along with examples can be found in the *Student Learning Objectives Handbook*, available at www.riseindiana.org.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit **www.riseindiana.org**

Summative Teacher Evaluation Scoring

Review of Components

Each teacher's summative evaluation score will be based on the following components and measures:

1) Professional Practice – Assessment of instructional knowledge and skills

Measure: Indiana Teacher Effectiveness Rubric (TER)

2) Student Learning – Contribution to student academic progress

Measure: School-wide Learning Measure (SWL)

Measure: Student Learning Objectives (SLO)

* This measure only applies to teachers of grades 4 through 8 who teach ELA or math.

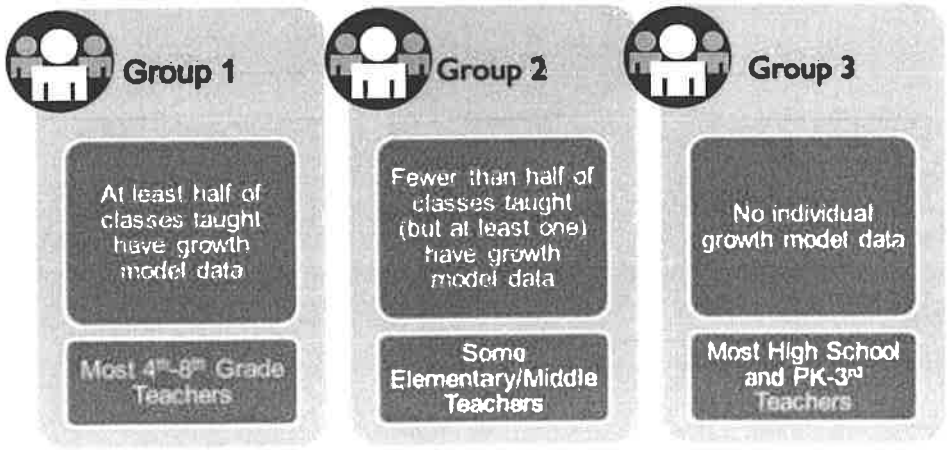
The method for scoring each measure individually has been explained in the sections above. This section will detail the process for combining all measures into a final, summative score.

Weighting of Measures

The primary goal of the weighting method is to treat teachers as fairly and as equally as possible. This particular weighting method does this in a few ways:

- Wherever possible, it aims to take a teacher's mix of grades and subjects into account
- It gives the most weight to the measures that are standardized across teachers
- It includes the same measures (whenever possible) for each teacher

At this point, the evaluator should have calculated or received individual scores for the following measures: Teacher Effectiveness Rubric (TER), Individual Growth Model (IGM) (if available), School-wide Learning Measure (SWL), and Student Learning Objectives (SLO). How these measures are weighted depends on a teacher's mix of classes and the availability of growth data. Teachers fall into one of three groups (further definitions of these groups can be found in the Glossary).

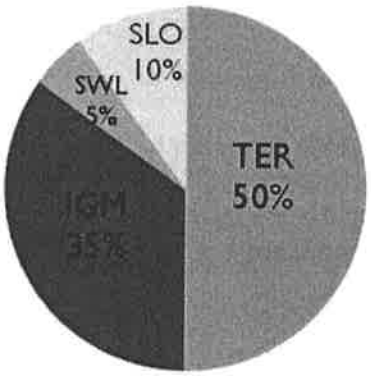


If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

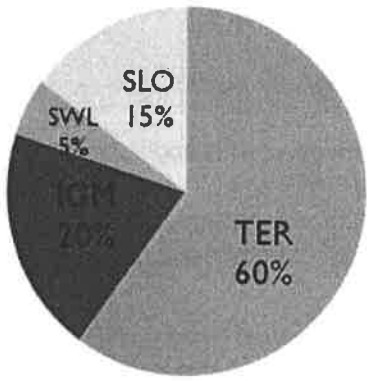
Each group of teachers has a separate weighting scheme. Each is summarized in the charts below.

Key:
TER – Teacher Effectiveness Rubric **IGM – Individual Growth Model Data**
SWL – School-wide Learning Measure **SLO – Student Learning Objectives**

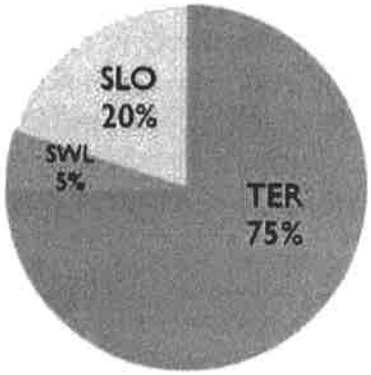
Group 1: Teachers who have individual growth model data for at least half of classes taught



Group 2: Teachers who have individual growth model data for fewer than half of classes taught (but at least one class with growth model data)



Group 3 Teachers: Teachers who do not teach any classes with growth model data



Growth model and rubric data are given more weight because educators have more experience with these measures. Student Learning Objectives are a new and difficult process for many. This percentage may increase over time, once teachers and principals are given sufficient practice and training on writing rigorous Student Learning Objectives.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Compared across groups, the weighting looks as follows:

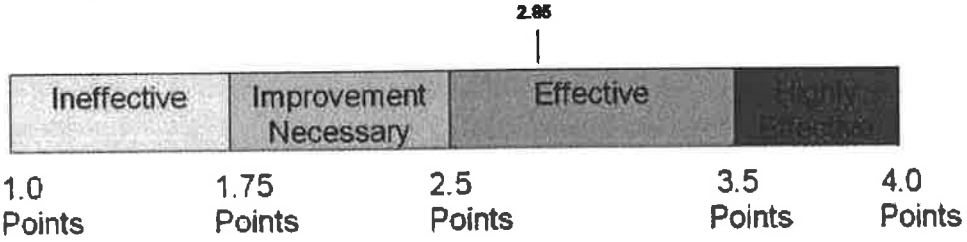
Component	G1: Half or more GM classes	G2: Less than half GM classes	G3: Non GM classes only
Teacher Effectiveness Rubric	50%	60%	75%
Individual Growth Model Data	35%	20%	N/A
Student Learning Objectives	10%	15%	20%
School wide Learning Measure	5%	5%	5%

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

Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric	2.6	X 50%	= 1.3
Individual Growth Model Data	3	X 35%	= 1.05
Student Learning Objectives	4	X 10%	=0.4
School wide Learning Measure	2	X 5%	=0.1
Sum of the Weighted Scores			2.85

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

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



Note: Borderline points always round up.

The score of 2.85 maps to a rating of "Effective". Primary evaluators should meet with teachers in a summative conference to discuss all the information collected in addition to the final rating. A summative evaluation form to help guide this conversation is provided in Appendix B. The summative conference may occur at the end of the school year in the spring, or when teachers return in the fall, depending on the availability of data for the individual teacher.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Glossary of RISE Terms

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

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

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

Corporation-Wide Assessment: A common assessment given to all schools in the corporation. This assessment may have either been created by teachers within the corporation or purchased from an assessment vendor. This may also be an optional state assessment that the corporation chooses to administer corporation-wide (ex. Acuity, mCLASS, etc).

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

End-of-Course Assessment: An assessment given at the end of the course to measure mastery in a given content area. The state currently offers end-of-course assessments in Algebra I, English 10, and Biology I. However, many districts and schools have end-of-course assessments that they have created on their own.

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

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

Group 1 Teacher: For the purpose of summative weighting, a group 1 teacher is a teacher for whom half or more of their "classes" have growth model data. More specifically, this includes any teacher in grades 4-8 that teaches both ELA and Math OR any teacher in grades 4-8 that teaches either ELA or Math for half or more of time spent teaching during the day.

Group 2 Teacher: For the purpose of summative weighting, a group 2 teacher is a teacher who does not qualify as a group 1 teacher and for whom less than half of their "classes" have growth model data.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

More specifically, this includes any teacher in grades 4-8 that teaches either ELA or Math for less than half of time spent teaching during the day.

Group 3 Teacher: For the purpose of summative weighting, a group 3 teacher is a teacher for whom none of their classes have growth model data. This currently represents all PK-3rd teachers and all high school teachers. It also may represent any teachers in grades 4-8 that teach neither math nor ELA.

Growth: Improving skills required to achieve mastery on a subject or grade-level standard over a period of time. Growth differentiates mastery expectations based on baseline performance.

Indiana Growth Model: The IN Growth Model rating is calculated by measuring the progress of students in a teacher's class to students throughout the state who have the same score history (their academic peers). Most teachers will have a small component of their evaluation based on school-wide growth model data. Individual growth model data currently only exists for teachers in grades 4-8 ELA/Math.

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

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

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

ISTEP+: A statewide assessment measuring proficiency in Math and English Language Arts in grades 3-8, Social Studies in grades 5 and 7, and Science in grades 4 and 6. The Indiana Growth model uses ISTEP scores in Math and ELA to report student growth for these two subjects in grades 4-8.

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

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

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

Primary Evaluator: The person chiefly responsible for evaluating a teacher. This evaluator approves Professional Development Plans (when applicable) in the fall and assigns the summative rating in the

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

spring. Each teacher has only one primary evaluator. The primary evaluator must perform a minimum of one extended and one short observation.

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

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

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

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

School-Wide Assessment: A school-wide assessment is common to one school, but not given across schools. It is usually created by a team of teachers within the school, but may have been purchased from an outside vendor. It is administered to all students in a given grade or subject. For an assessment to be considered school-wide, it must be given by more than one teacher.

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

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

Statewide Assessment: A statewide assessment refers to any mandatory assessment offered by the state. Examples of this in Indiana include: ISTEP, ECAs, LAS Links, etc.

Student Learning Objective: A long-term academic goal that teachers and evaluators set for groups of students. It must be specific and measureable using the most rigorous assessment available, based on available prior student learning data, aligned to state standards, and based on student progress and achievement.

Student Learning: Student Learning is the second major component of the summative evaluation score (the first is Professional Practice). Student Learning is measured by a teacher's individual Indiana Growth Model data (when available), school-wide Indiana Growth Model data, and Student Learning Objectives.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

These elements of student learning are weighted differently depending on the mix of classes a teacher teaches.

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

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

Teacher-Created Assessment: A teacher-created assessment is an individual exam developed and administered by an individual teacher. Please note that a teacher-created assessment does not refer to an assessment created by and administered by *groups* of teachers (see school-wide assessment)

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Appendix A – Allowable Modifications to RISE

Corporations that follow the RISE guidelines and use both this handbook and the Student Learning Objectives handbook exactly as written are considered to be using the *RISE Evaluation and Development System*.

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

- Professional Practice Component
  - Minimum number of short and extended observations
  - Minimum length for short and extended observations
  - Minimum requirements around feedback and conferencing
  - Use of the Teacher Effectiveness Rubric with all domains and competencies
  - Scoring weights for all Professional Practice domains, including Core Professionalism
  - Use of optional RISE observation/conferencing forms OR similarly rigorous forms (not checklists)
- Measures of Student Learning
  - Three measures of student learning as outlined in the RISE system
  - All minimum requirements around Student Learning Objectives, including, but not limited to (see Student Learning Objective handbook for details):
    - Assessments
    - Number of objectives
    - Population targets for objectives
    - Process steps
    - Weight of objectives
- Summative Scoring
  - Weights assigned to components of the summative model
  - Definition of groups of teachers for weighting purposes

If a corporation chooses to deviate from any of the minimum requirements of the most recent version of RISE (found at www.riseindiana.org), the corporation may no longer use the name "RISE Corporations can give any alternative title to their system, and may choose to note that the system has been "adapted from Indiana RISE".

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Appendix B – Optional Observation and Conferencing Forms

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Optional Observation Mapping Form 1 – By Competency

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

SCHOOL: _____ OBSERVER: _____

TEACHER: _____ GRADE/SUBJECT: _____

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

2.1 OBJECTIVE	
Evidence	**Indicator**

2.2 CONTENT	
Evidence	**Indicator**

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

2.3 ENGAGEMENT	
Evidence	**Indicator**

2.4 UNDERSTANDING	
Evidence	**Indicator**

2.5 MODIFY INSTRUCTION	
Evidence	**Indicator**

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

2.6 RIGOR	
Evidence	**Indicator**

2.7 MAXIMIZE INSTRUCTIONAL TIME	
Evidence	**Indicator**

2.8 CLASSROOM CULTURE	
Evidence	**Indicator**

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

2.9 HIGH EXPECTATIONS	
Evidence	**Indicator**

Overall Strengths:

Overall Areas for Improvement:

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Optional Pre-Observation Form - Teacher

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

SCHOOL: _____ OBSERVER: _____

TEACHER: _____ GRADE/SUBJECT: _____

DATE AND PERIOD OF SCHEDULED OBSERVATION: _____

Dear Teacher,

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

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

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

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

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

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit **www.riseindiana.org**

Optional Post-Observation Form - Evaluators

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

SCHOOL: _____ OBSERVER: _____

TEACHER: _____ GRADE/SUBJECT: _____

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

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

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

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

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

Action Steps for Teacher Areas of Improvement:

This section should be written by the teacher and evaluator during the post-conference.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit **www.riseindiana.org**

Optional Post-Observation Form – Teacher

SCHOOL: _____ OBSERVER: _____
TEACHER: _____ GRADE/SUBJECT: _____
DATE OF OBSERVATION: _____ START TIME: _____ END TIME: _____

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

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

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

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

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit **www.riseindiana.org**

Optional Mid-Year Professional Practice Check-In Form

SCHOOL: _____ SUMMATIVE EVALUATOR: _____

TEACHER: _____ GRADE/SUBJECT: _____

DATE: _____

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

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

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

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit **www.riseindiana.org**

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Domain 3: Leadership	Mid-Year Assessment of Domain 3
3.1 Contribute to School Culture 3.2 Collaborate with Peers 3.3 Seek Professional Skills and Knowledge 3.4 Advocate for Student Success 3.5 Engage Families in Student Learning	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**
Domain 4: Professionalism	**Mid-Year Assessment of Domain 4**
1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect	
Mid-Year Rating (Circle One)	**Meets Standards Does Not Meet Standards**

If you have received this document from any source other than the RISE website, it may have been altered from its orlginal version. For the official, and most up-to-date version, please visit www.riseindiana.org

Optional Summative Rating Form

SCHOOL: _____ SUMMATIVE EVALUATOR: _____

TEACHER: _____ GRADE/SUBJECT: _____

DATE: _____

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

Teacher Effectiveness Rubric Scoring

Number of Formal Observations: _____

Number if Informal Observations: _____

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

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

Domains 1-3 Weighted Scores

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

Final Score for Domains 1-3:

Follow the following formula to calculate by hand:

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

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

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

Final Teacher Effectiveness Rubric Score

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

Final Teacher Effectiveness Rubric Score: _____

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Student Learning Objectives

Class Objective

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
What was the teacher's Class Learning Objective?				

Content Mastery Standard	Number of Students Who Achieved Mastery	Number of Students in Course	Percentage of Students Who Achieved Mastery

Were there any important changes to the population of students in the targeted class (e.g., attendance problems, significant issues/changes to specific students) that you considered when rating the class objective? If so, state them below.

Based on the above table, the teacher's Class Student Learning Objective, and your professional judgment, indicate the appropriate performance level

Ineffective ☐ Improvement Necessary ☐ Effective ☐ Highly Effective ☐

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Targeted Objective

Targeted Learning Objective	What was the teacher's Targeted Objective Learning Goal for the targeted students?

Did the teacher meet this objective? Met Objective ☐ Did Not Meet Objective ☐

What evidence did you use to determine whether the teacher "surpassed goal or otherwise demonstrated outstanding student mastery or progress?"

Based on the teacher's Targeted Student Learning Objective, the evidence discussed above, and your professional judgment, indicate the appropriate performance level:

Ineffective ☐ Improvement Necessary ☐ Effective ☐ Highly Effective ☐

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Student Learning Objectives Weighted Scores

Objective	Rating (1-4)	Weight	Weighted Rating
Class		50%	
Targeted		50%	

Final Student Learning Objectives Score:

Follow the following formula to calculate by hand:

1) Rating * % Weight = Weighted Rating
2) Sum of Weighted Ratings = Final Student Learning Objectives Score

Final Student Learning Objectives Score: _____

Final Summative Rating

Circle the group to which the teacher belongs. Then use the appropriate weights to calculate the final rating:

Group 1 **Group 2** **Group 3**

		Choose only one set of weights			
Measure	Rating (1-4)	GROUP 1 Weights	GROUP 2 Weights	GROUP 3 Weights	Weighted Rating
Teacher Effectiveness Rubric		50%	60%	75%	
Indiana Growth Model		35%	20%	---	
Student Learning Objectives		10%	15%	20%	
School-wide Learning Measure*		5%	5%	5%	

Final Summative Score:

* All teachers in the same school should have the same rating on this measure

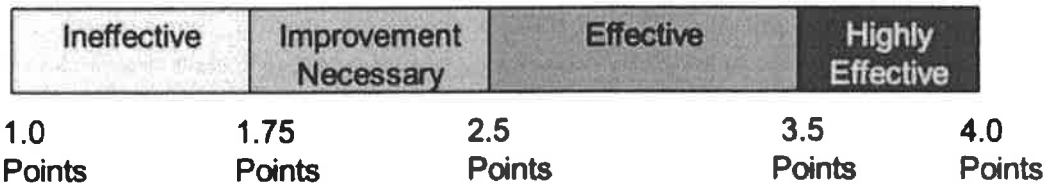
Follow the following formula to calculate by hand:

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

Final Summative Evaluation Score: _____

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

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



Note: Borderline points always round up.

Final Summative Rating:

☐ **Ineffective** ☐ **Improvement Necessary**

☐ **Effective** ☐ **Highly Effective**

Teacher Signature

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

Signature: _____ Date: _____

Evaluator Signature

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

Signature: _____ Date: _____

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Optional Professional Development Plan

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

Goal	**Achieved?**
1.	
2.	
3.	

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit **www.riseindiana.org**

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit **www.riseIndiana.org**

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

<table>
<tr><td colspan="6">Professional Growth Goal #3</td></tr>
<tr><td rowspan="5">Overall Goal:
Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).</td><td>Action Steps:
Include specific and measurable steps you will take to improve.</td><td colspan="4">Benchmarks and Data:
Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.</td><td>Evidence of Achievement:
How do you know that your goal has been met?</td></tr>
<tr><td rowspan="2">Action Step 1</td><td>__/__/__</td><td>__/__/__</td><td>__/__/__</td><td>__/__/__</td><td rowspan="2"></td></tr>
<tr><td>Data:</td><td>Data:</td><td>Data:</td><td>Data:</td></tr>
<tr><td rowspan="2">Action Step 2</td><td>__/__/__</td><td>__/__/__</td><td>__/__/__</td><td>__/__/__</td><td rowspan="2"></td></tr>
<tr><td>Data:</td><td>Data:</td><td>Data:</td><td>Data:</td></tr>
</table>

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit **www.riseindiana.org**

Appendix C – Indiana Teacher Effectiveness Rubric

On the following page, you will find the Indiana Teacher Effectiveness Rubric. Visit www.riseindiana.org for versions of the rubric that are printable on 8.5" x 11" paper.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit **www.riseindiana.org**

RISE
Evaluation and Development System

Indiana Department of Education

Indiana Teacher Effectiveness Rubric 2.0

This document contains no modifications from Version 1.0. It is labeled Version 2.0 to maintain labeling consistency across materials.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

DOMAIN 1: PURPOSEFUL PLANNING

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

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

1.4	**Create Objective-Driven Lesson Plans and Assessments**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction	**Based on unit plan, teacher plans daily lessons by:** - Identifying lesson objectives that are aligned to state content standards. - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designing formative assessments that measure progress towards mastery and inform instruction	**Based on unit plan, teacher plans daily lessons by:** - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. **Teacher may *not*:** - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction.	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.
1.5	**Track Student Data and Analyze Progress**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day	**Teacher uses an effective data tracking system for:** - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals	**Teacher uses an effective data tracking system for:** - Recording student assessment/ progress data - Maintaining a grading system **Teacher may *not*:** - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

DOMAIN 2: EFFECTIVE INSTRUCTION

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1:	Teacher is highly effective at developing student understanding and mastery of lesson objectives	Teacher is effective at developing student understanding and mastery of lesson objectives	Teacher needs improvement at developing student understanding and mastery of lesson objectives	Teacher is ineffective at developing student understanding and mastery of lesson objectives
Develop student understanding and mastery of lesson objectives	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection	- Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in easy- to- understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective	- Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Teacher attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective	- Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. - There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. - Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective.

Notes:

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

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

Notes:

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

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

Notes:

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

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

Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
2. Examples of how the teacher may assess student understanding and mastery of objectives:

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

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

Notes:

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

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

Notes:

1. Examples of types of questions that can develop higher-level understanding:
- Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
- Asking students to explain their reasoning
- Asking students to explain why they are learning something or to summarize the main idea
- Asking students to apply a new skill or concept in a different context
- Posing a question that increases the rigor of the lesson content
- Prompting students to make connections to previous material or prior knowledge

2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency
4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

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

Notes:

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

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

Notes:

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

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

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

DOMAIN 3: Teacher Leadership

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

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Core Professionalism Rubric

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

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

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

School Counselor Effectiveness Rubric:
Guidance for Evaluating an Indiana School Counselor/Director of Guidance

Beginning in 2010, the Counselor Evaluation Leadership Team (CELT), funded by the Indiana Department of Education (IDOE) and facilitated by the Indiana School Counselor Association (ISCA), came together to develop a sample School Counselor Effectiveness Rubric for Indiana schools. The leadership team was comprised of representatives from ISCA; IDOE; school counselors from the elementary, middle, and high school levels; counselor educators from Ball State University, Indiana University, Butler University, and Purdue University; school administrators; representatives from the Indiana Department of Workforce Development, Indiana Youth Institute, and Learn More Indiana.

The School Counselor Rubric was developed to assist principals in their efforts to increase school counselor effectiveness; to define and prioritize the actions that effective school counselors use to achieve gains in student achievement, personal, social, and college and career development; and to provide a foundation for accurately assessing the effectiveness along four domains, which include Academic Achievement; Student Assistance Services; Career Development; and Professional Leadership. The first draft, which was completed in August of 2010, was piloted by 16 Indiana schools (representing elementary, middle and high school counselor/administrators) during the spring semester of 2011 and as a result of the pilot, changes were made in July, 2011. Score totals were revisited and revised, which are reflected in the current version completed in 2012.

Additional sample school counselor evaluation plans, including a RISE and TAP sample, can be found in the *IDOE school counselor* and *IDOE Developing New Indiana Evaluations* communities in the Learning Connection.

How might School Counselors demonstrate their impact?

Some might argue that it may be difficult for School Counselors to demonstrate their direct impact on student achievement (i.e. ISTEP scores). What we know is that if students receive sound guidance and counseling (at the school-wide, classroom, small group and/or individual levels), they make choices to support their learning and development and as a result, achievement increases. Therefore, we oftentimes consider data in terms of *Achievement, Student Choice,* and *Guidance* and *Counseling.*

Achievement data might include ISTEP scores, Advanced Placement (AP) scores, grades, passing classes, earning an Academic Honors or Technical Honors Diploma, etc.

"Student Choice" data might include data that counselors may have a more direct impact on, including enrollment in advanced classes; completion of graduation and postsecondary plans, the FAFSA, homework, college visits, the ACT or SAT, Scholar Success Program, and college applications; enrollment in 21st Century Scholars; office referrals; and attendance.

Guidance-related data would include student demonstration or response of mastery of the Indiana Student Standards for Guidance.

Counseling data may be based on personal goals made in individual or group counseling sessions. Counseling data might also include school-wide data on such things as student responses to feeling safe at school, bullying, etc.

Achievement	
Student Choice	
Guidance	**Counseling**
Academic	Personal
College/Career	Social
Personal/Social	

(American Student Achievement Institute)

Goal Setting / Student Learning Objectives (SLOs):
School Counselors should first look at their school-wide data to determine annual student goals. Upon analyzing data, counselors may select goals that are specific to certain subgroups (i.e. grade levels, socioeconomic groups, specific racial/ethnic groups, male/female, special education, etc.) One example might include a goal to increase the number of students who apply for the 21st Century Scholars program. With this program, students have to meet certain criteria in order to apply, which include being in 7th or 8th grade and meeting income eligibility. Therefore, if one of my goals as a counselor is to increase the number of students who apply, I might choose to target 7th and 8th grade students who qualify for free/reduced lunches, for example. This would also apply to achievement-specific goals. If, when analyzing school-wide data, a counselor finds that African American males are not registering in advanced placement classes at the rate of their peers, I might work to increase the enrollment rate with this select group. This might apply in other cases where disproportionality is found. It might also be encouraged to select goals that are in alignment with school improvement plans and college and career readiness grades.
**SLOs are encouraged, but are not required for evaluations.*

Sample Goals / Student Learning Objectives:
**Chosen target percentage should be optimistic but realistic, based on previous year's school data (baseline).*

Achievement

1. 90% of 3rd graders pass the English/LA portion of ISTEP.
2. 90% of 10th grade students will pass the English 10 End of Course Assessment.
3. 70% of graduating seniors will meet the requirements for the Academic Honors Diploma.

Student Choice

1. 100% of eligible 8th graders will complete and submit the 21st Century Scholars application prior to the June 30th deadline.
2. 70% of students will enroll in Algebra I for 8th grade.
3. 100% of 6th graders will complete a graduation plan.
   *Other goals might include attendance, taking the PSAT or PLAN, ACT or SAT; registering for AP and dual credit courses, etc.

Guidance

1. 100% of 1st graders understand that they have the ability to choose their behaviors.
2. 100% of 5th graders will be able to identify their learning style.
3. 100% of 7th graders can describe an apprenticeship (or substitute military, 2 and 4 year college) program.
4. 100% of 8th graders can describe the requirements for an Indiana Core 40 diploma.
5. 100% of 10th graders can describe how to find and apply for financial aid.

Counseling

1. 100% of 2nd graders can describe simple ways to resolve conflicts.
2. 100% of 5th graders can describe the process of grief.
3. 100% of 6th graders understand their responsibility to report bullying incidents to an adult.
4. 100% of 9th graders can identify at-risk behaviors.

To increase the % of...

Student Group	Goal	Baseline/Current Data	Target Date	Target Data
9th graders	Pass the Algebra I ECA	60%	June, 2014	70%

Assessment & Data Collection Tools:
Counselors may gather data using a number of different methods, some of which may include:

Achievement:
ISTEP scores, number of students passing the ECA's, graduation rate, number of Academic Honors and Technical Honors Diplomas earned, percentage of students taking (and passing) AP and dual credit courses, etc.

Student Choice:
Number of students submitting a 21st C. Scholars application, high school or dual credit and advanced placement course enrollment, graduation plan completion, etc.

Guidance:
Learn More Indiana / Redesigning School Counseling (RSC) surveys (grades K-12; parents and teachers)

Counseling:
Learn More Indiana / Redesigning School Counseling surveys (K-12)
School Climate surveys
Progress on personal goals set in small group and individual counseling sessions

Interventions:
School Counselor interventions include academic, college and career, and personal/social development through:

- School-wide prevention programming (i.e. classroom guidance) for 100% of students
- Small group instruction (typically for a targeted group of students)
- Individual academic and postsecondary (college and career) planning (100% of students)
- Individual counseling for personal/social issues (targeted group of students as needed)

School-Wide Measure:
Evaluations also may include a school-wide measure, which invests all individuals in the success of the school's students. This measure is designed to be something that everyone can contribute to, regardless of grade level or subject matter. The school-wide measure (in the RISE sample) is aligned to the A-F accountability model. For elementary and middle school, this measure includes school-wide achievement and growth on the ISTEP+. For high school, this measure includes English 10 and Algebra I ECA performance and improvement, college and career readiness, and the graduation rate.

Resources:
For more information on goal setting for school counselors, view the webcasts located within the American Student Achievement Institute Website (every Indiana school should have a login that was assigned to the school counselor).

Additional accountability and data collection resources for school counselors can be found on the ISCA website and in the 'advocacy and accountability' folder in the *IDOE school counselor* communities in the Learning Connection.

Source: American Student Achievement Institute – *Redesigning School Counseling/Gold Star*

Contact:
Amanda Culhan
Program Coordinator for School Counseling
Indiana Department of Education
aculhan@doe.in.gov

Association of Indiana School Library Educators

School Librarian Evaluation Rubric

aisle

Association of Indiana School Library Educators

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) or Denise Keogh (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.

Approved by the AISLE Board November 14, 2012

Copyright 2012

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:

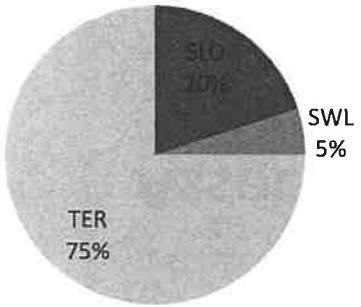
- Use of the rubric with all domains and competencies
- Addition of competencies
- Notes added to clarify the domains or competencies

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

Approved by the AISLE Board November 14, 2012

Copyright 2012

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.

Approved by the AISLE Board November 14, 2012

Copyright 2012

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).

Domain 1: Purposeful Planning

Approved by the AISLE Board November 14, 2012

Copyright 2012

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	**Demonstrating knowledge of literature and current trends in library practice and information technology**	Drawing on extensive professional resources, school librarian demonstrates rich understanding of literature and of current trends in information technology. *- 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.*	School librarian demonstrates thorough knowledge of literature and of current trends in practice and information technology. *- Librarian maintains a professional network to stay current with trends. This includes reading current journals, blogs, and using social media.*	School librarian demonstrates limited knowledge of literature and current trends in practice and information technology. *- Librarian reads journals to learn about current trends.*	School librarian demonstrates little or no knowledge of literature and of current trends in practice and information technology.
	Notes 1.1 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. 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.				

Copyright 2012

AISLE School Librarian Evaluation Rubric

	Level of Performance				
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
1.2	**Establishing and successfully implementing goals for the school library program appropriate to the setting and the students served**	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 *-The goal for the program is communicated with appropriate stakeholders with regular assessments to determine if goal is being met.*	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. *-The goal for the program is communicated with appropriate stakeholders.*	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. *- The goal for the program is established by not communicated with appropriate stakeholders.*	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.
	Notes 1.2 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.				
1.3	**Demonstrating knowledge of resources, both within and beyond the school and district**	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.	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.	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.	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.
	Notes 1.3 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.				

Copyright 2012

AISLE School Librarian Evaluation Rubric

	Level of Performance				
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
1.4	**Developing and implementing a plan to evaluate the library program**	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	**Establishing a culture for investigation and love of literature**	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	**Establishing and maintaining library procedures**	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.

Copyright 2012

	Level of Performance				
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
1.7	**Organize physical space to enable smooth flow**	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.
	Notes 1.7 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	**Maintaining and extending the library collection in accordance with the schools' needs and within budget limitations**	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.
	Notes 1.8 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.				

Copyright 2012

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	**Creating an environment conducive to learning**	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.

Copyright 2012

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

Copyright 2012

2.3	**Engage Students in Academic Content**	Librarian is highly effective at engaging students in academic content For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: *- Librarian provides ways to engage with content that significantly promotes student mastery of the objective* *- Librarian provides differentiated ways of engaging with content specific to individual student needs* *- The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do* *- Librarian effectively integrates technology as a tool to engage students in academic content*	Librarian is effective at engaging students in academic content *-More than 3/4 of students are actively engaged in content at all times and not off-task* *-Librarian provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective* *- Librarian sustains the attention of the class by maintaining a dynamic presence* *- Ways of engaging with content reflect different learning modalities or intelligences* *- Librarian adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged* *- ELL and IEP students have the appropriate accommodations to be engaged in content* *- Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)*	Librarian needs improvement at engaging students in academic content *- Fewer than 3/4 of students are engaged in content and many are off-task* *- Librarian may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content* *- Librarian may miss opportunities to provide ways of differentiating content for student engagement* *- Some students may not have the prerequisite skills necessary to fully engage in content and Librarian's attempt to modify instruction for these students is limited or not always effective* *- Students may appear to actively listen, but when it comes time for participation are disinterested in engaging*	Librarian is ineffective at engaging students in academic content *- Fewer than 1/2 of students are engaged in content and many are off-task* *- 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* *- Librarian does not differentiate instruction to target different learning modalities* *- 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* *- ELL and IEP students are not provided with the necessary accommodations to engage in content*

Copyright 2012

	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.

Copyright 2012

2.4	**Check for Understanding**	School librarian is highly effective at checking for understanding. For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - *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)* - *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*	School librarian is effective at checking for understanding. - *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* - *Librarian gains enough information during checks for understanding to modify the lesson and respond accordingly* - *Librarian uses a variety of methods to check for understanding* - *Librarian uses wait time effectively both after posing a question and before helping students think through a response* - *Librarian doesn't allow students to "opt-out" of checks for understanding and cycles back to these students* - *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)*	School librarian needs improvement at checking for understanding. - *Librarian sometimes checks for understanding of content, but misses several key moments* - *Librarian mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly* - *Librarian may not use a variety of methods to check for understanding when doing so would be helpful* - *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* - *Librarian sometimes allows students to "opt-out" of checks for understanding without cycling back to these students* - *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*	School librarian is ineffective at checking for understanding. - *Librarian rarely or never checks for understanding of content, or misses nearly all key moments* - *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* - *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* - *Librarian frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students* - *Librarian rarely or never assesses for mastery at the end of the lesson*

Copyright 2012

	Notes 2.4 1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice. 2. Examples of how the teacher may assess student understanding and mastery of objectives: · Checks for Understanding: thumbs up/down, cold-calling ·Do Nows/Bell Ringers Turn and Talk/Pair Share · Guided or Independent Practice · Exit Slips				
2.5	**Modify Instruction as Needed**	School librarian is highly effective at modifying instruction as needed. For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: *- Librarian anticipates student misunderstandings and preemptively addresses them* *- Librarian is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement*	School librarian is effective at modifying instruction as needed. *- Librarian makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students* *- Librarian differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs* *- Librarian responds to misunderstandings with effective scaffolding techniques* *- Librarian doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful*	School librarian needs improvement at modifying instruction as needed. *- Librarian may attempt to make adjustments based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students* *- Librarian may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective* *- Librarian may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding*	School librarian is ineffective at modifying instruction as needed. *- Librarian rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students* *- Librarian only responds to misunderstandings by using teacher-driven scaffolding techniques* *- Librarian repeatedly uses the same techniques to respond to misunderstandings, even when it is not succeeding*

Copyright 2012

2.6	**Maximize Instructional Time**	School librarian is highly effective at maximizing instructional time. For Level 4, all of the evidence listed under Level 3 is present, as well as the following: *- All students are on-task and follow instructions of Librarian without much prompting*	School librarian is effective at maximizing instructional time. *- Routines, transitions, and procedures are well-executed.* *- Almost all students are on-task and follow instructions of librarian without much prompting* *- Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson*	School librarian needs improvement at maximizing instructional time. *- Routines, transitions, and procedures are in place.* *- Significant prompting from the librarian is necessary for students to follow instructions and remain on-task* *- Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and Librarian may have to stop the lesson frequently to address the problem*	School librarian is ineffective at maximizing instructional time. *- There are few or no evident routines or procedures in place.* *- Even with significant prompting, students frequently do not follow directions and are off-task* *- Disruptive behaviors and off-task conversations are common and frequently cause the librarian to have to make adjustments to the lesson* *- Classroom management is generally poor and wastes instructional time*
2.7	**Assisting students in the use of technology in the Media Center**	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.
	Notes 2.7 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. 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.				
2.8	**Collaborating with teachers in the design of instructional units and lessons**	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.

Copyright 2012

2.9	**Engaging students in enjoying literature and in learning multiple literacy skills**	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.

Copyright 2012

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.

Copyright 2012

3.4	**Advocate for Student Success**	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	**Preparing and submitting reports and budgets**	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	**Communicating with the larger community**	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	**Participating in a professional community**	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	**Seek professional skills and knowledge**	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.

Copyright 2012

	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.

Copyright 2012

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

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

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.

Copyright 2012

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>.

Copyright 2012

policy

NEW POLICY - SPECIAL UPDATE - JULY 2017

TEACHER APPRECIATION GRANTS

[DRAFTING NOTE: The statute places the revenue received from the Teacher Appreciation Grant outside of negotiations but requires the policy for distribution of the funds be discussed with the exclusive representative prior to adoption by the Board.]

The School Board shall adopt an annual policy concerning the distribution of teacher appreciation grants. This policy shall be submitted to the Indiana Department of Education (IDOE) along with the School Corporation's staff performance evaluation plan online as one (1) document by September 15th of each year.

Definitions:

For purposes of this policy, the following definitions apply:

The term "teacher" means a professional person whose position with the Corporation requires a license (as defined in I.C. 20-28-1-7) and whose primary responsibility is the instruction of students.

The term "license" refers to a document issued by the IDOE that grants permission to serve as a particular kind of teacher. The term includes any certificate or permit issued by the IDOE.

Distribution of Annual Teacher Appreciation Grants:

Teacher appreciation grant funds received by the Corporation shall be distributed to licensed teachers who meet the following criteria:

A. employed in the classroom (including providing instruction in a virtual classroom setting);

B. rated as Effective or Highly Effective on their most recent performance evaluation; and

C. employed by the Corporation as of December 1st of the year in which the teacher appreciation grant funds are received by the Corporation.

policy

The Corporation shall distribute the teacher appreciation grant funds it receives as follows **[select one (1) of the two (2) options below]**:

[X] OPTION A:

A. A cash stipend as determined by the Superintendent shall be distributed to all teachers in the Corporation who are rated as Effective; and

B. A cash stipend in an amount that is __25_____% **[insert an amount that is at least twenty-five percent (25%)]** more than the stipend given the teachers rated as Effective shall be distributed to all teachers in the Corporation who are rated as Highly Effective.

[ ] OPTION B:

A. A cash stipend as determined by the Superintendent shall be distributed to all teachers in the Corporation who are rated as Effective;

B. A cash stipend in an amount that is _____% **[insert an amount that is at least twenty-five percent (25%)]** more than the stipend given the teachers rated as Effective shall be distributed to all teachers in _____ School who are rated as Highly Effective;

C. A cash stipend in an amount that is _____% **[insert an amount that is at least twenty-five percent (25%)]** more than the stipend given the teachers rated as Effective shall be distributed to all teachers in _____ School who are rated as Highly Effective;

D. A cash stipend in an amount that is _____% **[insert an amount that is at least twenty-five percent (25%)]** more than the stipend given the teachers rated as Effective shall be distributed to all teachers in _____ School who are rated as Highly Effective;

E. **[ADD SAME PROVISION AS ABOVE FOR AS MANY INDIVIDUAL BUILDINGS AS THE BOARD WISHES TO SELECT FOR DIFFERENTIATION]**; and

F. A cash stipend in an amount that is _____% **[insert an amount that is at least twenty-five percent (25%)]** more than the stipend given the teachers rated as Effective shall be distributed to all teachers in all other buildings who are rated as Highly Effective.

[END OF OPTIONS]

If the Corporation is the local educational agency (LEA) or lead school corporation that administers a special education cooperative or joint services program or a career and technical education program, including programs managed under I.C. 20-26-10, 20-35-5, 20-37, or I.C. 36-1-7, then it shall award teacher appreciation grant stipends to and carry out the other responsibilities of an employing school corporation under this section for the teachers in the special education program or career and technical education program with respect to the teacher appreciation grant funds it receives on behalf of those teachers.

A stipend to an individual teacher in a particular year is not subject to collective bargaining but is discussable and is in addition to the minimum salary or increases in the salary set under I.C. 20-28-9-5.

The Corporation shall distribute all stipends from a teacher appreciation grant to individual teachers within twenty (20) business days of the date the IDOE distributes the teacher appreciation grant funds to the Corporation.

policy

OPTIONAL:

[ ] Percentage of Teacher Appreciation Grant Becomes Part of the Base Salary:

An amount not exceeding _____% **[insert an amount that is not more than fifty percent (50%)]** of the amount of a stipend to an individual teacher in a particular year shall become a permanent part of and increase the base salary of the teacher receiving the stipend for school years beginning after the year in which the stipend is received.

The addition to base salary is not subject to collective bargaining but is discussable.

[END OF OPTION]

This policy shall be reviewed annually by the Board and shall be submitted to the IDOE annually by the Superintendent as indicated above.

I.C. 20-18-2-22
I.C. 20-28-1-7
I.C. 20-43-10-3.5

© NEOLA 2017

Indiana
DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

MEMORANDUM

TO: School Corporation Superintendents

FROM: Dr. Scott Syverson, Chief Talent Officer

DATE: July 7, 2017

SUBJECT: Staff Performance Evaluation Plan Submission

Legal Standard 12 requires each public school corporation to provide a copy of its entire staff performance evaluation plan to the Indiana Department of Education (IDOE). Furthermore, in accordance with IC 20-28-11.5-8(d), a school corporation must submit its staff performance evaluation plan to the department for approval in order to qualify for any grant funding related to this chapter (i.e., Teacher Appreciation Grant). Staff performance evaluation plans must be submitted via DOE Online by **September 15, 2017**.

The staff performance evaluation plan submission coversheet has been reformatted for the 2017-18 school year. All school corporations must use the updated coversheet when submitting their plans this year; school corporations submitting an outdated coversheet will be asked to complete the appropriate coversheet and resubmit. It is essential that the reference page numbers included in the coversheet clearly demonstrate fulfillment of the statutory (IC 20-28-11.5) and regulatory (511 IAC 10-6) requirements.

Evaluation plans for *all* certificated employees, including teachers and administrators, and the corporation's Teacher Appreciation Grant (TAG) policy must be combined into a single document and submitted in the PDF file format. Other formats will not upload. Please complete the new submission coversheet and include it as the first pages within the single document. The SY 2017-18 submission coversheet is attached and can also be found at: www.doe.in.gov/evaluations.

School corporations must upload their staff performance evaluation plans to the DOE Online. For Login/Password assistance, see your district's DOE Online System Administrator http://www.doe.in.gov/help/doe-online-help/doe-online-system-administrator.

School corporations that have contracts that have not expired and have not been subject to meet the requirements of IC 20-28-11.5-4 must still upload their *current* plan for Accreditation Legal Standard 12 through the DOE Online. There is a check box on the screen to indicate that you still have a valid contract that precedes the requirement.

Please contact the Office of Educator Effectiveness at eel@doe.in.gov with questions.

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

RISE
Evaluation and Development System

Evaluator and Principal Handbook

Contents

Indiana Principal Evaluation: Public Law 90 3

Indiana's State Model on Principal Evaluation 4

Timeline for Principal Evaluation 8

Component 1: Professional Practice 10

Component 2: Student Learning 20

Summative Principal Evaluation Scoring 26

Frequently Asked Questions 29

Glossary of RISE Terms 30

Appendix A – Allowable Modifications to RISE 33

Appendix B – Optional Observation and Conferencing Forms 34

Appendix C – Indiana Principal Effectiveness Rubric 45

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Indiana Principal Evaluation: Public Law 90

The 2011 Education Agenda put students first by focusing on the individuals who most strongly influence student learning every day—teachers. Indiana is committed to effectively supporting teachers and to ensuring the success of every student. Doing so requires that every school in the state is led by effective principals, as these school leaders have a tremendous impact on both teacher effectiveness and student learning.

As a starting point for increasing principal effectiveness, we need fair, credible and accurate annual evaluations to differentiate principal performance and to support their professional growth. With the help of educators throughout the state, the Indiana Department of Education has developed an optional model evaluation system named RISE. Whether or not corporations choose to implement RISE, the Department's goal is to assist corporations in developing or adopting models that comply with Public Law 90, and are fair, credible, and accurate. Regardless of model or system, evaluations must:

- **Be Annual:** Every principal, regardless of experience, deserves meaningful feedback on their performance on an annual basis.

- **Focus on Student Growth and Achievement:** Evaluations should be student-focused. First and foremost, an effective principal creates the conditions for all students to make academic progress. A thorough evaluation system includes multiple measures of principal performance, and growth and achievement data must be one of the key measures.

- **Include Four Rating Categories:** To retain our best principals, we need a process that can truly differentiate the performance of our best school leaders, and give them the recognition they deserve. If we want all principals to perform at the highest level, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Indiana's State Model on Principal Evaluation

Background/Context

RISE was designed to provide a quality system that local corporations can adopt in its entirety, or use as a model as they develop evaluation systems to best suit their local contexts. A representative group of teachers and leaders from across the state, along with staff from the Indiana Department of Education (IDOE), contributed to the development of the RISE principal evaluation system. These individuals dedicated their time and expertise to develop a system that represents excellence in leadership and serves to guide principal development.

A meaningful principal evaluation system reflects a set of core convictions about leadership. From the beginning, the Indiana Department of Education sought to design a model evaluation system focused on effective leadership practice and student outcomes. RISE was designed to be fair, accurate, transparent, and easy-to-use. The IDOE designed the RISE principal evaluation system based on four core beliefs about principal evaluation:

- **Principals matter.** There are two things that account for most of what schools contribute to increased student learning: teacher practice and principal practice. While individual teachers have the most significant impact on the students they serve, the school leadership plays a critical role in boosting teacher effectiveness and teacher satisfaction. Furthermore, research clearly points to principals as having a significant, independent effect on student learning.

- **The job of principals has changed.** Along with our understanding of the impact of principals, we have developed a more sophisticated understanding of the actions that principals take to drive higher levels of student achievement. RISE puts a premium on those actions in the evaluation of each and every principal.

- **Principal effectiveness needs to be recognized and emulated.** Unfortunately, many evaluations treat principals like interchangeable parts—rating nearly all principals the same and failing to give principals the accurate, useful feedback they need to do their best work in schools. We need to create an evaluation system that gives principals regular feedback on their performance, opportunities for professional growth, and recognition when they do exceptional work. We're committed to creating evaluations that are fair, accurate and consistent, based on multiple factors that paint a complete picture of each principal's success in leading his or her school to higher levels of performance.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

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

Timeline for Development

The timeline below reflects the roll-out of the state model for principal evaluation. Public Law 90, passed in April of 2011, requires statewide implementation of new or modified evaluation systems compliant with the law by school year 2012-2013. To assist corporations in creating evaluation models of their own, the state piloted RISE in school year 2011-2012. This handbook reflects the refined model of the original system. Corporations may choose to adopt RISE entirely, draw on components from the model, or create their own system for implementation in school year 2012-2013. Though corporations are encouraged to choose the evaluation system that best meet the needs of their local schools and principals, in order to maintain consistency, only corporations that adopt the RISE system wholesale or make only minor changes may use the RISE label, and are thus considered by the Indiana Department of Education to be using a version of RISE. For a list of allowable modifications of the RISE system, see Appendix A.

Figure 1: Timeline for RISE design and implementation

* Note: Statewide implementation refers to corporations adopting new evaluations systems in line with Public Law 90 requirements. The RISE model is an option and serves as a resource for corporations, but is not mandatory.

Performance Level Ratings

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

- **Highly Effective:** A *highly effective* principal consistently exceeds expectations. This is a principal who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The students in the highly effective principal's school, on aggregate, have generally

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

- **Effective**: An *effective* principal consistently meets expectations. This is a principal who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The students in the effective principal's school, on aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

- **Improvement Necessary**: A principal who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is a principal who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. On aggregate, the students in the school of a principal rated improvement necessary have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

- **Ineffective:** An *ineffective* principal consistently fails to meet expectations. This is a principal who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The students in the ineffective principal's school, on aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Overview of Components

The principal's role is a highly complex one. RISE relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a principal's performance. All principals will be evaluated on two major components:

1. **Professional Practice** – Assessment of leadership practices that influence student learning, as measured by competencies set forth in the Indiana Principal Effectiveness Rubric. All principals will be evaluated in the domains of Teacher Effectiveness and Leadership Actions.

2. **Student Learning** – A principal's contribution to student academic progress, assessed through multiple measures of student academic achievement and growth, including the A-F Accountability Model as well as progress towards specific Administrative Student Learning Objectives (SLOs) using state-, corporation-, or school-wide assessments.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Evaluation of Other Administrators

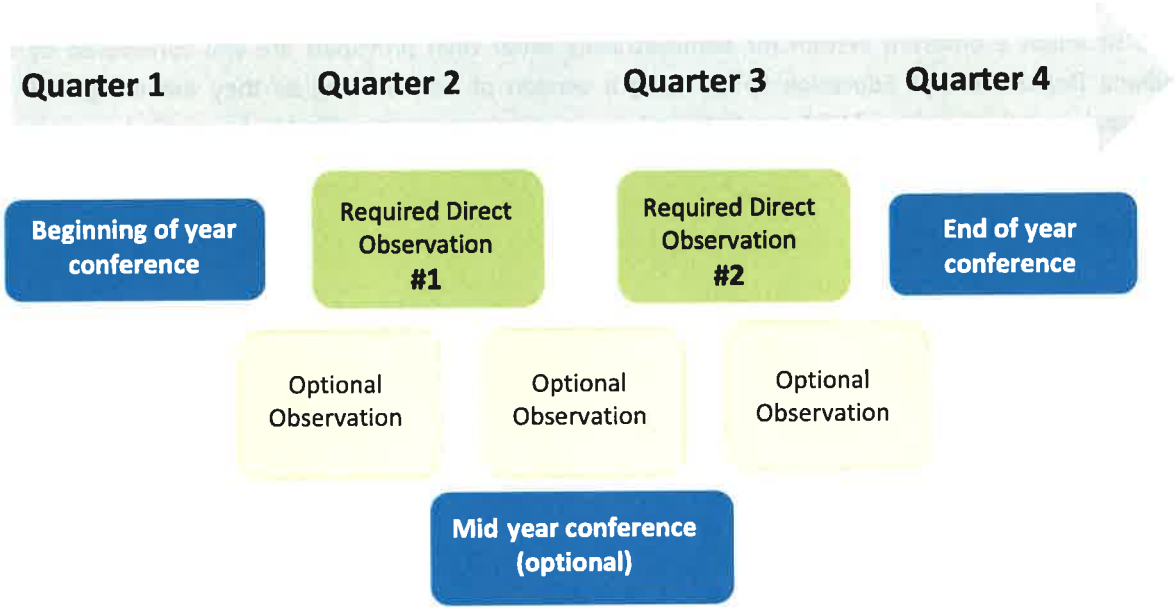
The RISE Principal Evaluation and Development System (referred to simply as RISE through the rest of the document) was created with principals in mind and may not always be appropriate to use to evaluate other school or district administrators. Though certain components of RISE can be easily applied to individuals in other administrative positions, it is ultimately a corporation's decision whether or not to modify RISE or adapt a different evaluation system for these roles. Corporations that modify RISE or adapt a different system for administrators other than principals are still considered by the Indiana Department of Education to be using a version of RISE as long as they are using RISE for principals and this version of RISE meets the minimum requirements specified in Appendix A.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Timeline for Principal Evaluation

Evaluation is an annual process and tracks the arc of the school year, as shown in the figure below.

Figure 2: Sample Principal Evaluation Timeline



At the beginning of the year, the principal and evaluator meet for a **beginning-of-year conference**. This is an opportunity to discuss the principal's prior year performance, review the Administrative Student Learning Objectives written by the principal, and map out a plan for the year. Evaluators and principals should leave the conference with clarity on:

- The Administrative SLOs;
- The areas of practice that will be the focus for a principal's work and an evaluator's support throughout the year; and
- A plan for regular observation and feedback (with an understanding that the evaluator may visit unannounced as well).

Throughout the school year, the evaluator collects evidence, including two **required direct observations** and, preferably, numerous additional direct and indirect observations. Each of these observations is accompanied by feedback to the principal.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

A strongly recommended but optional element of RISE is a **mid-year conference**. Held in the middle of the year, this is an opportunity for the evaluator and principal meet to discuss performance thus far. Evaluators can prepare for this conference by reviewing observation notes and feedback to date, while the principal can use it as an opportunity to share interim student learning data that demonstrate progress toward accomplishment of Administrative SLOs.

In the spring, evaluators and principals meet for an **end-of-year conference**. This is an opportunity to review the principal's performance on all of the competencies of the Principal Effectiveness Rubric and, if available, data supporting the accomplishment of Administrative SLOs.

It is important to note that, depending on when all the data necessary for assigning a summative rating are available, either the beginning-of-year or end-of-year conference will also serve as a **summative conference**. This is when the evaluator shares his/her **summative rating** of the principal, reviewing the principal's areas of strengths and development for the year.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Component 1: Professional Practice

Indiana Principal Effectiveness Rubric: Background and Context

The Principal Effectiveness Rubric was developed for four key purposes:

1. **To shine a spotlight on great leadership:** The rubric is designed to assist schools and districts in their efforts to increase principal effectiveness and ensure the equitable distribution of great leaders across the state.

2. **To provide clear expectations for principals:** The rubric defines and prioritizes the actions in which effective principals must engage to lead breakthrough gains in student achievement.

3. **To help principals and their managers identify areas of growth and development:** The rubric provides clear language differentiating levels of performance, so that principals can assess their own performance and identify priority areas for improvement in their practice.

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

While drafting the Principal Effectiveness Rubric, the development team examined leadership frameworks from numerous sources, including:

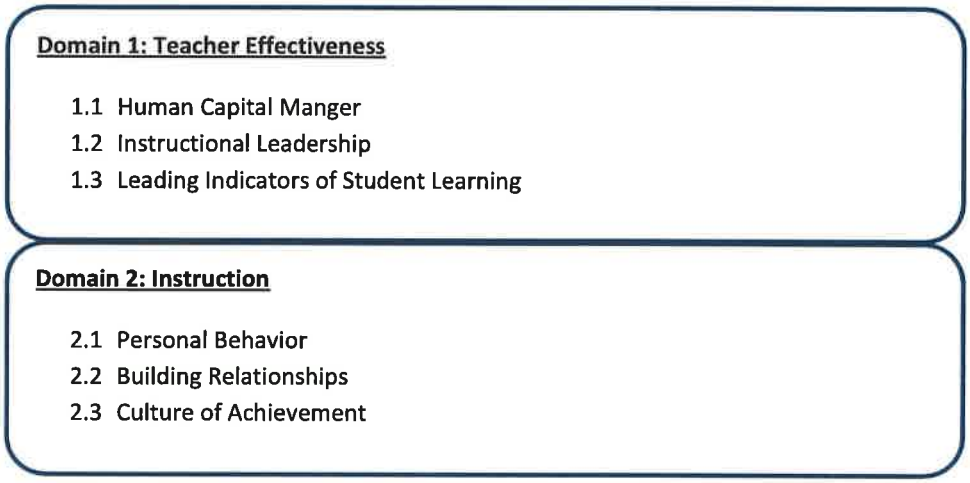
- Achievement First's *Professional Growth Plan for School Principals*
- CHORUS's *Hallmarks of Excellence in Leadership*
- Clay Christensen's *Disrupting Class*
- Discovery Education's *Vanderbilt Assessment of Leadership in Education (VAL-ED)*
- Doug Reeves' *Leadership Performance Matrix*
- Gallup's *Principal Insight*
- ISLLC's *Educational Leadership Policy Standards*
- Kim Marshall's *Principal Evaluation Rubrics*
- KIPP's *Leadership Competency Model*
- Mass Insight's *HPHP Readiness Model*
- National Board's *Accomplished Principal Standards*
- New Leaders for New Schools' *Urban Excellence Framework*
- NYC Leadership Academy's *Leadership Performance Standards Matrix*
- Public Impact's *Turnaround Leaders Competencies*
- Todd Whitaker's *What Great Principals Do Differently*

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Indiana Principal Effectiveness Rubric: Overview

The rubric is divided into two domains – (1) Teacher Effectiveness and (2) Leadership Actions. Discrete competencies within each domain target specific areas upon which effective principals must focus.

Figure 3: Domains and Competencies



It is undeniable that a principal is required to wear many hats, from instructional leader and disciplinarian to budget planner and building manager. As the job becomes more demanding and complex, the question of how to fairly and effectively evaluate principals takes on greater importance.

In reviewing leadership frameworks as part of the development of the Principal Effectiveness Rubric, the goal was not to create a principal evaluation tool that would try to be all things to all people. Rather, the rubric focuses unapologetically on evaluating the principal's role as driver of student growth and achievement through their leadership skills and ability to manage teacher effectiveness in their buildings. Moreover, this focus reflects a strong belief that if a principal is evaluated highly on this particular instrument, he/she will likely be effective in areas not explicitly touched upon in the rubric such as school safety or school operations.

The Indiana Principal Effectiveness Rubric

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Collecting Evidence on Principal Practice

In RISE, administrators who supervise principals will serve as the formal evaluators for principals. They will be responsible for approving the Administrative Student Learning Objectives set by principals, conducting observations, providing feedback, monitoring progress, and assigning final ratings (several of these steps are described in subsequent sections). This expectation stems from our belief that these administrators – usually superintendents and assistant superintendents – need to focus their role (as many already do) on developing leaders in their corporations. So, throughout this section, we refer to evaluators with these individuals in mind.

A Note about "Primary" and "Secondary" Evaluators: For those familiar with the use of "primary" and "secondary" evaluators in the RISE Teacher Evaluation System, there are some important differences to note in the RISE Principal Evaluation System. Principal supervisors, either superintendents or assistant superintendents, may ask other trained evaluators who have a record of effective school leadership to assist in the evaluation process by collecting *additional* evidence and providing feedback to principals. However, principal supervisors are responsible for collecting evidence themselves through the two required observations, and for reviewing all information collected throughout the year and determining a summative rating.

In order to accurately and comprehensively assess principal practice on the RISE Principal Effectiveness Rubric, evaluators should collect four types of evidence:

1. Direct observation – This involves observing the principal undertaking a wide range of possible actions (e.g., leading professional development sessions, debriefing with a teacher about a classroom observation, leading a data team meeting or a meeting to discuss next steps to support a struggling student, visiting classrooms, meeting with students individually or addressing groups of students, meeting with parents, etc.).

2. Indirect observation – This involves observing systems that clearly result from the principal's work but may operate without the principal present (e.g., grade level or department planning meetings, peer coaching sessions, visiting classrooms, etc.).

3. Artifacts – This involves reviewing written records of a principal's work (e.g., the school improvement plan, the master schedule, coaching records, teacher evaluation reports, etc.). Artifacts are often collected by the principal him/herself as part of the evaluation process.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

4. Data – This involves reviewing concrete results of a principal's work, including both leading indicators and direct evidence of student performance (e.g., interim assessment results, attendance and discipline data, stakeholder survey results).

Principal supervisors must directly observe principals at least two times over the course of the year, for at least 30 minutes per visit. Observations may be announced or unannounced and evaluators may choose to use their visits as an opportunity to collect other evidence, including indirectly observing key systems that the principal has established. After each required observation, the evaluator must, within five school days, provide written and oral feedback to the principal on what was observed, and how evidence maps to the rubric.

Evaluators should treat these observation requirements as a bare minimum and strive to observe principal practice – directly and indirectly – significantly more. In fact, while the minimum requirement is two observations in year one of RISE implementation, in future years RISE will likely require a higher number of observations. While other aspects of evaluation (e.g., collection of artifacts of practice) are important, the professional relationship forged through observation and substantive feedback is a critical feature of a strong evaluation system. While this represents a significant shift from current practice for many superintendents and principals, it is a shift that will have powerful effects on the quality of leadership and, by extension, on the instruction that students receive.

Figure 4: Principal Observation Requirements

Observation Type	Length (min.)	Frequency	Pre Conference	Post Conference	Written Feedback	Announced?
Required	30 min.	2/yr	Optional	Yes	Within 5 days	Optional
Optional	Varies	3/yr (suggested)	No	Optional (encouraged)	Optional (encouraged)	No

It is essential that during observations the evaluator take evidence-based notes, writing specific instances of what the principal and others said and did. The evidence that evaluators record during the observation should be non-judgmental, reflecting a clear and concise account of what occurred in the observation. The difference between evidence and judgment is highlighted in the examples in Figure 5 below for both direct and indirect observation.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Figure 5: Evidence vs. Judgment

Evidence	Judgment
DIRECT OBSERVATION	
P: (During staff meeting): P discusses SLOs with teachers "... all teachers need to develop SLOs by themselves and keep them in their file till the end of the school year."	Principal doesn't promote collaboration and misunderstands the processes around SLOs.
INDIRECT OBSERVATION	
E: (At grade-level team meeting): T's have no written or stated objective for the meeting. T's express confusion about what they should be doing. T:"Let's discuss student behavior during recess"...	Principal has not effectively communicated expectations for how time is used in grade-level planning meetings

After the observation, the evaluator should take these notes and match them to the appropriate indicators on the rubric in order to provide the principal with rubric-aligned feedback during the post-conference. Although evaluators are not required to provide principals interim ratings on specific competencies after observations, the process of mapping specific evidence to indicators provides principals a good idea of their performance on competencies prior to the end-of-year conference. When mapping, evaluators should consider the evidence at the indicator level, focusing first on the "Effective" column in the rubric then moving up or down the performance levels as directed by the evidence. Figure 6 provides examples of documented evidence mapped to the appropriate indicators.

A word on collecting artifacts and reviewing data: Evaluators should collect enough evidence to help them make accurate professional judgments on the rubric, but should think carefully about the quality, alignment, and purpose of all evidence collected. Collecting large quantities of low-quality, poorly aligned evidence will only burden the principal and the evaluator.

Written artifacts should serve two purposes. First they can supplement observation, providing more evidence that is relevant to an observation. For example, using the direct observation evidence described in Figure 6, artifacts for the first example may include a schedule of RTI meetings or written documentation of the interventions and instructional strategies that were discussed. In the second example, the student performance data reviewed by the principal and teacher in addition to subsequent student performance data related to this concept would provide supporting evidence for the evaluator's rating of the principal for this indicator. As with direct and indirect observations, it is important to ensure that the artifacts and data that are collected align with the competencies and indicators against which the principal's performance is being evaluated. The second purpose of artifacts is to provide evidence on sections of the rubric that might be more difficult to observe directly.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

The same purposes apply to reviewing school data as evidence. For example, parent and teacher survey results often provide valuable evidence of a principal's practice across a range of competencies and sub-competencies in the rubric (some notable ones being 1.1.4: Leadership and Talent Development; 1.3.4: Instructional Time; 2.1.1: Professionalism; and 2.2.2: Communication).

Figure 6: Mapping Evidence to Indicators

Evidence	Indicator
E: Conduct RTI meetings weekly with grade level Ts and intervention teachers during their 45 minute planning time. **P: "This is definitely multiple comprehension strategies; not that they wouldn't continue to practice all of those, but for the purpose of your targeted area it would simplify it to have a single focus. "**	**Orchestrating frequent and timely team collaboration for data analysis. (E – 2.3.3)** **Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis. (E – 2.3.3)**
E: Principal meets with T to review student performance data from an assessment over content delivered during the Ps last classroom observation. P: "The data show that your Ss understand how to identify the main idea of a paragraph. What do the data show regarding your Ss abilities to determine the meanings of complex words using contextual cues? T: Only my top Ss understood that concept. P: What adjustments can you make when you teach this concept to help all your Ss understand? Do you include all Ss in your check for understanding before moving on in the lesson?"	Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality (E – 1.2.2) Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data. (E – 1.2.2)

Over the course of a school year, the collection of evidence should be significant. This has important implications for how information is maintained and how evaluators think about distilling information for purposes of feedback and ratings. On these fronts, here are some recommendations for evaluators:

- Consider establishing a regular (e.g., monthly) schedule for observation and feedback with principals, while also leaving room for unannounced visits.
- Hold a mid-year conference to assess progress and review actions steps, providing principals with an idea of where they stand and what they need to do to improve or accelerate progress.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

- Maintain a file (ideally electronic) for each principal and establish a process for others involved in a principal's evaluation to contribute information as appropriate; in doing so, it is important to be targeted in the collection of information, so as to avoid burdening principals and pulling them from critical leadership work.

Adjusting the Intensity of Evidence Collection

New principals and struggling principals will benefit from early and frequent feedback on their performance. It is expected that evaluators will collect more evidence on the practice of novice and struggling principals than is required for RISE or is typical for more veteran and more effective principals. Evaluators should adjust timing of observations and conferences to ensure all principals receive the support they need.

Novice and struggling principals are encouraged to complete a professional development plan (see the form in Appendix B) with the support of their evaluator. The plan is a tool for principals to assess their own performance and set development goals. Principals utilizing a professional development plan work with their evaluators to set goals at the beginning of the academic year. These goals are monitored and revised as necessary. Progress towards goals are formally discussed during a mid-year conference, at which point the evaluator and principal discuss the principal's performance thus far and adjust individual goals as necessary. Professional development goals should be directly tied to areas of improvement within the Principal Effectiveness Rubric. Although every principal is encouraged to set goals around his/her performance, only principals who score an "Ineffective" or "Improvement Necessary" on their summative evaluation the previous year are required to have a professional development plan monitored by an evaluator. This may also serve as the remediation plan specified in Public Law 90. When used as the remediation plan, the timeline for the plan can be no longer than 90 days, and the plans are required to use license renewal credits for professional development activities.

Principal Effectiveness Rubric: Scoring

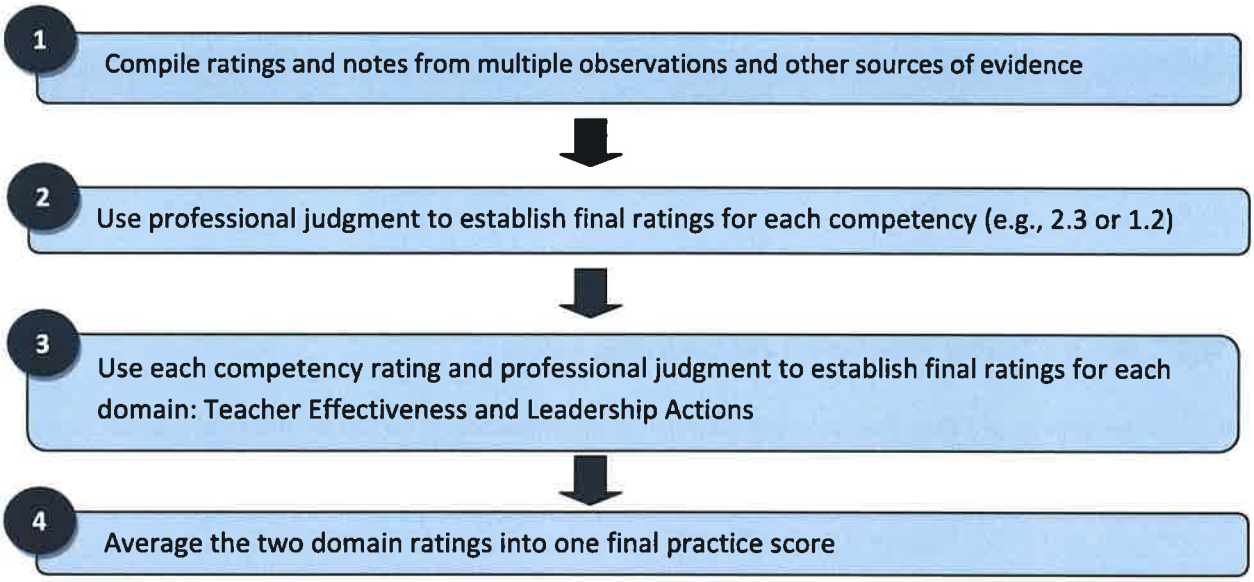
At the end of the year, evaluators must determine a final principal effectiveness rubric rating and discuss this rating with principals during the end-of-year conference.

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

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

The final principal effectiveness rating will be calculated by the evaluator in a four step process:



Each step is described in detail below.

1 Compile ratings and notes from multiple observations 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. They will need to devote time to reviewing all of these materials.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

2 Use professional judgment to establish final ratings for each competency (e.g., 2.3 or 1.2)

After collecting adequate evidence at the sub-competency level, the evaluator must assess where the principal falls within each competency and use professional judgment to assign ratings. At this point, the evaluator should have ratings for 6 competencies, as shown in this example:

Domain	Teacher Effectiveness			Leadership Actions		
Competency	Human Capital Manager	Instructional Leadership	Leading Indicators of Student Achievement	Personal Behavior	Building Relationships	Culture of Achievement
Competency Ratings	2 (IN)	3 (E)	3 (E)	3 (E)	2 (IN)	1 (IE)

3 Use each competency rating and professional judgment to establish final ratings for each domain: Teacher Effectiveness and Leadership Actions

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.

Domain	Teacher Effectiveness			Leadership Actions		
Competency	Human Capital Manager	Instructional Leadership	Leading Indicators of Student Achievement	Personal Behavior	Building Relationships	Culture of Achievement
Competency Ratings	2 (IN)	3 (E)	3 (E)	3 (E)	2 (IN)	1 (IE)
Domain Ratings	3 (E)			2 (IN)		

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

4 **Average the two domain ratings into one final practice score.**

At this point, two final domain ratings are summed and divided by two (since they are of equal weight) to form one score.

(3 + 2) / 2 = 2.5

2.5 is the final rubric/professional practice score

This final rubric/professional practice score is placed in the table below to convey a professional practice rating. In this case the rating of 2.5 translates to Improvement Necessary.

RISE Principal Effectiveness Rubric	Category	Points
	Highly Effective (HE)	4
	Effective (E)	3 or 3.5
	Improvement Necessary (I)	2 or 2.5
	Ineffective (IN)	1 or 1.5

The final, raw professional practice score feeds in to a larger calculation for an overall summative rating including school wide measures of student learning. This calculation is described below on pages 26-28.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Component 2: Student Learning

Student Learning: Overview

Many parents' main question over the course of a school year is: "How much is my child learning?" Student learning is the ultimate measure of the success of a teacher, instructional leader, school, or district. To meaningfully assess the performance of an educator or a school, one must examine the growth and achievement of their students, using multiple measures.

Achievement is defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards

- *Achievement* is a set point or "bar" that is the same for all students, regardless of where they begin

Growth is defined as improving skills required to achieve mastery on a subject or grade level standard over a period of time

- *Growth* differentiates mastery expectations based upon baseline performance.

Available Measures of Student Learning

There are multiple ways of assessing both growth and achievement. When looking at available data sources to measure student learning for purposes of evaluating principals, we must use measurements that:

- Are **accurate** in assessing student learning and school impact on student learning
- Provide **valuable and timely data** to drive instruction in classrooms and to drive instructional decision-making by principals and other school leaders
- Are **fair** to principals, given the school's grade span and subjects taught
- Are as **consistent** as possible across buildings
- Allow **flexibility** for districts, schools, and teachers to make key decisions surrounding the best assessments for their students

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Based on these criteria, RISE includes two student learning categories in the evaluation of principals: (1) A-F Accountability Grade and (2) Administrative Student Learning Objectives. Each is described below.

A-F Accountability Grade

As building leaders, principals are responsible for increasing student performance in all subject areas and, where relevant, maintaining high performance levels. Indeed, research consistently points to principals as second only to teachers among in-school influences on student achievement. In measuring student growth and achievement for principal evaluation, RISE fully aligns with the state's accountability system for schools. This has the very significant benefit of focusing principals' attention on the same student learning issues when considering school improvement as when considering their own evaluation. Specifically, principals will have a component of their evaluation score tied to school-wide student learning by aligning with Indiana's A-F accountability model. The A-F accountability model is based on several metrics of school performance, including the percent of students passing the math and ELA ISTEP+, IMAST, and ISTAR for elementary and middle schools, and Algebra I and English 10 ECA scores as well as graduation rates and college and career readiness for high schools. Additionally, school accountability grades may be raised or lowered based on participation rates and student growth (for elementary and middle schools) and improvement in scores (for high schools).The school A-F grades are calculated at the state-level and returned to the schools. For detailed information about the A-F accountability model, visit the IDOE website (http://www.doe.in.gov).

As shown in the table below, principals in schools earning an A will earn a 4 on this measure; principals in a B school will earn a 3; principals in a C school receive a 2; and principals who work in either a D or F school earn a 1 on this measure.

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

Administrative Student Learning Objectives

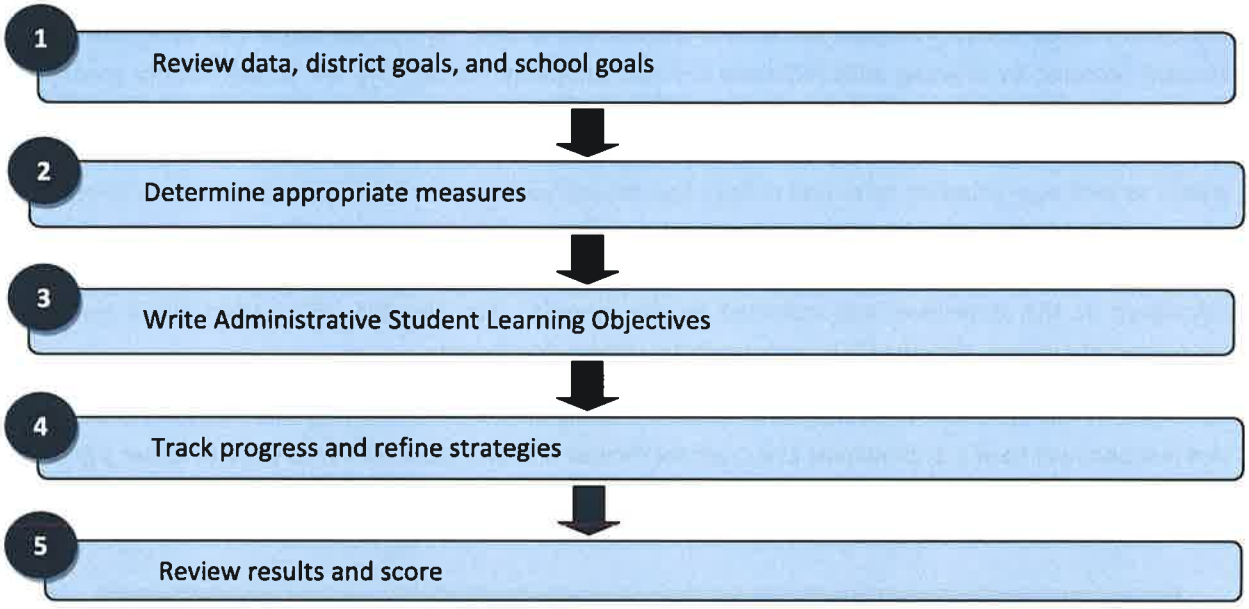
A key role of school leaders is to distill student performance data into a small set of ambitious but attainable student learning goals for their schools. Effective leaders work with their corporations and leadership teams to set these goals and they develop a rigorous school-wide assessment system (including but not limited to state tests) to measure their progress toward these goals.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

RISE asks principals to take this goal-setting process one step further and set Administrative Student Learning Objectives (SLOs) for themselves. Given a principal's role, these Administrative SLOs can be highly similar – even identical in some cases – to the goals set for the school. While the A-F Accountability Grade represents an index of performance across multiple areas, Administrative SLOs allow for principals to be assessed against their priority areas of growth in student learning.

In RISE, principals set **two** Administrative Student Learning Objectives at the beginning of the year and are measured by their progress against these objectives.

The process for setting Administrative Student Learning Objectives should follow five general steps:



Each of these steps is described below.

Once summative student achievement data are available for review, corporations should establish learning priorities for the next school year. It is then the principal's responsibility to review those priorities and their school-wide data (i.e., A-F grade, ISTEP/ECA data, subgroup performance, and other relevant data) and work with his/her school community to write a school improvement plan. The goals in the improvement plan should be a starting point for setting Administrative SLOs. Indeed, it is perfectly acceptable for a principal to use his/her school goals as the Administrative SLO's for evaluation purposes.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

2 Determine appropriate measures

Some possible student learning data sources around which a principal may set goals include: LAS Links, IMAST, Acuity, mCLASS, ECAs, common local assessments in social studies or science, other non-state-mandated assessments (NWEA, etc.), AP data, the ACT suite of assessments, The College Board (SAT) suite of assessments, industry certification assessments, and graduation rate. Principals and evaluators are strongly encouraged to carefully assess the rigor of available measures and to use measures well suited for evaluation purposes. One caution is to avoid measures that are explicitly designed for formative student assessment, since adding stakes to such assessments can work at cross purposes to their intended use.

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

3 Write Administrative Student Learning Objectives

An Administrative SLO is a long-term academic "SMART" goal that principals and evaluators set for groups of students. There is discretion in the content of the objective, so long as it meets these criteria:

- Must be measurable
- Must be collaboratively set by the principal and evaluator
- May be district or school based
- Must be based on student learning measures (student data)
- Can be growth/improvement or achievement
- May be based on the whole school population or subgroup populations

Using and extending the requirements above, principals should be able to answer these groups of questions affirmatively about each of their SLOs:

1. Is the SLO driving toward the same student learning outcomes that are spelled out in the school improvement plan? Do the school's baseline data suggest that the right groups of students are targeted for improvement or achievement?
2. Does the SLO name the specific assessment tool that will be used to measure student learning and is that assessment tool available to my school? Will I be able to track progress during the year?

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

3. Do I know what strategies will be implemented in order to get the kind of improvement or achievement that is articulated in the SLO, and, as a result, would I characterize the SLO as ambitious and attainable?

Example Administrative Student Learning Objectives

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.

High School examples:

- The graduation rate for the high school will increase 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 10th-12th grade students will increase to 1175.
- The bottom 25% of 10th grade students will increase their average scores on the English 10 ECA by 10 points.
- The number of 10th-12th grade students gaining college credit in dual credit courses will increase from 20 to 35 by the end of the school year.
- The number of career and technical students gaining career-ready certificates will increase from 15 to 30 by the end of the school year.

Non-examples

- The attendance rate at the high school will increase from 75% to 85%.
- The number of average weekly referrals to the office will drop from 36 to 20.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Once the principal writes his/her SLO's, the evaluator must review and approve them. In addition to asking the principal the same three groups of questions noted above, the evaluator should come to agreement with the principal about what it means to "meet," "not meet," and "exceed" the SLO. This is important for scoring.

Consider an example.

Administrative SLO	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.
Exceeds	**30 or more** English Learner students increase by the amount specified
Meets	**Between 20 and 29** English Learner students increase by the amount specified
Does not meet	**Fewer than 20** English Learner students increase by the amount specified

4 Track progress and refine strategies

It is the principal's responsibility to track the data relevant to his/her SLO's and refine his/her leadership strategies accordingly. At the same time, evaluators should take opportunities to review progress on the SLOs during post-observation conferences and/or optional mid-year conferences. Central to this is a regular review of interim and formative data, which should be a part of the ongoing dialogue between a principal and an evaluator.

5 Review results and score

As shown in the table below, principals who exceed both goals earn a 4 on this measure; principals who meet both goals earn a 3; principals who meet one goal but not the other receive a 2; and principals who meet neither goal earn a 1 on this measure.

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Summative Principal Evaluation Scoring

Review of Components

Each principal's summative evaluation score will be based on the following components and measures:

1. Professional Practice: Principals receive a summary rating on their practice as judged against the Principal Effectiveness Rubric. The final, raw rubric score is used in the summative scoring process.

2. Student Learning: Principals receive two student learning ratings

    a. One based on their A-F Accountability Grade, which will be determined at the state-level and returned to schools.
    b. One based on their Administrative Student Learning Objectives (SLOs), which will be scored at the local level by the evaluator.

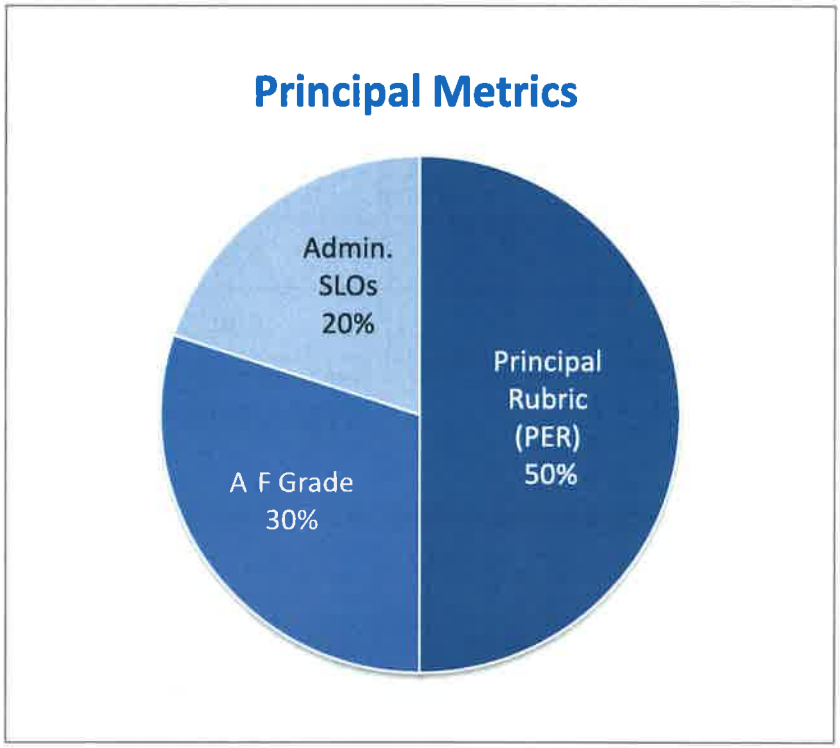
The table below shows the points associated with each performance level on each of these measures.

Principal Effectiveness Rubric	Category	Points
	Highly Effective (HE)	4
	Effective (E)	3 or 3.5
	Improvement Necessary (I)	2 or 2.5
	Ineffective (IN)	1 or 1.5
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
Administrative SLOs	**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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Weighting of Measures

For principals, Professional Practice (50%) and Student Learning (50%) are equally weighted, a recognition that effective practice and strong student learning results are both essential features of successful leadership.



Within the student learning portion, the A-F Accountability Grade (30%) is weighted more heavily than the Administrator Student Learning Objective Portion, a recognition of a principal's central responsibility in driving higher levels of student achievement school-wide.

To arrive at at a comprehensive effectiveness rating, the individual scores on the Principal Effectiveness Rubric, A-F Accountability Grade, and Administrative Student Learning Objectives and multiplied by their respective weights and summed.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

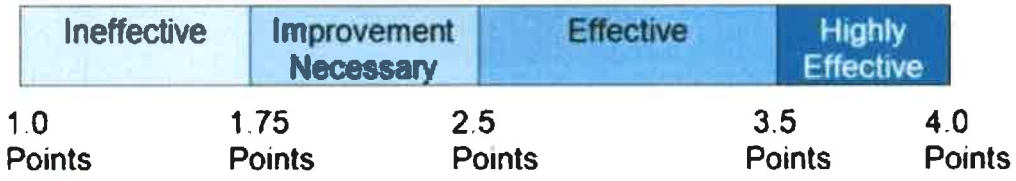
Below is an example of the weights applied for a principal who

- receives ratings of "Effective" on one domain of the rubric and "Improvement Necessary" on the other → Rubric rating = 2.5
- has a "B" grade on the state accountability system → A-F rating = 3
- Meets one Administrative SLO but not the other → Administrative SLO rating = 2

Example Summative Scoring Chart

	Raw Score	x	Weight	Score
Rubric Rating	**2.5**		0.50	**1.25**
A-F Accountability Grade (DOE)	**3**		0.30	**0.90**
Admin. SLO Rating	**2**		0.20	**0.40**
			Comprehensive Effectiveness Rating	**2.55**

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



Note: Borderline points always round up.

The score of 2.55 (from the example above) maps to a summative rating of "Effective." Evaluators should meet with principals in a summative conference to discuss all the information collected in addition to the final rating. A summative evaluation form to help guide this conversation is provided in Appendix B. The summative conference may occur at the end of the school year in the spring, or when principals return in the fall, depending on the availability of data for the individual principal.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Frequently Asked Questions

Who can evaluate principals? A principal must be evaluated by his/her supervisor, who is usually a superintendent or assistant superintendent. Serving in this role means conducting the minimum number of observations, holding at least the required conferences, approving the Administrative SLOs, and assigning a summative rating. It also means being responsible for the professional growth of principals. Indeed, a major shift with RISE is an expectation that all principal supervisors prioritize their role as developers of leadership talent, as many already do.

What about "secondary" evaluators and/or peer evaluators? A principal supervisor can enlist others in the collection of evidence and can offer judgments on that evidence. But, these additional individuals should not perform any of the required functions in place of the evaluator. Superintendents may also want to create opportunities for principals to support the growth and development of their peers through informal or structured observations. In order to maintain trust within the professional community, superintendents should set clear expectations about how information gathered in this way will be used as part of a principal's evaluation.

RISE specifies a minimum of two observations (this year) but encourages more. How much is enough? Around the country, districts that have adopted a strong ethic around instructional leadership make the observation of principal practice a regular and ongoing occurrence. Principal supervisors should aspire to be in each school they supervise on a monthly basis, and more frequently if case-loads permit.

If I am collecting evidence at the sub-competency level, how do I roll up all of my evidence and judgments into ratings at the competency level? There is no formula for arriving at competency ratings. Evaluators should use their professional judgment and should consider where the preponderance of evidence lies. It is also useful to consider whether there are sub-competencies that have been the focus of a principal's practice; those may have particular weight in determining a competency rating.

Is an Administrative SLO the same as a Teacher SLO? They are similar in that both involve identifying relevant measures of student learning and setting targets for improvement or achievement based on available baseline data. However, there are important differences. While teachers are responsible for a subset of a school's students and often share responsibility with other teachers, principals are responsible for all students. In addition, while teacher SLO's are often particular to a teacher's subject matter, data relevant for principals are available across several subject areas. As a result, there is less complexity needed in the design of the process for writing Administrative SLOs than there is for teachers. For example, principals will not need to group students by levels of preparedness in order to write their Administrative SLOs.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Glossary of RISE Terms

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

Administrative Student Learning Objective: A long-term academic goal, developed collaboratively between principals and evaluators, set to measure student growth and/or achievement.

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

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

Domain: There are two domains, or broad areas of focus, included in the Indiana Principal Effectiveness Rubric: Teacher Effectiveness and Leadership Actions. Under each domain, competencies describe the essential skills of effective leadership practice.

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

Evaluator: The person responsible for evaluating a principal. Along with other evaluator-related responsibilities, the evaluator approves Professional Development Plans (when applicable) in the fall and assigns the summative rating in the spring. Principals' supervisors serve as evaluators.

Growth: Improving skills required to achieve mastery on a subject or grade-level standard over a period of time. Growth differentiates mastery expectations based on baseline performance.

Indiana Principal Effectiveness Rubric: The Indiana Principal Effectiveness Rubric includes six competencies in two domains: Teacher Effectiveness and Leadership Actions.

Indiana Evaluation Cabinet: A group of school administrators and educators from across the state who helped inform the design the RISE model, including the Indiana Principal Effectiveness Rubric.

Indicator: These are observable pieces of information for evaluators to look for during an observation. Indicators are listed for each performance area in each sub-competency in the Indiana Principal Effectiveness Rubric.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

ISTEP+: A statewide assessment measuring proficiency in Math and English Language Arts in grades 3-8, Social Studies in grades 5 and 7, and Science in grades 4 and 6. The Indiana Growth model uses ISTEP scores in Math and ELA to report student growth for these two subjects in grades 4-8.

Mid-Year Conference: An optional, but strongly recommended, conference in the middle of the year in which the evaluator and principal meet to discuss performance thus far.

Observation: A visit to a school to observe principal practice. Evaluators must undertake at least 2 direct observations, of a minimum of 30 minutes each, in a given school year. Required observations can be announced or unannounced, and are accompanied by mandatory post-conferences including written feedback within five school days of the observation. Evaluators should also undertake indirect observations to assess the systems that principals have put in place.

Post-Conference: A mandatory conference that takes place after a required observation during which the evaluator provides rubric-aligned feedback to the principal.

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

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

Professional Judgment: An evaluator's ability to look at evidence and make an informed decision on a principal's performance without a set calculation in place. Evaluators will be trained on using professional judgment to make decisions.

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

Student Learning: Student Learning is the second major component of the summative evaluation score (the first is Professional Practice). Student Learning is measured by a school's A-F Grade and accomplishment of Administrative Student Learning Objectives.

Sub-competency: There are 23 sub-competencies distributed across the six competencies in the RISE Principal Effectiveness Rubric. Each sub-competency is a discrete concept that is part of the overarching competency, but can be measured across the four levels of performance in the rubric.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

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

Summative Rating: The final summative rating is a combination of a principal's Professional Practice rating and the measures of Student Learning. The final score is mapped on to a point scale. The points correspond to the four summative ratings: Highly Effective, Effective, Improvement Necessary, and Ineffective.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Appendix A – Allowable Modifications to RISE

Corporations that follow the RISE guidelines and use both this resource and the Principal Effectiveness Rubric (PER) exactly as written are considered to be using the *RISE Indiana Principal Evaluation System*. This RISE principal system should be considered separate from the *RISE Indiana Teacher Evaluation System.*

If a corporation chooses to make minor edits to the RISE principal system from the minimum requirements stated below, the system must then be titled "(Corporation name) RISE for Principals," and should be labeled as such on all materials. These minimum requirements for the RISE principal system are as follows:

Professional Practice Component

- Use of the Principal Effectiveness Rubric (PER) with all domains and competencies
- Scoring weights for both Professional Practice domains (50% each domain)

Measures of Student Learning

- Two measures of student learning as outlined in the RISE principal system (A-F Accountability and Administrative Student Learning Objectives)
- All minimum requirements around Administrative Student Learning Objectives, including:
    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 or achievement
    7. May be based on the whole school population or subgroup populations

Summative Scoring

- Weights assigned to components of the summative model

If a corporation chooses to deviate from any of the minimum requirements of the most recent version of the RISE principal evaluation system (found at www.riseindiana.org), the corporation may no longer use the name "RISE." Corporations can give any alternative title to their system, and may choose to note that the system has been "adapted from Indiana RISE."

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Appendix B – Optional Observation and Conferencing Forms

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Optional Observation Mapping Form

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

SCHOOL: _____ OBSERVER: _____

PRINCIPAL: _____ OBSERVATION SETTING: _____

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

1.1 HUMAN CAPITAL MANAGER	
Evidence	**Indicator**

1.2 INSTRUCTIONAL LEADERSHIP	
Evidence	**Indicator**

1.3 LEADING INDICATORS OF STUDENT ACHIEVEMENT	
Evidence	**Indicator**

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

2.1 PERSONAL BEHAVIOR	
Evidence	**Indicator**

2.2 BUILDING RELATIONSHIPS	
Evidence	**Indicator**

2.3. CULTURE OF ACHIEVEMENT	
Evidence	**Indicator**

OVERALL STRENGTHS:	OVERALL AREAS OF IMPROVEMENT:

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Optional Post-Observation Form - Evaluators

Instructions: The primary post-observation document should simply be a copy of the observation notes taken during the observation. This form is designed to summarize and supplement the notes.

SCHOOL: _____ OBSERVER: _____

PRINCIPAL: _____ OBSERVATION SETTING: _____

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

Domain 1: Areas of Strength Observed (identify specific competencies):

Domain 1: Areas for Improvement Observed (identify specific competencies):

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

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

Action Steps for Improvement:

This section should be written by the principal and evaluator during the post-conference.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Optional Mid-Year Conference Form

SCHOOL: _____ EVALUATOR: _____

PRINCIPAL: _____ DATE: _____

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

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

Domain 1: Teacher Effectiveness	**Mid-Year Assessment of Domain 1**
1.1 Human Capital Manger 1.2 Instructional Leadership 1.3 Leading Indicators of Student Learning	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**
Domain 2: Leadership Actions	**Mid-Year Assessment of Domain 2**
2.1 Personal Behavior 2.2 Building Relationships 2.3 Culture of Achievement	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Optional Summative Rating Form

SCHOOL: _____ EVALUATOR: _____

PRINCIPAL: _____ DATE: _____

Principal Effectiveness Rubric Scoring

Domain 1: Teacher Effectiveness	**Competency Rating**	**Final Assessment of Domain 1 (Comments)**
1.1 Human Capital Manager 1.2 Instructional Leadership 1.3 Leading Indicators of Student Learning	1.1: _____ 1.2: _____ 1.3: _____	
Final Domain Rating (Circle One)		**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.**
Domain 2: Leadership Actions	**Competency Rating**	**Final Assessment of Domain 2 (Comments)**
2.1 Personal Behavior 2.2 Building Relationships 2.3 Culture of Achievement	2.1: _____ 2.2: _____ 2.3: _____	
Final Domain Rating (Circle One)		**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.**

Domain 1 Rating	+	Domain 2 Rating	/2 =	Final Rating
	+		/2 =	

Student Learning Scoring

A-F Accountability Grade	
Grade (A, B, C, D, or F)	Points (A=4, B=3, C=2, D or F=1)
Administrative SLO	
SLO 1 Rating (Circle One)	Exceeded Met Did Not Meet
SLO 2 Rating (Circle One)	Exceeded Met Did Not Meet
Points	
Key for Points: Exceed both=4; Meets both=3; Meets only one=2; Meets neither=1	

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Final Rating

	Raw Score	x	Weight	Score
Rubric Rating			0.50	
A-F Accountability Grade (DOE)			0.30	
Admin. SLO Rating			0.20	
			Comprehensive Effectiveness Rating	

Final Summative Evaluation Score: _____

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

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

Note Borderline points always round up

Final Summative Rating:

☐ **Ineffective** ☐ **Improvement Necessary**

☐ **Effective** ☐ **Highly Effective**

Principal Signature

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

Signature: _____ Date: _____

Evaluator Signature

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

Signature: _____ Date: _____

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Optional Professional Development Plan

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

Goal	**Achieved?**
1.	
2.	
3.	

Name:			
School:			
Date Developed:		**Date Revised:**	
Evaluator Approval	*X*		

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Professional Growth Goal #3						
Overall Goal: *Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).*	**Action Steps:** *Include specific and measurable steps you will take to improve.*	**Benchmarks and Data:** *Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.*				**Evidence of Achievement:** *How do you know that your goal has been met?*
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

Appendix C – Indiana Principal Effectiveness Rubric

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.riseindiana.org

RISE

Evaluation and Development System

Indiana Department of Education

Indiana Principal Effectiveness Rubric

Table of Contents

I. Overview 3
II. Effectiveness Rubric 5
a. Domain 1: Teacher Effectiveness 5
b. Domain 2: Leadership Actions 11

Overview

What is the purpose of the Principal Effectiveness Rubric?

The Principal Effectiveness Rubric was developed for three key purposes:

- **To Shine a Spotlight on Great Leadership:** The rubric is designed to assist schools and districts in their efforts to increase principal effectiveness and ensure the equitable distribution of great leaders across the state.

- **To Provide Clear Expectations for Principals:** The rubric defines and prioritizes the actions that effective principals must engage in to lead breakthrough gains in student achievement.

- **To Support a Fair and Transparent Evaluation of Effectiveness:** The rubric provides the foundation for accurately assessing school leadership along four discrete proficiency ratings, with student growth data used as the predominant measure.

Who developed the Principal Effectiveness Rubric?

A representative group of teachers and leaders from across the state, along with staff from the Indiana Department of Education (IDOE), contributed to the development of the rubric.

What research and evidence support the Principal Effectiveness Rubric?

While drafting the Principal Effectiveness Rubric, the development team examined leadership frameworks from numerous sources, including:

- Achievement First's *Professional Growth Plan for School Principals*
- CHORUS's *Hallmarks of Excellence in Leadership*
- Clay Christensen's *Disrupting Class*
- Discovery Education's *Vanderbilt Assessment of Leadership in Education (VAL-ED)*
- Doug Reeves' *Leadership Performance Matrix*
- Gallup's *Principal Insight*
- ISLLC's *Educational Leadership Policy Standards*
- Kim Marshall's *Principal Evaluation Rubrics*
- KIPP's *Leadership Competency Model*
- Mass Insight's *HPHP Readiness Model*
- National Board's *Accomplished Principal Standards*
- New Leaders for New Schools' *Urban Excellence Framework*
- NYC Leadership Academy's *Leadership Performance Standards Matrix*
- Public Impact's *Turnaround Leaders Competencies*
- Todd Whitaker's *What Great Principals Do Differently*

How is the Principal Effectiveness Rubric organized?

The rubric is divided into two domains:

Domain 1: Teacher Effectiveness
Domain 2: Leadership Actions

Discrete competencies within each domain target specific areas that effective principals must focus upon.

What about other areas (e.g. student discipline, school climate and safety)?

It is undeniable that a principal is required to wear many hats, from instructional leader and disciplinarian to budget planner and plant manager. As the job becomes more demanding and complex, the question of how to fairly and effectively evaluate principals takes on greater importance.

In reviewing leadership frameworks as part of the development of the Principal Effectiveness Rubric, the goal was not to create a principal evaluation that would try to be all things to all people. Rather, the rubric focuses unapologetically on evaluating the principal's role as driver of student growth and achievement through their leadership skills and ability to manage teacher effectiveness in their buildings. Moreover, this focus reflects a strong belief that if a principal is evaluated highly on this particular instrument, he/she will likely be effective in areas not explicitly touched upon in the rubric such as school safety or school operations.

This is not to say that principals should not be evaluated in these other areas. In fact, schools and districts that elect to utilize the rubric are encouraged to add or develop additional indicators. Any additions should supplement, not supplant, the indicators already outlined in the rubric.

How do I ensure the effective implementation of the Principal Effectiveness Rubric?

The devil is in the details. Even the best principal evaluation tool can be undermined by poor implementation. Successful implementation of the Principal Effectiveness Rubric will require a focus on four core principles[1]:

1. **Training and support:** Administrators responsible for the evaluation of principals 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 principal effectiveness must be a priority for district administrators, including the superintendent, 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, ineffective ratings will not be anomalous, surprising, or without clear justification. The performance distribution of principals must be closely monitored and a vehicle established to declare evaluations invalid if results are inflated.

4. **Decision-making:** Results from the principal evaluation must be fully integrated with other district systems and policies and a primary factor in decisions such as how principals are assigned and retained, how principals are compensated and advanced, what professional development principals receive, and when and how principals are dismissed.

[1] Informed by The New Teacher Project's *The Widget Effect* (2009).

Domain 1: Teacher Effectiveness

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

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

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

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

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

[3] This indicator obviously assumes there is ability of leader to make these decisions.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Instructional Leadership					
1.2.1	**Mission and vision**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Defining long, medium, and short-term application of the vision and/or mission; – Monitoring and measuring progress toward the school's vision and/or mission; – Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor; – Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups.	**Principal supports a school-wide instructional vision and/or mission by:** – Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); – Defining specific instructional and behavioral actions linked to the school's vision and/or mission; – Ensuring all key decisions are aligned to the vision and/or mission; – Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students.	**Principal supports a school-wide instructional vision and/or mission by:** – Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); – Making significant key decisions without alignment to the vision and/or mission; – Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students.	**Principal <u>does not</u> support a school-wide instructional vision and/or mission by:** – Failing to adopt a school-wide instructional vision and/or mission; – Defining a school-wide instructional vision and/or mission that is not applied to decisions; – Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.
1.2.2	**Classroom observations**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority; – Monitoring the impact of feedback provided to teachers.	**Principal uses classroom observations to support student academic achievement by:** – Visiting all teachers frequently (announced and unannounced) to observe instruction; – Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality; – Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.	**Principal uses classroom observations to support student academic achievement by:** – Occasionally visiting teachers to observe instruction; – Occasionally analyzing student performance data to drive instruction evaluate instructional quality; – Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.	**Principal uses classroom observations to support student academic achievement by:** – Rarely or never visiting teachers to observe instruction; – Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data; – Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.
1.2.3	**Teacher collaboration**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Monitoring collaborative efforts to ensure a constant focus on student learning; – Tracking best collaborative practices to solve specific challenges; – Holding collaborating teams accountable for their results.	**Principal supports teacher collaboration by:** – Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods; – Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving; – Aligning teacher collaborative efforts to the school's vision/mission.	**Principal supports teacher collaboration by:** – Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement; – Supporting and encouraging teamwork and collaboration in a limited number of ways; – Occasionally aligning teacher collaborative efforts to instructional practices.	**Principal <u>does not</u> support teacher collaboration by:** – Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods; – Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback; – Rarely or never aligning teacher collaborative efforts to instructional practices.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3 Leading Indicators of Student Learning					
1.3.1	**Planning and Developing Student Learning Objectives**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission; – Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs; – Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs; – Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs; – Revisiting the use and design of teacher and school-wide tracking tools.	**Principal supports the planning and development of Student Learning Objectives (SLOs) by:** – Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs; – Collaborating with teachers to identify standards or skills to be assessed; – Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning; – Helping teachers to assess baseline student data to drive the development of SLOs that appropriately take students' starting points into account; – Systematically working with teachers to monitor and revisit SLOs throughout year as necessary. – Utilizing a tracking tool to monitor school-wide progress on SLOs; – Ensuring teachers utilize a tracking tool to show student progress towards SLOs.	**Principal supports the creation of Student Learning Objectives (SLOs) by:** – Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur; – Occasionally collaborating with teachers to identify standards or skills to be assessed; – Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; – Working with teachers only occasionally throughout the year to measure progress towards goals; – Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs.	**Principal <u>does not</u> support the creation of Student Learning Objectives by:** – Failing to organize/provide opportunities for teacher collaboration; – Failing to meet with teachers to look at baseline data, select assessments, and set SLOs; – Not meeting with teachers throughout the year to look at progress towards goals.
1.3.2	**Rigorous Student Learning Objectives**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency; – Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice.	**Principal creates rigor in SLOs by:** – Ensuring teachers' SLOs define desired outcomes; – Ensuring assessments used correspond to the appropriate state content standards; – Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth; – Ensuring an analysis of previous year's student data is included in the development of SLOs; – Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth.	**Principal creates rigor in SLOs by:** – Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs; – Assessing baseline data that may not be effectively used to assess students' starting points; – Selecting and allowing for assessments that may not be appropriately aligned to state content standards.	**Principal creates rigor in SLOs by:** – Allowing for outcomes to be benchmarked to less than typical growth; – Failing to assess baseline knowledge of students; – Failing to select assessments that are appropriately aligned to content standards.
1.3.3	**Instructional time**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.	**Principal supports instructional time by:** – Removing all sources of distractions of instructional time; – Promoting the sanctity of instructional time; – Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.	**Principal supports instructional time by:** – Removing major sources of distractions of instructional time; – Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc; – Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time.	**Principal <u>does not</u> support instructional time by:** – Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc; – Rarely or never promoting the sanctity of instructional time; – Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.

Domain 2: Leadership Actions

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

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

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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2 Building Relationships					
2.2.1	**Culture of urgency**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;	**Principal creates an organizational culture of urgency by:** – Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations; – Leading a relentless pursuit of these expectations.	**Principal creates an organizational culture of urgency by:** – Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders; – Occasionally leading a pursuit of these expectations.	**Principal <u>does not</u> create an organizational culture of urgency by:** – Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations; – Failing to identify the efforts of students and teachers, thus unable to align these efforts.
2.2.2	**Communication**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – To the extent possible, messaging key concepts in real time; – Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate; – Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.	**Principal skillfully and clearly communicates by:** – Messaging key concepts, such as the school's goals, needs, plans, success, and failures; – Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc; – Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.	**Principal skillfully and clearly communicates by:** – Messaging most, but not all, key concepts; – Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; – Utilizing a limited number of means and approaches to communication.	**Principal <u>does not</u> skillfully and clearly communicate by:** – Rarely or never messaging key concepts; – Interacting with a limited number of stakeholders and failing to reach several key groups and organizations; – Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.
2.2.3	**Forging consensus for change and improvement**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Guides others through change and addresses resistance to that change; – Monitors the success of strategies and revises based on strengths and weaknesses; – Creates cultural changes that reflect and support building a consensus for change.	**Principal creates a consensus for change and improvement by:** – Using effective strategies to work toward a consensus for change and improvement; – Systematically managing and monitoring change processes; – Securing cooperation from key stakeholders in planning and implementing change and driving improvement.	**Principal creates a consensus for change and improvement by:** – Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement; – Managing change and improvement processes without building systems and allies necessary to support the process; – Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders.	**Principal <u>does not</u> create a consensus for change and improvement by:** – Failing to identify areas in which agreement and/or consensus is necessary; – Rarely or never managing or developing a process for change and/or improvement; – Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3 Culture of Achievement					
2.3.1	**High expectations**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations; – Benchmarking expectations to the performance of the state's highest performing schools; – Creating systems and approaches to monitor the level of academic and behavior expectations; – Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals.	**Principal creates and supports high academic and behavior expectations by:** – Empowering teachers and staff to set high and demanding academic and behavior expectations for every student; – Empowering students to set high and demanding expectations for themselves; – Ensuring that students are consistently learning, respectful, and on task; – Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms; – Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.	**Principal creates and supports high academic and behavioral expectations by:** – Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations; – Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.	**Principal <u>does not</u> create or support high academic and behavior expectations by:** – Accepting poor academic performance and/or student behavior; – Failing to set high expectations or sets unrealistic or unattainable goals.
2.3.2	**Academic rigor**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.	**Principal establishes academic rigor by:** – Creating ambitious academic goals and priorities that are accepted as fixed and immovable.	**Principal establishes academic rigor by:** – Creating academic goals that are nearing the rigor required to meet the school's academic goals; – Creating academic goals but occasionally deviates from these goals in the face of adversity.	**Principal <u>has not</u> established academic rigor by:** – Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious; – Consistently sets and abandons ambitious academic goals.
2.3.3	**Data usage in teams**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Data used as basis of decision making is transparent and communicated to all stakeholders; – Monitoring the use of data in formulating action plans to identify areas where additional data is needed.	**Principal utilizes data by:** – Orchestrating frequent and timely team collaboration for data analysis; – Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis.	**Principal utilizes data by:** – Occasionally supporting and/or orchestrating team collaboration for data analysis; – Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis.	**Principal <u>does not</u> utilize data by:** – Rarely or never organizing efforts to analyze data; – Rarely or never applying data analysis to develop action plans.

Indiana Superintendent Evaluation Process

A JOINT PROJECT BY

THE INDIANA SCHOOL BOARDS ASSOCIATION
&
THE INDIANA ASSOCIATION OF PUBLIC SCHOOL SUPERINTENDENTS

INDIANA SCHOOL BOARDS ASSOCIATION
One North Capitol Avenue, Suite 1215
Indianapolis, IN 46204
317-639-0330 / fax 317-639-3591

INDIANA ASSOCIATION OF PUBLIC SCHOOL SUPERINTENDENTS
One North Capitol Avenue, Suite 1215
Indianapolis, IN 46204
317 639-0336 / fax 317-639-4360

REVISED:
JUNE 2015

Table of Contents

Purpose and Value of Evaluation 4
Different Evaluation Instruments 6
The Indiana Superintendent Evaluation Process 9
Setting the Evaluation Metrics Percentages 9
The Evaluation Rubric 10
Performance-Based Goals / Objectives 11
Corporation Accountability Grade 13
Superintendent Preparation 14
Board Member Preparation 15
The Evaluation Schedule 16
APPENDIX A 18
APPENDIX B 28
APPENDIX C 38
APPENDIX D 39
References 40

The 2015 revision of the Superintendent Evaluation Manual has been carefully reviewed and is being offered to school boards and superintendents as a viable process to conduct a meaningful and formative evaluation of the professional performance of public school superintendents throughout Indiana. This manual describes a complete process for the superintendent evaluation jointly developed by representatives from ISBA and IAPSS. Additional assistance for completion or training in the evaluation process may be obtained from ISBA. The material contained in this manual is the result of the research, discussions, and conclusions expressed by the joint revision committee representing ISBA and IAPSS.

The 2015 Revision Committee Members:

ISBA: Dr. Michael Adamson – Director of Board Services
Lisa Tanselle, Esq. – Staff Attorney

IAPSS: Dr. Thomas Little – Superintendent, M.S.D. of Perry Township
Dr. Kevin Caress – Executive Director, Central Indiana Educational Service Center
Dr. Sherry Grate – Superintendent, DeKalb County Central U.S.D.
Dr. Scott Hanback – Superintendent, Tippecanoe School Corporation

Purpose and Value of Evaluation

The superintendent evaluation is one of the fundamental responsibilities of the school board. However, with the 2011 adoption of IC 20-28-11.5-4, regarding annual performance evaluations for certificated employees, there is an even greater reason for careful consideration when selecting an evaluation instrument, as well as how the entire evaluation process is conducted. Critical to this exercise is a mutual understanding of the value and overall purpose of the evaluation process.

This manual provides both school boards and superintendents a structure they may follow and an evaluation instrument that satisfies the Indiana Department of Education (IDOE) expectations that are defined in the "Indiana Content Standards for Educators: School Leader – District Level" (See Appendix A). Personalities and personal relationships are largely removed from the process with the emphasis placed on the professional attributes of the superintendent's job performance.

The Indiana School Boards Association (ISBA) and the Indiana Association of Public School Superintendents (IAPSS) endorse the IDOE position regarding superintendent evaluation which stresses that,

> **The development of robust superintendent evaluations is important because the success of the evaluation of Indiana's teachers and principals may depend on strong accountability for district leaders. Superintendents can make a better case for holding educators to high levels of accountability when they themselves are being judged based on student outcomes and Indiana's educators are more likely to accept strong accountability when they see themselves as being part of a broader system that has rigorous criteria built into it from top to bottom.**

An evaluation instrument adopted by a local school board may cover a range of attributes in several categories; however, every evaluation instrument must minimally be able to show compliance to the State Standards for School Leaders – District Level. To that end, the proposed evaluation process contains proficiency elements that address the following state standards:

1. Human Capital Management
2. Instructional Leadership
3. Personal Behavior
4. Building Relationships
5. Culture of Achievement
6. Organizational, Operational, and Resource Management

Additionally, the evaluation contains:

1. Instructions and directions for the evaluators (school board);
2. Clearly stated performance expectations based on professional standards and as defined in leading research by educational leadership authorities;
3. A means to measure individualized goal and/or objective performance;
4. Student growth criteria; and,
5. A section that provides instructions to superintendents on preparation for the evaluation process.

Lastly, there are guidelines for boards and superintendents to effectively weigh various elements of the evaluation in consideration of the range and scope of superintendent responsibilities, depending on the size of the school corporation, number of subordinate administrators, past performance, etc.

It is important to stress that evaluations should predominantly be limited to an objectively measurable criterion, illustrated by such things as work samples, observations, reports, and conferences with the superintendent. The objective is for the evaluation to support the process for improvement and goal attainment, as well as to encourage the continuing evolution of professional growth.

This evaluation is *formative* in substance, identifying areas where job performance can be improved through intentional activities that support and enhance the superintendent's job performance. The evaluation is not simply a *summative* review of what did or did not happen according to plans. Consequently, it is important to allow for some flexibility in the process, remembering to differentiate between those goals that can are reasonably expected to be achieved and those goals that are more subject to circumstances beyond the superintendent's ability to control.

The school board should strive to accomplish the following objectives through the evaluation process:

1. To clarify the superintendent's role as seen by the board;
2. To develop a harmonious working relationship between the board and the superintendent;
3. To encourage job performance improvement and development; and
4. To establish goals and objectives for the future.

Strengthening the board/superintendent relationship is vital to the continuing health and productive performance of a school system's leadership team. Consequently, the superintendent should be an active participant in the evaluation as well as establishing the performance goals and a method of monitoring and reporting his or her progress to the board at regular intervals throughout the year.

The evaluation process is not an exercise that that can be accomplished without considerable thought and effort. Board members and superintendents must become familiar with the process, adapt and apply the performance criteria to the expectations and responsibilities of the superintendent and the needs and character of the school corporation. A good evaluation process, carefully administered and completed, is not only a record of annual performance, but is both a necessary and constructive accountability tool for school boards and superintendents.

Different Evaluation Instruments

The school board is responsible to choose an evaluation instrument that meets the school corporation's needs. Developing or choosing the right evaluation form is as important as writing a comprehensive job description. Certainly, the board should select an evaluation instrument that best represents both the board and the superintendent's interests, but it must also meet the criteria for evaluation of certificated employees established by IC 20-28-11.5-4 (see Appendix C).

The goal of the evaluation instrument should be to objectively measure performance characteristics that reflect the priorities jointly established by the board and superintendent, as well as to assess a superintendent's performance in critical areas of job performance. Additionally, the evaluation instrument should be reasonably easy to use.

It is important to remember that the purpose of the superintendent's evaluation is to determine how the superintendent is performing his or her duties and responsibilities as objectively as possible, nothing else. Its purpose is to evaluate professional performance only!

The board should always include the superintendent in the evaluation process. It is a fairly common practice for a superintendent to complete a self-evaluation, using the same evaluation instrument as the board, with the results of that self-assessment shared with the board after their assessment is completed.

Selecting the best evaluation form, one that meets the board's purposes, is mutually acceptable, and reasonably easy to use, is worthy of expending the time necessary to choose or develop. There are many types of instruments readily available; however, most do not meet the current intent of evaluations as defined in Indiana statute (see Appendix C). If an evaluation instrument meets the requirements of your corporation, it is perfectly acceptable to use it *as is*. However, it is permissible and in some cases preferable, to customize a form to more accurately reflect the mission of your individual school corporation.

Choosing the correct evaluation form and type should not be done solely by the board, or solely by the superintendent. It is important that choosing the evaluation instrument and devising the performance criteria be a joint activity between the board and superintendent. Each has a vested interest in the tool and if all parties are comfortable with the procedure, the results of the evaluation will be more beneficial and will focus on ways to enhance job performance.

Various evaluation instruments have been commonly used in the superintendent evaluation process and school boards are responsible for choosing the evaluation type and process that best fits their purposes and the criteria that is now in statute. The more common of these evaluations types are explained below:

The Rubric Instrument

An increasingly popular evaluation method is a rubric evaluation instrument. This method is commonly utilized by classroom teachers as a means of objective course and assignment evaluations. More recently, the rubric style of assessment has been modeled by IDOE in their RISE rubric evaluation, an evaluation instrument for school corporations' use in teacher and principal evaluations.

The merit in using a rubric instrument is that each indicator, question, skill set, or attribute is assigned values that describe various levels of performance or compliance. It is scored similar to Likert scale models, but instead of a number or letter with a subjective value, each performance level has an accompanying description that clearly defines the performance attributes that should be present for each indicator being assessed.

The rubric provides excellent formative evaluation information that is especially beneficial to continuous improvement goals. One of the difficulties with this instrument is that formulating the instrument is a research-based activity that is probably best facilitated by an outside consultant.

The Likert Scale Instrument

The Likert Scale instrument is one of the more common approaches used in superintendent evaluations. In this summative process, the evaluation consists of a list of responsibilities and tasks that are to be ranked, using a scale to indicate the superintendent's performance. Often there is a space for comments at the end of each category to permit the board to describe performance areas where they would like to see improvement and to identify areas where they believe the superintendent excels. This counters feelings that the evaluation is based on a series of subjective opinions. This evaluation instrument can be completed by the board individually and then averaged, or as a group by reaching consensus. Some of the advantages of the checklist instrument are:

1. It allows board members to use a numerical scale to evaluate how well the administrator is performing his or her duties;
2. It allows board members to give a priority ranking to the various tasks; and
3. It helps the board reach consensus regarding satisfactory or unsatisfactory assessments.

Some instruments have an additional scale for each category, asking board members to indicate their level of understanding or proficiency in each evaluation category. This adds an element of fairness to the evaluation by allowing a board member who does not thoroughly understand a particular performance category to be exempted from assessing the superintendent's skills in that area. Similarly, the additional scale may be used to evaluate a board member's perception of a category's value to the superintendent's overall job performance. This allows performance in areas deemed more critical to receive a stronger focus in the evaluation.

The Attribute Instrument

The short question and answer format consists of a few simple questions or statements that focus on the superintendent's basic responsibilities and how well he or she is fulfilling these responsibilities. Some questions frequently used are:

1. What are the primary responsibilities of the superintendent?
2. Which of these responsibilities has the superintendent done well?
3. What could the board do to help the superintendent improve job performance?
4. What could the superintendent do to improve the school system?

Board members should have the superintendent's job description to review as they answer these questions to assure their assessments reflect the responsibilities assigned by the job description.

Having the superintendent complete the evaluation from his or her perspective is also valuable for discussion purposes when the superintendent meets with the board to discuss the evaluation.

In this format, a designated board representative should act as the evaluation chairperson to record board consensus regarding job performance and targets for the superintendent in the upcoming year.

The Narrative Instrument

The narrative instrument requires the superintendent to write an assessment of his or her performance for the past year, relying on all the major performance responsibilities contained in the superintendent's job description.

The board is responsible to review the assessment and to respond with its own report, emphasizing areas of agreement and outlining any disagreements, including proposing areas for improved job performance.

The Indiana Superintendent Evaluation Process

ISBA and IAPSS are recommending the Indiana Superintendent Evaluation Process to all school boards and superintendents to consider using for superintendent evaluations beginning with school year 2012-13. The Indiana Superintendent Evaluation Process has three primary components:

1. The Evaluation Rubric
2. Superintendent Goals and/or Objectives (Minimum of two per year)
3. The Corporation Accountability Grade (A – F)

Most importantly is that this evaluation process completely meets the requirements of the General Assembly's intent in IC 20-28-11.5-4.

Setting the Evaluation Process Percentages

The evaluation metrics are critical to the process and must be taken seriously. The percentages represent the weight that is to be given to each of the three evaluation categories: the rubric, goals and/or objectives, and corporation accountability grade (see Figure 6). Obviously, if the entire process represents 100%, then each of these categories individually represents a value less than the total. All three percentages must have a combined total of 100%.

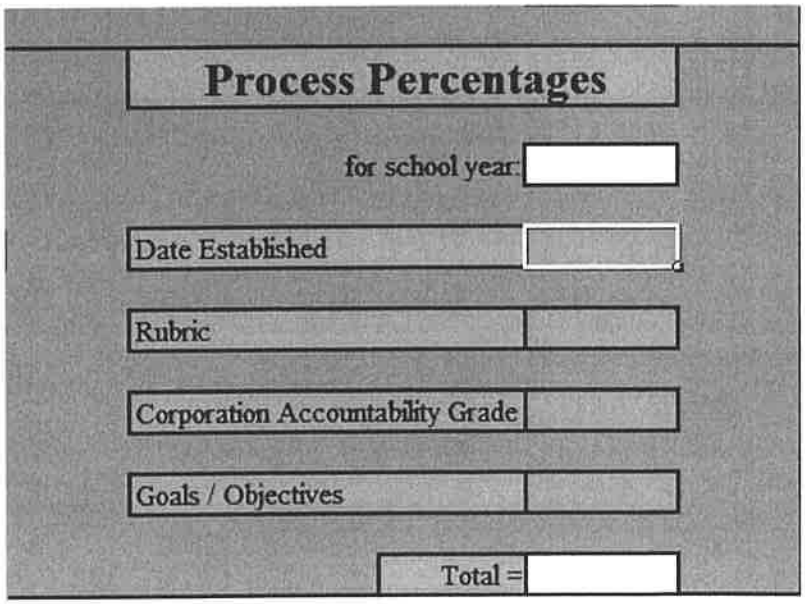


Figure 6 – Process Percentages

The advice of ISBA and IAPSS is that the greater weight of evaluation should always be placed in the rubric. Neither goals and objectives, nor accountability grades should be weighed more than the rubric assessment. Additionally, it is highly recommended that no category be weighed at 0% of the total. The evaluation is about accountability and it is never advisable to misrepresent the importance of key performance measures to unfairly skew evaluation results. However, it is recognized that flexibility is important; it will be more important to some boards for their superintendent to fulfill goals and objectives than for him or her to spend as much time to improve the corporation accountability grade, especially if the corporation has processes and procedures in place for the school that supports higher accountability grades. Other boards will feel just the opposite.

Consequently, it will be important for every school board and their superintendent to spend some time discussing the merits of each category to arrive at a defensible position for the weight that will be applied to each category. Most importantly, category weighting should be determined at the beginning of each evaluation period and not be altered without official board action.

The Evaluation Rubric

The rubric consists of 25 questions distributed within the six primary categories reflected in "Indiana Content Standards for Educators: School Leader – District Level." Each of the six categories has between two and six indicators that describe a specific performance to be evaluated. Next to each indicator, there are four performance descriptions: Highly Effective, Effective, Needs Improvement, and Ineffective, which describe varying levels of performance (see Figure 1).

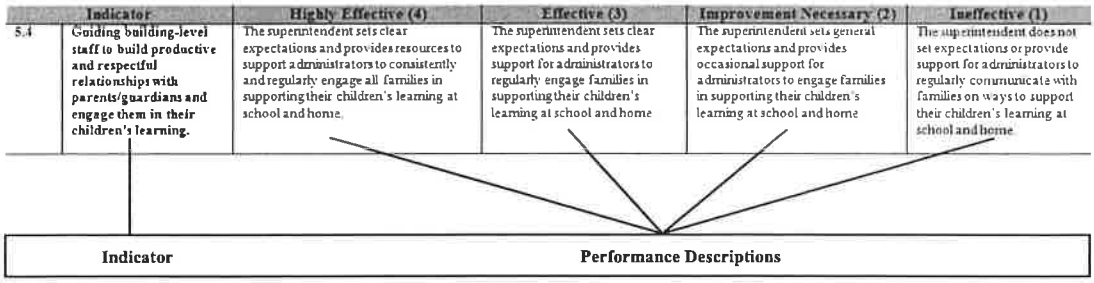


Figure 1 – Rubric indicators and performance descriptions

The board member reads the indicator and, after reviewing the objective evidence of performance provided by the superintendent in his or her annual performance portfolio, marks the appropriate level of performance on the corresponding Rubric Score Sheet (see Appendix D). See Figure 2, below.

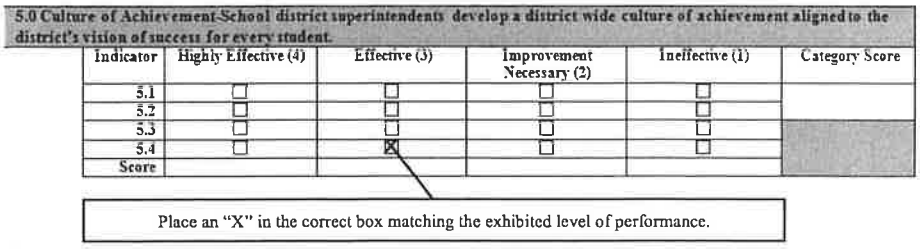


Figure 2 – Rubric score sheet

Performance-Based Goals / Objectives

Formalized evaluations afford boards an opportunity to provide guidance to their superintendents regarding desired changes within areas of job performance, as well as the reinforcement of existing strengths that serve the school corporation. Plus, it is an opportunity for the superintendent and school board to discuss formative improvements.

It is extremely important that everyone is working toward the same goals. School boards and superintendents cannot achieve corporation goals if the board and the superintendent are working at cross purposes, or if the superintendent does not have a clear vision of where the school corporation should be headed. What are the priorities? What are the guidelines?

Consequently, it is critical that the superintendent be involved throughout the process of setting his or her annual performance-based goals. There are a number of ways to approach this activity, but the most effective way is to do it jointly. After performance objectives have been identified, the superintendent should draft a set of goals to meet those objectives. It is wise to have the superintendent also incorporate actions steps that include scheduled feedback to the board at regular intervals throughout the year.

Little will be accomplished unless the board gives clear guidance to the superintendent regarding specific objectives and/or goals to pursue. An effective evaluation process not only suggests the importance of individual objective and goal performance but includes it as an integral part of the overall evaluation process.

It is critical that boards work with their superintendent during this stage of the evaluation process to establish mutually agreed upon goals and objectives. The superintendent serves as the board's educational expert and should be the primary author of objectives and goals, but board members need to also be included in the formative stages of that the process. Objectives and/or goals are the primary ingredient in the evaluation process. If the superintendent's goals are not determined, the evaluation process is ineffective. Assuming that objectives and/or goals are in place, some guidelines to follow include:

Be sure the objectives and/or goals are:

- **Written**
  This is the only way to ensure future reference to the goals and to avoid disputes regarding what was said. The goals should be stated in a manner that allows the board to monitor the superintendent's progress. Be as specific as possible regarding what you want to achieve. Avoid generalities and broad, sweeping statements.
- **Measurable**
  When and how will you know the superintendent has achieved the established performance targets?
- **Attainable**
  Do the goals you are asking the superintendent to achieve relate to the overall mission of the school corporation? Goals that are unimportant, or irrelevant, defeat the purpose of performance evaluations. Do not ask the superintendent to spend time pursuing something that is not really important to your school corporation.
- **Established with reasonable time-frames for completion**
  When does the board expect the goals to be achieved? Establish deadlines and ask for periodic progress reports to determine whether the action plan is proceeding as planned. However, do not over-burden the superintendent to the degree that goal-reporting interferes with his or her normal duties and do not expect all goals to be completed at the same time. Some goals are and need to be

ongoing. For those goals that may be extended for more than one evaluation period, it is critical that planned progress towards goal completion be monitored and the evaluation be based on that progress.

The superintendent should report his or her progress at various intervals throughout the year; however, a summary report should be prepared for the board prior to the annual evaluation. The process recommends a minimum of two goals and/or objectives per evaluation cycle, but the number may exceed two. The evaluation process form allows for up to six (see Figure 3). Each goal and/or objective is evaluated as Highly Effective, (exceeding its target), Effective, (met its target), Needs Improvement, (met a portion of its target), Ineffective, (failed to meet its target), after which it is scored based on a scale of 1-4, with 4= Highly Effective, 3= meeting all targets, perhaps exceeding in some, 2= meeting half of the targets, and 1= meeting less than half of the targets. The final score (1-4) is placed in the box next to the Goals/Objectives Score.

Superintendents Goals/Objectives

Goal / Objective	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
1	☐	☐	☐	☐	
2	☐	☐	☐	☐	
3	☐	☐	☐	☐	
4	☐	☐	☐	☐	
5	☐	☐	☐	☐	
6	☐	☐	☐	☐	

Figure 3 – Superintendent Goals/Objectives

It is important that the goals and/or objectives and their measurement criteria be defined sufficiently to eliminate any subjectiveness in the assessment regarding completion or progress to completion. Vague goals and/or objectives, or insufficient milestones to mark progress towards completion, will hinder the process and drive subjectiveness into the evaluation that will make scoring difficult, if not impossible, to justify.

The Superintendent Goals / Objectives worksheet computes a rating for each goal based upon the average of all board members' scores. The numerical value of the ratings is computed in the Goals/Objectives Score and the results tabulated in the Process Evaluation Workbook (see Figure 4 – Supt. Goals & Objectives).

Superintendent Goals / Objectives

School Corporation:

Number of Goals / Objectives:

Exceeds all goals	HE=4
Meets all goals, may exceed in some	E=3
Meets half of goals	I=2
Meets less than half of goals	IN=1

Board Members

Goal	1	2	3	4	5	6	7	8	9	10	11	12	Board Consensus Rating
1													
2													
3													
4													
5													
6													

Goals/Objectives Score =

Figure 4 – Supt. Goals & Objectives

Corporation Accountability Grade

The accountability grade is the overall corporation's overall grade in English and Math achievement as assigned by the IDOE. This grade appears as an "A" through "F" and each grade has a corresponding point value. These point values identify a corporation's overall grade, A – F and these points are available from the IDOE in August of each year for the previous year's progress. Consequently, while the Rubric and Goals and Objectives categories can be assessed earlier, the final evaluation rating will have to wait until the Accountability Grade is available to add to the overall evaluation rating.

When the accountability grade is available, it is to be entered in the process analysis workbook in the Accountability Grade sheet. See Figure 5.

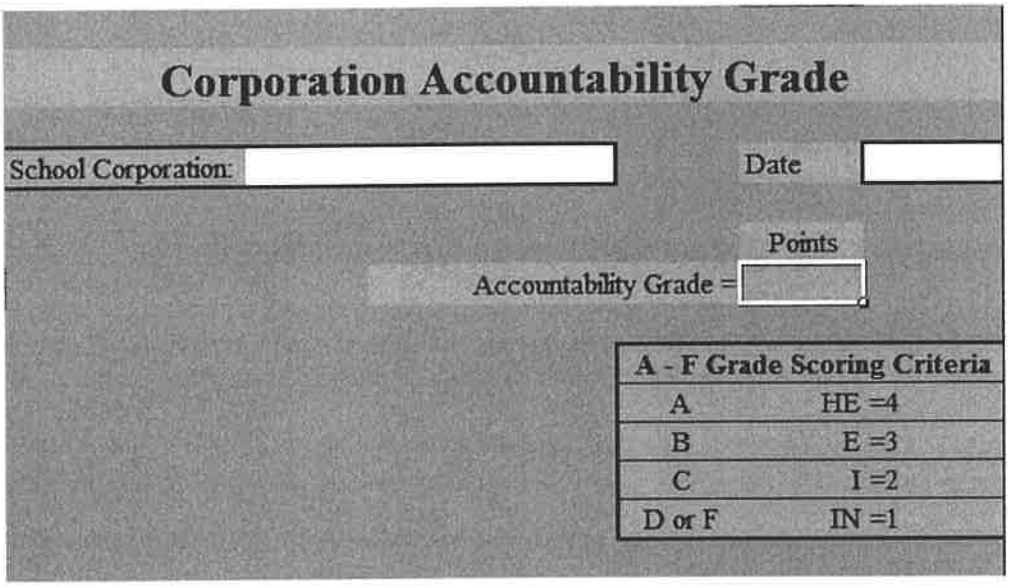


Figure 5 – Accountability Grade

Once the grade point value has been entered, that number value is automatically transferred to the Evaluation Summary worksheet.

Following this basic process will enable the school board to deliver a responsible annual performance evaluation of the superintendent. However, it warrants repeating that a clear, initial understanding of the goals and/or objectives criteria for performance will expedite the process, as well as an understanding of the evidentiary data to show the level of compliance in response to the rubric questions.

Superintendent Preparation

Preparation for the evaluation should be an ongoing activity, beginning at the start of the evaluation period and concluding at the formal evaluation. This format is foreign to many administrators, but especially those who have not been accustomed to regular evaluations or who have only received verbal affirmation of their performance from year-to-year.

It is critical that the superintendent communicate with his or her board prior to the beginning of the evaluation period. First, performance goals and/or objectives must be identified for the evaluation period. Most often, these recommendations will come from the superintendent, but the board may also contribute their ideas and suggestions to the process. A minimum of two goals and/or objectives are recommended during each evaluation cycle along with the criteria upon which the board can objectively ascertain performance progress. Secondly, the superintendent and school board must determine the weight of each of the three evaluation performance areas, the rubric, goals and/or objectives, and corporation grade rank.

Additionally, if there are areas within the rubric where it is unclear what documentation the superintendent should provide as evidence of performance, those areas should be thoroughly discussed and consensus reached regarding the evidence the board will accept as evidence of performance.

Finally, the superintendent and board should discuss and agree upon the method of providing the supporting evidence for the final evaluation. One suggestion is for the superintendent to maintain a performance portfolio with documents catalogued according to category and indicator. Maintaining a performance portfolio throughout the year assures that the documentation is readily available for the board's review at the end of the evaluation period and can be assembled for board review with minimal effort.

There is nothing that precludes a school board or a superintendent from engaging in an interim evaluation at a mid-point in the evaluation period. In fact, it is strongly recommended if the superintendent is new to the corporation or to the position. An informal, mid-term evaluation is an effective means of providing good feedback regarding performance, making sure that goals and/or objectives are progressing to expectation, or to address specific concerns or questions by either the superintendent or the school board.

Most importantly is that once the evaluation criteria has been established and the evaluation period begins, the criteria should not be changed without the express consent of both the superintendent and the school board.

Board Member Preparation

The key to preparing a high-quality evaluation is the conscientious participation of every member of the school board. Furthermore, it is impossible to conduct a thorough and complete superintendent evaluation without members' intentional preparation and the allocation of more than a few brief minutes to conduct the evaluation. Board members should be prepared to thoroughly review the superintendent's performance evidence against the rubric descriptions and/or agreed upon criteria for each indicator and for each goal or objective in the evaluation.

It is important that the board clearly establish its expectations at the beginning of the evaluation period regarding how the evidence of performance is to be presented to the board for its review. To facilitate this process, it is suggested that the board and superintendent work collaboratively to develop the review criteria to insure that there are no misunderstandings regarding how and when the superintendent is to provide the performance evidence to the board for this annual evaluation.

Keep in mind that the process goal of this evaluation is to yield an objective evaluation. To that end, the rubric instrument helps to insure that the superintendent is being evaluated against objective criteria that can be supported by documentation representing the evidence of his or her performance. In today's current educational climate and with ever increasing demands for greater transparency and accountability, the superintendent's evaluation is one of the most effective ways for the school board to validate its support of the superintendent's leadership of the local school corporation.

Lastly, the annual evaluation process should not reveal any *surprises* to either the superintendent or the school board. School board members should not attempt to use the evaluation process to forward a personal agenda or to subjectively rank the superintendent's performance to the evaluation criteria for ulterior motives.

The Evaluation Schedule

The frequency of evaluation has been defined by statute to be annually, but the actual time of the year can be set to a mutually satisfactory time that appropriately aligns with the board's and superintendent's schedules. Most boards utilize the time between school dismissal in the spring and the beginning of the fall term to conduct the evaluation. Regardless, once the annual time for evaluation has been established, every effort to maintain that schedule should be taken.

The following are the steps to be included in the evaluation timeline:

- Step 1
  - The board and superintendent meet at the beginning of the evaluation period to establish the process percentages for the evaluation instrument, the corporation accountability grade, and the superintendent's goals and/or objectives. The combined total must equal 100%, but the percentages of each are to be determined locally between the school board and the superintendent.
  - Once established, the board president enters these percentages into the *Process Percentages* worksheet of the Excel Process Analysis Workbook.
- Step 2
  - The board president provides each member with a rubric score sheet
  - The superintendent delivers his or her performance portfolio to the board for their reference in completing the rubric score sheet.
- Step 3
  - The board president inputs the information into the *General Data* worksheet of the Excel Process Analysis Workbook.
  - The board president collects the individual members' rubric score sheets and inputs their results into the *Indicator Summary* and *Supt. Goals and Objectives* worksheets in the Excel Process Analysis Workbook.
- Step 4
  - The board president inputs the school corporation's accountability grade into the *Accountability Grade* worksheet in the Excel Process Analysis Workbook. (Note: this grade is not available from the Indiana Department of Education until August (or later) of each year.)
- Step 5
  - The board president prints the *Evaluation Summary* worksheet of the Excel Process Analysis Workbook.
  - All board members sign the completed assessment
- Step 6
  - The superintendent is presented with the evaluation summary a minimum of one week prior to the evaluation meeting with the school board.
- Step 7
  - The board and superintendent meet in executive session (if desired) to provide clarification or ask any questions regarding the superintendent's performance.
  - A copy of the evaluation is placed in the superintendent's file.

It is understood that the evaluation process has been the topic of a thorough discussion between the superintendent and the school board at the beginning of the year or the period to be evaluated, that superintendent goals and/or objectives were identified at that time, and nothing is being *invented* immediately prior to conducting the evaluation.

Every board member should dedicate sufficient time to complete the evaluation process. It is important to remember that, in addition to being a requirement by statute, the purpose of the evaluation is two-fold:

1. To provide the superintendent with a formative evaluation of his or her performance that is based on objective data.
2. To promote the accountability of both the school board and the superintendent through the evaluation process.

This process requires more than a cursory overview to complete, yet board members do not need to be educators to understand and perform the superintendent's evaluation responsibly and effectively. Likewise, superintendents who are unaccustomed to a rubric type of evaluation process will need to adapt to this model of evaluation and a new process for providing evidence of performance. Ultimately, the process will become second-nature; it will become standard. However, it is what is needed in today's educational environment and as a response to increasing demands for accountability.

APPENDIX A

Indiana Content Standards for Educators

SCHOOL LEADER–DISTRICT LEVEL

The School District Leader standards reflect the most current research on effective educational leadership and advance a new and powerful vision of superintendent effectiveness. The standards define those skills and abilities that district leaders must possess to produce greater levels of success for all students. Bringing significant improvement to student achievement and building leader effectiveness requires an unapologetic focus on the superintendent's role as driver of student growth and achievement.

The standards provide a basis for professional preparation, growth, and accountability. However, the standards should not be viewed as ends in themselves; rather, they provide clarity for district leaders about the actions they are expected to take in order to drive student achievement and building leader effectiveness outcomes.

December 2010

Table of Contents

School Leader–District Level Educator Standards 1

Selected Bibliography of Standards and Sources Related to School Leader–District Level 6

Alignment of Educator Standards with State and National Standards 7

School Leader—District Level
Educator Standards

The Indiana standards for School Leader—District Level consist of "core" and "supplementary" content and skills. In this document, content and skills considered "core" are indicated with bold text. Supplementary content and skills are indicated with nonbold text. It should be noted that all of Standard 6 is supplementary, including both the standard and the essential elements of knowledge within the standard.

Standard 1: Human Capital Management

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

Standard 2: Instructional Leadership

School district leaders are 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.

Standard 3: Personal Behavior

School district leaders model personal behavior that sets the tone for all student and adult relationships in the district.

Standard 4: Building Relationships

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

Standard 5: Culture of Achievement

School district leaders develop a districtwide culture of achievement aligned to the district's vision of success for every student.

Standard 6: Organizational, Operational, and Resource Management

School district leaders leverage organizational, operational, and resource management skills to support district improvement and achieve desired educational outcomes.

School Leader–District Level
Educator Standards

Standard 1: Human Capital Management

School district leaders use their role as human capital manager to drive improvements in building leader effectiveness and student achievement, including:

1.1 **recruiting, hiring, assigning, retaining, and supporting effective building leaders who share the district's vision/mission**

1.2 **prioritizing the evaluation of building leaders over competing commitments and using evaluation systems that credibly differentiate the performance of building leaders**

1.3 **ensuring that principals prioritize teacher evaluation over competing commitments and use teacher evaluation systems that credibly differentiate the performance of teachers**

1.4 **orchestrating aligned, high-quality coaching; workshops; team meetings; and other professional learning opportunities tuned to staff needs based on student performance**

1.5 **designing and implementing succession plans (e.g., career ladders) for every position in the district, and providing formal and informal opportunities to mentor emerging leaders and promote leadership and growth**

1.6 **delegating tasks and responsibilities appropriately to competent staff members, monitoring their progress, and providing support as needed**

1.7 **counseling out or recommending the dismissal of ineffective building leaders, and ensuring that building leaders counsel out or recommend the dismissal of ineffective teachers, carefully following contractual requirements**

1.8 strategically assigning building leaders and other staff to support district goals and maximize achievement for all students

School Leader–District Level
Educator Standards

Standard 2: Instructional Leadership

School district leaders are 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, including:

2.1 cultivating commitment to and ownership of the district's instructional vision, mission, values, and organizational goals, and ensuring that all key decisions are aligned to the vision

2.2 planning, organizing, supervising, and supporting a rigorous district instructional program based on research-supported best practices regarding curriculum, instruction, and assessment

2.3 using student performance data to evaluate instructional quality, and regularly providing school leaders and staff with prompt, high-quality feedback aimed at improving student outcomes

2.4 establishing a culture of collaboration in which teamwork, reflection, conversation, sharing, openness, and problem solving about student learning and achievement are aligned to clear instructional priorities

2.5 ensuring the use of practices with proven effectiveness in promoting academic success for students with diverse characteristics and needs, including English Learners and students with exceptionalities, including high-ability and twice exceptional students

2.6 promoting the sanctity of instructional time, and ensuring that every minute is maximized in the service of student learning and achievement

Standard 3: Personal Behavior

School district leaders model personal behavior that sets the tone for all student and adult relationships in the district, including:

3.1 modeling professional, ethical, and respectful behavior at all times and expecting the same behavior from others

3.2 establishing yearly, monthly, weekly, and daily priorities and objectives, relentlessly keeping the highest-leverage activities front and center

3.3 actively soliciting and using feedback and help from all key stakeholders in order to drive student achievement

3.4 going above and beyond typical expectations to attain goals, taking on voluntary responsibilities that contribute to district success, and taking risks to achieve results

3.5 using reflection, self-awareness, ongoing learning, and resiliency to increase effectiveness in leading district improvement efforts

School Leader--District Level
Educator Standards

Standard 4: Building Relationships

School district leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results, including:

4.1 **establishing an organizational culture of urgency in which building leaders, students, parents/guardians, teachers, staff, and other key stakeholders relentlessly pursue academic and behavioral excellence**

4.2 **skillfully and clearly communicating district goals, needs, plans, and successes (and failures) to all stakeholders (e.g., school board members, building leaders, students, teachers, parents/guardians, the central office, the community, businesses) using a variety of means (e.g., face to face, newsletters, Web sites)**

4.3 **using effective strategies to forge consensus for change, manage and monitor change, and secure cooperation from key stakeholders in planning and implementing change**

4.4 working collaboratively with individuals and groups inside and outside the system, striving for an atmosphere of trust and respect but never compromising in prioritizing the needs of students

4.5 demonstrating awareness of the public and political nature of the school district leader position, and deftly engaging the public in addressing controversial issues

Standard 5: Culture of Achievement

School district leaders develop a districtwide culture of achievement aligned to the district's vision of success for every student, including:

5.1 **empowering building leaders, teachers, and staff to set high and demanding academic and behavior expectations for every student, and ensuring that students are consistently learning**

5.2 **establishing rigorous academic goals and priorities that are accepted as fixed and immovable**

5.3 **orchestrating high-quality team collaboration to analyze interim assessment results and formulate action plans for immediate implementation**

5.4 implementing systems to promote and enforce individual accountability for results

5.5 ensuring all students full and equitable access to educational programs, curricula, and available supports

5.6 ensuring the use of positive and equitable behavior management systems and the consistent implementation of rules and routines

5.7 guiding building-level staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning

5.8 developing family and community partnerships that increase access to resources (e.g., classroom volunteers, funds, equipment), as long as they clearly align with and do not distract from the district's goals for student growth and achievement

School Leader–District Level
Educator Standards

Standard 6: Organizational, Operational, and Resource Management

School district leaders leverage organizational, operational, and resource management skills to support district improvement and achieve desired educational outcomes, including:

6.1 using data to identify needs and priorities within the organization and to address organizational barriers to attaining student achievement goals

6.2 using technological tools and systems to facilitate communication and collaboration, manage information, and support effective management of the organization

6.3 overseeing the use of practices for the safe, efficient, and effective operation of the district's physical plant, equipment, and auxiliary services (e.g., food services, student transportation)

6.4 planning, managing, and monitoring district budgets aligned to district improvement goals, and creatively seeking new resources to support district programs and/or reallocating resources from programs identified as ineffective or redundant

6.5 managing and supervising compliance with laws and regulations, such as those governing building management and reporting; human resource management; financial management; school safety and emergency preparedness; student safety and welfare; and the rights and responsibilities of students, families, and school staff

Selected Bibliography of Standards and Sources Related to School Leader–District Level

State and National Standards and Curriculum Frameworks

1. Indiana Department of Education. (2010). *Principal effectiveness rubric* (draft).
2. Council of Chief State School Officers (CCSSO). (2008). *Educational leadership policy standards: ISLLC 2008.* http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf
3. National Policy Board for Educational Administration (NPBEA). (2002). *Standards for advanced programs in educational leadership.* http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf
4. National Board for Professional Teaching Standards. (2009). *National board core propositions for accomplished educational leaders.* http://www.nbpts.org/products_and_services/nationalboardcertifica
5. International Society for Technology in Education (ISTE). (2008). *National educational technology standards for teachers.* http://www.iste.org/Libraries/PDFs/NETS_for_Teachers_2008_EN.sflb.ashx
6. Partnership for 21st Century Skills. (2009). *Framework for 21st century learning.* http://www.p21.org/documents/P21_Framework.pdf

Sources on School Leader–District Level

7. Marshall, K. (2010, January). Principal evaluation rubrics. *The Marshall Memo.* http://www.marshallmemo.com/articles/Prin%20Eval%20Rubrics%20Jan%2026,%2010.pdf
8. New Leaders for New Schools. (2009). *Principal effectiveness: A new principalship to drive student achievement, teacher effectiveness, and school turnarounds.* New York: Author.
9. Porter, A., Murphy, J., Goldring, E., & Elliott, S. N. (2008). *Vanderbilt assessment for leadership in education (VAL-ED).* Nashville, TN: Discovery Education.
10. Wilmore, E. L. (2008). *Superintendent leadership: Applying the educational leadership constituent council (ELCC) standards for improved district performance.* Thousand Oaks, CA: Corwin Press.
11. Earl, L. M., & Katz, S. (2006). *Leading schools in a data-rich world: Harnessing data for school improvement.* Thousand Oaks, CA: Corwin Press.
12. Fiore, D. J. (2006). *School-community relations* (2nd ed.). Larchmont, NY: Eye on Education, Inc.
13. Murphy, J., Elliott, S. N., Goldring, E., & Porter, A. C. (2006). *Leaders for productive schools.* Nashville, TN: Vanderbilt University. http://peabody.vanderbilt.edu/Documents/pdf/LSI/VALED_Leaders_ProductiveSchools.pdf
14. Schmoker, M. (2006). *Results now: How we can achieve unprecedented improvements in teaching and learning.* Alexandria, VA: Association for Supervision and Curriculum Development.
15. Cambron-McCabe, N., Cunningham, L. L., Harvey, J., & Koff, R. H. (2005). *The superintendent's fieldbook: A guide for leaders of learning.* Thousand Oaks, CA: Corwin Press.
16. Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results.* Alexandria, VA: Association for Supervision and Curriculum Development.
17. Zmuda, A., Kuklis, R., & Kline, E. (2004). *Transforming schools: Creating a culture of continuous improvement.* Alexandria, VA: Association for Supervision and Curriculum Development.
18. Reeves, D. B. (2004). *Accountability for learning: How teachers and school leaders can take charge.* Alexandria, VA: Association for Supervision and Curriculum Development.
19. Marzano, R. J. (2003). *What works in schools: Translating research into action.* Alexandria, VA: Association for Supervision and Curriculum Development.
20. Knowledge Is Power Program (KIPP). (1994). *KIPP leadership competency model.* http://www.kipp.org/school-leaders/training-and-development/leadership-competencies
21. Reeves, D. (2009). *Leadership performance matrix.* Blairsville, PA: iObservation.

Alignment of Educator Standards
with State and National Standards

Indiana Educator Standards for School Leader–District Level	Indiana Department of Education Principal Effectiveness Rubric (Draft)	CCSSO ISLLC Educational Leadership Policy Standards	NPBEA Standards for Advanced Programs in Educational Leadership	ISTE National Educational Technology Standards
Standard 1: Human Capital Management **School district leaders use their role as human capital manager to drive improvements in building leader effectiveness and student achievement.**	2.1.1 2.1.2 2.1.3 2.1.4 2.1.5 2.1.6	1.D 2.F 3.B, D 5.D	2.3.a, b 2.4.a, b 3.1.b, c 3.3.a, b	
Standard 2: Instructional Leadership **School district leaders are 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.**	2.2.1 2.2.2 2.2.3	1.A, B, C, D, E 2.A, B, D, E, F, G, I 3.E 5.E	1.3.a, b 1.4.b 2.2.a, b 2.3.a, b, c, d 2.4.a, b 3.1.a, c, d	
Standard 3: Personal Behavior **School district leaders model personal behavior that sets the tone for all student and adult relationships in the district.**	3.1.1 3.1.2 3.1.3 3.1.4	5.B, D	1.5.a 2.4.c 3.1.c 4.1.a 5.1.a 5.2.a 5.3.a	

Alignment of Educator Standards
with State and National Standards

Indiana Educator Standards for School Leader–District Level	Indiana Department of Education Principal Effectiveness Rubric (Draft)	CCSSO ISLLC Educational Leadership Policy Standards	NPBEA Standards for Advanced Programs in Educational Leadership	ISTE National Educational Technology Standards
Standard 4: Building Relationships **School district leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.**	3.2.1 3.2.2 3.2.3	1.A 2.A 4.C, D 6.B	1.2.c 1.3.a 1.5.a 3.2.a, b 4.1.b, c, e, g, h 4.2.b 6.2.c	
Standard 5: Culture of Achievement **School district leaders develop a districtwide culture of achievement aligned to the district's vision of success for every student.**	3.3.1 3.3.2 3.3.3	1.B, C, D, E 2.A, B, E, I 4.B, C, D 5.A, C, E	1.3.a, b 1.5.a 2.1.a 2.2.b 3.1.b, d, e 3.2.d 4.1.a, b, c, d, h 4.3.a 6.3.b	
Standard 6: Organizational, Operational, and Resource Management School district leaders leverage organizational, operational, and resource management skills to support district improvement and achieve desired educational outcomes.		1.B 3.A, B, C 4.A 5.D	1.4.b 2.2.b, d 3.1.a, b, c, d, e 3.2.b 3.3.a, b, d 4.3.c 5.1.a 5.3.a 6.1.a, c, f	3c, 4e

APPENDIX B

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.0 Human Resource Manager – The superintendent uses the role of human resource manager to drive improvements in building leader effectiveness and student achievement.					
1.1	**The superintendent effectively recruits, hires, assigns, and retains school leaders.**	The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting or retaining the leader and monitors the effectiveness of the personnel process utilized throughout the school corporation. The superintendent consistently considers school or corporation goals when making personnel decisions.	The superintendent routinely considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting, or retaining the leader. The superintendent routinely considers school or corporation goals when making personnel decisions.	The superintendent occasionally considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting, or retaining the leader. The superintendent occasionally considers school or corporation goals when making personnel decisions.	The superintendent rarely considers an administrator's effectiveness when recruiting, hiring, assigning, promoting or retaining the leader. The superintendent does not consider school or corporation goals when making personnel decisions.
1.2	**The superintendent creates a professional development system for school leaders based on strengths and needs.**	The superintendent has in place a system of professional development that is based on individual administrator needs. The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators.	Some effort has been made to provide professional development to meet the needs of individual administrators.	The superintendent is aware of the individual needs of administrators, but professional development is only provided in meetings at this time, rather than incorporating the use of collaboration, study teams, etc.	Professional development is typically "one size fits all," and there is little or no evidence of providing for individual administrator needs.
1.3	**The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.**	The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities. Administrators throughout the corporation refer to the superintendent as a mentor.	The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role.	The superintendent has provided some training to an emerging school leader.	There is no evidence of effort to develop any leadership skills in others.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4	**The superintendent provides evidence of delegation and trust in subordinate leaders.**	Employees throughout the corporation are empowered to do their jobs. Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified, exercise appropriate authority and assume leadership roles where appropriate. The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership.	There is a clear pattern of delegated decisions, with authority to match responsibility at most every level in the school corporation. Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces. Other employees are not utilized in leadership roles within the organization.	The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others.	The superintendent does not delegate or afford subordinates the opportunity to exercise independent judgment.
1.5	**The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance.**	The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team on a consistent basis. The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition. The superintendent balances individual recognition with team and corporation-wide recognition. Informal and formal positive feedback is linked to corporation goals.	The superintendent provides regular formal feedback to the administrative team and provides informal feedback to reinforce effective and highly effective performance.	The superintendent provides the minimum required formal feedback to the administrative team. Informal feedback is occasionally provided.	The superintendent provides no informal or formal feedback to the administrative team.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
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.					
2.1	**The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.**	The superintendent can specifically document examples of decisions throughout the corporation that have been made on the basis of data analysis. The superintendent has coached school administrators to improve their data analysis skills.	The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments in data analysis. The superintendent systematically examines data to find strengths and weaknesses. The superintendent empowers teaching and administrative staff to determine priorities from data. Data analysis is regularly the subject of faculty meetings and professional development sessions.	The superintendent is aware of state, corporation, and school results but few decisions have been linked to the data.	The superintendent does not utilize data to make decisions.
2.2	**The superintendent demonstrates evidence of student improvement through student achievement results.**	A consistent record of improved student achievement exists on multiple indicators of student success. Student success occurs not only on the overall averages, but in each sub group. Data analysis from prior years indicates that the superintendent has focused on improving performance. The superintendent aggressively establishes continuous growth standards moving performance to the exemplary level.	The superintendent reaches the targeted performance goals for student achievement. The average of the student population improves, as does the achievement of each sub group of students.	Some evidence of improvement exists, but in general, there is lack of meeting student achievement goals.	The superintendent takes no responsibility for the data outcomes. The superintendent does not believe that student achievement can improve. The superintendent has not taken decisive action to improve student achievement.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3	**The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.**	The superintendent regularly surveys and seeks support from all stakeholders in the school corporation in regards to improvement of student achievement.	The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent rarely seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent seeks no input from various stakeholders and makes all decisions related to the improvement in student achievement in isolation.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for effective organizational leadership.					
3.1	**The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others.**	The superintendent is an exemplary model of appropriate professional behavior and expects like treatment.	On a regular basis the superintendent displays appropriate professional behavior.	Occasionally the superintendent has not displayed appropriate professional behavior	The superintendent does not display appropriate professional behavior.
3.2	**The superintendent organizes time and prioritizes tasks for effective leadership.**	The organization skills of the superintendent support innovative and creative activities that involve all of the leadership stakeholders in the corporation. The superintendent incorporates project management skills along with a systems-thinking, as well as detailed, follow-up procedures to ensure that effective corporation decisions are made.	The organization skills of the superintendent allows for some innovations, some time to engage in leadership activities and minimal collaboration with people at all levels. Most tasks are managed and completed by the superintendent on a timely basis.	Tasks are managed using lists of milestones and deadlines, but periodically, not completed on time.	Tasks are managed in a haphazard fashion. There is little or no evidence of established or achieved milestones or deadlines.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.0 Building Relationships –The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve organizational results.					
4.1	**The superintendent actively engages in communication with parents and community.**	There is clear evidence of communication with parents and the community. Survey data is utilized to measure parents and community members viewpoints of educational objectives. The superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation. The superintendent manages an ever broadening portfolio of partnerships and collaborations that support the strategic plan of the school corporation.	There is some evidence of communication with parents and the community. The superintendent seeks out and creates new opportunities for meaningful partnerships and has built some collaborative relationships. The superintendent assumes leadership roles in community organizations.	School/community communications are not initiated by the superintendent. The superintendent rarely seeks or creates meaningful partnerships or collaborative relationships. The superintendent occasionally participates in community organizations but does not become actively involved.	The superintendent does not identify groups and potential partners within the community. The superintendent fails to ensure that parent and community activities are conducted. The superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation.
4.2	**The superintendent forges consensus for change and improvement throughout the school corporation.**	The superintendent uses effective strategies to achieve a consensus for change and improvement. The superintendent guides others through change and addresses resistance to that change. The superintendent systemically monitors, implements and sustains the strategies for change.	The superintendent uses effective strategies to work toward a consensus for change and improvement. The superintendent directs change and improvement processes securing the allies necessary to support the change effort. . The superintendent monitors, implements and sustains the strategies for change.	The superintendent occasionally identifies areas where consensus is necessary. Areas of change that are identified as needing consensus has yet to implement a process for change and improvement. Strategies for change are not implemented and unsuccessful in securing cooperation.	The superintendent fails to forge consensus for change. Fails to identify areas in which agreement and/or consensus is necessary. Rarely or never develops a process for change and/or improvement. Rarely or never seeks feedback or secures cooperation.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.3	**The superintendent understands the role of the superintendent in engaging the public in controversial issues.**	The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school community. The superintendent consistently encourages open dialogue, considers diverse points of view, and expects the administrative team to mentor this philosophy.	The superintendent resolves conflicts and forges consensus within the school community in a constructive and respectful manner. The superintendent frequently encourages open dialogue, considers diverse points of view, and often expects the administrative team to mentor this philosophy.	The superintendent employs a limited number of strategies to resolve conflicts and forge consensus within the school community with limited success.	The superintendent fails to resolve conflicts or forge consensus within the school community.
4.4	**The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation.**	The superintendent communicates with all school members routinely, using a variety of methods.	The superintendent communicates with all school board members periodically.	The superintendent communicates with selected school board members only on an emergency basis.	The superintendent has minimal communication with the school board outside of meetings.
4.5	**The superintendent encourages open communication and dialogue with school board members.**	The superintendent has created a culture where input and feedback from all school board members is both sought and encouraged. The superintendent engages in open discussion with the school board on a consistent basis.	The superintendent seeks input and feedback from all school board members on a frequent basis.	The superintendent seeks input and feedback from only a few school board members.	The superintendent rarely seeks input from the school board and makes decisions unilaterally.
4.6	**The superintendent provides the school board with a written agenda and background material before each board meeting.**	The superintendent creates an agenda that prioritizes items related to student achievement and corporation goals. Complete and thorough background material is provided so that the board can make an informed decision.	The superintendent creates an agenda that routinely focuses on student achievement issues and corporation goals. Adequate background material is provided to allow the board to make an informed decision.	The superintendent creates an agenda that occasionally includes items related to student achievement and corporation goals. Limited background material is provided.	The superintendent creates an agenda that focuses only on operational matters and provides insufficient background material.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
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.					
5.1	**The superintendent empowers building leaders to set rigorous academic and behavior expectations for every student.**	The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance. Multiple data sources are utilized to analyze corporation and schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals. Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.	The superintendent guides the administrative team in an annual analysis of school and corporation performance. Required data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals. General expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data.	The superintendent provides minimal direction for the administrative team in an annual analysis of school and corporation performance. . Limited data sources are used to develop goals which are not focused or measurable. Some expectations are established and limited resources and occasional supports are provided to support the disaggregation of data.	The superintendent provides no direction for the administrative team in an annual analysis of school and corporation performance. No data sources are used to develop goals. The superintendent does not establish expectations or provide the necessary support for the disaggregation of data.
5.2	**The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.**	The superintendent regularly reports on the progress of rigorous academic goals and corporation academic priorities that have been established by the superintendent and approved by the school board. The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board. These rigorous academic goals are shared throughout the school community through multiple communication systems.	The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporation's programs. Approved goals by the board are shared and available for the entire community.	The superintendent has occasionally made some reference to academic goals and school improvement priorities. There are some goals established but none that were approved by the board.	The superintendent has no goals and no school improvement priorities established for the corporation.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.3	**The superintendent ensures that all students have full and equitable access to educational programs, curricula, and support systems.**	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 not allocated on the basis of any identified needs of students.	The superintendent does not establish clear expectations and resources are not allocated on the basis of any identified needs of students.
5.4	**The superintendent expects building leaders to build productive and respectful relationships with parents/guardians and engage them in their children's learning.**	The superintendent sets clear expectations and provides multiple resources to support administrators to consistently and regularly engage all families in facilitating their children's learning at school and home.	The superintendent sets general expectations and provides adequate resources for administrators to regularly engage families in facilitating their children's learning at school and home.	The superintendent sets minimal expectations and provides occasional resources for administrators to engage families in facilitating their children's learning at school and home.	The superintendent does not set expectations or provide resources for administrators to regularly communicate with families on ways to facilitate their children's learning at school and home.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
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.					
6.1	**The superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.**	Decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data. Data, from a wide range of sources, including qualitative and quantitative, are referenced in all decisions. Numerous examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced.	Most decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data. Data, from various sources are referenced in all decisions. Several examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced	A few decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data. Data, from limited sources are referenced in some decisions. Minimal examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced.	Data is rarely used for decisions. Most decisions are made based on personal viewpoints or what is popular at the time.
6.2	**The superintendent demonstrates personal proficiency in technology implementation and utilization.**	The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives. The superintendent serves as a model for technology implementation.	The superintendent consistently utilizes technology within his/her daily responsibilities. The superintendent demonstrates effort toward serving as a model for technology implementation.	The superintendent occasionally utilizes technology within his/her daily responsibilities. There is little or no evidence of the superintendent taking a personal initiative to learn new technology.	The superintendent has limited use of technology within his/her daily responsibilities. The superintendent does not serve as a model for technology implementation.
6.3	**The superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation's physical plant, equipment, and auxiliary services (e.g., food services, student transportation).**	The superintendent ensures there are updated procedures in place to address the safety of students and staff. 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. Periodic reviews of these procedures are in place and necessary actions are taken to address operational deficiencies.	The superintendent ensures there are procedures in place to address the safety of students and staff. The superintendent routinely provides opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services. Periodic reviews of these procedures are in place.	The superintendent has minimal procedures in place to address the safety of students and staff. The superintendent provides minimal opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services. There are occasional, unscheduled reviews of these procedures.	The superintendent has no procedures in place to address the safety of students and staff. The superintendent provides no opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
6.4	**The superintendent provides responsible fiscal stewardship.**	The superintendent maintains a fiscally sound financial budget, monitors expenditures to be used in an efficient manner, and reallocates those savings to help the corporation achieve its strategic priorities. Data is produced and shared with all stakeholders which reflect the positive impact of reallocated resources in achieving strategic priorities. The superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources.	The superintendent maintains a fiscally sound financial budget, monitors expenditures to be used in an efficient manner, and reallocates those savings to help the corporation achieve its strategic priorities. Data is produced which reflect the positive impact of reallocated resources in achieving strategic priorities.	The superintendent lacks proficiency in budgetary practices to focus resources on strategic priorities. Minimal data is produced to support reallocated resources.	The superintendent does not demonstrate sound, fiscal stewardship.
6.5	**The superintendent demonstrates compliance with legal requirements.**	The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements.	The superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and generally adheres to those standards and requirements.	The superintendent has limited knowledge of legal standards and/or board policy requirements and occasionally adheres to those standards and requirements.	The superintendent has minimal knowledge of legal standards and/or board policy requirements and rarely adheres to those standards and requirements.

APPENDIX C

IC 20-28-11.5-4
School corporation plan; plan components

Sec. 4. (a) Each school corporation shall develop a plan for annual performance evaluations for each certificated employee (as defined in IC 20-29-2-4). A school corporation shall implement the plan beginning with the 2012-2013 school year.

(b) Instead of developing its own staff performance evaluation plan under subsection (a), a school corporation may adopt a staff performance evaluation plan that meets the requirements set forth in this chapter or any of the following models:

(1) A plan using master teachers or contracting with an outside vendor to provide master teachers.

(2) The System for Teacher and Student Advancement (TAP).

(3) The Peer Assistance and Review Teacher Evaluation System (PAR).

(c) A plan must include the following components:

(1) Performance evaluations for all certificated employees, conducted at least annually.

(2) Objective measures of student achievement and growth to significantly inform the evaluation. The objective measures must include:

(A) student assessment results from statewide assessments for certificated employees whose responsibilities include instruction in subjects measured in statewide assessments;

(B) methods for assessing student growth for certificated employees who do not teach in areas measured by statewide assessments; and

(C) student assessment results from locally developed assessments and other test measures for certificated employees whose responsibilities may or may not include instruction in subjects and areas measured by statewide assessments.

(3) Rigorous measures of effectiveness, including observations and other performance indicators.

(4) An annual designation of each certificated employee in one (1) of the following rating categories:

(A) Highly effective.

(B) Effective.

(C) Improvement necessary.

(D) Ineffective.

(5) An explanation of the evaluator's recommendations for improvement, and the time in which improvement is expected.

(6) A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.

(d) The evaluator shall discuss the evaluation with the certificated employee.

As added by P.L.90-2011, SEC.39.

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	☐	☐	☐	☐	
1.2	☐	☐	☐	☐	
1.3	☐	☐	☐	☐	
1.4	☐	☐	☐	☐	
1.5	☐	☐	☐	☐	
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	☐	☐	☐	☐	
2.2	☐	☐	☐	☐	
2.3	☐	☐	☐	☐	

3.0 Personal Behavior – School district superintendents model personal behaviors that set the tone for effective organizational leadership.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
3.1	☐	☐	☐	☐	
3.2	☐	☐	☐	☐	
Score					

4.0 Building Relationships – School district superintendents build relationships to ensure that all key stakeholders work effectively with each other to achieve organizational results.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
4.1	☐	☐	☐	☐	
4.2	☐	☐	☐	☐	
4.3	☐	☐	☐	☐	
4.4	☐	☐	☐	☐	
4.5	☐	☐	☐	☐	
4.6	☐	☐	☐	☐	
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	☐	☐	☐	☐	
5.2	☐	☐	☐	☐	
5.3	☐	☐	☐	☐	
5.4	☐	☐	☐	☐	
Score					

6.0 Organizational, Operational, and Resource Management-School district superintendents leverage organizational, operational, and resource management skills to support district improvement and achieve desired educational outcomes.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
6.1	☐	☐	☐	☐	
6.2	☐	☐	☐	☐	
6.3	☐	☐	☐	☐	
6.4	☐	☐	☐	☐	
6.5	☐	☐	☐	☐	
Total					

Superintendents Goals/Objectives

Goal / Objective	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
1	☐	☐	☐	☐	
2	☐	☐	☐	☐	
3	☐	☐	☐	☐	
4	☐	☐	☐	☐	
5	☐	☐	☐	☐	
6	☐	☐	☐	☐	

References

Massachusetts Department of Elementary and Secondary Education. (2012). Massachusetts Model System for Educator Evaluation Retrieved May 18, 2012, from http://www.doe.mass.edu/edeval/model/PartIII.pdf

North Carolina State Board of Education. (2010). North Carolina Superintendent Evaluation Process Retrieved May 18, 2012, from http://www.ncpublicschools.org/docs/profdev/training/superintendent/eval-manual.pdf

Reeves, D. (2011). Reeves' Leadership Performance Matrix. Retrieved May 18, 2012, from The Leadership and Learning Center http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/Docs/HoughtonMifflin_PrincipalRubric.pdf