

The Frontier School Corporation 2023-2024 Certified Staff Evaluation Plan was presented to the Frontier School Corporation School Board on Monday, September 19, 2022. The Frontier School Corporation 2022-2023 Certified Staff Evaluation Plan was a subject of mandatory discussion on Tuesday, August 8, 2023.. No changes were made to the evaluation plan.

Observations of Certified Employees

Certified employees of Frontier School Corporation will receive two (2) long observations and one (1) short observation annually. The short observation is a minimum of fifteen (15) minutes. The long observation is a minimum of forty (40) minutes. The certified employee will receive a long and short observation in the first semester of the 2022-2023 school year. The certified employee will receive a long observation in semester two of the 2022-2023 school year.

A teacher who has summative ratings of highly effective for two consecutive years will have one (1) and one (1) short observation during the 2022-2023 school year. The teacher can request a second long observation if the the certified teacher felt the score on the first observation was not sufficient.

Summative Evaluation Scores

The evaluator will evaluate the certified employee by using the appropriate rubric and determining the overall score for the certified employee. The scores from the short observation and the two (2) long observations will be averaged and a summative score will be determined. The summative score will be based on the following:

FRONTIER SCHOOL CORPORATION TEACHER EVALUATION PLAN 2022-2023

Measure	Group One Teachers (Half or more of classes taught have growth model data)	Group Two Teachers (Less than half of classes taught, but at least one, have growth model data)	Group Three Teacher (No Growth Model Data)
(TER)-Teacher Effectiveness Rubric	100%	100%	100%
(GW) Growth Model Data	0%	0%	0%
(SWL) School-Wide Learning	0%	0%	0%

Total	100%	100%	100%

Description:

1. **Teacher Effectiveness Rubric**-Derived from short and long observations, teacher practice, and professional judgement.

Description of Evaluator Training

All three evaluators (Superintendent, Jr.-Sr. High School Principal, and Elementary Principal) are currently RISE certified in teacher evaluation and principal evaluation. Two new Dean of Students will undergo RISE Certified Evaluation training at the Wabash Valley Education Center prior to conducting any short or long observations. Superintendent evaluation training was provided to the Frontier School Corporation School Board y the Indiana School Boards Association (ISBA).

Annual discussion was held concerning the 2023-2024 Frontier School Corporation Evaluation Plan. The discussion concerning the 2023-2024 Frontier School Corporation Evaluation Plan took place on Tuesday, August 8, 2023.

Feedback and Remediation Plans

All employees received completed evaluations and documented feedback within seven (7) days from the completion of the evaluation. Frontier School Corporation utilizes software provided by *Standards for Success* to store data and findings from short and long observations as well as summative evaluation scores. Teachers have immediate access to the results of short and long observations as well as the summative evaluation score once calculated. Staff members can upload documents, lesson plans, and examples of professional practice to show compliance of performance evaluation indicators.

Remediation Plans

An employee who exhibits areas of weakness or areas in which additional professional growth is needed can be placed on a remediation plan. The remediation plan will be no longer than sixty (60) days in length. The Frontier School Corporation evaluation philosophy is to intervene early and often to ensure optimal staff performance. Remediation is provided by building administrators, Wabash Valley Education Service Center, or other remediation sources. For those individuals who are rated as ineffective or improvement necessary, the teacher must participate in targeted professional development to assist the teachers in areas deemed to be in need of improvement.

The certified employee is allowed to count any Professional Development opportunities provided by the Remediation Plan as Continuing Renewal Units (CRU) credits.

Conference with Superintendent

Any employee may request a private conference with the Superintendent. This provision is mandated for any employee who is non-renewal status, but is afforded to all employees if their evaluation results are disappointing or feel bias is involved in the scoring.

Instruction Delivered by Teachers Rated Ineffective

The parents of students in a classroom in which the teacher was rated as ineffective for two years in a row are notified as mandated by state statute. Whenever possible, Frontier School Corporation will work to ensure the student's schedule is changed so they do not have a second ineffective teacher.

Negative Impact

Pursuant to 511 IAC 10-6-4(c), no certified staff identified as having a negative impact on students will receive an effective or highly effective evaluation rating. Negative Impact is defined as:

- For classes measured by statewide assessments with growth model data, the department shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and instruction.
- For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally where data shows a significant number of students across a teacher's classes fail to demonstrate student learning or mastery of standards established by the state.

Evaluation Plan

The Frontier School Corporation uses "*Standards for Success*" to warehouse Frontier School Corporation evaluation and observation results. All of the Frontier School Corporation rubrics, pre-conference meetings, post-conference meetings, summative evaluation scoring, evaluation guides, remediation plans, short observation feedback, and long observation feedback are housed at the "*Standards for Success*" warehouse site. Teachers, Counselors, Principals, Dean of Students/Athletic Director, Dean of Students/Instructional Coach, Technology Director, and Superintendent have access to the site with a log-in and password.

The 2023-2024 Frontier School Corporation Evaluation Plan was submitted to the Frontier School Corporation School Board for approval on Monday, September 19, 2022. The Frontier School Corporation School Board approved the use of "*Standards for Success*" as the vendor and warehouse of evaluation plans and rubrics on June 12, 2017.

An evaluation report will be provided to the Frontier School Corporation Board of School Trustees at a public meeting after all the summative evaluations and performance category placements are finalized.

Discussion

Evaluation is a mandatory subject of bargaining. The Frontier Classroom Teacher's Association was allowed to provide input on the 2023-2024 Frontier School Corporation Evaluation Plan on August 8, 2023. Additionally, classroom teachers and administrators have on-line access to the evaluation plan via the "*Standards for Success*" site.

Other Certificated Employee Summative Evaluation Weighted Categories

Group	Effectiveness Rubric	Growth Model Data	Reading Growth	School Wide Learning	Administrative SLO
Counselor	100%	0%	0%	0%	0%
Principal	100%	0%	0%	0%	0%
Superintendent	100%	0%	0%	0%	0%
Technology Director	100%	0%	0%	0%	0%
Dean of Students/ Athletic Director	100%	0%	0%	0%	0%
Dean of Students/ Instructional Coach	100%	0%	0%	0%	0%

Performance Category

The performance categories are determined on the summative evaluation with the overall score from all indicators. The performance categories include:

- Highly Effective-Summative score of 3.5-4.0
- Effective-Summative score of 2.5-3.4
- Needs Improvement-Summative score of 1.75 to 2.4
- Ineffective-Summative score of 1.0-1.74

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Indiana School Counselor Rubric (v.2018)

Printed September 20, 20:

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Domain 1: Academic Achievement (30.00%)

1.1 The School Counselor Utilizes Data To Monitor Student Achievement And Works Collaboratively With Stakeholders To Enhance Student Success.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration.	The school counselor monitors student achievement but does not utilize the data to enhance student success.	The school counselor does not monitor academic achievement.

1.2 The School Counselor Demonstrates Knowledge Of Current Trends In Student Development And Academic Achievement.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work.	The school counselor regularly engages in professional development.	The school counselor sporadically engages in professional development.	The school counselor does not engage in professional development.

1.3 The School Counselor Supports All Students In Making Decisions, Setting Goals And Taking Appropriate Action To Achieve Goals.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor encourages all students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists all students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists some students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans.	The school counselor does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans.

1.4 The School Counselor Engages All Students In Problem Solving, Critical Thinking, And Other Activities.

Highly Effective	Effective	Improvement Necessary	Ineffective

The school counselor consistently provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.
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1.5 The School Counselor Utilizes And Sequences Guidance Activities And Materials To Impact All Students' Academic Achievement.

Highly Effective	Effective	Improvement Necessary	Ineffective
Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage all students in appropriate decision making. Activities are logically sequenced within individual lessons.	Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons.	Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making. Some activities are logically sequenced within individual lessons.	Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons.

1.6 The School Counselor Supports All Students In Developmentally Appropriate Academic Preparation Essential For A Wide Variety Of Post Secondary Options.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently guides all students in establishing challenging academic goals and understanding assessment results. The counselor assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor generally guides students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options.

Domain 2: Student Assistance Services (20.00%)

2.1 The School Counselor Assists All Students In Acquiring The Attitudes, Knowledge And Interpersonal Skills To Help Them Understand And Respect Self And Others.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models	The school counselor often encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors.	The school counselor rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors.	The school counselor does not encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors.

appropriate behaviors.

2.2 The School Counselor Facilitates All Students' Understanding Of Safety And Survival Skills And Implements Prevention Programming To Support Students' Healthy Physical, Social, Emotional, And Academic Development Including Stakeholder Collaboration.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders.	The school counselor often explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify school and community resources; and implements any prevention programming for students.	The school counselor rarely explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; adult assistance and professional help, assists students to identify school and community resources, or implements any prevention programming for students.	The school counselor does not explain the students' right to a safe and secure school environment, help students to differentiate situations that require peer support, adult assistance and professional help, help students to identify school and community resources, or implement any prevention programming for students.

2.3 The School Counselor Provides Individual Counseling, Group Counseling, Classroom Guidance, Consultation, Crisis Intervention, And Referrals.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor often addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor rarely addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals.

2.4 The School Counselor Provides Services To All Students, Fostering A Clear Understanding Of Diversity, Ethnicity, And Culture.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.	The school counselor takes a multicultural or diverse perspective into consideration when providing services to students.	The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture.	The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students.

Domain 3: Career Development (20.00%)

3.1 The School Counselor Facilitates A Comprehensive Career Program That Is Age Appropriate And Aligned With Local, State, And National Standards.

Highly Effective	Effective	Improvement Necessary	Ineffective

The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards, utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences.	The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used.	The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards.	The school counselor does not facilitate age-appropriate career development.
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3.2 The School Counselor Facilitates All Students' Understanding Of The Relationship Between Academics, Personal Qualities, Education And Training, And The World Of Work.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor helps all students understand the relationship between educational achievement and career success, explains how work can help students achieve personal success and satisfaction, and demonstrates knowledge of students' background, skills, and interests. Data include age-appropriate assessments, increasing awareness of interests, abilities, aptitude, and values. The counselor uses this knowledge to meet students' needs and assist in career development, promoting lifelong learning and employability skills.	The school counselor helps all students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. The counselor promotes lifelong learning and employability skills. Some data is utilized.	The school counselor rarely helps students understand the relationship between educational achievement and career success and rarely explain how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized.	The school counselor does not help students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction. The counselor does not promote lifelong learning and employability skills. Data is not used.

3.3 The School Counselor Supports All Students In The Application Of Strategies To Achieve Future Success And Satisfaction.

Highly Effective	Effective	Improvement Necessary	Ineffective
The counselor consistently helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are rarely encouraged to use research and informational resources to obtain career information.	The counselor does not help students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are not encouraged to use research and informational resources to obtain career information.

3.4 The School Counselor Collaboratively Analyzes Data, Utilizes Research Based Interventions And Develops Programming To Assist Students In Acquiring The Attitudes, Knowledge, And Skills Necessary For Lifelong Learning And Career Readiness.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently collaborates to analyze data, utilize research-	The school counselor often collaborates to analyze data, utilize research-based	The school counselor rarely collaborates to analyze data, utilize research-based	The school counselor does not analyze data, utilize research-based interventions or

based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.
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Domain 4: Professional Leadership (30.00%)

4.1 The School Counselor Establishes Professional Goals And Pursues Opportunities To Grow Professionally.

Highly Effective	Effective	Improvement Necessary	Ineffective
The counselor's professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks.	Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community.	Professional goals are sometimes established. The school counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community.	Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community.

4.2 The School Counselor Takes A Leadership Role As An Advocate Within The Counseling Department, The School Setting, And The Community.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders.	The school counselor provides consistent and effective leadership in the school counseling program and the school.	The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style.	The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community.

4.3 The School Counselor Collaborates With Teachers, Parents, And The Community To Advocate For The Success Of All Students And Increase Awareness Of Students' Needs.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor demonstrates a direct impact of these collaborative activities on students.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds.	The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others.	The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders.

4.4 The School Counselor Adheres To Ethical Standards Of The Counseling Profession, Respects Student Confidentiality, And Follows The Laws,

Policies, And Procedures, Which Govern School Programs.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy and procedure is questionable.	The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school.

4.5 The School Counselor Plans, Organizes And Delivers An Effective Comprehensive School Counseling Program (Within The Resources Of The School And Corporation).

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor demonstrates student outcome data that are directly attributable to the school counseling program.	The school counseling program consistently builds the academic, career, and personal/social development of most students in the school, supporting at least some of this with student outcome data.	The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program.	The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness.

4.6 The School Counselor Provides Systems Support By Effectively Managing The School Counseling Program, As Well As Supporting Other Educational Programs And Student Services.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies.	The school counselor provides management activities that support the program's guidance, counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about students with school personnel, parents, and community agencies.	The school counselor provides some, but not adequate, program management to the school counseling program. The school counselor is inconsistent in supporting other educational or student services programs.	The school counselor does not support the school counseling program with any program management activities. The school counselor is not involved—or is minimally involved—in providing support to other educational or student services programming through partnerships.

NOTES



Dean of Students Effectiveness Rubric-

Classification: Dean

[Edit Instrument](#) - [Create/Edit Strands](#)

- Domain 1 - Academic and Behavioral Achievement 4 items - Weight: 10
- Domain 2 - Student Services & Assistance In the Operation of the School 14 items - Weight: 75
- Domain 3 - Leadership 5 items - Weight: 15
- Domain 4 - Core Professionalism 4 items - Weight: risedomain4

Domain 1 - Academic and Behavioral Achievement

hide/show

1.1 The Dean Utilizes Data to Monitor Student Achievement and Works Collaboratively With Stakeholders to Enhance Student Success

Highly Effective	Effective	Improvement Necessary	Ineffective
[1 - NA] • The Dean effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success. (1.1.HE.1)	[1 - NA] • The Dean monitors student achievement and sometimes utilizes the data to enhance student success through collaboration. (1.1.E.1)	[1 - NA] • The Dean monitors student achievement but does not utilize the data to enhance student success. (1.1.IN.1)	[1 - NA] • The Dean does not monitor student achievement. (1.1.I.1)

1.2 The Dean Demonstrates Knowledge of Current Trends in Student Development and Academic Achievement

Highly Effective	Effective	Improvement Necessary	Ineffective
[1 - NA] • The Dean regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services; reads professional journals, etc.) and incorporates new knowledge in daily work. (1.2.HE.1)	[1 - NA] • The Dean regularly engages in professional development. (1.2.E.1)	[1 - NA] • The Dean sporadically engages in professional development. (1.2.IN.1)	[1 - NA] • The Dean does not engage in professional development. (1.2.I.1)

1.3 The Dean Supports Students in Making Decisions, Setting Goals and Taking Appropriate Action to Achieve Goals

Highly Effective	Effective	Improvement Necessary	Ineffective
[1 - NA] • The Dean encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. (1.3.HE.1)	[1 - NA] • The Dean generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. (1.3.E.1)	[1 - NA] • The Dean occasionally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. (1.3.IN.1)	[1 - NA] • The Dean does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. (1.3.I.1)
[1 - NA] • The Dean assists students in identifying short-term and long-term goals and in developing appropriate action plans. (1.3.HE.2)	[1 - NA] • The Dean assists a few students in identifying short-term and long-term goals and in developing appropriate action plans. (1.3.E.2)	[1 - NA] • The Dean rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans. (1.3.IN.2)	[1 - NA] • The Dean does not assist students in identifying short-term and long-term goals or in developing appropriate action plans. (1.3.I.2)

1.4 The Dean Provides Services to All Students, Fostering a Clear Understanding of Diversity, Ethnicity, and Culture

Highly Effective	Effective	Improvement Necessary	Ineffective
[1 - NA] • The Dean consistently provides services to students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture. (1.4.HE.1)	[1 - NA] • The Dean generally takes a multicultural or diverse perspective into consideration when providing services to students. (1.4.E.1)	[1 - NA] • The Dean sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture. (1.4.IN.1)	[1 - NA] • The Dean never takes a multicultural or diverse perspective into consideration when providing services to students. (1.4.I.1)

Domain 2 - Student Services & Assistance In the Operation of the School

hide/show

2a.1 The Dean Demonstrates Knowledge of School and Corporation Policies

Highly Effective

[1 - NA] - • The Dean consistently demonstrates knowledge of school and corporation policies. (2a.1.HE.1)

Effective

[1 - NA] • The Dean generally demonstrates knowledge of school and corporation policies. (2a.1.E.1)

Improvement Necessary

[1 - NA] • The Dean occasionally demonstrates knowledge of school and corporation policies. (2a.1.IN.1)

Ineffective

[1 - NA] • The Dean seldom demonstrates knowledge of school and corporation policies. (2a.1.I.1)

2a.2 The Dean Demonstrates Understanding of State Laws and Due Process Rules

Highly Effective

[1 - NA] - • The Dean consistently demonstrates understanding of state laws and due process rules. (2a.2.HE.1)

Effective

[1 - NA] • The Dean generally demonstrates understanding of state laws and due process rules. (2a.2.E.1)

Improvement Necessary

[1 - NA] • The Dean occasionally demonstrates understanding of state laws and due process rules. (2a.2.IN.1)

Ineffective

[1 - NA] • The Dean seldom demonstrates understanding of state laws and due process rules. (2a.2.I.1)

2a.3 The Dean Consults With the Appropriate Administrator and Guidance Counselors on Student Discipline and Attendance IssuesRules

Highly Effective

[1 - NA] - • The Dean consistently consults with the appropriate administrator and guidance counselors on student discipline and attendance issues. (2a.3.HE.1)

Effective

[1 - NA] • The Dean generally consults with the appropriate administrator and guidance counselors on student discipline and attendance issues. (2a.3.E.1)

Improvement Necessary

[1 - NA] • The Dean occasionally consults with the appropriate administrator and guidance counselors on student discipline and attendance issues. (2a.3.IN.1)

Ineffective

[1 - NA] • The Dean seldom consults with the appropriate administrator and guidance counselors on student discipline and attendance issues. (2a.3.I.1)

2a.4 The Dean Identifies Clearly Stated Goals for Student Behavior and Attendance

Highly Effective

[1 - NA] - • The Dean consistently identifies clearly stated goals for student behavior and attendance. (2a.4.HE.1)

Effective

[1 - NA] • The Dean generally identifies clearly stated goals for student behavior and attendance. (2a.4.E.1)

Improvement Necessary

[1 - NA] • The Dean occasionally identifies clearly stated goals for student behavior and attendance. (2a.4.IN.1)

Ineffective

[1 - NA] • The Dean seldom identifies clearly stated goals for student behavior and attendance. (2a.4.I.1)

2a.5 The Dean Communicates in a Timely Fashion to Referring Teacher

Highly Effective

[1 - NA] - • The Dean consistently communicates in a timely fashion to referring teacher. (2a.5.HE.1)

Effective

[1 - NA] • The Dean generally communicates in a timely fashion to referring teacher. (2a.5.E.1)

Improvement Necessary

[1 - NA] • The Dean occasionally communicates in a timely fashion to referring teacher. (2a.5.IN.1)

Ineffective

[1 - NA] • The Dean seldom communicates in a timely fashion to referring teacher. (2a.5.I.1)

2a.6 The Dean Utilizes Appropriate Consequences for Students

Highly Effective

[1 - NA] - • The Dean consistently utilizes appropriate consequences for students. (2a.6.HE.1)

Effective

[1 - NA] • The Dean generally utilizes appropriate consequences for students. (2a.6.E.1)

Improvement Necessary

[1 - NA] • The Dean occasionally utilizes appropriate consequences for students. (2a.6.IN.1)

Ineffective

[1 - NA] • The Dean seldom utilizes appropriate consequences for students. (2a.6.I.1)

2a.7 The Dean Plans and Implements Strategies for Meeting Individual Student Needs

Highly Effective

[1 - NA] - • The Dean consistently plans and implements strategies for meeting individual student needs. (2a.7.HE.1)

Effective

[1 - NA] • The Dean generally plans and implements strategies for meeting individual student needs. (2a.7.E.1)

Improvement Necessary

[1 - NA] • The Dean occasionally plans and implements strategies for meeting individual student needs. (2a.7.IN.1)

Ineffective

[1 - NA] • The Dean seldom plans and implements strategies for meeting individual student needs. (2a.7.I.1)

2a.8 The Dean Assists in Maintaining Orderly Standards of Behavior on School Property

Highly Effective

[1 - NA] - • The Dean consistently assists in maintaining orderly standards of behavior on school property. (2a.8.HE.1)

Effective

[1 - NA] • The Dean generally assists in maintaining orderly standards of behavior on school property. (2a.8.E.1)

Improvement Necessary

[1 - NA] • The Dean occasionally assists in maintaining orderly standards of behavior on school property. (2a.8.IN.1)

Ineffective

[1 - NA] • The Dean seldom assists in maintaining orderly standards of behavior on school property. (2a.8.I.1)

2b.1 The Dean Models Respectful Behavior Towards All and Creates the Climate and Expectation for Students To Do the Same

Highly Effective

[1 - NA] - • The Dean consistently models respectful behavior towards all and creates the climate and expectation for students to do the same. (2b.1.HE.1)

Effective

[1 - NA] • The Dean generally models respectful behavior towards all and creates the climate and expectation for students to do the same. (2b.1.E.1)

Improvement Necessary

[1 - NA] • The Dean occasionally models respectful behavior towards all and creates the climate and expectation for students to do the same. (2b.1.IN.1)

Ineffective

[1 - NA] • The Dean seldom models respectful behavior towards all and creates the climate and expectation for students to do the same. (2b.1.I.1)

2b.2 The Dean Works With Administration to Assist in Facilitating the Smooth Day-to-Day Operation of the Building and Student Activities**Highly Effective**

[1 - NA] - • The Dean consistently works with administration to assist in facilitating the smooth day-to-day operation of the building and student activities. (2b.2.HE.1)

Effective

[1 - NA] • The Dean generally works with administration to assist in facilitating the smooth day-to-day operation of the building and student activities. (2b.2.E.1)

Improvement Necessary

[1 - NA] • The Dean occasionally works with administration to assist in facilitating the smooth day-to-day operation of the building and student activities. (2b.2.IN.1)

Ineffective

[1 - NA] • The Dean seldom works with administration to assist in facilitating the smooth day-to-day operation of the building and student activities. (2b.2.I.1)

2b.3 The Dean Strives for a Learning Environment Where Students Feel Safe**Highly Effective**

[1 - NA] - • The Dean consistently strives for a learning environment where students feel safe. (2b.3.HE.1)

Effective

[1 - NA] • The Dean generally strives for a learning environment where students feel safe. (2b.3.E.1)

Improvement Necessary

[1 - NA] • The Dean occasionally strives for a learning environment where students feel safe. (2b.3.IN.1)

Ineffective

[1 - NA] • The Dean seldom strives for a learning environment where students feel safe. (2b.3.I.1)

2b.4 The Dean Demonstrates Skill in Managing Procedures, Materials/Supplies, and Support Staff**Highly Effective**

[1 - NA] - • The Dean consistently demonstrates skill in managing procedures, materials/supplies, and support staff. (2b.4.HE.1)

Effective

[1 - NA] The Dean generally demonstrates skill in managing procedures, materials/supplies, and support staff. (2b.4.E.1)

Improvement Necessary

[1 - NA] • The Dean occasionally demonstrates skill in managing procedures, materials/supplies, and support staff. (2b.4.IN.1)

Ineffective

[1 - NA] • The Dean seldom demonstrates skill in managing procedures, materials/supplies, and support staff. (2b.4.I.1)

2b.5 The Dean Demonstrates Skill in Defining Expectations, Monitoring and Responding to Student Behavior**Highly Effective**

[1 - NA] - • The Dean consistently demonstrates skill in defining expectations, monitoring and responding to student behavior. (2b.5.HE.1)

Effective

[1 - NA] • The Dean generally demonstrates skill in defining expectations, monitoring and responding to student behavior. (2b.5.E.1)

Improvement Necessary

[1 - NA] • The Dean occasionally demonstrates skill in defining expectations, monitoring and responding to student behavior. (2b.5.IN.1)

Ineffective

[1 - NA] • The Dean seldom demonstrates skill in defining expectations, monitoring and responding to student behavior. (2b.5.I.1)

2b.6 The Dean Keeps Current and Accurate Records**Highly Effective**

[1 - NA] - • The Dean consistently keeps current and accurate records. (2b.6.HE.1)

Effective

[1 - NA] • The Dean generally keeps current and accurate records. (2b.6.E.1)

Improvement Necessary

[1 - NA] • The Dean occasionally keeps current and accurate records. (2b.6.IN.1)

Ineffective

[1 - NA] • The Dean seldom keeps current and accurate records. (2b.6.I.1)

Domain 3 - Leadership

hide/show

3.1 The Dean Takes a Leadership Role as an Advocate Within Student Services, the School Setting, and the Community**Highly Effective**

[1 - NA] - • The Dean consistently provides effective leadership in the Positive Behavior Support program, school, and community in a way that directly benefits students, families, educational personnel, and/or community stakeholders. (3.1.HE.1)

Effective

[1 - NA] • The Dean generally provides consistent and effective leadership in the Positive Behavior Support program and in the school. (3.1.E.1)

Improvement Necessary

[1 - NA] • The Dean occasionally provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style. (3.1.IN.1)

Ineffective

[1 - NA] • The Dean seldom provides leadership—either formal or informal—in Student Services, the school setting, or the community. (3.1.I.1)

3.2 The Dean Collaborates with Teachers, Parents, and the Community to Advocate for the Success of All Students and Increase Awareness of Students' Needs**Highly Effective**

[1 - NA] - • The Dean consistently

Effective

[1 - NA] • The Dean generally

Improvement Necessary

[1 - NA] • The Dean is inconsistent in

Ineffective

[1 - NA] • The Dean seldom is an

demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from various backgrounds. • The Dean demonstrates the direct impact these collaborative activities have on students. (3.2.HE.1)

demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from various backgrounds. (3.2.E.1)

communication and community engagement, OR, to the detriment of others, is effective with only a very small population. (3.2.IN.1)

effective communicator and is disengaged with teachers, parents and community stakeholders. (3.2.I.1)

3.3 The Dean Demonstrates Ethical Conduct, Respects Student Confidentiality, and Follows the Laws, Policies, and Procedures, Which Govern, School Programs

Highly Effective

[1 - NA] • The Dean consistently demonstrates professional conduct and integrity, seeks appropriate intervention services for students, abides by ethical and legal codes, and seeks consultation and supervision as needed. (3.3.HE.1)

Effective

[1 - NA] • The Dean generally demonstrates professional conduct and integrity; seeks appropriate intervention services for students, abides by ethical and legal codes, and seeks consultation and supervision as needed. (3.3.E.1)

Improvement Necessary

[1 - NA] • The Dean occasionally holds to the ethical but may fall short of the highest ethical standards. The Dean's consistency in legal, policy and procedural matters are questionable. (3.3.IN.1)

Ineffective

[1 - NA] • The Dean has breached confidentiality. The Dean demonstrates disregard for laws, policies, and procedures in a manner that could have harmed students, families, or the educational mission of the school. (3.3.I.1)

3.4 The Dean Provides Systems Support by Effectively Managing the Positive Behavior Support, as Well as Supporting Other Educational Programs and Student Services. Note: This May Include Other School Duties Assigned by the Administration

Highly Effective

[1 - NA] • The Dean consistently serves as a collegial leader and positive role model providing management activities supporting Student Services, advocating for all students, and to promoting ethical standards with students, school personnel, parents, and community agencies. (3.4.HE.1)

Effective

[1 - NA] • The Dean generally provides management activities supporting Student Services and initiatives to advocate for all students, to assist teachers with integration of Positive Behavior Support into curriculum, and to share ethically appropriate information about students with school personnel, parents, and community agencies. (3.4.E.1)

Improvement Necessary

[1 - NA] • The Dean provides some but not adequate program management to the school discipline program. The Dean is inconsistent in supporting other educational or Student Services programs. (3.4.IN.1)

Ineffective

[1 - NA] • The Dean does not support any program management activities. The Dean is seldom involved in providing support to other educational or student services programs. (3.4.I.1)

3.5 The Dean Participates in Team or School Decision-Making Activities

Highly Effective

[1 - NA] • The Dean consistently participates in team or school decision-making activities. (3.5.HE.1)

Effective

[1 - NA] • The Dean generally participates in team or school decision-making activities. (3.5.E.1)

Improvement Necessary

[1 - NA] • The Dean occasionally participates in team or school decision-making activities. (3.5.IN.1)

Ineffective

[1 - NA] • The Dean seldom participates in team or school decision-making activities. (3.5.I.1)

Domain 4 - Core Professionalism

[hide/show](#)

4.1 Attendance

Meets Standard

[1 - NA] • The Dean has not demonstrated a pattern of unexcused absences or excessive undocumented absenteeism. (4.1.M.1)

Does Not Meet Standard

[1 - NA] • The Dean demonstrates a pattern of unexcused absences or excessive undocumented absenteeism. (4.1.DNM.1)

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4.2 On-Time Arrival

Meets Standard

[1 - NA] • The Dean has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement). (4.2.M.1)

Does Not Meet Standard

[1 - NA] • The Dean demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement). (4.2.DNM.1)

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4.3 Policies and Procedures

Meets Standard

[1 - NA] • The Dean demonstrates a

Does Not Meet Standard

[1 - NA] • The Dean demonstrates a

0

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pattern of following state, corporation, and school policies and procedures (e.g. procedures for submit-ting discipline referrals, policies or appropriate attire, etc.). (4.3.M.1)	pattern of failing to follow state, corporation and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.). (4.3.DNM.1)
[1 - NA] - • The Dean never fails to comply with Article 7 compliance timelines and/or policies. (4.3.M.2)	[1 - NA] • The Dean consistently fails to comply with Article 7 compliance timelines and/or policies. (4.3.DNM.2)

4.4 Respect

<u>Meets Standard</u>	<u>Does Not Meet Standard</u>	<u>0</u>	<u>0</u>
[1 - NA] - • The Dean demonstrates a pattern of interacting with student, colleagues, parents/guardians, and community members in a respectful manner. (4.4.M.1)	[1 - NA] • The Dean demonstrates a pattern of failing to interact with student, colleagues, parents/guardians, and community members in a respectful manner. (4.4.DNM.1)		

Frontier Principal Evaluation Instrument (v.2024)

Printed September 20, 2024

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1.0 Effective Management of Finance, Buildings & Grounds

1.1 Management of building finances/accounts (ECA Accounts) (300.0%)

Highly Effective	Effective	Improvement Necessary	Ineffective
Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Principal sometimes demonstrates competency in the area.	Principal rarely demonstrates competency in the area.

1.2 Effectively creates and supervises all student arrival and dismissal procedures (including walkers, bus, and parent drop-off & pick-up) (300.0%)

Highly Effective	Effective	Improvement Necessary	Ineffective
Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Principal sometimes demonstrates competency in the area.	Principal rarely demonstrates competency in the area.

1.3 Works collaboratively and effectively with directors of transportation, food services, IT, and maintenance (300.0%)

Highly Effective	Effective	Improvement Necessary	Ineffective
Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Principal sometimes demonstrates competency in the area.	Principal rarely demonstrates competency in the area.

1.4 Oversees/Maintains responsible supervision at extra-curricular events (300.0%)

Highly Effective	Effective	Improvement Necessary	Ineffective
Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Principal sometimes demonstrates competency in the area.	Principal rarely demonstrates competency in the area.

2.0 Effective Leadership of faculty, staff & students

2.1 Leadership with building office personnel and administrative team promotes collaboration, communication and continuous improvement

Highly Effective	Effective	Improvement Necessary	Ineffective

Principal nearly always demonstrates a strong competency in the area.

Principal routinely demonstrates a competency in the area.

Principal sometimes demonstrates competency in the area.

Principal rarely demonstrates competency in the area.

2.2 Ability to motivate people to reach their potential

Highly Effective

Principal nearly always demonstrates a strong competency in the area.

Effective

Principal routinely demonstrates a competency in the area.

Improvement Necessary

Principal sometimes demonstrates competency in the area.

Ineffective

Principal rarely demonstrates competency in the area.

2.3 Ability to empower or delegate

Highly Effective

Principal nearly always demonstrates a strong competency in the area.

Effective

Principal routinely demonstrates a competency in the area.

Improvement Necessary

Principal sometimes demonstrates competency in the area.

Ineffective

Principal rarely demonstrates competency in the area.

2.4 Sensitivity to cultural, ethnic, religious, and socio-economic differences

Highly Effective

Principal nearly always demonstrates a strong competency in the area.

Effective

Principal routinely demonstrates a competency in the area.

Improvement Necessary

Principal sometimes demonstrates competency in the area.

Ineffective

Principal rarely demonstrates competency in the area.

2.5 Skillful in selecting and assigning personnel/right staff in right positions

Highly Effective

Principal nearly always demonstrates a strong competency in the area.

Effective

Principal routinely demonstrates a competency in the area.

Improvement Necessary

Principal sometimes demonstrates competency in the area.

Ineffective

Principal rarely demonstrates competency in the area.

2.6 Successful in recruiting and selection of personnel

Highly Effective

Principal nearly always demonstrates a strong competency in the area.

Effective

Principal routinely demonstrates a competency in the area.

Improvement Necessary

Principal sometimes demonstrates competency in the area.

Ineffective

Principal rarely demonstrates competency in the area.

2.7 Effectively utilizes the district's evaluation tools/procedures to provide accurate evaluations and feedback to staff members.

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Highly Effective	Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Principal sometimes demonstrates competency in the area.	Principal rarely demonstrates competency in the area.
	Effective	Improvement Necessary	Ineffective	
2.8 Provides differentiated learning opportunities to staff members based on evaluation results				
Highly Effective	Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Principal sometimes demonstrates competency in the area.	Principal rarely demonstrates competency in the area.
	Effective	Improvement Necessary	Ineffective	
2.9 Strategically assigns support staff to teachers/classrooms as necessary to support student achievement				
Highly Effective	Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Principal sometimes demonstrates competency in the area.	Principal rarely demonstrates competency in the area.
	Effective	Improvement Necessary	Ineffective	
2.10 Effectively develops and monitors remediation/improvement plans with staff related to ineffective or needs improvement evaluations				
Highly Effective	Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Principal sometimes demonstrates competency in the area.	Principal rarely demonstrates competency in the area.
	Effective	Improvement Necessary	Ineffective	
2.11 Visits all teachers frequently (walkthroughs and extended evaluations) to observe instruction				
Highly Effective	Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Principal sometimes demonstrates competency in the area.	Principal rarely demonstrates competency in the area.
	Effective	Improvement Necessary	Ineffective	
2.12 Encourages teamwork, reflection, conversations, sharing, openness and collective problem solving				
Highly Effective	Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Principal sometimes demonstrates competency in the area.	Principal rarely demonstrates competency in the area.
	Effective	Improvement Necessary	Ineffective	

2.13 Ensures that students are consistently learning by setting and implementing clear expectations for student academics and behavior

Highly Effective	Effective	Improvement Necessary	Ineffective
Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Principal sometimes demonstrates competency in the area.	Principal rarely demonstrates competency in the area.

3.0 Effective Instructional Leadership

3.1 Knowledge of Curriculum and Learning

Highly Effective	Effective	Improvement Necessary	Ineffective
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3.2 Knowledge of school law and state administrative guidelines

Highly Effective	Effective	Improvement Necessary	Ineffective
Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Principal sometimes demonstrates competency in the area.	Principal rarely demonstrates competency in the area.

3.3 Ability to lead instruction

Highly Effective	Effective	Improvement Necessary	Ineffective
Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Principal sometimes demonstrates competency in the area.	Principal rarely demonstrates competency in the area.

3.4 Ability to disaggregate data and make in-flight adjustments

Highly Effective	Effective	Improvement Necessary	Ineffective
Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Principal sometimes demonstrates competency in the area.	Principal rarely demonstrates competency in the area.

3.5 Ability to build consensus for tough decisions

Highly Effective	Effective	Improvement Necessary	Ineffective
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Principal nearly always demonstrates a strong competency in the area.

Principal routinely demonstrates a competency in the area.

Principal sometimes demonstrates competency in the area.

Principal rarely demonstrates competency in the area.

3.6 Ability to develop and implement a strategic plan/improvement plan

Highly Effective

Principal nearly always demonstrates a strong competency in the area.

Effective

Principal routinely demonstrates a competency in the area.

Improvement Necessary

Principal sometimes demonstrates competency in the area.

Ineffective

Principal rarely demonstrates competency in the area.

4.0 Personal Attributes of Leadership

4.1 Demonstrates morals and character as they relate to leadership

Highly Effective

Principal nearly always demonstrates a strong competency in the area.

Effective

Principal routinely demonstrates a competency in the area.

Improvement Necessary

Principal sometimes demonstrates competency in the area.

Ineffective

Principal rarely demonstrates competency in the area.

4.2 Leads by example

Highly Effective

Principal nearly always demonstrates a strong competency in the area.

Effective

Principal routinely demonstrates a competency in the area.

Improvement Necessary

Principal sometimes demonstrates competency in the area.

Ineffective

Principal rarely demonstrates competency in the area.

4.3 Ability to "take charge" when the situation mandates

Highly Effective

Principal nearly always demonstrates a strong competency in the area.

Effective

Principal routinely demonstrates a competency in the area.

Improvement Necessary

Principal sometimes demonstrates competency in the area.

Ineffective

Principal rarely demonstrates competency in the area.

4.4 Decisiveness when necessary

Highly Effective

Principal nearly always demonstrates a strong competency in the area.

Effective

Principal routinely demonstrates a competency in the area.

Improvement Necessary

Principal sometimes demonstrates competency in the area.

Ineffective

Principal rarely demonstrates competency in the area.

4.5 Attention to detail

Highly Effective	Effective	Improvement Necessary	Ineffective
Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Principal sometimes demonstrates competency in the area.	Principal rarely demonstrates competency in the area.

4.6 Ability to communicate effectively and transparently

Highly Effective	Effective	Improvement Necessary	Ineffective
Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Principal sometimes demonstrates competency in the area.	Principal rarely demonstrates competency in the area.

4.7 Ability to communicate effectively in writing

Highly Effective	Effective	Improvement Necessary	Ineffective
Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Principal sometimes demonstrates competency in the area.	Principal rarely demonstrates competency in the area.

4.8 Ability to speak effectively in private and public

Highly Effective	Effective	Improvement Necessary	Ineffective
Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Principal sometimes demonstrates competency in the area.	Principal rarely demonstrates competency in the area.

4.9 Ability to effectively listen to others

Highly Effective	Effective	Improvement Necessary	Ineffective
Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Principal sometimes demonstrates competency in the area.	Principal rarely demonstrates competency in the area.

4.10 Committed/makes decisions on what is best for student and stakeholders

Highly Effective	Effective	Improvement Necessary	Ineffective
Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Principal sometimes demonstrates competency in the area.	Principal rarely demonstrates competency in the area.

Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Principal sometimes demonstrates a competency in the area.	Principal rarely demonstrates competency in the area.
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4.11 Trustworthy/confident in being transparent

Highly Effective Principal nearly always demonstrates a strong competency in the area.	Effective Principal routinely demonstrates a competency in the area.	Improvement Necessary Principal sometimes demonstrates a competency in the area.	Ineffective Principal rarely demonstrates competency in the area.
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4.12 Consistency

Highly Effective Principal nearly always demonstrates a strong competency in the area.	Effective Principal routinely demonstrates a competency in the area.	Improvement Necessary Principal sometimes demonstrates a competency in the area.	Ineffective Principal rarely demonstrates competency in the area.
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4.13 Proactive rather than reactive

Highly Effective Principal nearly always demonstrates a strong competency in the area.	Effective Principal routinely demonstrates a competency in the area.	Improvement Necessary Principal sometimes demonstrates a competency in the area.	Ineffective Principal rarely demonstrates competency in the area.
--------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------

4.14 Positive attitude and outlook

Highly Effective Principal nearly always demonstrates a strong competency in the area.	Effective Principal routinely demonstrates a competency in the area.	Improvement Necessary Principal sometimes demonstrates a competency in the area.	Ineffective Principal rarely demonstrates competency in the area.
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4.15 Collaborative

Highly Effective Principal nearly always demonstrates a strong competency in the area.	Effective Principal routinely demonstrates a competency in the area.	Improvement Necessary Principal sometimes demonstrates a competency in the area.	Ineffective Principal rarely demonstrates competency in the area.
--------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------

4.16 Self-aware/intrapersonal Skills/Reflective

Highly	Effective	Improvement	Ineffective
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Effective		Necessary	
Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Principal sometimes demonstrates competency in the area.	Principal rarely demonstrates competency in the area.
4.1.7 Resilience-able to solve a problem and then move on			
Highly Effective		Improvement Necessary	
Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Principal sometimes demonstrates competency in the area.	Principal rarely demonstrates competency in the area.
5.0 Community/Stake-holder Relationships			
5.1 Ability to get along with Superintendent/Board			
Highly Effective		Improvement Necessary	
Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Principal sometimes demonstrates competency in the area.	Principal rarely demonstrates competency in the area.
5.2 Ability to handle conflict inside and outside the school			
Highly Effective		Improvement Necessary	
Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Principal sometimes demonstrates competency in the area.	Principal rarely demonstrates competency in the area.
5.3 Ability to get along with people within and outside the school family			
Highly Effective		Improvement Necessary	
Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Principal sometimes demonstrates competency in the area.	Principal rarely demonstrates competency in the area.
5.4 Interpersonal skills			
Highly Effective		Improvement Necessary	
Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Principal sometimes demonstrates competency in the area.	Principal rarely demonstrates competency in the area.

strong competency in the area.	competency in the area.	competency in the area.	the area.
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5.5 Cultivates community partnerships

Highly Effective	Effective	Improvement Necessary	Ineffective
Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Principal sometimes demonstrates competency in the area.	Principal rarely demonstrates competency in the area.

5.6 Responsive to staff, parent, student, and patron concerns

Highly Effective	Effective	Improvement Necessary	Ineffective
Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Principal sometimes demonstrates competency in the area.	Principal rarely demonstrates competency in the area.

5.7 Actively solicits feedback from appropriate stakeholders as part of the decision-making process

Highly Effective	Effective	Improvement Necessary	Ineffective
Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Principal sometimes demonstrates competency in the area.	Principal rarely demonstrates competency in the area.

5.8 Ensures a culture of urgency is sustained by celebrating progress while maintaining a focus on continued improvement

Highly Effective	Effective	Improvement Necessary	Ineffective
Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Principal sometimes demonstrates competency in the area.	Principal rarely demonstrates competency in the area.

5.9 Utilizes a variety of means and approaches of communication

Highly Effective	Effective	Improvement Necessary	Ineffective
Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Principal sometimes demonstrates competency in the area.	Principal rarely demonstrates competency in the area.

5.10 Data used as basis of decision making is transparent and communicated to all stakeholders

Highly Effective	Effective	Improvement Necessary	Ineffective

Effective	Principal nearly always demonstrates a strong competency in the area.	Principal routinely demonstrates a competency in the area.	Necessary	Principal sometimes demonstrates competency in the area.	Principal rarely demonstrates competency in the area.
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5.1.1 Actively markets the school and district to retain current students and attract new students

Highly Effective	Principal nearly always demonstrates a strong competency in the area.	Effective	Principal routinely demonstrates a competency in the area.	Improvement Necessary	Principal sometimes demonstrates competency in the area.	Ineffective	Principal rarely demonstrates competency in the area.
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6.0 Mandatory Domain

6.1 Follows district and School Board Policies, Administrative Guidelines, and procedures

Highly Effective	Principal nearly always demonstrates a strong competency in the area.	Effective	Principal routinely demonstrates a competency in the area.	Improvement Necessary	Principal sometimes demonstrates competency in the area.	Ineffective	Principal rarely demonstrates competency in the area.
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6.2 Builds and Maintains respect

Highly Effective	Principal nearly always demonstrates a strong competency in the area.	Effective	Principal routinely demonstrates a competency in the area.	Improvement Necessary	Principal sometimes demonstrates competency in the area.	Ineffective	Principal rarely demonstrates competency in the area.
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6.3 Builds rapport and relationships with and among staff, students, parents, and stakeholders

Highly Effective	Principal nearly always demonstrates a strong competency in the area.	Effective	Principal routinely demonstrates a competency in the area.	Improvement Necessary	Principal sometimes demonstrates competency in the area.	Ineffective	Principal rarely demonstrates competency in the area.
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6.4 Maintains positive attendance

Highly Effective	Principal nearly always demonstrates a strong competency in the area.	Effective	Principal routinely demonstrates a competency in the area.	Improvement Necessary	Principal sometimes demonstrates competency in the area.	Ineffective	Principal rarely demonstrates competency in the area.
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strong competency in the area.

competency in the area.

competency in the area.

the area.

6.5 Timely in all district endeavors

Highly Effective

Principal nearly always demonstrates a strong competency in the area.

Effective

Principal routinely demonstrates a competency in the area.

Improvement Necessary

Principal sometimes demonstrates competency in the area.

Ineffective

Principal rarely demonstrates competency in the area.

Indiana Superintendent Effectiveness Rubric (v.2018)

Printed September 20, 20:

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Domain 1: Human Resource Manager (20.00%)

1.1 The superintendent effectively recruits, hires, assigns, and retains school leaders

Highly Effective	Effective	Improvement Necessary	Ineffective
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 routinely considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting, or retaining the leader	The superintendent occasionally considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting, or retaining the leader	The superintendent rarely considers an administrator's effectiveness when recruiting, hiring, assigning, promoting or retaining the leader
The superintendent consistently considers school or corporation goals when making personnel decisions	The superintendent routinely considers school or corporation goals when making personnel decisions	The superintendent occasionally considers school or corporation goals when making personnel decisions	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

Highly Effective	Effective	Improvement Necessary	Ineffective
The superintendent has in place a system of professional development that is based on individual administrator needs	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

The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators

1.3 The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities

Highly Effective	Effective	Improvement Necessary	Ineffective
The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed	The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an	The superintendent has provided some training to an emerging school leader	There is no evidence of effort to develop any leadership skills in others

administrative positions and/or administrative responsibilities

Instructional leadership role

Administrators throughout the corporation refer to the superintendent as a mentor

1.4 The superintendent provides evidence of delegation and trust in subordinate leaders

Highly Effective

Employees throughout the corporation are empowered to do their jobs

Effective

There is a clear pattern of delegated decisions, with authority to match responsibility at most every level in the school corporation

Improvement Necessary

The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others

Ineffective

The superintendent does not delegate or afford subordinates the opportunity to exercise independent judgment

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

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 climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership

1.5 The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance

Highly Effective

The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team on a consistent basis

Effective

The superintendent provides regular formal feedback to the administrative team and provides informal feedback to reinforce effective and highly effective performance

Improvement Necessary

The superintendent provides the minimum required formal feedback to the administrative team. Informal feedback is occasionally provided

Ineffective

The superintendent provides no informal or formal feedback to the administrative team

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

Domain 2: Instructional Leadership (12.00%)

2.1 The superintendent demonstrates the use of student achievement data to make instructional leadership decisions

Highly Effective	Effective	Improvement Necessary	Ineffective
The superintendent can specifically document examples of decisions throughout the corporation that have been made on the basis of data analysis	The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments in data analysis	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
The superintendent has coached school administrators to improve their data analysis skills	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		

2.2 The superintendent demonstrates evidence of student improvement through student achievement results

Highly Effective	Effective	Improvement Necessary	Ineffective
A consistent record of improved student achievement exists on multiple indicators of student success	The superintendent reaches the targeted performance goals for student achievement	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
Student success occurs not only on the overall averages, but in each sub group	The average of the student population improves, as does the achievement of each sub group of students		The superintendent does not believe that student achievement can improve
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 has not taken decisive action to improve student achievement

2.3 The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement

Highly Effective	Effective	Improvement Necessary	Ineffective

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
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Domain 3: Personal Behavior (8.00%)

3.1 The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others

Highly Effective	Effective	Improvement Necessary	Ineffective
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

Highly Effective	Effective	Improvement Necessary	Ineffective
The organization skills of the superintendent support innovative and creative activities that involve all of the leadership stakeholders in the corporation	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	Tasks are managed using lists of milestones and deadlines, but periodically, not completed on time	Tasks are managed in a haphazard fashion
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	Most tasks are managed and completed by the superintendent on a timely basis		There is little or no evidence of established or achieved milestones or deadlines

Domain 4: Building Relationships (24.00%)

4.1 The superintendent actively engages in communication with parents and community

Highly Effective	Effective	Improvement Necessary	Ineffective
There is clear evidence of communication with parents and the community	There is some evidence of communication with parents and the community	School/community communications are not initiated by the superintendent	The superintendent does not identify groups and potential partners within the community
Survey data is utilized to measure parents and community members viewpoints of educational objectives			

4.2 The superintendent forges consensus for change and improvement throughout the school corporation	Highly Effective	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 seeks out and creates new opportunities for meaningful partnerships and has built some collaborative relationships	The superintendent rarely seeks or creates meaningful partnerships or collaborative relationships	The superintendent fails to ensure that parent and community activities are conducted
	Effective	The superintendent manages an ever broadening portfolio of partnerships and collaborations that support the strategic plan of the school corporation	The superintendent assumes leadership roles in community organizations	The superintendent occasionally participates in community organizations but does not become actively involved	The superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation
	Improvement Necessary	The superintendent uses effective strategies to achieve a consensus for change and improvement	The superintendent uses effective strategies to work toward a consensus for change and improvement	The superintendent occasionally identifies areas where consensus is necessary	The superintendent fails to forge consensus for change
	Ineffective	The superintendent guides others through change and addresses resistance to that change	The superintendent directs change and improvement processes securing the allies necessary to support the change effort	Areas of change that are identified as needing consensus has yet to implement a process for change and improvement	Fails to identify areas in which agreement and/or consensus is necessary
4.3 The superintendent understands the role of the superintendent in engaging the public in controversial issues	Highly Effective	The superintendent systematically monitors, implements and sustains the strategies for change	The superintendent monitors, implements and sustains the strategies for change	Strategies for change are not implemented and unsuccessful in securing cooperation	Rarely or never develops a process for change and/or improvement
	Effective	The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school community	The superintendent resolves conflicts and forges consensus within the school community in a constructive and respectful manner	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
	Improvement Necessary	The superintendent consistently encourages open dialogue, considers diverse points of view, and expects the administrative team to mentor this philosophy	The superintendent frequently encourages open dialogue, considers diverse points of view, and often expects the administrative team to mentor this philosophy		
	Ineffective				
4.4 The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation					
Highly Effective	Effective	Improvement	Ineffective		

Effective	The superintendent communicates with all school members routinely, using a variety of methods	Necessary	The superintendent communicates with selected school board members only on an emergency basis	Ineffective	The superintendent has minimal communication with the school board outside of meetings
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4.5 The superintendent encourages open communication and dialogue with school board members

Highly Effective	<i>The superintendent has created a culture where input and feedback from all school board members is both sought and encouraged</i>	Effective	The superintendent seeks input and feedback from all school board members on a frequent basis	Improvement Necessary	The superintendent seeks input and feedback from only a few school board members	Ineffective	The superintendent rarely seeks input from the school board and makes decisions unilaterally
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The superintendent engages in open discussion with the school board on a consistent basis

4.6 The superintendent provides the school board with a written agenda and background material before each board meeting

Highly Effective	The superintendent creates an agenda that prioritizes items related to student achievement and corporation goals	Effective	The superintendent creates an agenda that routinely focuses on student achievement issues and corporation goals	Improvement Necessary	The superintendent creates an agenda that occasionally includes items related to student achievement and corporation goals	Ineffective	The superintendent creates an agenda that focuses only on operational matters and provides insufficient background material
	Complete and thorough background material is provided so that the board can make an informed decision		Adequate background material is provided to allow the board to make an informed decision		Limited background material is provided		

Domain 5: Culture of Achievement (16.00%)

5.1 The superintendent empowers building leaders to set rigorous academic and behavior expectations for every student

Highly Effective	The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance	Effective	The superintendent guides the administrative team in an annual analysis of school and corporation performance	Improvement Necessary	The superintendent provides minimal direction for the administrative team in an annual analysis of school and corporation performance	Ineffective	The superintendent provides no direction for the administrative team in an annual analysis of school and corporation performance
	Multiple data sources are utilized to analyze corporation and schools' strengths and		Required data sources are utilized to analyze the corporation and schools' strengths and		Limited data sources are used to develop goals which are not focused or measurable		No data sources are used to develop goals

weaknesses and a collaborative process is used to develop focused and results-oriented goals	weaknesses and a collaborative process is used to develop measurable goals	Some expectations are established and limited resources and occasional supports are provided to support the disaggregation of data	The superintendent does not establish expectations or provide the necessary support for the disaggregation of data
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5.2 The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement

Highly Effective	Effective	Improvement Necessary	Ineffective
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 superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporation's programs	The superintendent has occasionally made some reference to academic goals and school improvement priorities	The superintendent has no goals and no school improvement priorities established for the corporation
The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board		There are some goals established but none that were approved by the board	
These rigorous academic goals are shared throughout the school community through multiple communication systems	Approved goals by the board are shared and available for the entire community		

5.3 The superintendent ensures that all students have full and equitable access to educational programs, curricula, and support systems

Highly Effective	Effective	Improvement Necessary	Ineffective
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

Highly Effective	Effective	Improvement Necessary	Ineffective
The superintendent sets clear expectations	The superintendent sets general	The superintendent sets minimal	The superintendent does not set

The superintendent uses capital expenditures 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 minimum expectations and provides occasional resources for administrators to engage families in facilitating their children's learning at school and home

The superintendent uses individual expectations or provide resources for administrators to regularly communicate with families on ways to facilitate their children's learning at school and home

Domain 6: Organizational, Operational, and Resource Management (20.00%)

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

Highly Effective

Decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data

Effective

Most decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data

Improvement Necessary

A few decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data

Ineffective

Data is rarely used for decisions

Data, from a wide range of sources, including qualitative and quantitative, are referenced in all decisions

Data, from various sources are referenced in all decisions

Data, from limited sources are referenced in some decisions

Most decisions are made based on personal viewpoints or what is popular at the time

Numerous examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced

Several examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced

Minimal examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced

6.2 The superintendent demonstrates personal proficiency in technology implementation and utilization

Highly Effective

The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives

Effective

The superintendent consistently utilizes technology within his/her daily responsibilities

Improvement Necessary

The superintendent occasionally utilizes technology within his/her daily responsibilities

Ineffective

The superintendent has limited use of technology within his/her daily responsibilities

The superintendent serves as a model for technology implementation

The superintendent demonstrates effort toward serving as a model for technology implementation

There is little or no evidence of the superintendent taking a personal initiative to learn new technology

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)

Highly Effective

The superintendent ensures there are updated procedures in place to address the

Effective

The superintendent ensures there are procedures in place to address the safety of

Improvement Necessary

The superintendent has minimal procedures in place to address the safety of students

Ineffective

The superintendent has no procedures in place to address the safety of students and

safety of students and staff	students and staff	and staff	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	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	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	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
Periodic reviews of these procedures are in place and necessary actions are taken to address operational deficiencies	Periodic reviews of these procedures are in place	There are occasional, unscheduled reviews of these procedures	

6.4 The superintendent provides responsible fiscal stewardship

Highly Effective	Effective	Improvement Necessary	Ineffective
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	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	The superintendent lacks proficiency in budgetary practices to focus resources on strategic priorities	The superintendent does not demonstrate sound, fiscal stewardship
Data is produced and shared with all stakeholders which reflect the positive impact of reallocated resources in achieving strategic priorities	Data is produced which reflect the positive impact of reallocated resources in achieving strategic priorities	Minimal data is produced to support reallocated resources	
The superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources			

6.5 The superintendent demonstrates compliance with legal requirements

Highly Effective	Effective	Improvement Necessary	Ineffective
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

Frontier Teacher Effectiveness Rubric (v.2019)

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DOMAIN 1: PURPOSEFUL PLANNING (15.00%)

1.1 Utilize Assessment Data to Plan

Highly Effective	Effective	Improvement Necessary	Ineffective
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

Highly Effective	Effective	Improvement Necessary	Ineffective
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

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Level 3 and additionally:	Based on achievement goals, teacher plans units by:	Based on achievement goals, teacher plans units by:	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to

Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created)	Identifying content standards that students will master in each unit	Identifying content standards that students will master in each unit	no evidence that teacher plans units at all
Anticipates student reaction to content, allocation of time per unit is flexible and/or reflects level of difficulty of each unit	Creating assessments before each unit begins for backwards planning Allocating an instructionally appropriate amount of time for each unit	Teacher may not: Create assessments before each unit begins for backwards planning Allocate an instructionally appropriate amount of time for each unit	

1.4 Create Objective-Driven Lesson Plans and Assessments

Highly Effective	Effective	Improvement Necessary	Ineffective
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

Highly Effective	Effective	Improvement Necessary	Ineffective
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	Teacher uses an effective data tracking system for: Recording student assessment/ progress data Maintaining a grading system Teacher may not:	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernible grading system

student learning goals

Use data to analyze student progress towards mastery or to plan future lessons/units

Have grading system that appropriately aligns with student learning goals

1.6 Utilize online and other digital resources to provide instructional materials at differing levels and subjects to meet individual student abilities, needs and interests

Highly Effective

At Level 4, a teacher fulfills the criteria for Level 3 and additionally:

The teacher models and previews online and digital resources to provide exemplars to guide student learning

Effective

Teacher uses technology to:

The teacher asks students to find and assess online and digital resources that can meet their abilities and needs

Improvement Necessary

Teacher uses Technology to:

Identify some online or digital resources to meet the needs of some, but not all of the students

Ineffective

The teacher rarely uses on-line or digital resources to plan instruction or to meet the individual needs or interests of students

DOMAIN 2: EFFECTIVE INSTRUCTION (75.00%)

2.1 Develop student understanding and mastery of lesson objectives

Highly Effective

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

Effective

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

Improvement Necessary

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

Ineffective

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

2.2 Demonstrate and Clearly Communicate Content Knowledge to Students

Highly Effective	Effective	Improvement Necessary	Ineffective
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

2.3 Engage students in academic content

Highly Effective	Effective	Improvement Necessary	Ineffective
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	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	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	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

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

NOTES

2.4 Check for Understanding

Highly Effective

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

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)

Effective

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)

Effective

Teacher makes adjustments to instruction

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

Improvement Necessary

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

Improvement Necessary

Teacher may attempt to make adjustments

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

Ineffective

Teacher rarely or never checks for understanding of content, or misses nearly all key moments

Teacher does not check for understanding, o 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

Ineffective

Teacher rarely or never attempts to adjust

NOTES

2.5 Modify Instruction As Needed

Highly Effective

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

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

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

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

2.6 Develop Higher Level of Understanding through Rigorous Instruction and Work

Highly Effective

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)

Effective

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 students 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

Improvement Necessary

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

Ineffective

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

2.7 Maximize Instructional Time

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <p>Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher</p> <p>Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance)</p> <p>Students share responsibility for operations and routines and work well together to accomplish these tasks</p> <p>All students are on-task and follow instructions of teacher without much prompting</p> <p>Disruptive behaviors and off-task conversations are rare. When they occur, they are always addressed without major interruption to the lesson</p>	<p>Students arrive on-time and are aware of the consequences of arriving late (unexcused)</p> <p>Class starts on-time</p> <p>Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher</p> <p>Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance)</p> <p>Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective</p> <p>Almost all students are on-task and follow instructions of teacher without much prompting</p> <p>Disruptive behaviors and off-task conversations are rare. When they occur, they are almost always addressed without major interruption to the lesson</p>	<p>Some students consistently arrive late (unexcused) for class without consequences</p> <p>Class may consistently start a few minutes late</p> <p>Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed</p> <p>There is more than a brief period of time when students are left without meaningful work to keep them engaged</p> <p>Teacher may delegate lesson time inappropriately between parts of the lesson</p> <p>Significant prompting from the teacher is necessary for students to follow instructions and remain on-task</p> <p>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</p>	<p>Students may frequently arrive late (unexcused) for class without consequences</p> <p>Teacher may frequently start class late</p> <p>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</p> <p>There are significant periods of time in which students are not engaged in meaningful work</p> <p>Teacher wastes significant time between parts of the lesson due to classroom management</p> <p>Even with significant prompting, students frequently do not follow directions and are off-task</p> <p>Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson</p>
2.8 Create Classroom Culture of Respect and Collaboration			
Highly Effective	Effective	Improvement Necessary	Ineffective
<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <p>Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance</p> <p>Students reinforce positive character and behavior and discourage negative behavior amongst themselves</p>	<p>Students are respectful of their teacher and peers</p> <p>Students are given opportunities to collaborate and support each other in the learning process</p> <p>Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior</p> <p>Teacher has a good rapport with students, and shows genuine interest in their thoughts</p>	<p>Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms</p> <p>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</p> <p>Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both</p>	<p>Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior</p> <p>Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention</p> <p>Teacher rarely or never praises positive behavior</p> <p>Teacher rarely or never addresses negative behavior</p>

NOTES

and opinions

Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others

NOTES

2.9 Set High Expectations for Academic Success

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <p>Students participate in forming academic goals for themselves and analyzing their progress</p> <p>Students demonstrate high academic expectations for themselves</p> <p>Student comments and actions demonstrate that they are excited about their work and understand why it is important</p>	<p>Teacher sets high expectations for students of all levels</p> <p>Students are invested in their work and value academic success as evidenced by their effort and quality of their work</p> <p>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)</p> <p>Teacher celebrates and praises academic work</p> <p>High quality work of all students is displayed in the classroom</p>	<p>Teacher may set high expectations for some, but not others</p> <p>Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging</p> <p>Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily)</p> <p>Teacher may praise the academic work of some, but not others</p> <p>High quality work of a few, but not all students, may be displayed in the classroom</p>	<p>Teacher rarely or never sets high expectations for students</p> <p>Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments</p> <p>Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers</p> <p>Teacher rarely or never praises academic work or good behavior</p> <p>High quality work is rarely or never displayed in the classroom</p>

NOTES

2.10 Facilitate and Inspire Student Learning and Creativity in Real-world issues and solving authentic problems using digital tools and resources

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <p>The teacher requires students to use teacher-created online forums for reflection and discussion. Students initiate thoughtful discussions with their peers</p> <p>The use of technology causes students to expand beyond the classroom</p> <p>Collaboration is required for the task</p>	<p>The teacher uses technology in ways that make students productive and meet the instructional goals of the lesson</p> <p>Technology is used as an authentic tool</p> <p>Students have some determination in the technological quality of the learning product</p> <p>The task requires students to engage in the lesson objective without distraction by the use of technology</p>	<p>The teacher uses technology to passively disseminate information</p> <p>Technology is used as substitute for paper/pencil tasks with no functional change</p> <p>L. Student use of technology is teacher-driven</p> <p>No differentiation is allowed by the use of technology</p>	<p>The teacher provides little to no occasions for students to work with, or engage technologies to further learning opportunities</p> <p>Highly Effective-Attempts to Engage families in interactive communication/participation through technology</p> <p>Effective-Regularly provides one-way communication/participation through technology</p> <p>Needs Improvement-Occasionally provides</p>

The level of creativity or student learning can only be accomplished through technology

The learning task is more student-driven than teacher-driven

The learning task has students doing something previously inconceivable

Functionality of technology improves the learning product

one-way communication to families through technology or other mediums

Ineffective-infrequently or does not communicate to involve families

DOMAIN 3: TEACHER LEADERSHIP (10.00%)

3.1 Contribute to School Culture

Highly Effective

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

Effective

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

Improvement Necessary

Teacher will:

Contribute occasional ideas and expertise to further the schools mission and initiatives

Teacher may not:

Frequently dedicates time to help students and peers efficiently outside of class

Ineffective

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

Highly Effective

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

Effective

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

Improvement Necessary

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

Ineffective

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

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: Regularly share newly learned knowledge and practices with others Seek out opportunities to lead professional development sessions	Teacher will: Actively pursue opportunities to improve knowledge and practice Seek out ways to implement new practices into instruction, where applicable Welcome constructive feedback to improve practices	Teacher will: Attend all mandatory professional development opportunities Teacher may not: Actively pursue optional professional development opportunities Seek out ways to implement new practices into instruction Accept constructive feedback well	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning

3.4 Advocate for Student Success

Highly Effective	Effective	Improvement Necessary	Ineffective
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

Highly Effective	Effective	Improvement Necessary	Ineffective
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,	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:	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents Infrequently or does not communicate to involve families

outside of required outreach events
Engages families in interactive communication/participation through technology

Regularly provides one-way communication/participation through technology

Proactively reach out to parents to engage them in student learning
Occasionally provides one-way communication to families through technology or other mediums

3.6 Professional Technology Responsibilities

Highly Effective

At Level 4, a teacher fulfills the criteria for level 3 and additionally:

- The teacher communicates upcoming assignments, projects and assessments at the beginning of the term for the entire term, adjusting as needed.
- The teacher posts information about online resources that support classroom goals that parents can work with their children on at home.
- The teacher demonstrates leadership by sharing effective practices with fellow staff members to help them improve their student information system efficiency

Effective

At Level 3, teacher uses technology to:

- Accurately, regularly, and efficiently input data into the student information system.
- Uses online grading system in a timely manner that enables students and parents to effectively monitor student progress.
- Engages with stakeholders in a timely, positive, and productive fashion using various media.
- Utilizes online tools such as Google Docs to share, create, and edit materials with peers

Improvement Necessary

At Level 2, teacher uses technology to:

- Teacher answers emails from stakeholders in a timely fashion.
- Accurately, but not always regularly input data into the student information system.
- Rarely utilize online tools or will need to be reminded to submit information via online

Ineffective

At level 1, teacher uses technology to:

- Teacher rarely or irregularly uses school provided technology and information systems.
- Teacher, more often than not, does not return stakeholders email

DOMAIN 4: CORE PROFESSIONALISM (Special Weighting)

4.1 Attendance

Meets Standard

Individual has not demonstrated a pattern of unexcused absences*

Does Not Meet Standard

Individual demonstrates a pattern of unexcused absences *

NOTES

4.2 On-Time Arrival

Meets Standard

Does Not Meet Standard

Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)

4.3 Policies and Procedures

Meets Standard

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)

Does Not Meet Standard

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 unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)

4.4 Respect

Meets Standard

Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

Does Not Meet Standard

Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner



Certified Technology Personnel Evaluation Rubric

Classification: Technology Personnel

[Edit Instrument](#) - [Create/Edit Strands](#)

Domain 1: Purposeful Planning 5 items - Weight: 30

Domain 2: Program Management 4 items - Weight: 30

Domain 3: Leadership - Professional Relationship and Responsibility 5 items - Weight: 40

Domain 4: Core Professionalism 4 items - Weight: risedomain4

Domain 1: Purposeful Planning

[hide/show](#)

1.1 Provides direction for the district's technology program

Highly Effective

[1 - NA] - Involves appropriate staff and patrons of the district in developing program (1.1.HE.1)

[1 - NA] - Uses objective data for determining goals (1.1.HE.2)

[1 - NA] - Assists the superintendent in development of long and short-range goals (1.1.HE.3)

Effective

[1 - NA] Usually involves appropriate staff and patrons of the district in developing program (1.1.E.1)

[1 - NA] Develops goals for the district (1.1.E.2)

[1 - NA] Assists the superintendent with ideas of long and short-range goals (1.1.E.3)

Improvement Necessary

[1 - NA] Rarely involves appropriate staff and patrons of the district in developing program (1.1.IN.1)

[1 - NA] Develops and suggests ideas with no goals in mind or limited research (1.1.IN.2)

[1 - NA] Rarely gives the superintendent ideas in the development of long and short-range goals (1.1.IN.3)

Ineffective

[1 - NA] Does not seek input from appropriate staff and patrons of the district in developing program (1.1.I.1)

[1 - NA] Does not participate in the development of goals based on data or research (1.1.I.2)

[1 - NA] Does not assist the superintendent in the development of long and short-range goals (1.1.I.3)

1.2 Provides for the organization and management of the technology program

Highly Effective

[1 - NA] - Ensures that objectives are identified in the district and schools' technology plans and prepares for future changes (1.2.HE.1)

[1 - NA] - Coordinates the development of a flexible plan for incorporating technology into the instructional and administrative processes throughout the district with an understanding of the needs of all parties (1.2.HE.2)

[1 - NA] - Promotes the uses of technology to insure that the primary focus of technology is student learning so initiatives are learning initiatives and not technology initiatives (1.2.HE.3)

[1 - NA] - Monitors progress toward the achievement of objectives while revising and modifying as needed (1.2.HE.4)

Effective

[1 - NA] Ensures that objectives are identified in the district and schools' technology plans (1.2.E.1)

[1 - NA] Coordinates the development of a flexible plan for incorporating technology into the instructional and administrative processes throughout the district (1.2.E.2)

[1 - NA] Promotes the uses of technology to insure that the primary focus of technology is student learning (1.2.E.3)

[1 - NA] Monitors progress toward the achievement of objectives (1.2.E.4)

Improvement Necessary

[1 - NA] Is aware that objectives are identified in the district and schools' technology plans (1.2.IN.1)

[1 - NA] Is aware of a plan for incorporating technology into the instructional and administrative processes throughout the district (1.2.IN.2)

[1 - NA] Promotes the uses of technology without the primary focus of technology being student learning (1.2.IN.3)

[1 - NA] Does not monitor progress toward the achievement of objectives (1.2.IN.4)

Ineffective

[1 - NA] Is not aware of the objectives that are identified in the district and schools' technology plans (1.2.I.1)

[1 - NA] Does not participate in the development of a flexible plan for incorporating technology into the instructional and administrative processes throughout the district (1.2.I.2)

[1 - NA] Does not promote the uses of technology to insure that the primary focus of technology is student learning (1.2.I.3)

[1 - NA] Is not aware of the objectives (1.2.I.4)

1.3 Communicates information to the superintendent and all other necessary personnel

Highly Effective

[1 - NA] - Proactively communicates accurate and timely information about district's technology program to the superintendent (1.3.HE.1)

Effective

[1 - NA] Communicates accurate and timely information about district's technology program to the superintendent (1.3.E.1)

Improvement Necessary

[1 - NA] Communicates minimal information about district's technology program to the superintendent (1.3.IN.1)

Ineffective

[1 - NA] Communicates little or no information about district's technology program to the superintendent (1.3.I.1)

10/21/13 Superintendents (primary)	Superintendents (primary)	SFS (primary)	(primary)
[1 - NA] - Proactively communicates information, policies, and procedures about technology to the district personnel (1.3.HE.2)	[1 - NA] Communicates information, policies, and procedures about technology to the district personnel (1.3.E.2)	[1 - NA] Communicates minimal information, policies, and procedures about technology to the district personnel (1.3.IN.2)	[1 - NA] Communicates little or no information, policies, and procedures about technology to the district personnel (1.3.I.2)
1.4 Provides for the implementation of processes involved in the technology program			
Highly Effective	Effective	Improvement Necessary	Ineffective
[1 - NA] - Insures that the total district staff is well informed about the implementation of processes (1.4.HE.1)	[1 - NA] Works so the district staff is well informed about the implementation of processes (1.4.E.1)	[1 - NA] Attempts to inform the total district staff about the implementation of processes (1.4.IN.1)	[1 - NA] Makes little attempt to inform total district staff about the implementation of processes (1.4.I.1)
[1 - NA] - Maintains and contributes to the knowledge of instructional research, trends, innovations and resources concerning the use of technology in the schools (1.4.HE.2)	[1 - NA] Maintains knowledge of instructional research, trends, innovations and resources concerning the use of technology in the schools (1.4.E.2)	[1 - NA] Is aware of instructional research, trends, innovations and resources concerning the use of technology in the schools (1.4.IN.2)	[1 - NA] Has little or no knowledge of instructional research, trends, innovations and resources concerning the use of technology in the schools (1.4.I.2)
[1 - NA] - Leads the planning of technology related professional development for administrators, teachers, and support personnel (1.4.HE.3)	[1 - NA] Cooperates in the planning of technology related professional development for administrators, teachers, and support personnel (1.4.E.3)	[1 - NA] Is aware of the planning of technology related professional development for administrators, teachers, and support personnel (1.4.IN.3)	[1 - NA] Has little or no input in the planning of technology related professional development for administrators, teachers, and support personnel (1.4.I.3)
[1 - NA] - Leads school technology leaders in developing and implementing school level technology plans (1.4.HE.4)	[1 - NA] Assists school technology leaders in developing and implementing school level technology plans (1.4.E.4)	[1 - NA] Participates in developing and implementing school level technology plans (1.4.IN.4)	[1 - NA] Assists or participates little or none in developing and implementing school level technology plans (1.4.I.4)

1.5 Provides positive direction and leadership to administrative and supervisory staff

Highly Effective	Effective	Improvement Necessary	Ineffective
[1 - NA] - Respects the role of administrators and supervisors and has gained their confidence (1.5.HE.1)	[1 - NA] Respects the role of administrators and supervisors and strives to gain their confidence (1.5.E.1)	[1 - NA] Respects the role of administrators and supervisors but does not strive to gain their confidence (1.5.IN.1)	[1 - NA] Has little or no knowledge of the role of administrators and supervisors and does not strive to gain their confidence (1.5.I.1)
[1 - NA] - Keeps administrators and supervisors fully informed on issues, needs, and operations of technology program at the local and state level (1.5.HE.2)	[1 - NA] Keeps administrators and supervisors informed on issues, needs, and operations of technology program at the local level (1.5.E.2)	[1 - NA] Sometimes keeps administrators and supervisors fully informed on issues, needs, and operations of technology program (1.5.IN.2)	[1 - NA] Does not keep administrators and supervisors fully informed on issues, needs, and operations of technology program (1.5.I.2)
[1 - NA] - Ensures the participation of staff in professional development training (1.5.HE.3)	[1 - NA] Encourages participation of staff in professional development training (1.5.E.3)	[1 - NA] Sometimes encourages participation of staff in professional development training (1.5.IN.3)	[1 - NA] Does not encourage participation of staff in professional development training (1.5.I.3)

Domain 2: Program Management

hide/show

2.1 Develops and implements the technology budget based upon established priorities and consistent with fiscal practices and ensures that appropriate accounting and control procedures are applied to all fiscal transactions

Highly Effective	Effective	Improvement Necessary	Ineffective
[1 - NA] - Involves other school personnel in developing budget (2.1.HE.1)	[1 - NA] Usually Involves other school personnel in developing budget (2.1.E.1)	[1 - NA] Rarely involves other school personnel in developing budget (2.1.IN.1)	[1 - NA] Does not involves other school personnel in developing budget (2.1.I.1)
[1 - NA] - Ensures that all fiscal transactions occur through a budget encumbered process of fiscal management (2.1.HE.2)	[1 - NA] Usually ensures that all fiscal transactions occur through a budget encumbered process of fiscal management (2.1.E.2)	[1 - NA] Rarely ensures that all fiscal transactions occur through a budget encumbered process of fiscal management (2.1.IN.2)	[1 - NA] Does not ensures that all fiscal transactions occur through a budget encumbered process of fiscal management (2.1.I.2)
[1 - NA] - Monitors the month-to-month expenditures in accordance with budgeted amounts and works with the CFO or Treasurer on any discrepancies (2.1.HE.3)	[1 - NA] Usually Monitors the month-to-month expenditures in accordance with budgeted amounts (2.1.E.3)	[1 - NA] Monitors the month-to-month expenditures but is NOT aware of budgeted amounts (2.1.IN.3)	[1 - NA] Does not monitor the month-to-month expenditures in accordance with budgeted amounts (2.1.I.3)
[1 - NA] - Maintains appropriate inventories for all systems in department (2.1.HE.4)	[1 - NA] Maintains appropriate inventories for most items (2.1.E.4)	[1 - NA] Maintains sporadic inventories (2.1.IN.4)	[1 - NA] Does not maintain appropriate inventories (2.1.I.4)
[1 - NA] - Ensures all fiscal transactions occur according to legally defined	[1 - NA] Helps to ensure all fiscal transactions occur according to legally	[1 - NA] Does not ensure all fiscal transactions occur according to legally	[1 - NA] Is not aware of the legally defined policies and procedures for

policies and procedures (2.1.HE.5)

defined policies and procedures
(2.1.E.5)defined policies and procedures
(2.1.IN.5)

fiscal transactions (2.1.I.5)

[1 - NA] - Assists in the development of the system's reporting procedure to keep the superintendent informed about school district technology transactions (2.1.HE.6)

[1 - NA] Usually assists in the development of the system's reporting procedure to keep the superintendent informed about school district technology transactions (2.1.E.6)

[1 - NA] Rarely assists in the development of the system's reporting procedure to keep the superintendent informed about school district technology transactions (2.1.IN.6)

[1 - NA] Does not assist in the development of the system's reporting procedure to keep the superintendent informed about school district technology transactions (2.1.I.6)

2.2 Ensures compliance with statutes, rules, and regulations relating to technology programs

Highly Effective

[1 - NA] - Reviews all federal and state technology rules and regulations (2.2.HE.1)

[1 - NA] - Interprets all statutes, rules and regulations relating to technology (2.2.HE.2)

[1 - NA] - Advises program administrators and principals of new and/or changing statutes rules and regulations (2.2.HE.3)

[1 - NA] - Accurately compiles, submits and notifies necessary staff of all required reports at least annually (2.2.HE.4)

Effective

[1 - NA] Reviews most federal and state technology rules and regulations (2.2.E.1)

[1 - NA] Interprets most statutes, rules and regulations relating to technology (2.2.E.2)

[1 - NA] Notifies program administrators and principals of new and/or changing statutes rules and regulations (2.2.E.3)

[1 - NA] Accurately compiles and submits most required reports at least annually (2.2.E.4)

Improvement Necessary

[1 - NA] Reviews some federal and state technology rules and regulations (2.2.IN.1)

[1 - NA] Interprets few statutes, rules and regulations relating to technology (2.2.IN.2)

[1 - NA] Sometimes notifies program administrators and principals of new and/or changing statutes rules and regulations (2.2.IN.3)

[1 - NA] Compiles and submits some required reports at least annually (2.2.IN.4)

Ineffective

[1 - NA] Does not review federal and state technology rules and regulations (2.2.I.1)

[1 - NA] Does not interpret statutes, rules and regulations relating to technology (2.2.I.2)

[1 - NA] Does not notify program administrators and principals of new and/or changing statutes rules and regulations (2.2.I.3)

[1 - NA] Does not compile and submit required reports at least annually (2.2.I.4)

2.3 Demonstrates effective administrative skills

Highly Effective

[1 - NA] - Proactively reviews federal and state technology rules and regulations (2.3.HE.1)

[1 - NA] - Ensures all fiscal transactions occur according to legally defined policies and procedures (2.3.HE.2)

[1 - NA] - Assists in the development of the system's reporting procedure and keeps the superintendent informed about school district technology reporting procedures and transactions (2.3.HE.3)

Effective

[1 - NA] Reviews federal and state technology rules and regulations (2.3.E.1)

[1 - NA] Ensures most fiscal transactions occur according to legally defined policies and procedures (2.3.E.2)

[1 - NA] Keeps the superintendent informed about school district technology reporting procedures and transactions (2.3.E.3)

Improvement Necessary

[1 - NA] Rarely reviews federal and state technology rules and regulations (2.3.IN.1)

[1 - NA] Ensures some fiscal transactions occur according to legally defined policies and procedures (2.3.IN.2)

[1 - NA] Rarely keeps the superintendent informed about school district technology reporting procedures and transactions (2.3.IN.3)

Ineffective

[1 - NA] Does not review federal and state technology rules and regulations (2.3.I.1)

[1 - NA] Does not ensure fiscal transactions occur according to legally defined policies and procedures (2.3.I.2)

[1 - NA] Does not keep the superintendent informed about school district technology reporting procedures and transactions (2.3.I.3)

2.4 Demonstrates effective problem-solving and decision-making skills

Highly Effective

[1 - NA] - Researches, identifies and analyzes all critical elements in a problem situation (2.4.HE.1)

[1 - NA] - Establishes priorities and seeks relevant data from all resources (2.4.HE.2)

[1 - NA] - Considers all alternative solutions and impacts before making a decision (2.4.HE.3)

[1 - NA] - Makes the logical decision based upon all of the above criteria (2.4.HE.4)

[1 - NA] - Follows up with all parties as to the effectiveness of the resolution (2.4.HE.5)

Effective

[1 - NA] Researches, identifies and analyzes most critical elements in a problem situation (2.4.E.1)

[1 - NA] Establishes priorities and seeks relevant data from most resources (2.4.E.2)

[1 - NA] Considers most alternative solutions and impacts before making a decision (2.4.E.3)

[1 - NA] Makes a fairly logical decision based upon all of the above criteria (2.4.E.4)

[1 - NA] Follows up with most parties as to the effectiveness of the resolution (2.4.E.5)

Improvement Necessary

[1 - NA] Researches, identifies and analyzes some critical elements in a problem situation (2.4.IN.1)

[1 - NA] Establishes priorities and seeks relevant data from some resources (2.4.IN.2)

[1 - NA] Considers some alternative solutions and impacts before making a decision (2.4.IN.3)

[1 - NA] Makes a weak logical decision based upon all of the above criteria (2.4.IN.4)

[1 - NA] May follow up with some parties as to the effectiveness of the resolution (2.4.IN.5)

Ineffective

[1 - NA] Does not research, identify nor analyze critical elements in a problem situation (2.4.I.1)

[1 - NA] Does not establish priorities nor seek relevant data from resources (2.4.I.2)

[1 - NA] Does not consider alternative solutions before making a decision (2.4.I.3)

[1 - NA] Makes a poor decision based upon all of the above criteria (2.4.I.4)

[1 - NA] Does not follow up as to the effectiveness of the resolution (2.4.I.5)

Domain 3: Leadership - Professional Relationship and Responsibility

hide/show

3.1 Demonstrates positive, professional relationships with administrators, central office personnel, and other district employees

Highly Effective

[1 - NA] - Technology Leader displays a commitment to being visible and accessible (3.1.HE.1)

[1 - NA] - Technology Leader communicates expectations to staff (3.1.HE.2)

[1 - NA] - Technology Leader demonstrates consistently proactive, positive behavior when dealing with staff (3.1.HE.3)

[1 - NA] - Technology Leader proactively seeks staff opinions and concerns regarding school related issues in a respectful, open and friendly manner (3.1.HE.4)

Effective

[1 - NA] Technology Leader displays a commitment to being visible and accessible (3.1.E.1)

[1 - NA] Technology Leader communicates expectations to staff (3.1.E.2)

[1 - NA] Technology Leader maintains consistent positive behavior when dealing with staff (3.1.E.3)

[1 - NA] Technology Leader seeks staff opinions and concerns regarding school related issues in a respectful, open and friendly manner (3.1.E.4)

Improvement Necessary

[1 - NA] Technology Leader sometimes displays a commitment to being visible and accessible (3.1.IN.1)

[1 - NA] Technology Leader sometimes communicates expectations to staff (3.1.IN.2)

[1 - NA] Technology Leader sometimes maintains consistent positive behavior when dealing with staff (3.1.IN.3)

[1 - NA] Technology Leader sometimes seeks staff opinions and concerns regarding school related issues in a respectful, open and friendly manner (3.1.IN.4)

Ineffective

[1 - NA] Technology Leader rarely displays a commitment to being visible and accessible (3.1.I.1)

[1 - NA] Technology Leader rarely communicates expectations to staff (3.1.I.2)

[1 - NA] Technology Leader does not maintain consistent positive behavior when dealing with staff (3.1.I.3)

[1 - NA] Technology Leader rarely seeks staff opinions and concerns regarding school related issues in a respectful, open and friendly manner (3.1.I.4)

3.2 Advocate for student success

Highly Effective

[1 - NA] - Technology Leader will display commitment to the education of all students in the school/district (3.2.HE.1)

[1 - NA] - Technology Leader will make changes and take risks to ensure student success and advocate for students' individualized needs (3.2.HE.2)

Effective

[1 - NA] Technology Leader will display commitment to the education of a broadly targeted group or groups of students in the school/district (3.2.E.1)

[1 - NA] Technology Leader will attempt to remedy obstacles around student achievement and will advocate for students' individualized needs (3.2.E.2)

Improvement Necessary

[1 - NA] Technology Leader will sometimes display commitment to the education of a group of students within a school (3.2.IN.1)

[1 - NA] Technology Leader defends the status quo and rarely advocates for students' needs (3.2.IN.2)

Ineffective

[1 - NA] Technology Leader rarely or never displays commitment to the education of students (3.2.I.1)

[1 - NA] Technology Leader accepts failure as par for the course and does not advocate for students' needs (3.2.I.2)

3.3 Communicating with the larger community

Highly Effective

[1 - NA] - Technology Leader proactively reaches out to parents and establishes contacts with other technology leaders or businesses, coordinating efforts for mutual benefit (3.3.HE.1)

Effective

[1 - NA] Technology Leader engages in outreach efforts to parents and the larger community (3.3.E.1)

Improvement Necessary

[1 - NA] Technology Leader makes sporadic efforts to engage in outreach to parents or the larger community (3.3.IN.1)

Ineffective

[1 - NA] Technology Leader makes no effort to engage in outreach to parents or the larger community (3.3.I.1)

3.4 Participating In a Professional Community

Highly Effective

[1 - NA] - Technology Leader makes a substantial contribution to school and district events and projects and assumes leadership with colleagues (3.4.HE.1)

[1 - NA] - Technology Leader participates, develops, and takes on leadership roles in a wider professional community that includes local, state, or national events (3.4.HE.2)

Effective

[1 - NA] Technology Leader participates actively in school and district events and projects and maintains positive and productive relationships with colleagues (3.4.E.1)

[1 - NA] Technology Leader will participate in a wider professional community that includes local, state, or national contacts (3.4.E.2)

Improvement Necessary

[1 - NA] Technology Leader's relationships with colleagues are cordial but not effectively building and expanding relationships (3.4.IN.1)

[1 - NA] The Technology Leader participates in school and district events when specifically requested (3.4.IN.2)

Ineffective

[1 - NA] Technology Leader's relationships with colleagues are negative, self-serving, or nonexistent (3.4.I.1)

[1 - NA] The Technology Leader avoids being involved in school and district events and projects (3.4.I.2)

3.5 Seek Professional Skills and Knowledge

Highly Effective

[1 - NA] - Technology Leader actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as sharing newly learned knowledge and practices with

Effective

[1 - NA] Technology Leader actively pursues opportunities to improve knowledge and practice and seeks out ways to implement new practices where applicable. Constructive feedback to improve practices is

Improvement Necessary

[1 - NA] Technology Leader's participation in professional development activities is limited to those that are mandatory (3.5.IN.1)

Ineffective

[1 - NA] Technology Leader does not participate in professional development activities, and shows little or no interest in new ideas, programs, or classes to improve teaching and learning (3.5.I.1)

others and seeking out opportunities to lead professional development sessions (3.5.HE.1) welcomed (3.5.E.1)

Domain 4: Core Professionalism

[hide/show](#)

4.1 Attendance

Meets Standard

[1 - NA] - Individual has not demonstrated a pattern of unexcused absences (4.1.HE.1)

Does Not Meet Standard

[1 - NA] Individual demonstrates a pattern of unexcused absences (4.1.E.1)

4.2 On-Time Arrival

Meets Standard

[1 - NA] - Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) (4.2.HE.1)

Does Not Meet Standard

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

4.3 Policies and Procedures

Meets Standard

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

Does Not Meet Standard

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

4.4 Respect

Meets Standard

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

Does Not Meet Standard

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