

CHARLES A. BEARD

MEMORIAL SCHOOL CORPORATION



Certified Staff and Directors Evaluation Plan

CHARLES A. BEARD MEMORIAL SCHOOLS

Certified Staff and Directors Evaluation Plan

Cover Sheet and Statutory Checklist.....	3-7
Plan Overview	8
Development and Improvement Process.....	9-12
Committees.....	9-10
Improvement Process	11
Negative Impact Provision	12
Evaluation Categories.....	12-16
Superintendent Evaluation	12-13
Administrator Evaluation.....	13-14
Teacher Evaluation.....	14-15
Counselor Evaluation... ..	15
Speech Language Pathologist Evaluation	16
Other Staff Evaluation.....	16
Additional Resources.....	17-175
Rubrics... ..	17-172
Assessment Documents... ..	172-174
Committee Doc and Teacher Appreciation Policy...	174-175



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

Staff Performance Evaluation Plan Submission Cover Sheet

SY 2022-2023

Context: Indiana Code (IC) 20-28-11.5-8(d) requires each school corporation to submit its entire staff performance evaluation plan to the Indiana Department of Education (IDOE) and requires IDOE to publish the plans on its website. This cover sheet is meant to provide a reference for IDOE staff and key stakeholders to view the statutory- and regulatory-required components of staff performance evaluation plans for each school corporation. Furthermore, in accordance with IC 20-28-11.5-8(d), a school corporation must submit its staff performance evaluation plan to IDOE for approval in order to qualify for any grant funding related to this chapter. Thus, it is essential that the reference page numbers included below clearly demonstrate fulfillment of the statutory (IC 20-28-11.5) and regulatory (511 IAC 10-6) requirements.

School Corporation Name	
School Corporation Number	34
Evaluation Plan Website Link	12 22

For the 2022-2023 School Year, we have adopted the following Evaluation Model:

- ☐ The System for Teacher and Student Advancement (TAP)
- ☐ The Peer Assistance and Review Teacher Evaluation System (PAR)
- ☐ RISE 3.0 State Model
- ☐ Locally Developed Plan
- ☐ Other _____

Instructions:

In the chart below, please type the page numbers in your staff performance evaluation document which clearly display compliance with the requirements. Please note, your plan may include many other sections not listed below.

Submission:

Once completed, please **upload this cover sheet via the following [Jotform](#) by Friday, September 16, 2022**. If you cannot provide a direct website link (above) to your evaluation plan, you must upload the entire plan and this cover sheet as a single PDF. Please make sure the link provided will lead directly to your evaluation plan, and that a login and password will not be required for access. Contact [Dr. Rebecca Estes](#), Senior Director of Educator Talent, with any questions.

Evaluation Plan Discussion			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
Evaluation plan must be in writing and explained before the evaluations are conducted	IC 20-28-11.5-4(f)(1) IC 20-28-11.5-4(f)(2)	Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one	8-11

Annual Evaluations			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
Annual performance evaluations for each certificated employee	IC 20-28-11.5-4(c)(1)	Plan and metrics to evaluate all certificated employees, including teachers, administrators, counselors, principals and superintendents	8, 12-1
Annual performance evaluations include a minimum of two (2) observations	511 IAC 10-6-5	A minimum of two (2) observations as part of formative evaluations that shall take place at reasonable intervals to ensure that teachers have the opportunity to demonstrate growth prior to a summative evaluation	172

Evaluators			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
Only individuals who have received training and support in evaluation skills may evaluate certificated employees	IC 20-28-11.5-1 IC 20-28-11.5-5(b) IC 20-28-11.5-8(a)(1)(D)	Description of ongoing evaluator training Description of who will serve as evaluators Process for determining evaluators	8-9
Teachers acting as evaluators (<i>optional</i>) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	Description of who will serve as evaluators Process for determining evaluators	
All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	Description of ongoing evaluator training	8-9

Rigorous Measures of Effectiveness			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(2)	Observation rubrics - for all certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator Other measures used for evaluations (<i>e.g.</i> , surveys)	1 -170

Evaluation Feedback			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(4) 511 IAC 10-6-5	Process and timeline for delivering feedback on evaluations Process for linking evaluation results with professional development	11

Designation in Rating Category

Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(3)	Summative scoring process that yields placement into each performance category Weighting (broken down by percentage) of all evaluation components	8 172, 173
A definition of negative impact for certificated staff A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4(c)(5) 511 IAC 10-6-4(c)	Definition of negative impact on student growth for all certificated staff Description of the process for modifying a final summative rating for negative growth	12

Feedback and Remediation Plans

Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6(a)	System for delivering summative evaluation results to employees	8-11
Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	Remediation plan creation and timeframe Process for linking evaluation results with professional development	11
Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	11
Means by which teachers rated as ineffective can request a private conference with the superintendent	IC 20-28-11.5-6(c)	Process for teachers rated as ineffective to request conference with superintendent	11

Instruction Delivered by Teachers Rated Ineffective

Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective	IC 20-28-11.5-7(c)	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	8
The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-7(d)	Description of how parents will be informed of the situation	8



PLAN OVERVIEW

The Charles A. Beard Memorial School Corporation has adopted a locally modified RISE model of certified staff evaluations. The district contracts with Standards for Success to provide software for the observation process, data management, and rubric development. They also provide us with guidance on statutory changes and emerging best practices in the area of certified staff evaluation.

Charles A. Beard Memorial Schools has modified the Indiana Department of Education's model of evaluation, RISE. Our plan will:

- **Be Annual:** Every certificated employee, regardless of experience, will receive meaningful feedback on their performance on an annual basis.
- **Include Student Growth Data:** Evaluations will be student-focused. First and foremost, an effective teacher helps students make academic progress. The Charles A. Beard Memorial School Corporation Teacher Evaluation Plan includes a thorough evaluation system with multiple measures of teacher performance and growth data as key measures.
- **Include Mechanism to Ensure Two Year Instruction Requirement:** Evaluation data will be used in determining master schedules with students. Our student information system will contain field information for each student who has received instruction from a teacher rated ineffective in the current school year. That information stays active after the annual roll-over and will notify administration upon entry of the student's new master schedule in the event that the schedule contains an instructor assignment with a teacher who has been rated ineffective. In the event that a notification is made, the administration will re-work the schedule to eliminate the conflict. If the conflict is unavoidable, parental notification will be made through letters and phone calls.
- **Include Four Rating Categories:** The Charles A. Beard Memorial School Corporation Teacher Evaluation Plan is designed to identify our best educators. We expect all teachers to perform at their highest level. The Charles A. Beard Memorial School Corporation Teacher Evaluation Plan will identify those teachers who are achieving the greatest success and will provide assistance to those who are new or struggling.



DEVELOPMENT AND IMPROVEMENT PROCESS

EVALUATION COMMITTEE

CAB implemented our Evaluation Committee in 2012. This group is comprised of the Superintendent of Schools, all principals and assistant principals, teachers from each school, and the Teachers' Association President. This group meets to review and update our planning documents and rubrics. Collectively, this group reaches consensus on needed changes to our policies and practices including timeline, evaluation guidance documentation, SLO processes, and specific rubric language.

The Evaluation Committee uses student achievement data and evaluation data to address deficiencies in our processes.

Following the Evaluation Committee's annual meeting, the plan is made available for review by the Board of Trustees. It is presented by building administrators at the first staff meeting of the academic year and is then submitted to the Indiana Department of Education and posted on their website.

Evaluators receive initial training and ongoing training through professional development hosted by Standards for Success and the East Central Education Service Center. Evaluators do not participate in the evaluation process until having received the initial training.



ASSESSMENT COMMITTEE

In 2014, the CAB Evaluation Committee adjusted our Student Learning Objective process to include the use of teacher-created assessments, where applicable. Teachers that choose to utilize a teacher-created assessment for data collection towards their SLO must have the assessment approved by the Assessment Committee. This committee is made up of teachers representative of all schools and a variety of content areas. This committee is chaired by the Superintendent of Schools.

Annually, this group meets to review submitted assessments and support documentation to approve or recommend changes prior to use towards SLOs. The committee focuses upon the depth of knowledge rubric, or DOK, of specific questions asked as well as the range of academic standards assessed.

In 2020, this committee met to make adjustments to our plan based upon statutory updates. During the 2022 committee meeting, the group conducted a review of IDOE resources to ensure that all necessary components were included in our plan and reviewed our evaluator training resources. We added some new administrators and evaluators this year, so we utilized that opportunity to update our training options.



IMPROVEMENT PROCESS

Actionable feedback based upon observations will be shared with the employee in the Comments section of the software for any observation and also during post-observation and end-of-year (EOY) conferences between the employee and his/her primary evaluator. Additionally, the SFS software allows the employee at any time to see the total collection of coded evidence to date on the rubric. The SFS software provides additional analytics for discussions of reliability, needed areas for additional professional development or clarification of expectations, and timeliness of completing assigned tasks. All feedback will be shared with the employee within statutory guidelines.

If a certificated employee receives a rating of ineffective or improvement necessary, the evaluator and the certificated employee shall develop a remediation plan of not more than ninety (90) school days in length at the start of the next school year to correct the deficiencies noted in the certificated employee's evaluation using locally-developed forms to document the plan and progress monitoring. Practices are in place to ensure that students do not receive instruction from an ineffective teacher two years in a row. If the situation is avoidable, parents of those students will be notified by letter from the building principal. Opportunities for license renewal credits and Professional Growth Points will be a part of the improvement plan. Teachers who receive an Ineffective rating may request a private conference with the superintendent.



NEGATIVE IMPACT

If a teacher satisfies the following two variables, he or she will not be eligible to receive a summative rating in the Effective or Highly Effective range.

1. The teacher has received a rubric rating of 1.75 or less, and
2. Fewer than 60% of their students pass the end of course assessment.

The criteria for both variables must be met for a teacher to be identified as negatively impacting student learning. This rigorous requirement supports an accurate identification of negative impact and protects against anomalies.

EVALUATION CATEGORIES

SUPERINTENDENT EVALUATION

The Charles A. Beard Memorial School Corporation Board of Trustees serves as the evaluator of the Superintendent of Schools. The School Board believes it is essential that it evaluate the Superintendent's performance annually in order to assist both the Board and the Superintendent in the proper discharge of their responsibilities and to enable the Board to provide the Corporation with the best possible leadership.

The method by which the evaluation shall be conducted includes:

- ☐ the active participation of each Board member;



- the use of the Indiana Superintendent's Evaluation Rubric
- evaluation interviews between the Board and Superintendent during which no other business is discussed.
- four specific annual goals with one pertaining to student achievement, business/management, community involvement, and human resources.

Final rubric scores count as 80% of the evaluation. Each goal counts as 5% of the evaluation with a total 80% rubric, 20% objective measures breakdown.

ADMINISTRATOR EVALUATION

Aside from the Superintendent of Schools, the category of "Administrator" within our district contains all employees in the positions of Principal and Assistant Principal. The primary evaluator of the building principals is the Superintendent of Schools. The primary evaluator of the assistant principals is the building principal.

Administrator evaluations contain observational data compiled through use of the CA Beard Principal Effectiveness Rubric and the RISE 2.0 Assistant Principal with Optional Competencies Rubric. Final rubric scores make up 70% of the administrator's final evaluation category determination. In addition to



observational data gathered through use of the assigned rubric, student achievement data is utilized through an annual academic goal set at the beginning of the evaluation term. This data makes up 20% of the administrator's final evaluation category determination. The final 10% of the administrator's evaluation score comes from the school letter grade.

TEACHER EVALUATION

Building principals and assistant principals serve as the primary evaluator of all teachers. Observations are conducted by the evaluator using the CA Beard TER (V.2020) and narrative system through Standards for Success software.

- Evaluation summaries will include a narrative written by the Evaluator which includes two sections: Area(s) of Necessary Refinement and Area(s) of Strength.
- All scores in Domains 1-3, including the sub-scores (a-d), will be given in increments of 0.5.
- Professionalism:
 - o If a score of (-0.5) is given, then it must be accompanied by a previous written warning.
 - o If a score of (-1) is given, then it must be accompanied by a previous written warning and also a formal write-up.
- If a score of (-1) is received in Domain 4, then the teacher will be placed on a Corrective Action Plan if not previously done so.
- If a score of (1) is received any part of Domains 1-3, then the teacher will be placed on an Improvement Plan in that area.



- Extended Observation:
 - o Includes an optional Pre-Observation Conference as requested by the Teacher and a required Post-Observation Conference
 - o Must be at least 30 minutes in length
 - o Will take place at a date and time agreed upon by the Teacher and Evaluator
 - o Will take place during Semester 1
- Short Observation:
 - o Must be 10-20 minutes in length
 - o Will be unannounced
 - o Will take place during Semester 2
 - o Optional Post-Observation Conference may take place if requested by the teacher or evaluator
- Optional Short Observation:
 - o May be requested by either the Teacher or Evaluator
 - o Will take place during Semester 2
 - o Must be requested by April 5, 2021
- All teacher evaluations will be finalized by May 3, 2021, which includes the teacher's presentation of supporting materials and artifacts.

COUNSELOR EVALUATION

Counselor evaluations contain observational data compiled through use of the Indiana School Counselor Rubric. Final rubric scores make up 70% of the counselor's final evaluation category determination. In addition to observational data gathered through use of the assigned rubric, student achievement data is utilized through an annual student learning measure goal set at the beginning of the evaluation term. This data makes up 20% of the counselor's final evaluation category determination. The final 10% of the evaluation score comes from the school letter grade.



SPEECH LANGUAGE PATHOLOGIST EVALUATION

SLP evaluations contain observational data compiled through use of the Speech Language Pathologist Evaluation Rubric. Final rubric scores make up 70% of the SLP's final evaluation category determination. In addition to observational data gathered through use of the assigned rubric, student achievement data is utilized through an annual student learning measure goal set at the beginning of the evaluation term. This data makes up 20% of the SLP's final evaluation category determination. The final 10% of the evaluation score comes from the school letter grade. If the staff member serves multiple schools, the school letter grades will be averaged.

OTHER STAFF EVALUATION

Charles A. Beard Memorial Schools uses the Standards for Success software and rubric-based evaluation process to evaluate many of our non-certified staff and non-education certified staff. These positions include Food Service Director, Technology Director, Transportation Director, Athletic Director, and Director of Nursing Services. Specific rubrics for these employees have been included in the rubric section of this plan.

Indiana Superintendent Evaluation Rubric-Master

2022-2023



Domain 1: Human Capital Manager

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

The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader and monitors the effectiveness of the personnel process utilized throughout the school corporation (1.1.HE.1)

The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader (1.1.E.1)

The superintendent occasionally considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader (1.1.IN.1)

The superintendent rarely considers an administrator's effectiveness when recruiting, hiring, assigning, or retaining the leader (1.1.I.1)

The superintendent consistently considers school or corporation goals when making personnel decisions (1.1.HE.2)

The superintendent consistently considers school or corporation goals when making personnel decisions (1.1.E.2)

The superintendent occasionally considers school or corporation goals when making personnel decisions (1.1.IN.2)

The superintendent does not consider school or corporation goals when making personnel decisions (1.1.I.2)

1.2 The superintendent creates a professional development system for school leaders based on proficiencies and needs

The superintendent has developed a system of job-embedded professional development that differentiates training and implementation based on individual administrator needs (1.2.HE.1)

Some effort has been made to differentiate and embed professional development to meet the needs of individual administrators (1.2.E.1)

The superintendent is aware of the differentiated needs of administrators, but professional development is only embedded in meetings at this time, rather than incorporating the use of collaboration, study teams, etc (1.2.IN.1)

Professional development is typically "one size fits all," and there is little or no evidence of recognition of individual administrator needs (1.2.I.1)

The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators (1.2.HE.2)

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

The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative

responsibilities (1.3.HE)

The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role or at an

administrative level, with positive results (1.3.E)

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The superintendent has provided some training to an emerging school leader or administrator, who has the potential to independently assume a leadership role
(1.3.IN)

There is no evidence of effort to develop any leadership skills in others
(1.3.I.1)

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Persons under the superintendent's direction are unable or unwilling to assume added responsibilities (1.3.I.2)

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

Employees throughout the corporation are empowered in formal and informal ways (1.4.HE.1)

There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the school corporation (1.4.E.1)

The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others (1.4.IN.1)

The superintendent does not afford subordinates the opportunity or support to develop or to exercise independent judgment (1.4.I.1)

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 (1.4.HE.2)

The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and corporation business (1.4.E.2)

The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership (1.4.HE.3)

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

The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team (1.5.HE.1)

The superintendent provides formal feedback to the administrative team that is consistent with the corporation's personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths of the administrative team (1.5.E.1)

The superintendent adheres to the corporation's personnel policies in providing formal feedback to the administrative team, although the feedback is just beginning to provide details that improve corporation performance (1.5.IN.1)

Formal feedback to the administrative team is nonspecific (1.5.I.1)

The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition (1.5.HE.2)

Informal feedback to the administrative team is rare, nonspecific, and not constructive (1.5.I.2)

The superintendent balances individual

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recognition with team and corporation- wide
recognition (1.5.HE.3)

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Corrective and positive feedback is linked to corporation goals and both the superintendent and administrative team can cite examples of where feedback is used to improve individual and corporation performance (1.5.HE.4)

Domain 2: Instructional Leadership

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

The superintendent can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis (2.1.HE.1)

The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments, and has at least three years of data (2.1.E.1)

The superintendent is aware of state, corporation, and school results and has discussed those results with staff, but has not linked specific decisions to the data (2.1.IN.1)

The superintendent is unaware of or indifferent to the data (2.1.I.1)

The superintendent has coached school administrators to improve their data analysis skills (2.1.HE.2)

The superintendent systematically examines data at the subscale level to find strengths and challenges (2.1.E.2)

The superintendent empowers teaching and administrative staff to determine priorities from data (2.1.E.3)

Data insights are regularly the subject of faculty meetings and professional development sessions (2.1.E.4)

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

A consistent record of improved student achievement exists on multiple indicators of student success (2.2.HE.1)

The superintendent reaches the targeted performance goals for student achievement (2.2.E.1)

Some evidence of improvement exists, but there is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals (2.2.IN.1)

Indifferent to the data, the superintendent blames students, families, and external characteristics (2.2.I.1)

Student success occurs not only on the overall averages, but in each group of

historically disadvantaged students (2.2.HE.2)

The average of the student population improves, as does the achievement of each group of students that has

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previously been identified as needing
improvement (2.2.E.2)

The superintendent does not
believe that student
achievement can improve
(2.2.I.2)

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Explicit use of previous data indicates that the superintendent has focused on improving performance. In areas of previous success, the superintendent aggressively identifies new challenges, moving proficient performance to the exemplary level (2.2.HE.3)

The superintendent has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement (2.2.I.3)

Where new challenges emerge, the superintendent highlights the need, creates effective interventions, and reports improved results (2.2.HE.4)

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

The superintendent has a very open and support seeking attitude towards all stakeholders in the school corporation in regards to matters related to the improvement in student achievement (2.3.HE.1)

?The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement (2.3.E.1)

The superintendent rarely seeks and solicits feedback in matters related to the improvement in student achievement (2.3.IN.1)

The superintendent is perceived by stakeholders as being top-down oriented in all decisions related to the improvement in student achievement (2.3.I.1)

The superintendent regularly surveys staff and other school community groups in this area regarding their views (2.3.HE.2)

Domain 3: Personal Behavior

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

The superintendent is an exemplary model of appropriate professional behavior to all and encourages a positive and professional response from all members of the school community (3.1.HE)

On a regular basis the superintendent has displayed appropriate and professional responses to members of the school community (3.1.E)

Occasionally the superintendent has not responded to school community members with acceptable levels of professionalism (3.1.IN)

The superintendent does not display and use common courtesy regularly and respectful professional responses when dealing with members of the school community (3.1.I)

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3.2 The superintendent organizes time and projects for effective leadership

Personal organization allows the superintendent to consider innovations and be available to engage in leadership activities and collaborate with people at all levels (3.2.HE.1)

The use of organizational development tools is evident by supporting documentation provided by the superintendent (3.2.E.1)

Projects are managed using lists of milestones and deadlines, but are infrequently updated (3.2.IN.1)

Project management is haphazard or absent (3.2.I.1)

The superintendent applies project management to systems thinking throughout the organization (3.2.HE.2)

Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources (3.2.E.2)

The impact of changes is rarely documented (3.2.IN.2)

There is little or no evidence of lists of milestones and deadlines (3.2.I.2)

Domain 4: Building Relationships

4.1 The superintendent demonstrates effective communication with parents and community

There is clear evidence of parent-centered and community-centered communication, including open forums, focus groups, surveys, personal visits, and effective use of technology (4.1.HE.1)

The superintendent assumes leadership roles in important local organizations (e.g., serving on boards of directors, chairing important committees or task forces, leading new community initiatives) (4.1.E.1)

The superintendent occasionally participates in local organizations but does not assume a leadership role in furthering communications (4.1.IN.1)

The superintendent does not identify groups and potential partners within the community (4.1.I.1)

Survey data suggests that parents and community members feel empowered and supportive of educational objectives (4.1.HE.2)

The superintendent actively and effectively develops community trust in the school corporation through individual parent contact, speaking engagements, town hall meetings, public forums, media outlets, events, and other approaches (4.1.E.2)

Initiative for communication more regularly comes from outside entities and not from the superintendent (4.1.IN.2)

The superintendent fails to ensure that all parental and community involvement activities honor the cultures and traditions of the local community (4.1.I.2)

The superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation (4.1.HE.3)

The superintendent seeks out and creates new opportunities for meaningful partnerships or collaborative endeavors (4.1.E.3)

The superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation (4.1.I.3)

The superintendent manages an ever broadening portfolio of partnerships and

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collaborations that support and help to
advance the strategic plan of the school
corporation (4.1.HE.4)



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4.2 The superintendent forges consensus for change and improvement throughout the school corporation

The superintendent uses effective strategies to achieve a consensus for change and improvement (4.2.HE.1)	The superintendent uses effective strategies to work toward a consensus for change and improvement (4.2.E.1)	The superintendent occasionally identifies areas where consensus is necessary (4.2.IN.1)	The superintendent fails to forge consensus for change (4.2.I.1)
Guides others through change and addresses resistance to that change (4.2.HE.2)	Directs change and improvement processes by identifying and securing the systems and allies necessary to support the process (4.2.E.2)	Has identified areas in which consensus is needed but has yet to implement a process for change and/or improvement (4.2.IN.2)	Fails to identify areas in which agreement and/or consensus is necessary (4.2.I.2)
Systemically monitors, implements and sustains the success of strategies for change (4.2.HE.3)	Secures cooperation from key stakeholders in planning and implementing change and driving improvement (4.2.E.3)	Asks for feedback from stakeholders but is not yet successful in securing cooperation (4.2.IN.3)	Rarely or never directs or develops a process for change and/or improvement (4.2.I.3)
			Rarely or never seeks feedback or secures cooperation and makes unilateral decisions (4.2.I.4)

4.3 The superintendent understands the role of the superintendent in engaging the public in controversial issues

The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner (4.3.HE.1)	The superintendent employs a non-confrontational approach to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner (4.3.E.1)	The superintendent employs a limited number of strategies to resolve conflicts and forge consensus within the school corporation community with varying degrees of success (4.3.IN.1)	The superintendent does not respond to conflict in a solution-oriented and/or respectful manner and attempts at consensus building around critical decisions are unsuccessful (4.3.I.1)
The superintendent consistently encourages open dialogue, considers diverse points of view, and empowers and supports administrators in utilizing these conflict resolution strategies (4.3.HE.2)	The superintendent frequently encourages open dialogue, considers diverse points of view, and often empowers and supports administrators in utilizing these conflict resolution strategies (4.3.E.2)		

4.4 The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation

The superintendent communicates with all school members routinely, using a variety of mechanisms, such as weekly notes, up-	dates, and telephone calls (4.4.HE)	The superintendent communicates with all school board members periodically (4.4.E)	The superintendent communicates with selected school board members when needed (4.4.IN)
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Indiana Superintendent Evaluation Rubric-Master

Printed: September 13, 2016 at 10:30am

The superintendent has little communication with the school board outside of meetings (4.4.1)



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Printed: September 13, 2016 at 10:30am



4.5 The superintendent encourages open communication and dialogue with school board members

The superintendent has created an environment where input feedback and from all school board members is both sought and encouraged (4.5.HE.1)

The superintendent seeks input and feedback from all school board members on a frequent basis (4.5.E.1)

The superintendent seeks input and feedback from only a few school board members and usually to garner support for decisions made by the superintendent (4.5.IN.1)

The superintendent rarely seeks input from the school board and tends to make unilateral decisions (4.5.I.1)

The superintendent engages in open discussion with the school board on a consistent basis (4.5.HE.2)

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

The superintendent creates an agenda that prioritizes items related to student achievement and provides complete and thorough background material so that the board can make an informed decision (4.6.HE)

?The superintendent creates an agenda that routinely focuses on student achievement issues and provides enough background material to allow the board to make an informed decision (4.6.E)

The superintendent creates an agenda that occasionally includes items related to student achievement and provides limited background material (4.6.IN)

The superintendent creates an agenda that focuses only on operational matters and provides insufficient background material (4.6.I)

Domain 5: Culture of Achievement

5.1 The superintendent empowers building leaders to set high and demanding academic and behavior expectations for every student and ensures that students are consistently learning

The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance (5.1.HE.1)

The superintendent guides the administrative team in an annual analysis of school and corporation performance (5.1.E.1)

The superintendent requests that the administrative team utilize data sources to analyze corporation and school strengths and weaknesses (5.1.IN.1)

The superintendent does not work with the administrative team to gather and utilize data sources to analyze corporation and school strengths and weaknesses (5.1.I.1)

Multiple data sources are utilized to analyze corporation and schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals (5.1.HE.2)

Data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals (5.1.E.2)

Goals are established that may not be focused or measurable (5.1.IN.2)

Limited data is available and a lack of goal-setting is evident throughout the corporation (5.1.I.2)

Indiana Superintendent Evaluation Rubric-Master

Printed: September 13, 2016 at 10:30am



Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs (5.1.HE.3)	Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs (5.1.E.3)	General expectations are established and limited resources and occasional supports are provided to support the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs (5.1.IN.3)	The superintendent does not establish clear expectations or provide the necessary support for the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs (5.1.I.3)
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5.2 The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement

The superintendent regularly reports on the progress of rigorous academic goals and corporation academic priorities that have been established by the superintendent and approved by the school board (5.2.HE.1)	The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporations program (5.2.E.1)	The superintendent has occasionally made some reference to academic goals and school improvement priorities, but there are no established written goals or formats for academic rigor or improvement approved by the board (5.2.IN.1)	The employees of the school corporation and the school community are unaware of the school corporation academic goals and priorities and there is no apparent and definitive academic direction established by the superintendent (5.2.I.1)
The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board (5.2.HE.2)	Approved goals are shared and available for the entire community (5.2.E.2)		

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

The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs (5.3.HE)	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 (5.3.E)	The superintendent establishes general expectations and resources are limited to students who are struggling academically or behaviorally (5.3.IN)	The superintendent does not set expectations and resources are not allocated on the basis of any identified needs of students (5.3.I)
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5.4 The superintendent guides building-level staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning

The superintendent sets clear expectations and provides resources to support	administrators to consistently and regularly engage all families in supporting their	children's learning at school and home (5.4.HE)	The Superintendent sets clear expectations and provides support for administrators to regularly engage families in
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Printed: September 13, 2016 at 10:30am



supporting their children's learning at school and home (5.4.E)

The superintendent sets general expectations and provides occasional support for administrators to engage families in supporting their children's learning at school and home (5.4.IN)

The superintendent does not set expectations or provide support for administrators to regularly communicate with families on ways to support their children's learning at school and home (5.4.I)

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Printed: September 13, 2016 at 10:30am



Domain 6: Organizational, Operational and Resource Management

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

Decision making is neither by consensus nor by leadership mandate, but is consistently based on the data (6.1.HE.1)

The pattern of decision-making reflects a clear reliance on state and corporation student achievement data as well as on curriculum, instruction, and leadership practices data (6.1.E.1)

Some decisions are based on data, but others are the result of personal preference and tradition (6.1.IN.1)

Data is rarely used for decisions (6.1.I.1)

Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs (6.1.HE.2)

The predominant decision making methodology is mandated from the superintendent or based on what is popular (6.1.I.2)

The superintendent can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis (6.1.HE.3)

A variety of data sources, including qualitative and quantitative, are used (6.1.HE.4)

Data sources include state, corporation, school, and classroom assessments (6.1.HE.5)

Inferences from data are shared widely outside the school community to identify and replicate the most effective practices (6.1.HE.6)

6.2 The superintendent demonstrates personal proficiency in technology implementation and utilization

The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives (6.2.HE.1)

The superintendent personally uses email, word processing, spreadsheets, presentation software, and other software such as student data management systems (6.2.E.1)

The superintendent has mastered some, but not all, software required for proficient performance (6.2.IN.1)

The superintendent has limited literacy with technology (6.2.I.1)

The superintendent serves as a model for

technology implementation (6.2.HE.2)

The superintendent utilizes technology

within his/her daily responsibilities (6.2.E.2)

Indiana Superintendent Evaluation Rubric-Master

Printed: September 13, 2016 at 10:30am



The superintendent takes the initiative to learn new technology but rarely becomes proficient in its use (6.2.IN.2)

There is little or no evidence of the superintendent taking a personal initiative to learn new technology (6.2.I.2)

Indiana Superintendent Evaluation Rubric-Master

Printed: September 13, 2016 at 10:30am



6.3 The superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation's physical plant, equipment, and auxiliary services (e.g., food services, student transportation)

The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster (6.3.HE.1)

The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster (6.3.E.1)

The superintendent has procedures in place to address the safety of students and staff in the event of a disaster (6.3.IN.1)

The superintendent has limited or no procedures in place to address the safety of students and staff in the event of a disaster (6.3.I.1)

Staff members have a working knowledge of procedures (6.3.HE.2)

Periodic review of these procedures is in place (6.3.E.2)

The superintendent attempts to provide a safe and efficient operation of the corporation's physical plant, equipment, and auxiliary services (6.3.IN.2)

The superintendent pays little or no attention to the oversight of the safe and efficient operation of the corporation (6.3.I.2)

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 (6.3.HE.3)

The superintendent provides opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services (6.3.E.3)

Monitoring steps are in place to measure operation efficiencies (6.3.HE.4)

6.4 The superintendent provides responsible fiscal stewardship

The superintendent regularly saves fiscal resources for the corporation and reallocates those resources to help the corporation achieve its strategic priorities (6.4.HE.1)

The superintendent leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities (6.4.E.1)

The superintendent lacks proficiency in using budget to focus resources on strategic priorities (6.4.IN.1)

The superintendent has little proficiency in sound budgetary practices (6.4.I.1)

Results indicate the positive impact of reallocated resources in achieving strategic priorities (6.4.HE.2)

The superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources (6.4.HE.3)

Indiana Superintendent Evaluation Rubric-Master

Printed: September 13, 2016 at 10:30am



6.5 The superintendent demonstrates compliance with legal requirements

The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements (6.5.HE)

The superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and adheres to those standards and requirements (6.5.E)

The superintendent is not respectful of legal standards and/or board policy requirements (6.5.IN)

The superintendent is unaware of the legal standards and board policy requirements (6.5.I)

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Printed: September 13, 2016 at 10:31am



Domain 1.1: Teacher Effectiveness - Human Capital Management

1.1.1 Hiring And Retention

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.1.1.HE.1)

Principal recruits, hires, and supports teachers by: (1.1.1.E.1)

Principal recruits, hires, and supports effective teachers by: (1.1.1.IN.1)

Principal does not recruit, hire, or support effective teachers who share the school's vision/mission by: (1.1.1.I.1)

Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results (1.1.1.HE.2)

Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth (1.1.1.E.2)

Demonstrating ability to increase some teachers' effectiveness (1.1.1.IN.2)

Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings (1.1.1.I.2)

1.1.2 Evaluation Of Teachers

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.1.2.HE.1)

Principal prioritizes and applies teacher evaluations by: (1.1.2.E.1)

Principal prioritizes and applies teacher evaluations by: (1.1.2.IN.1)

Principal does not prioritize and apply teacher evaluations by: (1.1.2.I.1)

Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process. (1.1.2.HE.2)

Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; (1.1.2.E.2)

Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; (1.1.2.IN.2)

Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; (1.1.2.I.2)

Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; (1.1.2.E.3)

Using teacher evaluations to partially differentiate the performance of teacher; (1.1.2.IN.3)

Rarely or never using teacher evaluation to differentiate the performance of teachers ; (1.1.2.I.3)

Following processes and procedures outlined in the corporation evaluation plan for all staff members. (1.1.2.E.4)

Following most processes and procedures outlined in the corporation evaluation plan for all staff members. (1.1.2.IN.4)

Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members. (1.1.2.I.4)

1.1.3 Professional Development

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Printed: September 13, 2016 at 10:31am



At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.1.3.HE.1)

Principal orchestrates professional learning opportunities by: (1.1.3.E.1)

Principal orchestrates aligned professional learning opportunities tuned to staff needs by: (1.1.3.IN.1)

Principal does not orchestrate aligned professional learning opportunities tuned to staff needs by: (1.1.3.I.1)

CA Beard Principal Effectiveness

Printed: September 13, 2016 at 10:31am



Monitoring the impact of implemented learning opportunities on student achievement (1.1.3.HE.2)	Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc.; (1.1.3.E.2)	Providing learning opportunities with little variety of format (1.1.3.IN.2)	Providing no variety in format of learning opportunities (1.1.3.I.2)
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1.1.4 Leadership And Talent Development

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.1.4.HE.1)	Principal develops leadership and talent by: (1.1.4.E.1)	Principal develops leadership and talent by: (1.1.4.IN.1)	Principal does not develop leadership and talent by: (1.1.4.I.1)
Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task (1.1.4.HE.2)	Providing formal and informal opportunities to mentor emerging leaders (1.1.4.E.2)	Providing formal and informal opportunities to mentor some, but not all, emerging leaders; (1.1.4.IN.2)	Rarely or never provides mentorship to emerging leaders (1.1.4.I.2)
Recognizing and celebrating emerging leaders (1.1.4.HE.3)	Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities (1.1.4.E.3)	Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders (1.1.4.IN.3)	Providing no support and encouragement of leadership and growth (1.1.4.I.3)
			Frequently assigns responsibilities without allocating necessary authority. (1.1.4.I.5)

1.1.5 Delegation

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.1.5.HE.1)	Principal delegates tasks and responsibilities appropriately by: (1.1.5.E.1)	Principal delegates tasks and responsibilities appropriately by: (1.1.5.IN.1)	Principal does not delegate tasks and responsibilities appropriately by: (1.1.5.I.1)
Encouraging and supporting staff members to seek out responsibilities; (1.1.5.HE.2)	Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; (1.1.5.E.2)	Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness; (1.1.5.IN.2)	Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; (1.1.5.I.2)
Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities. (1.1.5.HE.3)	Monitoring the progress towards success of those to whom delegations have been made; (1.1.5.E.3)	Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion; (1.1.5.IN.3)	Rarely or never monitoring completion of or progress toward delegated task and/or responsibility; (1.1.5.I.3)

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Printed: September 13, 2016 at 10:31am



Providing support to staff members as needed. (1.1.5.E.4)

Providing support, but not always as needed. Rarely or never providing support. (1.1.5.I.4)
(1.1.5.IN.4)

CA Beard Principal Effectiveness

Printed: September 13, 2016 at 10:31am



1.1.6 Addressing Teachers Who Are In Need Of Improvement Or Ineffective

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.1.6.HE.1)	Principal addresses teachers in need of improvement or ineffective by: (1.1.6.E.1)	Principal addresses teachers in need of improvement or ineffective by: (1.1.6.IN.1)	Principal does not address teachers in need of improvement or ineffective by: (1.1.6.I.1)
Tracking remediation plans in order to inform future decisions about effectiveness of certain supports; (1.1.6.HE.2)	Developing remediation plans with teachers rated as ineffective or in need of improvement; (1.1.6.E.2)		Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; (1.1.6.I.2)
Staying in frequent communication with teachers on remediation plans to ensure necessary support. (1.1.6.HE.3)	Monitoring the success of remediation plans; (1.1.6.E.3)	Occasionally monitoring the success of remediation plans; (1.1.6.IN.3)	Rarely or never monitoring the success of remediation plans; (1.1.6.I.3)
	Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. (1.1.6.E.4)	Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. (1.1.6.IN.4)	Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. (1.1.6.I.4)

Domain 1.2: Teacher Effectiveness - Instructional Leadership

1.2.1 Mission And Vision

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.2.1.HE.1)	Principal supports a school-wide instructional vision and/or mission by: (1.2.1.E.1)	Principal supports a school-wide instructional vision and/or mission by: (1.2.1.IN.1)	Principal does not support a school-wide instructional vision and/or mission by: (1.2.1.I.1)
Monitoring and measuring progress toward the school's vision and/or mission (1.2.1.HE.2)	Defining specific instructional and behavioral actions linked to the school's vision and/or mission; (1.2.1.E.2)	Making significant key decisions without alignment to the vision and/or mission (1.2.1.IN.2)	Defining a school-wide instructional vision and/or mission that is not applied to decisions (1.2.1.I.2)
Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups (1.2.1.HE.3)	Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers	and students (1.2.1.E.3)	Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students (1.2.1.IN.3)

CA Beard Principal Effectiveness

Printed: September 13, 2016 at 10:31am

Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness (1.2.1.1.3)



CA Beard Principal Effectiveness

Printed: September 13, 2016 at 10:31am



Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor (1.2.1.HE.4)

Ensuring all key decisions are aligned to the vision and/or mission. (1.2.1.E.4)

1.2.2 Classroom Observations

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.2.2.HE.1)

Principal uses classroom observations to support student academic achievement by: (1.2.2.E.1)

Principal uses classroom observations to support student academic achievement by: (1.2.2.IN.1)

Principal uses classroom observations to support student academic achievement by: (1.2.2.I.1)

Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority; (1.2.2.HE.2)

Visiting all teachers frequently (announced and unannounced) to observe instruction; (1.2.2.E.2)

Occasionally visiting teachers to observe instruction; (1.2.2.IN.2)

Rarely or never visiting teachers to observe instruction; (1.2.2.I.2)

Monitoring the impact of feedback provided to teachers. (1.2.2.HE.3)

Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality; (1.2.2.E.3)

Occasionally analyzing student performance data to drive instruction evaluate instructional quality; (1.2.2.IN.3)

Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data; (1.2.2.I.3)

Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data. (1.2.2.E.4)

Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes. (1.2.2.IN.4)

Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes. (1.2.2.I.4)

Domain 2.1: Leadership Actions - Personal Behavior

2.1.1 Professionalism

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.1.1.HE.1)

Principal displays professionalism by: (2.1.1.E.1)

Principal supports professionalism by: (2.1.1.IN.1)

Principal does not support professionalism by: (2.1.1.I.1)

Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; (2.1.1.HE.2)

Modeling professional, ethical, and respectful behavior at all times; (2.1.1.E.2)

Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations; (2.1.1.IN.2)

Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; (2.1.1.I.2)

CA Beard Principal Effectiveness

Printed: September 13, 2016 at 10:31am



Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times. (2.1.1.HE.3)

Expecting students and colleagues to display professional, ethical, and respectful behavior at all times. (2.1.1.E.3)

Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations. (2.1.1.IN.3)

Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations. (2.1.1.I.3)

CA Beard Principal Effectiveness

Printed: September 13, 2016 at 10:31am



2.1.2 Initiative And Persistence

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.1.2.HE.1)	Principal displays initiative and persistence by: (2.1.2.E.1)	Principal displays initiative and persistence by: (2.1.2.IN.1)	Principal does not display initiative and persistence by: (2.1.2.I.1)
Exceeding typical expectations to accomplish ambitious goals; (2.1.2.HE.2)	Consistently achieving expected goals; (2.1.2.E.2)	Achieving most, but not all expected goals; (2.1.2.IN.2)	Rarely or never achieving expected goals; (2.1.2.I.2)
Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement; (2.1.2.HE.3)	Taking on voluntary responsibilities that contribute to school success; (2.1.2.E.3)	Occasionally taking on additional, voluntary responsibilities that contribute to school success; (2.1.2.IN.3)	Rarely or never taking on additional, voluntary responsibilities that contribute to school success; (2.1.2.I.3)
Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement. (2.1.2.HE.4)	Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement; (2.1.2.E.4)	Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement; (2.1.2.IN.4)	Rarely or never taking risks to support students in achieving results; (2.1.2.I.4)
	Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. (2.1.2.E.5)	Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. (2.1.2.IN.5)	Never seeking out potential partnerships. (2.1.2.I.5)

Domain 2.2: Leadership Actions - Building Relationships

2.2.1 Culture Of Urgency

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.2.1.HE.1)	Principal creates an organizational culture of urgency by: (2.2.1.E.1)	Principal creates an organizational culture of urgency by: (2.2.1.IN.1)	Principal does not create an organizational culture of urgency by: (2.2.1.I.1)
Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement. (2.2.1.HE.2)	Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations; (2.2.1.E.2)	Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders; (2.2.1.IN.2)	Failing to align efforts of students and teachers to a shared understanding of academic and behavioral expectations; (2.2.1.I.2)

CA Beard Principal Effectiveness

Printed: September 13, 2016 at 10:31am



Leading a relentless pursuit of these expectations. (2.2.1.E.3)

Occasionally leading a pursuit of these expectations. (2.2.1.IN.3)

Failing to identify the efforts of students and teachers, thus unable to align these efforts. (2.2.1.I.3)

CA Beard Principal Effectiveness

Printed: September 13, 2016 at 10:31am



2.2.2 Communication

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.2.2.HE.1)	Principal skillfully and clearly communicates by: (2.2.2.E.1)	Principal skillfully and clearly communicates by: (2.2.2.IN.1)	Principal does not skillfully and clearly communicate by: (2.2.2.I.1)
To the extent possible, messaging key concepts in real time; (2.2.2.HE.2)	Messaging key concepts, such as the school's goals, needs, plans, success, and failures; (2.2.2.E.2)	Messaging most, but not all, key concepts; (2.2.2.IN.2)	Rarely or never messaging key concepts; (2.2.2.I.2)
Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate; (2.2.2.HE.3)	Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc; (2.2.2.E.3)	Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; (2.2.2.IN.3)	Interacting with a limited number of stakeholders and failing to reach several key groups and organizations; (2.2.2.I.3)
Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations. (2.2.2.HE.4)	Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc. (2.2.2.E.4)	Utilizing a limited number of means and approaches to communication. (2.2.2.IN.4)	Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication. (2.2.2.I.4)

Domain 3: Checklist Items

3.1 Meets Established Deadlines for Board Meeting Items

Highly Effective (3.1.HE)	Effective (3.1.E)	Needs Improvement (3.1.IN)	Ineffective (3.1.I)
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3.2 Meets Established Deadlines for Requested Materials and Reports

Highly Effective (3.2.HE)	Effective (3.2.E)	Needs Improvement (3.2.IN)	Ineffective (3.2.I)
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3.3 Submitted Information and Data are Correct and Complete Upon Submission

Highly Effective (3.3.HE)	Effective (3.3.E)	Needs Improvement (3.3.IN)	Ineffective (3.3.I)
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Printed: September 13, 2016 at 10:31am



3.4 Arrives On Time for Scheduled Meetings and Events

Highly Effective (3.4.HE)

Effective (3.4.E)

Needs Improvement (3.4.IN)

Ineffective (3.4.I)

CA Beard Principal Effectiveness

Printed: September 13, 2016 at 10:31am



3.5 Manages Budget Items in a Manner that is Beneficial to Students but Fiscally Responsible

Highly Effective (3.5.HE)

Effective (3.5.E)

Needs Improvement (3.5.IN)

Ineffective (3.5.I)

Domain 4: Core Professionalism

4.1 Attendance

Individual has not demonstrated a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) (4.1.MS)

Individual demonstrates a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) (4.1.DNMS)

4.2 On-Time Arrival

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.MS)

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.DNMS)

4.3 Policies and Procedures

Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) (4.3.MS)

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.DNMS)

4.4 Respect

Individual demonstrates a pattern of

interacting with students, colleagues, parents/guardians, and community members in a respectful manner (4.4.MS)

RISE 2.0 Assistant Principal with Optional Competencies

Printed: September 13, 2016 at 12:03pm



Domain 1.1: Teacher Effectiveness-Mission and Vision

1.1.1 Contributes to the achievement of the mission & vision

In addition to Level 3, the assistant principal: (1.1.1.HE.1)	The assistant principal: (1.1.1.E.1)	The assistant principal: (1.1.1.IN.1)	The assistant principal: (1.1.1.I.1)
Catalyzes commitment to and vigorous pursuit of the school's vision & mission (1.1.1.HE.2)	Works through complex issues in ways that energize stakeholder commitment (1.1.1.E.2)	Contributes individual capabilities to achieve essential objectives (1.1.1.IN.2)	Prioritizes personal gain over the attainment of organizational goals in pursuit of the mission and vision (1.1.1.I.2)
	Contributes individual capabilities and leading group initiatives that consistently achieve essential objectives (1.1.1.E.3)	Organizes people and resources towards the pursuit of key objectives, but the results of these ventures are inconsistent (1.1.1.IN.3)	Exhibits actions or behaviors that negatively affect stakeholder commitment (1.1.1.I.3)
	Translates the vision and mission into daily school practices (1.1.1.E.4)		

1.1.2 Assists the principal in hiring, developing and retaining effective teachers

In addition to Level 3, the assistant principal: (1.1.2.HE.1)	The assistant principal: (1.1.2.E.1)	The assistant principal: (1.1.2.IN.1)	The assistant principal: (1.1.2.I.1)
Provides the student management and/or instructional support necessary to develop and retain effective early career teachers (1.1.2.HE.2)	Bases hiring recommendations primarily on the teacher's level of effectiveness (1.1.2.E.2)	Examines a teacher's level of effectiveness, but does not use it as the primary factor in hiring recommendations (1.1.2.IN.2)	Disregards or fails to examine teacher's level of effectiveness when making hiring recommendations (1.1.2.I.2)
	Takes specific actions to facilitate the development and retention of effective staff members (1.1.2.E.3)	Takes action steps that have a limited effective on the development and/or retention of effective teachers (1.1.2.IN.3)	Fails to take consistent steps to facilitate the development and/or retention of effective teachers (1.1.2.I.3)
	Aligns personnel recommendations with the vision and mission of the school (1.1.2.E.4)	Occasionally aligns the school's vision/mission to hiring recommendations (1.1.2.IN.4)	Fails to align hiring recommendations to the mission and vision of the school (1.1.2.I.4)

RISE 2.0 Assistant Principal with Optional Competencies

Printed: September 13, 2016 at 12:03pm



Domain 1.2: Teacher Effectiveness - Capital Management

1.2.1 Observes professional practice

In addition to Level 3, the assistant principal: (1.2.1.HE.1)	The assistant principal: (1.2.1.E.1)	The assistant principal: (1.2.1.IN.1)	The assistant principal: (1.2.1.I.1)
Systematically tracks the number of observations, type of feedback delivered, and whether the feedback was implemented (1.2.1.HE.2)	Examines prior performance and student achievement data to inform observations and walkthroughs (1.2.1.E.2)	Frequently categorizes instructional practice inaccurately (1.2.1.IN.2)	Fails to conduct an adequate number of observations (1.2.1.I.2)
Differentiates the number of observations based on observed levels of teacher effectiveness (1.2.1.HE.3)	Accurately categorizes observed instructional practice (1.2.1.E.3)	Conducts the minimum number of required observations, despite observed deficiencies in professional practice (1.2.1.IN.3)	Fails to implement a system to track the number of observations and/or the type of feedback offered to teachers (1.2.1.I.3)
	Tracks the number of observations and type of feedback delivered and regularly communicates observed deficiencies in teacher practice to the principal (1.2.1.E.4)	Tracks the number of observations and type of feedback delivered, but fails to communicate observation results to the principal (1.2.1.IN.4)	

1.2.2 Provides actionable feedback

In addition to Level 3, the assistant principal: (1.2.2.HE.1)	The assistant principal: (1.2.2.E.1)	The assistant principal: (1.2.2.IN.1)	The assistant principal: (1.2.2.I.1)
Models desired actions or schedules opportunities for the teacher to learn from other teachers (1.2.2.HE.2)	Develops bite-sized action plans focused on the highest leverage teacher actions (1.2.2.E.2)	Develops action plans, but fails to consistently focus the plans on the highest leverage teacher actions (1.2.2.IN.2)	Provides limited, high-level feedback to teachers or fails to provide post-observation feedback altogether (1.2.2.I.2)
Assists the teacher in rewriting lesson plans, unit plans, assessments, etc. (1.2.2.HE.3)	Provides clear directions for how to do the most important tasks well (1.2.2.E.3)	Leaves implementation of feedback to chance by failing to consistently follow up (1.2.2.IN.3)	Fails to develop action plans with teachers (1.2.2.I.3)
	Frequently follows up to ensure feedback is implemented with fidelity (1.2.2.E.4)		

RISE 2.0 Assistant Principal with Optional Competencies

Printed: September 13, 2016 at 12:03pm



1.2.3 Monitors student performance

In addition to Level 3, the assistant principal: The assistant principal: (1.2.3.E.1)
(1.2.3.HE.1)

The assistant principal: (1.2.3.IN.1)

The assistant principal: (1.2.3.I.1)

RISE 2.0 Assistant Principal with Optional Competencies

Printed: September 13, 2016 at 12:03pm



Develops teachers' collective ability to positively impact student learning (1.2.3.HE.2)	Regularly analyzes student-level results from classroom and formative assessments in post-observation or other 1:1 teacher meetings to identify instructional and achievement gaps (1.2.3.E.2)	Discusses results from formative assessments in broad terms, but fails to examine student-level data with teachers (1.2.3.IN.2)	Primarily analyzes data only after statewide achievement tests are complete (1.2.3.I.2)
Collaborates with teachers to identify students that may benefit from the school's academic support or high ability programs (1.2.3.HE.3)	Collaboratively develops concrete action steps aligned with student and teacher needs (1.2.3.E.3)	Allows teachers to establish action steps that lack clarity or alignment to performance data (1.2.3.IN.3)	Fails to identify action steps that are aligned with interim or classroom assessment data (1.2.3.I.3)
	Frequently follows up to ensure action plans are implemented with fidelity (1.2.3.E.4)	Fails to frequently follow up to ensure proper implementation (1.2.3.IN.4)	

1.2.4 Demonstrates commitment to improve teacher performance

In addition to Level 3, the assistant principal: (1.2.4.HE.1)	The assistant principal: (1.2.4.E.1)	The assistant principal: (1.2.4.IN.1)	The assistant principal: (1.2.4.I.1)
Identifies and facilitates opportunities for teachers to share best practices (1.2.4.HE.2)	Facilitates frequent differentiated opportunities for teachers to engage in professional learning to increase their effectiveness as instructors (1.2.4.E.2)	Facilitates general opportunities for teachers to engage in professional learning to increase their effectiveness as instructors (1.2.4.IN.2)	Disregards the need for individualized assistance/coaching (1.2.4.I.2)
Demonstrates the ability to increase the teachers' effectiveness as evidenced by positive gains in student achievement (1.2.4.HE.3)	Facilitates frequent 1:1 assistance or coaching to ensure proper implementation of new instructional strategies (1.2.4.E.3)	Provides individual assistance/coaching that is infrequent (1.2.4.IN.3)	Provides limited opportunities for teachers to engage in professional learning (1.2.4.I.3)

Domain 1.3: Teacher Effectiveness- Talent Review

1.3.1 Assists the principal with the evaluation of teachers

In addition to Level 3, the assistant principal: (1.3.1.HE.1)	The assistant principal: (1.3.1.E.1)	The assistant principal: (1.3.1.IN.1)	The assistant principal: (1.3.1.I.1)
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RISE 2.0 Assistant Principal with Optional Competencies

Printed: September 13, 2016 at 12:03pm



Uses knowledge of teacher strengths and weaknesses to assist the principal with strategic planning (1.3.1.HE.2)

Ensures all evaluation processes and expectations are transparent and clear (1.3.1.E.2)

Follows corporation policies and procedures, but fails to make these explicit to staff members evaluated (1.3.1.IN.2)

Fails to allocate the necessary time and resources to complete teacher evaluations as evidenced by inconsistent or nonexistent documentation (1.3.1.I.2)

RISE 2.0 Assistant Principal with Optional Competencies

Printed: September 13, 2016 at 12:03pm



Allocates necessary time and resources to complete thorough, accurate and defensible evaluations (1.3.1.E.3)	Allocates necessary time and resources to complete thorough evaluation, but summative ratings fail to differentiate teacher effectiveness (1.3.1.IN.3)	Incorporates limited student data and evidence of teacher practice in evaluation ratings (1.3.1.I.3)
Demonstrates the ability to identify individual teacher strengths and weaknesses (1.3.1.E.4)		
Uses all available data to assign summative ratings that clearly differentiate the effectiveness of teachers (1.3.1.E.5)		

Domain 2.1: Leadership Actions - Professional Leadership

2.1.1 Effectively communicates

In addition to Level 3, the assistant principal: (2.1.1.HE.1)	The assistant principal: (2.1.1.E.1)	The assistant principal: (2.1.1.IN.1)	The assistant principal: (2.1.1.I.1)
Uses communication to build commitment for and establish a pressing sense of urgency to achieve organizational goals (2.1.1.HE.2)	Communicates well with appropriate audiences and responds in a timely manner to resolve expressed concerns (2.1.1.E.2)	Maintains inconsistent lines of communication and/or selects communication methods or media that have limited effectiveness (2.1.1.IN.2)	Fails to keep appropriate audiences informed. Uses methods of communication that are ineffective or inappropriate for the circumstance/audience (2.1.1.I.2)
Maintains high visibility, accessibility, and establishes strong lines of communication (2.1.1.HE.3)	Uses appropriate communication methods and media (2.1.1.E.3)	Responds in an inconsistent manner to resolve expressed concerns (2.1.1.IN.3)	
	Maintains appropriate visibility and accessibility to staff (2.1.1.E.4)		

2.1.2 Reflects on practice and continually learns

In addition to Level 3, the assistant principal: (2.1.2.HE.1)	The assistant principal: (2.1.2.E.1)	The assistant principal: (2.1.2.IN.1)	The assistant principal: (2.1.2.I.1)
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RISE 2.0 Assistant Principal with Optional Competencies

Printed: September 13, 2016 at 12:03pm



Promotes a culture of self-reflection and continuous improvement (2.1.2.HE.2)

Expresses willingness to learn and openly acknowledges areas for growth (2.1.2.E.2)

Expresses willingness to learn from others, but is reluctant to admit own shortcomings (2.1.2.IN.2)

Resists changes to personal or leadership behaviors (2.1.2.I.2)

RISE 2.0 Assistant Principal with Optional Competencies

Printed: September 13, 2016 at 12:03pm



Engages self and others in professional growth experiences that translate into a demonstrable impact on student culture and achievement (2.1.2.HE.3)	Learns from personal experiences and the actions/insights of others (2.1.2.E.3)	Establishes and achieves most personal and/or professional growth goals, but requires significant input from the principal in establishing priorities and action steps (2.1.2.IN.3)	Fails to consistently achieve professional growth goals as outlined in professional growth plan (2.1.2.I.3)
	Establishes priorities and achieves action plans focused on high-leverage leadership competencies (2.1.2.E.4)		

2.1.3 Demonstrates resiliency and persistence

In addition to Level 3, the assistant principal: (2.1.3.HE.1)	The assistant principal: (2.1.3.E.1)	The assistant principal: (2.1.3.IN.1)	The assistant principal: (2.1.3.I.1)
Engages staff and self in a continuous pursuit of professional growth and school improvement (2.1.3.HE.2)	Uses challenges and setbacks to inspire creative problem solving and renewed commitment to accomplish ambitious goals (2.1.3.E.2)	Demonstrates the desire to produce great results, but fails to properly prioritize action steps or leverage available resources to achieve ambitious goals (2.1.3.IN.2)	Reacts with visible frustration to challenging problems or setbacks (2.1.3.I.2)
Anticipates problems and confronts and solves problems that have yet to be successfully addressed (2.1.3.HE.3)	Identifies action steps and leverages available resources to confront difficult problems (2.1.3.E.3)		Easily loses focus on improving student achievement (2.1.3.I.3)

2.1.4 Monitors time and task management

In addition to Level 3, the assistant principal: (2.1.4.HE.1)	The assistant principal: (2.1.4.E.1)	The assistant principal: (2.1.4.IN.1)	The assistant principal: (2.1.4.I.1)
Prioritizes being an instructional leader above all else (2.1.4.HE.2)	Consistently allocates the time and resources necessary to achieve ambitious goals (2.1.4.E.2)	Establishes and monitors progress towards goals, but fails to shield highest leverage activities from low-level distractions (2.1.4.IN.2)	Rarely protects time for instructional leadership priorities (2.1.4.I.2)
Is a model of punctuality and timeliness in discharging his/her professional responsibilities (2.1.4.HE.3)	Spends time on high leverage activities (2.1.4.E.3)	Delegates applicable responsibilities to other staff, but doesn't consistently provide the support necessary for them to achieve success in these activities (2.1.4.IN.3)	Is frequently distracted by activities that could be delegated to others or that are unrelated to achieving the school's goals (2.1.4.I.3)

RISE 2.0 Assistant Principal with Optional Competencies

Printed: September 13, 2016 at 12:03pm



Delegates applicable responsibilities to other staff and helps them achieve success in these activities (2.1.4.E.4)

RISE 2.0 Assistant Principal with Optional Competencies

Printed: September 13, 2016 at 12:03pm



Domain 2.2: Leadership Actions - School Leadership

2.2.1 Maintains a culture of excellence

In addition to Level 3, the assistant principal: (2.2.1.HE.1)	The assistant principal: (2.2.1.E.1)	The assistant principal: (2.2.1.IN.1)	The assistant principal: (2.2.1.I.1)
Instills the daily habits necessary to create a culture of excellence (2.2.1.HE.2)	Contributes to the maintenance and/or development of a student-centered culture that instills excellence and promotes learning (2.2.1.E.2)	Possesses positive beliefs and assumptions about the potential of students and staff to learn and grow, but fails to contribute consistently to the maintenance and/or development of a student-centered culture (2.2.1.IN.2)	Fails to take the initiative to identify and recognize the accomplishments of others (2.2.1.I.2)
Is unwavering in maintaining high expectations for everyone (2.2.1.HE.3)	Provides students and staff the support, time, and structures necessary to be successful (2.2.1.E.3)	Recognizes and celebrates the accomplishments of others, but allows smaller performance issues to go uncorrected (2.2.1.IN.3)	Consistently ignores staff or student performance issues (2.2.1.I.3)
	Celebrates the accomplishments of others and proactively resolves performance issues (2.2.1.E.4)		

2.2.2 Enhances teacher collaboration

In addition to Level 3, the assistant principal: (2.2.2.HE.1)	The assistant principal: (2.2.2.E.1)	The assistant principal: (2.2.2.IN.1)	The assistant principal: (2.2.2.I.1)
Assists the principal in establishing a culture of collaboration that drives positive gains in student achievement (2.2.2.HE.2)	Facilitates teacher collaboration to design and implement student-centered initiatives aligned to the mission and vision of the school (2.2.2.E.2)	Supports and encourages teamwork and collaboration on student-centered initiatives, but fails to hold teams to high performance standards (2.2.2.IN.2)	Fails to provide teacher teams the support and/or resources necessary to achieve desired results (2.2.2.I.2)
	Holds collaborating teams accountable for achieving desired results (2.2.2.E.3)		Fails to develop group relationships that promote teamwork, openness, and/or collective problem solving (2.2.2.I.3)

2.2.3 Supports a universal code of conduct

RISE 2.0 Assistant Principal with Optional Competencies

Printed: September 13, 2016 at 12:03pm



In addition to Level 3, the assistant principal:
(2.2.3.HE.1)

The assistant principal: (2.2.3.E.1)

The assistant principal: (2.2.3.IN.1)

The assistant principal: (2.2.3.I.1)

RISE 2.0 Assistant Principal with Optional Competencies

Printed: September 13, 2016 at 12:03pm



Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors (2.2.3.HE.2)	Coaches a culture of excellence through repeated practice and modeling of desired behaviors (2.2.3.E.2)	Supports the maintenance of routines, procedures, and policies, but is primarily reactive (2.2.3.IN.2)	Sends inconsistent messages about school policy (2.2.3.I.2)
	Consistently and fairly applies positive and negative consequences for behavior (2.2.3.E.3)	Fails to consistently apply either positive and/or negative consequences for behavior (2.2.3.IN.3)	Tolerates discipline violations and allows positive student and staff behavior to go unrecognized (2.2.3.I.3)
	Promotes a predictable, safe learning environment through consistency of actions (2.2.3.E.4)		

2.2.4 Engage families and the community in student learning

In addition to Level 3, the assistant principal: (2.2.4.HE.1)	The assistant principal: (2.2.4.E.1)	The assistant principal: (2.2.4.IN.1)	The assistant principal: (2.2.4.I.1)
Demonstrates steadfast commitment to engaging parents who are traditionally uninvolved in their children's education (2.2.4.HE.2)	Fosters partnerships with families, community agencies and/or the corporate sector (2.2.4.E.2)	Establishes relationships with key stakeholders, but does not capitalize upon their strengths to enhance student learning (2.2.4.IN.2)	Rarely connects with stakeholders about student learning or to build commitment to key school improvement efforts (2.2.4.I.2)
	Capitalizes on the strengths of stakeholders in the community to provide interventions, supports and resources to meet student needs (2.2.4.E.3)	Inconsistently engages established parents (2.2.4.IN.3)	
	Assists the principal in securing cooperation from family and community members to support school improvement initiatives (2.2.4.E.4)		

Domain 3: Professional Development

3.1 Oversees school-wide professional development

In addition to Level 3, the assistant principal: (3.1.HE.1)	The assistant principal: (3.1.E.1)	The assistant principal: (3.1.IN.1)	The assistant principal: (3.1.I.1)
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RISE 2.0 Assistant Principal with Optional Competencies

Printed: September 13, 2016 at 12:03pm



Leverages teacher leaders to provide differentiated professional development opportunities based on individual need (3.1.HE.2)	Uses student performance data and teacher evaluation results to develop a systemic plan for professional development (3.1.E.2)	Provides generalized learning opportunities aligned to the professional needs of some teachers, based on student academic performance data and teacher evaluation results (3.1.IN.2)	Fails to provide regular professional development opportunities aligned to the staff's learning needs (3.1.I.2)
Facilitates differentiated professional development that consistently promote improvements in observed teacher practice and/or student achievement (3.1.HE.3)	Assists the principal in providing teachers and administrative team members differentiated professional development opportunities (3.1.E.3)	Fails to effectively monitor the impact of professional development on student learning and/or teacher effectiveness (3.1.IN.3)	
	Monitors the impact of professional development on student learning and teacher effectiveness (3.1.E.4)		

3.2 Builds productive professional learning communities

In addition to Level 3, the assistant principal: (3.2.HE.1)	The assistant principal: (3.2.E.1)	The assistant principal: (3.2.IN.1)	The assistant principal: (3.2.I.1)
Builds a systemic culture of inquiry into best practice that has a demonstrable impact on teacher practice and student achievement (3.2.HE.2)	Strategically assigns teachers to each team and ensures teachers have well-defined leadership roles and expectations (3.2.E.2)	Strategically assigns teachers to each team, but fails to provide well-defined leadership roles and/or expectations (3.2.IN.2)	Places little emphasis on team composition (3.2.I.2)
	Assists teams in establishing priorities and developing ambitious and measurable goals (3.2.E.3)	Assists the teams in establishing priorities and developing goals, but those goals often lack rigor and/or measurability (3.2.IN.3)	Fails to hold teams accountable for establishing clear goals (3.2.I.3)
	Provides each team with the resources/support necessary for them to achieve their goals (3.2.E.4)	Provides inconsistent support to teams (3.2.IN.4)	Provides little or no support to teams (3.2.I.4)

3.3 Addresses teachers rated ineffective or improvement necessary

In addition to Level 3, the assistant principal: (3.3.HE.1)	The assistant principal: (3.3.E.1)	The assistant principal: (3.3.IN.1)	The assistant principal: (3.3.I.1)
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RISE 2.0 Assistant Principal with Optional Competencies

Printed: September 13, 2016 at 12:03pm



Proactively assists teachers with achieving the goals outlined in the teacher's remediation plan (3.3.HE.2)	Assists the principal with the development of a remediation plan for teachers that <ul style="list-style-type: none"> o Focuses on highest leverage teacher actions o Includes measurable goals and action steps o Contains a timeline and system to monitor implementation o Outlines consequences for failure to improve performance (3.3.E.2) 	Assists with the development of a remediation plan that fails to provide the tools and/or assistance/coaching necessary to improve performance (3.3.IN.2)	Fails to develop a remediation plan, or develops a plan that is not compliant with local or state policy (3.3.I.2)
	Provides tools and the assistance/coaching necessary to improve performance (3.3.E.3)	Establishes goals or action steps that are either immeasurable or fail to address the highest leverage teacher actions (3.3.IN.3)	
	Where appropriate, recommends termination of underperforming teachers using performance-based evidence (3.3.E.4)		

3.4 Assists the principal with talent & leadership development

In addition to Level 3, the assistant principal: (3.4.HE.1)	The assistant principal: (3.4.E.1)	The assistant principal: (3.4.IN.1)	The assistant principal: (3.4.I.1)
Capitalizes on the strengths of emerging leaders to positively impact student and/or staff performance (3.4.HE.2)	Collaboratively establishes ambitious professional learning goals with effective and highly effective teachers (3.4.E.2)	Uses summative evaluations and other available information to identify teachers with leadership potential, but provides limited support to ensure their success (3.4.IN.2)	Bases talent management decisions on personal preference rather than available data or demonstrated ability (3.4.I.2)
	Uses performance data to identify and recommend emerging leaders for increased teacher leadership roles (3.4.E.3)		Fails to provide meaningful support to emerging leaders (3.4.I.3)
	Provides meaningful support to emerging leaders in new teacher leadership roles (3.4.E.4)		

Domain 4: Curriculum and Instructional Leadership

RISE 2.0 Assistant Principal with Optional Competencies

Printed: September 13, 2016 at 12:03pm



4.1 Oversees aligned curricula, instruction and assessments

In addition to Level 3, the assistant principal: The assistant principal: (4.1.E.1)

The assistant principal: (4.1.IN.1)

The assistant principal: (4.1.I.1)

RISE 2.0 Assistant Principal with Optional Competencies

Printed: September 13, 2016 at 12:03pm



Uses common interim assessments to define the rigor of the academic program (4.1.HE.2)	Collaborates with teachers to ensure that the curriculum, instructional strategies, and interim assessments align with each other and with state standards and end-goal assessments in all subject areas (4.1.E.2)	Ensures that curriculum, instructional strategies, and interim assessments align with each other and with state standards and end-goal assessments in most, but not all subjects (4.1.IN.2)	Supports teacher use of a curriculum that is not aligned to state standards, instructional strategies, or assessments (4.1.I.2)
Builds the capacity of the leadership team to analyze standards, curricula, and aligned assessments to improve teaching and learning (4.1.HE.3)	Facilitates inter-grade level meetings to ensure vertical articulation of the curriculum (4.1.E.3)	Utilizes some available interim assessments, but fails to implement interim assessments in all courses (4.1.IN.3)	Resists revisions to the curriculum, even when supported by student learning outcomes (4.1.I.3)
	Engages teams of teachers in a systematic analysis of student learning outcomes and curriculum revisions (4.1.E.4)	Allows time for teachers to analyze and revise their curriculum, but does not take a systematic approach to this process (4.1.IN.4)	

4.2 Supports the development and implementation of rigorous student learning objectives

In addition to Level 3, the assistant principal: (4.2.HE.1)	The assistant principal: (4.2.E.1)	The assistant principal: (4.2.IN.1)	The assistant principal: (4.2.I.1)
Builds the capacity of the leadership team to provide teachers with effective feedback on establishing and monitoring rigorous SLOs (4.2.HE.2)	Develops and monitors systems and processes to ensure the development of rigorous SLOs aligned to state or national standards (4.2.E.2)	Develops and monitors systems and processes to ensure the development of SLOs, but fails to ensure they are implanted with fidelity (4.2.IN.2)	Diminishes the value of SLOs by allowing for extreme variation in the rigor and/or alignment of SLOs with state or national standards (4.2.I.2)
	Leads collaborative work sessions to develop and revisit SLOs with teachers throughout the year as necessary (4.2.E.3)	Fails to facilitate opportunities to the rigor and/or alignment with state or national standards varies (4.2.IN.3)	

4.3 Uses data to drive instruction

In addition to Level 3, the assistant principal: (4.3.HE.1)	The assistant principal: (4.3.E.1)	The assistant principal: (4.3.IN.1)	The assistant principal: (4.3.I.1)
Develops teacher leaders' capacity to drive data-driven instruction and decision making (4.3.HE.2)	Ensures the availability of clear and intuitive data reports for teacher analysis (4.3.E.2)	Trains teachers in the use of data, but does not develop, purchase, or institute systems to make team or individual analysis of data an	efficient and teacher friendly process (4.3.IN.2)

RISE 2.0 Assistant Principal with Optional Competencies

Printed: September 13, 2016 at 12:03pm



Limits analysis of data to year-end	autopsies	(4.3.I.2)
Facilitates the development of a culture of data-driven decision making that has a demonstrable impact on curriculum design and student achievement (4.3.HE.3)	Orchestrates frequent and timely teacher team collaboration for data analysis (4.3.E.3)	Inadequately supports staff's use of data to guide instruction (4.3.I.3)

RISE 2.0 Assistant Principal with Optional Competencies

Printed: September 13, 2016 at 12:03pm



Provides teachers with the knowledge and skills necessary to use data to drive instructional improvements (4.3.E.4)

4.4 Implements appropriate academic interventions

In addition to Level 3, the assistant principal: (4.4.HE.1)

The assistant principal: (4.4.E.1)

The assistant principal: (4.4.IN.1)

The assistant principal: (4.4.I.1)

Implements interventions that have a proven ability to increase student performance (4.4.HE.2)

Ensures appropriate school-level and classroom-level programs are in place to help students meet their academic goals (4.4.E.2)

Ensures school-level and classroom-level programs are in place to help most students meet their academic goals (4.4.IN.2)

Fails to properly utilize and/or develop appropriate academic interventions for students that fail to make adequate progress (4.4.I.2)

Facilitates the development of a culture in which students take the lead role in tracking and communicating their performance (4.4.HE.3)

Frequently analyzes student data to inform the need for, or effectiveness of, academic interventions, and responds in a timely manner to students that fail to make adequate progress (4.4.E.3)

Examines student data, but fails to place students and/or respond in a timely manner to students struggling to make adequate progress (4.4.IN.3)

Fails to implement procedures for making parents aware of their child's placement and/or progress in an academic support program (4.4.I.3)

Ensures parents are aware and provided the opportunity to be actively involved in monitoring progress toward academic goals (4.4.E.4)

Makes certain parents are aware of their child's need and current academic supports, but fails to ensure parents receive regular updates on progress (4.4.IN.4)

4.5 Implements and monitors instructional technology

In addition to Level 3, the assistant principal: (4.5.HE.1)

The assistant principal: (4.5.E.1)

The assistant principal: (4.5.IN.1)

The assistant principal: (4.5.I.1)

Successfully promotes the use of instructional technology that drives greater levels of student achievement (4.5.HE.2)

Identifies and implements the most effective instructional technology (4.5.E.2)

Develops most, but not all, teachers' abilities to implement available instructional technology (4.5.IN.2)

Fails to provide teachers with the support necessary to integrate technology into lesson and/or unit design (4.5.I.2)

Develops teachers' ability to utilize instructional technologies to support student learning (4.5.E.3)

Pursues the implementation of cutting edge technology, but does not monitor its impact on student learning (4.5.IN.3)

RISE 2.0 Assistant Principal with Optional Competencies

Printed: September 13, 2016 at 12:03pm



Regularly monitors and reports the impact of instructional technology on student learning
(4.5.E.4)

RISE 2.0 Assistant Principal with Optional Competencies

Printed: September 13, 2016 at 12:03pm



Domain 5: Student Culture, Management, and Support Services

5.1 Implements effective school policies

In addition to Level 3, the assistant principal: (5.1.HE.1)	The assistant principal: (5.1.E.1)	The assistant principal: (5.1.IN.1)	The assistant principal: (5.1.I.1)
Institutes operational procedures designed and managed to maximize opportunities for successful student learning (5.1.HE.2)	Collaboratively establishes, implements, and systematically reinforces school policies, processes and routines in a firm, fair, and consistent manner (5.1.E.2)	Establishes and implements school policies, processes, and routines, but enforcement is inconsistent (5.1.IN.2)	Inadequately develops stakeholders' understanding of school policies and/or consequences (5.1.I.2)
	Handles student discipline and attendance problems with a level of responsiveness appropriate to the severity of the problem (5.1.E.3)	Handles student discipline and attendance problems, but occasionally responds in a manner inappropriate for the circumstance (5.1.IN.3)	Fails to establish and/or enforce a set of standard operating procedures and routines to ensure the safe and efficient operation of the school (5.1.I.3)
	Develops all stakeholders' understanding of school policies and their consequences (5.1.E.4)	Develops student and staff understanding of school policies and their consequences (5.1.IN.4)	Consistently fails to handle student discipline and/or attendance problems in an appropriate manner (5.1.I.4)

5.2 Monitors school culture

In addition to Level 3, the assistant principal: (5.2.HE.1)	The assistant principal: (5.2.E.1)	The assistant principal: (5.2.IN.1)	The assistant principal: (5.2.I.1)
Builds capacity of the staff to engage in a process of continuous improvement, ensuring classroom policies and procedures reflect best practices (5.2.HE.2)	Institutes systems to assess the effectiveness of policy and detect minor problems before larger issues emerge. Tracks referral data to evaluate the effectiveness of interventions (5.2.E.2)	Implements tracking systems to monitor trends in student behavior and effectiveness of interventions and support systems, but fails to engage teachers in a process of continuous improvement (5.2.IN.2)	Rarely uses data to evaluate effectiveness of interventions (5.2.I.2)
	Uses the data to engage stakeholders in a process of continuous improvement (5.2.E.3)		

5.3 Enhances a positive school culture

RISE 2.0 Assistant Principal with Optional Competencies

Printed: September 13, 2016 at 12:03pm



In addition to Level 3, the assistant principal: (5.3.E.1)
(5.3.HE.1)

The assistant principal: (5.3.E.1)

The assistant principal: (5.3.IN.1)

The assistant principal: (5.3.I.1)

RISE 2.0 Assistant Principal with Optional Competencies

Printed: September 13, 2016 at 12:03pm



Provides additional behavioral interventions and/or supports to students and teachers who demonstrate an unwillingness to comply with policy (5.3.HE.2)	Implements systems, and/or incentives, to motivate students to display appropriate, ethical, and respectful behavior at all times (5.3.E.2)	Consistently applies positive and negative consequences for behavior (5.3.IN.2)	Inconsistently implements the student code of conduct (5.3.I.2)
Demonstrates the ability to positively impact student achievement and culture (5.3.HE.3)	Challenges low expectations and holds all persons accountable for observing agreed upon procedures (5.3.E.3)	Occasionally engages with teachers in discussions that reflect low expectations for student achievement and/or behavior (5.3.IN.3)	Allows irresponsible student behavior (5.3.I.3)
	Assists teachers with the implementation of effective classroom management plans (5.3.E.4)		

5.4 Provides effective supervision

In addition to Level 3, the assistant principal: (5.4.HE.1)	The assistant principal: (5.4.E.1)	The assistant principal: (5.4.IN.1)	The assistant principal: (5.4.I.1)
Volunteers to assist at school events and or functions to which he/she is not directly assigned (5.4.HE.2)	Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students (5.4.E.2)	Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students (5.4.IN.2)	Rarely engages with students, parents, and or community members (5.4.I.2)
	Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents (5.4.E.3)	Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents (5.4.IN.3)	Fails to maintain high visibility at supervisory functions (5.4.I.3)

5.5 Supports student services

In addition to Level 3, the assistant principal: (5.5.HE.1)	The assistant principal: (5.5.E.1)	The assistant principal: (5.5.IN.1)	The assistant principal: (5.5.I.1)
Proactively works with teams of teachers to identify students that may benefit from additional academic, behavioral, social, or emotional support services (5.5.HE.2)	Ensures all students have access to educational opportunities/services that meet their learning needs (5.5.E.2)	Ensures all students have access to educational opportunities/services that meet their learning needs, but fails to ensure these services are made available in a timely manner (5.5.IN.2)	

RISE 2.0 Assistant Principal with Optional Competencies

Printed: September 13, 2016 at 12:03pm



Fails to ensure all students have access to educational	opportunities that meet their needs (special	education, 504, etc) (5.5.I.2)	
	Works with all school staff to ensure the social, emotional, and behavioral needs of each student are met (5.5.E.3)	Works with most school staff to ensure the social, emotional, and behavioral needs of most students are met (5.5.IV.3)	Fails to ensure the social, emotional, academic, and behavioral needs of each student are met (5.5.I.3)

RISE 2.0 Assistant Principal with Optional Competencies

Printed: September 13, 2016 at 12:03pm



Collaborates with service agencies in the community to support student needs that require interventions or additional supports (5.5.E.4)

Collaborates with some service agencies in the community to support some student needs that require interventions or additional supports (5.5.I/N.4)

Rarely or never collaborates with service agencies in the community to support student needs that require interventions or additional supports (5.5.I.4)

CHARLES A. BEARD MEMORIAL SCHOOL CORPORATION TEACHER EVALUATION RUBRIC: 2022-2023

DOMAIN 1: PURPOSEFUL PLANNING

- ____ 1) Utilize Formative/Cumulative Assessment Data to Track Students and Plan
- ____ 2) Develop, Create, Implement Standards-Based and Objective-Driven Lesson and Unit Plans (i.e. Curriculum Map)

DOMAIN 2: EFFECTIVE INSTRUCTION (PEDAGOGY)

- ____ 3) Clearly Define and Communicate Lesson Objectives
- ____ 4) Demonstrate and Clearly Communicate Necessary Content Knowledge
- ____ 5) Develop a Higher Level of Understanding through:
 - ____ a) Engaging Students in Academic Content
 - ____ b) Frequently Checking for Understanding
 - ____ c) Modifying Instruction as Necessary
 - ____ d) Maximizing Instructional Time
- ____ 6) Create a Classroom Culture of Respect, Academic Success, and Collaboration
- ____ 7) Engage Families in Student Learning

DOMAIN 3: TEACHER LEADERSHIP

- ____ 8) Contribute to School Culture:
 - ____ a) Collaborating with Peers
 - ____ b) Advocating for Student Success
 - ____ c) Attending Professional Development Opportunities
 - ____ d) Contributing to Extra-Curricular Activities (Athletics, Clubs, etc...)

DOMAIN 4: PROFESSIONALISM

- ____ 9) Compliance with ALL District and School Policies which includes, but is not limited to: Attendance, Appearance, Respect toward Peers and Stakeholders, and Grading Practices.

DOMAIN 5: SUPPORT FOR THE SCHOOL IMPROVEMENT PLAN

- ____ 10) Through the School Improvement process, the teacher exhibits an aptitude for planning and facilitating critical thinking in the classroom setting.

CALCULATING SCORES AND FINAL RATING

Domain 1 Score _____ x 15%

Domain 2 Score _____ x 75%

Domain 3 Score _____ x 10%

Domain 4 0, -0.25, -0.5, or -1

Domain 5 0.1, 0, -0.25, or -0.5

FINAL SCORE of Domains 1-3 _____

Domain 4 _____

Domain 5 _____

TEACHER: _____

FINAL NUMERICAL RATING: _____

_____ HIGHLY EFFECTIVE (3.5 ≤ R ≤ 4.0)

_____ EFFECTIVE (2.5 ≤ R < 3.5)

_____ NEEDS IMPROVEMENT (1.5 ≤ R < 2.5)

_____ INEFFECTIVE (R < 1.5)

- Evaluation summaries will include a narrative written by the Evaluator which includes two sections: Area(s) of Necessary Refinement and Area(s) of Strength
- All scores in Domains 1-3, including the sub-scores (a-d), will be given in increments of 0.5
- If a score of (-1) is received in Domain 4, then the teacher will be placed on a Corrective Action Plan if not previously done so
- If a score of (1) is received any part of Domains 1-3, then the teacher will be placed on an Improvement Plan in that area
- Extended Observation:
 - Includes an optional Pre-Observation Conference as requested by the Teacher and a required Post-Observation Conference
 - Must be at least 30 minutes in length
 - Will take place at a date and time agreed upon by the Teacher and Evaluator
 - Will take place during Semester 1
 - Can be requested after August 26, 2021
- Short Observation:
 - Must be 10-20 minutes in length
 - Will be unannounced
 - Will take place during Semester 2
 - Optional Post-Observation Conference may take place if requested by the teacher or evaluator
- Optional Short Observation:
 - May be requested by either the Teacher or Evaluator
 - Will take place during Semester 2
 - Must be requested by April 8, 2022
- Artifacts are necessary as required by the teacher's school administration
- The Evaluator will have 8 school days to complete and return Extended and Short Observation results to the teacher
- All teacher observations will be completed by May 5, 2023; each teacher's presentation of supporting materials and artifacts should be uploaded in SFS by May 12, 2023; and evaluations, including a meeting with the teacher, will be finalized by May 26, 2023

Charles A Beard Special Education Rubric

Printed: September 13, 2016 at 10:30am



DOMAIN 1: PURPOSEFUL PLANNING

1.1 Utilize Assessment Data To Plan

For Level 4, most of the evidence listed under Level 3 and additionally incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding (1.1.HE)

Teacher uses prior assessment data to formulate design of achievement goals, unit plans, AND lesson plans (1.1.E)

Teacher uses prior assessment data to formulate design of achievement goals, unit plans, OR lesson plans, but not all of the above (1.1.IN)

Teacher rarely or never uses prior assessment data when planning. (1.1.I)

1.2 Set Ambitious And Measurable Achievement Goals

For Level 4, most of the evidence listed under Level 3 and additionally: (1.2.HE.1)

Teacher develops an annual student achievement goal that: (1.2.E.1)

Teacher develops an annual student achievement goal that is measurable (1.2.IN.1)

Plans that clearly exceed the level of expectation described for "effective" annual student achievement goals (1.2.HE.2)

Is aligned to content standards (1.2.E.2)

The goal may not align to content standards (1.2.IN.2)

Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes (1.2.I.2)

Includes benchmarks to help monitor learning and inform interventions throughout the year (1.2.E.3)

May not include benchmarks to help monitor learning and inform interventions throughout the year (1.2.IN.3)

Is measurable (1.2.E.4)

Needs defined in PLOP are aligned to goals (1.2.E.5)

1.3 Develop Standards-Based Unit Plans And Assessments

For Level 4, most of the evidence listed under Level 3 and additionally: (1.3.HE.1)

Based on achievement goals, teacher plans units by: (1.3.E.1)

Based on achievement goals, teacher plans units by identifying content standards that students will master in each unit (1.3.IN.1)

Charles A Beard Special Education Rubric

Printed: September 13, 2016 at 10:30am



Creates well-designed unit assessments that align with an end-of-year summative assessment (either state, district, or teacher created) (1.3.HE.2)	Creating assessments before each unit begins with backwards planning (1.3.E.2)	Teacher may not create assessments before each unit begins with backwards planning (1.3.IN.2)	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all. (1.3.I.2)
Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit (1.3.HE.3)	Allocating an instructionally appropriate amount of time for each unit (1.3.E.3)	May not allocate an instructionally appropriate amount of time for each unit (1.3.IN.3)	
	Identifying content standards that students will master in each unit (1.3.E.4)		
	IEP goals aligned to state standards (1.3.E.5)		

1.4 Create Objective-Driven Lesson Plans And Assessments

For Level 4, most of the evidence listed under Level 3 and additionally: (1.4.HE.1)	Based on unit plan, teacher plans daily lessons by: (1.4.E.1)	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 (1.4.IN.1)	
Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction (1.4.HE.2)	Designing assignments that are meaningful or relevant (1.4.E.2)	Teacher may not design assignments that are meaningful or relevant (1.4.IN.2)	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. (1.4.I.2)
Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary, and uses all assessments to directly inform instruction (1.4.HE.3)	Designing formative assessments that measure progress towards mastery and informed instruction (1.4.E.3)	May not plan formative assessments to measure progress towards mastery or inform instruction. (1.4.IN.3)	
	Identifying lesson objectives that are aligned to state content standards. (1.4.E.4)		
	Matching instructional strategies and activities/assignments to the lesson objectives (1.4.E.5)		

Charles A Beard Special Education Rubric

Printed: September 13, 2016 at 10:30am



Instruction based on IEP goals (1.4.E.6)

Charles A Beard Special Education Rubric

Printed: September 13, 2016 at 10:30am



Evidence that the IEP is being implemented across all settings (1.4.E.7)

1.5 Track Student Data And Analyze Progress

For Level 4, most of the evidence listed under Level 3 and additionally: (1.5.HE.1)	Teacher uses an effective data tracking system but: (1.5.E.1)	Teacher uses an effective data tracking system for: Recording student assessment/progress data - Maintaining a grading system (1.5.IN.1)	
Uses daily checks for understanding for additional data points (1.5.HE.2)	Analyzing student progress towards mastery and planning future lessons/units accordingly (1.5.E.2)	Teacher may not use data to analyze student progress towards mastery or to plan future lessons/units (1.5.IN.2)	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system (1.5.I.2)
	Maintaining a grading system aligned to student learning goals (1.5.E.3)	Teacher may not have grading system that appropriately aligns with student learning goals (1.5.IN.3)	
Uses data analysis of student progress to drive lesson planning for the following day (1.5.HE.4)	Recording student assessment/ progress data (1.5.E.4)		
	Teacher monitors progress on goals (1.5.E.5)		
	Services are implemented as identified in IEP (1.5.E.6)		

DOMAIN 2: EFFECTIVE INSTRUCTION

2.1 Develop Student Understanding And Mastery Of Lesson Objectives

For Level 4, most of the evidence listed under level 3 is present, as well as some of the following: (2.1.HE.1)	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 (2.1.E.1)	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 (2.1.IN.1)	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. (2.1.I.1)
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Charles A Beard Special Education Rubric

Printed: September 13, 2016 at 10:30am



Students can explain what they are learning and why it is important, beyond repeating the stated objective (2.1.HE.2)	Objective is communicated in a student-friendly manner and/or explained to students in easy-to-understand terms (2.1.E.2)		There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. (2.1.I.2)
Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection (2.1.HE.3)	Importance of the objective is explained so that students understand why they are learning what they are learning (2.1.E.3)	Teacher attempts explanation of importance of objective, but not in a student friendly manner (2.1.IN.3)	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. (2.1.I.3)
	Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students (2.1.E.4)	Lesson may not build on prior knowledge of students or students fail to make this connection (2.1.IN.4)	There may be no effort to connect objective to prior knowledge of students (2.1.I.4)
	Lesson is well-organized to move students towards mastery of the objective (2.1.E.5)	Organization of the lesson may not always be connected to mastery of the objective (2.1.IN.5)	Lesson is disorganized and does not lead to mastery of objective. (2.1.I.5)
	Lesson plan that incorporates differentiated instruction for all levels of instruction/student needs (2.1.E.6)		
	TOR/TOS identifies relationships between lesson and IEP goals (2.1.E.7)		

2.2 Demonstrate And Clearly Communicate Content Knowledge To Students

For Level 4, most of the evidence listed under Level 3 is present, as well as some of the following: (2.2.HE.1)	Teacher demonstrates content knowledge and delivers content that is factually correct (2.2.E.1)	Teacher delivers content that is factually correct but content occasionally lacks clarity and is not as well organized as it could be (2.2.IN.1)	Teacher may deliver content that is factually incorrect (2.2.I.1)
Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding (2.2.HE.2)	Content is clear, concise and well-organized (2.2.E.2)		Explanations may be unclear or incoherent and fail to build student understanding of key concepts (2.2.I.2)
Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest (2.2.HE.3)		Teacher restates and rephrases instruction in multiple ways to increase understanding (2.2.E.3)	Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding (2.2.IN.3)

Charles A Beard Special Education Rubric

Printed: September 13, 2016 at 10:30am



Teacher continues with planned instruction, even	when it is obvious that students are not	understanding content	(2.2.1.3)
Explanations spark student excitement and interest in the content (2.2.HE.4)	Teacher emphasizes key points or main ideas in content (2.2.E.4)	Teacher may not adequately emphasize main ideas, and students are sometimes confused about key takeaways (2.2.IN.4)	Teacher does not emphasize main ideas, and students are often confused about content (2.2.I.4)

Charles A Beard Special Education Rubric

Printed: September 13, 2016 at 10:30am



Students participate in each other's learning of content through collaboration during the lesson (2.2.HE.5)	Teacher uses developmentally appropriate language and explanations (2.2.E.5)	Explanations sometimes lack developmentally appropriate language (2.2.IN.5)	Teacher fails to use developmentally appropriate language (2.2.I.5)
Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level (2.2.HE.6)	Teacher implements relevant instructional strategies learned via professional development (2.2.E.6)	Teacher may not always implement new and improved instructional strategies learned via professional development (2.2.IN.6)	

2.3 Engage Students In Academic Content

For Level 4, most of the evidence listed under Level 3 is present, as well as some of the following: (2.3.HE.1)	Approximately 3/4 or more of students are actively engaged in content at all times and not off-task (2.3.E.1)	Fewer than approximately 3/4 of students are engaged in content and many are off-task (2.3.IN.1)	Fewer than approximately 1/2 of students are engaged in content and many are off-task (2.3.I.1)
Teacher provides ways to engage with content that significantly promotes student mastery of the objective (2.3.HE.2)	Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective. Teacher sustains the attention of the class by maintaining a dynamic presence (2.3.E.2)	Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content (2.3.IN.2)	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 (2.3.I.2)
Teacher provides differentiated ways of engaging with content specific to individual student needs (2.3.HE.3)	Ways of engaging with content reflect different learning modalities or intelligences (2.3.E.3)	Teacher may miss opportunities to provide ways of differentiating content for student engagement (2.3.IN.3)	Teacher does not differentiate instruction to target different learning modalities (2.3.I.3)
The lesson progresses at an appropriate pace so that students are rarely disengaged, and students who finish early have something else meaningful to do (2.3.HE.4)	Teachers are aware of students' prerequisite skills and knowledge needed to benefit from whole class activities (2.3.E.4)	Some students may not have the skills necessary to fully engage in content, and teachers attempt to modify instruction for these students is limited or not always effective (2.3.IN.4)	Teacher is not aware that most students do not have the prerequisite skills necessary to fully engage in content (2.3.I.4)
As it is possible, teacher effectively integrates technology as a tool to engage students in academic content (2.3.HE.5)	ELL and IEP students have the appropriate accommodations to be engaged in content (2.3.E.5)		ELL and IEP students are not provided with the necessary accommodations to engage in content (2.3.I.5)
	Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) (2.3.E.6)	Students may appear to actively listen, but when it comes time for participation are disinterested in engaging (2.3.IN.6)	

Charles A Beard Special Education Rubric

Printed: September 13, 2016 at 10:30am



Teacher sustains the attention of the class by
maintaining a dynamic presence (2.3.E.7)

Charles A Beard Special Education Rubric

Printed: September 13, 2016 at 10:30am



2.4 Check For Understanding

For Level 4, most of the evidence listed under Level 3 is present, as well as some of the following: (2.4.HE.1)

Teacher checks for understanding at almost all key moments when checking is necessary to inform instruction going forward (2.4.E.1)

Teacher sometimes checks for understanding of content, but misses several key moments (2.4.IN.1)

Teacher rarely or never checks for understanding of content, or misses nearly all key moments (2.4.I.1)

Teacher checks for understanding at higher levels by asking pertinent, scaffolding questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) (2.4.HE.2)

Teacher uses a variety of methods to check for understanding (2.4.E.2)

Teacher may not use a variety of methods to check for understanding, when doing so would be helpful. (2.4.IN.2)

Teacher rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson (2.4.I.2)

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 (2.4.HE.3)

Teacher uses wait time effectively both after posing a question and before helping students think through a response (2.4.E.3)

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 (2.4.IN.3)

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. (2.4.I.3)

Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students (2.4.E.4)

Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students (2.4.IN.4)

Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students (2.4.I.4)

Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson and diagnosis areas of student misunderstanding to drive subsequent lessons (2.4.E.5)

Teacher may assess student mastery at the end of the lesson, but may not use this information to drive subsequent planning (2.4.IN.5)

Teacher rarely or never assesses for mastery at the end of the lesson (2.4.I.5)

2.5 Modify Instruction As Needed

For Level 4, most of the evidence listed under Level 3 is present, as well as some of the following: (2.5.HE.1)

Teacher differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs (2.5.E.1)

Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students (2.5.IN.1)

Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students (2.5.I.1)

Teacher anticipates student misunderstandings and preemptively

addresses them (2.5.HE.2)

Teacher responds to misunderstandings with effective scaffolding techniques

(2.5.E.2)

Charles A Beard Special Education Rubric

Printed: September 13, 2016 at 10:30am



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 (2.5.IN.2)

Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques (2.5.I.2)

Charles A Beard Special Education Rubric

Printed: September 13, 2016 at 10:30am



Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement (2.5.HE.3)	Teacher may use student driven techniques to improve instruction (2.5.E.3)	Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding (2.5.IN.3)	Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding (2.5.I.3)
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2.6 Develop Higher Level Of Understanding Through Rigorous Instruction And Work

For Level 4, most of the evidence listed under Level 3 is present, as well as some of the following: (2.6.HE.1)	Lesson is accessible and challenging to almost all students (2.6.E.1)	Lesson may not always be accessible or challenging for students (2.6.IN.1)	Lesson is not aligned with developmental level of students (may be too challenging or too easy) (2.6.I.1)
Lesson is accessible and challenging to all students (2.6.HE.2)	Teacher frequently develops higher-level understanding through effective questioning (2.6.E.2)	Some questions used may not be effective in developing higher-level understanding (too complex or confusing) (2.6.IN.2)	Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts (2.6.I.2)
Students are able to answer higher-level questions with meaningful responses (2.6.HE.3)	Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding (2.6.E.3)	Teacher may not always use questioning as an effective tool to increase understanding (2.6.IN.3)	Questions do not result in higher-level understanding for students (2.6.I.3)
Students pose higher-level questions to the teacher and to each other (2.6.HE.4)	Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning (2.6.E.4)	While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher directed (2.6.IN.4)	Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts (2.6.I.4)
Teacher highlights examples of student work that meets high expectations; insists and motivates students to do it again if not great (2.6.HE.5)	Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult material (2.6.E.5)	Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying (2.6.IN.5)	Teacher gives up on students easily and does not encourage them to persist through difficult material (2.6.I.5)
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) (2.6.HE.6)			

2.7 Maximize Instructional Time

For Level 4, most of the evidence listed under Level 3 is present, as well as some of the

Charles A Beard Special Education Rubric

Printed: September 13, 2016 at 10:30am



following: (2.7.HE.1)

Charles A Beard Special Education Rubric

Printed: September 13, 2016 at 10:30am



Most students know what they are supposed to be doing and when without prompting from the teacher (2.7.HE.2)		Teacher may start class late (2.7.IN.2)	Teacher may frequently start class late (2.7.I.2)
Students are seldom idle while waiting for the teacher (2.7.HE.3)	Routines, transitions, and procedures are well- executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher (2.7.E.3)	Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed (2.7.IN.3)	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 (2.7.I.3)
Most students share responsibility for operations and routines and work well together to accomplish these tasks (2.7.HE.4)	Students are idle for brief periods of time (2.7.E.4)	Students are sometime idle for short periods without anything to do (2.7.IN.4)	Students may be idle for significant periods of time (2.7.I.4)
Most students are on-task and follow instructions of teacher without much prompting (2.7.HE.5)	Teacher delegates time between parts of the lesson appropriately (2.7.E.5)	Teacher may delegate lesson time inappropriately between parts of the lesson (2.7.IN.5)	
When disruptive behaviors and off-task conversations occur, they are addressed without major interruption to the lesson (2.7.HE.6)	Some students are on-task and follow instructions of teacher without much prompting (2.7.E.6)	Significant prompting from the teacher is necessary for students to follow instructions and remain on task (2.7.IN.6)	Even with significant prompting, students frequently do not follow directions and are off task (2.7.I.6)
	When disruptive behaviors and off-task conversations occur, they are almost always addressed without major interruption to the lesson (2.7.E.7)	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 (2.7.IN.7)	Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson (2.7.I.7)
	Teacher plans schedule to maximize instructional time with students (2.7.E.8)		Classroom management is generally poor and wastes instructional time (2.7.I.8)
	Effectively manages instructional resources (2.7.E.9)		

2.8 Create Classroom Culture Of Respect, Academic Success, And Collaboration

For Level 4, most of the evidence listed under Level 3 is present, as well as some of the following: (2.8.HE.1)	Teacher creates a culture of respect toward teachers and students (2.8.E.1)	Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms (2.8.IN.1)
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Charles A Beard Special Education Rubric

Printed: September 13, 2016 at 10:30am



Students are frequently disrespectful of teacher or peers, as evidenced by discouraging remarks or disruptive behavior (2.8.1.1)

Charles A Beard Special Education Rubric

Printed: September 13, 2016 at 10:30am



Some students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance (2.8.HE.2)	Students are given opportunities to collaborate and support each other in the learning process (2.8.E.2)	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 (2.8.IN.2)	Students are not given many opportunities to collaborate, OR during these times do not work well together, even with teacher intervention (2.8.I.2)
Some students reinforce positive character and behavior and discourage negative behavior amongst themselves (2.8.HE.3)	Teacher usually reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior (2.8.E.3)	Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both (2.8.IN.3)	Teacher rarely or never praises positive behavior (2.8.I.3)
Some student comments and actions demonstrate that they are excited about their work and understand why it is important (2.8.HE.4)	Teacher has a positive rapport with students, and shows genuine interest in their thoughts and opinions (2.8.E.4)	Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others (2.8.IN.4)	Teacher rarely or never addresses negative behavior (2.8.I.4)
	The classroom is a safe place to take on challenges and risk failures. (Students feel comfortable asking questions and do not feel badly about answering incorrectly.) (2.8.E.5)	Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give up easily) (2.8.IN.5)	Students are generally afraid to take on challenges and risk failure due to discouraging comments (2.8.I.5)
	Evidence of instruction on behavior goals across all settings (2.8.E.6)		
	Evidence of implementation of positive behavior management plan (2.8.E.7)		
	Environmental supports are in place (2.8.E.8)		

DOMAIN 3: TEACHER LEADERSHIP

3.1 Contribute To School Culture

At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: (3.1.HE.1)	Teacher will: (3.1.E.1)	Teacher will rarely contribute ideas and expertise to further the school's mission and initiatives (3.1.IN.1)
Seek out leadership roles (3.1.HE.2)	Dedicate time efficiently, when needed, to	h elping

Charles A Beard Special Education Rubric

Printed: September 13, 2016 at 10:30am



students and peers outside of class
(3.1.E.2)

Teacher may not frequently make the time to
help students and peers efficiently outside of
class (3.1.IV.2)

Teacher never provides ideas aimed at
improving school efforts. Teacher dedicates
little or no time outside of class towards
helping students and peers. (3.1.I.2)

Charles A Beard Special Education Rubric

Printed: September 13, 2016 at 10:30am



Go above and beyond in making time for students and peers outside of class (3.1.HE.3)

Contribute ideas and expertise to further the school's mission and initiatives (3.1.E.3)

3.2 Collaborate With Peers

For Level 4, most of the evidence listed under Level 3 is present, as well as some of the following: (3.2.HE.1)

Teacher will: (3.2.E.1)

Teacher will participate in occasional opportunities to work with and learn from others. Ask for assistance when needed (3.2.IN.1)

Go above and beyond in seeking out opportunities to collaborate (3.2.HE.2)

Ask for assistance, when needed, and provide assistance to others in need (3.2.E.2)

Teacher may not seek to provide other teachers with assistance when needed (3.2.IN.2)

Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player. (3.2.I.2)

Coach peers through difficult situations (3.2.HE.3)

Seek out and participate in regular opportunities to work with and learn from others (3.2.E.3)

Teacher may not regularly seek out opportunities to work with others (3.2.IN.3)

Take on leadership roles within collaborative groups such as Professional Learning Communities (3.2.HE.4)

3.3 Seek Professional Skills And Knowledge

For Level 4, most of the evidence listed under Level 3 is present, as well as some of the following: (3.3.HE.1)

Teacher will: (3.3.E.1)

Teacher will attend all mandatory professional development opportunities (3.3.IN.1)

Regularly share newly learned knowledge and practices with others (3.3.HE.2)

Actively pursue opportunities to improve knowledge and practice (3.3.E.2)

Teacher may not actively pursue optional professional development opportunities (3.3.IN.2)

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 (3.3.I.2)

Seek out opportunities to lead professional development sessions (3.3.HE.3)

Seek out ways to implement new practices into instruction, where applicable (3.3.E.3)

Teacher may not seek out ways to implement new practices into instruction (3.3.IN.3)

Welcome constructive feedback to improve practices (3.3.E.4)

Teacher may not accept constructive feedback well (3.3.IN.4)

Charles A Beard Special Education Rubric

Printed: September 13, 2016 at 10:30am



Interpersonal conduct with colleagues and Supervisors is cordial, collaborative, and respectful
(3.3.E.5)

3.4 Advocate For Student Success

For Level 4, most of the evidence listed under Level 3 is present, as well as some of the following: (3.4.HE.1)

Teacher will (3.4.E.1)

Teacher will display commitment to the education of all his/her students (3.4.IN.1)

Display commitment to the education of all the students in the school (3.4.HE.2)

Advocate for students' individualized needs (3.4.E.2)

Teacher may not advocate for students' needs (3.4.IN.2)

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 the students or their needs (3.4.I.2)

Make changes and take risks to ensure student success (3.4.HE.3)

Display commitment to the education of all his/her students (3.4.E.3)

Attempt to remedy obstacles around student achievement (3.4.E.4)

Communication with appropriate personnel ensures that they are properly informed about changes made in an IEP regarding services, staffing, or programming (3.4.E.5)

3.5 Engage Families In Student Learning

For Level 4, most of the evidence listed under Level 3 is present, as well as some of the following: (3.5.HE.1)

Teacher will: (3.5.E.1)

Teacher will engage in all forms of parent outreach required by the school (3.5.IN.1)

Strives to form relationships in which parents are given an opportunity to participate in student learning (3.5.HE.2)

Proactively reach out to parents to engage them in student learning (3.5.E.2)

Teacher may not proactively reach out to parents to engage them in student learning (3.5.IN.2)

Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents. (3.5.I.2)

Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events

(3.5.HE.3)

Charles A Beard Special Education Rubric

Printed: September 13, 2016 at 10:30am



Respond promptly to contact from parents
(3.5.E.3)

Charles A Beard Special Education Rubric

Printed: September 13, 2016 at 10:30am



Engage in all forms of parent outreach
required by the school (3.5.E.4)

3.6 Completes all case conference set-up responsibilities appropriately

For Level 4, most of the evidence listed under
Level 3 is present, as well as some of the
following: (3.6.HE.1)

The school professional meets most, but not
all of the effective elements (3.6.IN.1)

The school professional meets few or none of
the effective elements (3.6.I.1)

Provides a draft IEAP that is appropriately
completed prior to all meetings and ready to
present (3.6.HE.2)

Students and/or case conference notices are
entered appropriately into the IEP system
prior to the conference (3.6.E.2)

Case conferences are set up at mutually
agreed upon place and time or
documentation proves that parents were
unresponsive to attempts to set conference
(3.6.E.3)

Case conferences are set up prior to the
expiration date of IEP
(3.6.E.4)

3.7 Meaningfully participates in case conferences

For Level 4, most of the evidence listed under
Level 3 is present, as well as some of the
following: (3.7.HE.1)

The school professional meets most, but not
all of the effective elements (3.7.IN.1)

The school professional meets few or none of
the effective elements (3.7.I.1)

Takes the lead when necessary to keep case
conference on track (3.7.HE.2)

Brings all appropriate records and
documents to case conference (3.7.E.2)

Defuses contentious situations during the
case conference (3.7.HE.3)

Meaningfully, understandably and efficiently
participates in the case conference (3.7.E.3)

As chair, runs the meeting efficiently while
allowing opportunity for all to participate
(3.7.HE.4)

Facilitates parent participation (3.7.E.4)

Assists with completing the IEP as needed
(3.7.E.5)

Charles A Beard Special Education Rubric

Printed: September 13, 2016 at 10:30am



DOMAIN 4: CORE PROFESSIONALISM

4.1 Attendance

Individual has not demonstrated a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) (4.1.M)

Individual demonstrates a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) (4.1.DNM)

4.2 On-Time Arrival

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.M)

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.DNM)

4.3 Policies And Procedures

Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) (4.3.M)

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.DNM)

4.4 Respect

Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner (4.4.M)

Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner (4.4.DNM)

Indiana School Counselor Rubric

Printed: September 13, 2016 at 12:06pm



Domain 1: Academic Achievement

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

The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success. (1.1.HE.1)

The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration. (1.1.E.1)

The school counselor monitors student achievement but does not utilize the data to enhance student success. (1.1.IN.1)

The school counselor does not monitor academic achievement. (1.1.I.1)

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

The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work. (1.2.HE.1)

The school counselor regularly engages in professional development. (1.2.E.1)

The school counselor sporadically engages in professional development. (1.2.IN.1)

The school counselor does not engage in professional development. (1.2.I.1)

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

The school counselor encourages all students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists all students in identifying short-term and long-term goals and in developing appropriate action plans. (1.3.HE.1)

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. (1.3.E.1)

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. (1.3.IN.1)

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. (1.3.I.1)

Indiana School Counselor Rubric

Printed: September 13, 2016 at 12:06pm



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

The school counselor consistently provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.HE.1)

The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.E.1)

The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.IN.1)

The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.I.1)

1.5 The School Counselor Utilizes And Sequences Guidance Activities And Materials To Impact All Students' Academic Achievement.

Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage all students in appropriate decision making. Activities are logically sequenced within individual lessons. (1.5.HE.1)

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. (1.5.E.1)

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. (1.5.IN.1)

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. (1.5.I.1)

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

The school counselor consistently guides all students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities. (1.6.HE.1)

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. (1.6.E.1)

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. (1.6.IN.1)

The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options. (1.6.I.1)

Indiana School Counselor Rubric

Printed: September 13, 2016 at 12:06pm



Domain 2: Student Assistance Services

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

The school counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models appropriate behaviors. (2.1.HE.1)

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. (2.1.E.1)

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. (2.1.IN.1)

The school counselor does not encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors. (2.1.I.1)

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

The school counselor consistently explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders. (2.2.HE.1)

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. (2.2.E.1)

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. (2.2.IN.1)

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. (2.2.I.1)

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

The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate. (2.3.HE.1)

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. (2.3.E.1)

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. (2.3.IN.1)

The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals. (2.3.I.1)

Indiana School Counselor Rubric

Printed: September 13, 2016 at 12:06pm



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

The school counselor consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture. (2.4.HE.1)

The school counselor takes a multicultural or diverse perspective into consideration when providing services to students. (2.4.E.1)

The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture. (2.4.IN.1)

The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students. (2.4.I.1)

Domain 3: Career Development

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

The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards, utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences. (3.1.HE.1)

The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used. (3.1.E.1)

The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards. (3.1.IN.1)

The school counselor does not facilitate age-appropriate career development. (3.1.I.1)

3.2 The School Counselor Facilitates All Students' Understanding Of The Relationship Between Academics, Personal Qualities, Education And Training, And The World Of Work.

The school counselor helps all students understand the relationship between educational achievement and career success, explains how work can help students achieve personal success and satisfaction, and demonstrates knowledge of students' background, skills, and interests. Data include age-appropriate assessments, increasing awareness of interests, abilities, aptitude, and values. The counselor uses this knowledge to meet students' needs and assist in career development, promoting lifelong learning and employability skills. (3.2.HE.1)

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. (3.2.E.1)

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. (3.2.IN.1)

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. (3.2.I.1)

Indiana School Counselor Rubric

Printed: September 13, 2016 at 12:06pm



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

The counselor consistently helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information. (3.3.HE.1)

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. (3.3.E.1)

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. (3.3.IN.1)

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. (3.3.I.1)

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

The school counselor consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.HE.1)

The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.E.1)

The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.IN.1)

The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.I.1)

Domain 4: Professional Leadership

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

The counselor's professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks. (4.1.HE.1)

Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community. (4.1.E.1)

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. (4.1.IN.1)

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. (4.1.I.1)

Indiana School Counselor Rubric

Printed: September 13, 2016 at 12:06pm



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

The school counselor provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders. (4.2.HE.1)

The school counselor provides consistent and effective leadership in the school counseling program and the school. (4.2.E.1)

The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style. (4.2.IN.1)

The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community. (4.2.I.1)

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

The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor demonstrates a direct impact of these collaborative activities on students. (4.3.HE.1)

The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. (4.3.E.1)

The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others. (4.3.IN.1)

The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders. (4.3.I.1)

4.4 The School Counselor Adheres To Ethical Standards Of The Counseling Profession, Respects Student Confidentiality, And Follows The Laws, Policies, And Procedures, Which Govern School Programs.

The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed. (4.4.HE.1)

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. (4.4.E.1)

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. (4.4.IN.1)

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. (4.4.I.1)

Indiana School Counselor Rubric

Printed: September 13, 2016 at 12:06pm



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

The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor demonstrates student outcome data that are directly attributable to the school counseling program. (4.5.HE.1)

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. (4.5.E.1)

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. (4.5.IN.1)

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. (4.5.I.1)

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.

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. (4.6.HE.1)

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. (4.6.E.1)

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. (4.6.IN.1)

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. (4.6.I.1)

Speech Language Pathologist Evaluation Rubric

Printed: September 13, 2016 at 10:32am



Domain 1: Purposeful Planning

1:01 Uses current and comprehensive content/specialty area knowledge for planning

As well as meeting all of the effective elements, the school professional:
(1:01.HE.1)

The school professional: (1:01.E.1)

The school professional meets most, but not all of the effective elements. (1:01.IN.1)

The school professional meets few or none of the effective elements. (1:01.I.1)

Displays solid content/skill knowledge and makes connections between the content/skill and other parts of the discipline or other disciplines. (1:01.HE.2)

Displays knowledge of evidence based practice related to the teaching assignment and/or specialty area. (1:01.E.2)

Displays knowledge of performance levels for each student, and plans for a variety of appropriate approaches to facilitate their learning. (1:01.E.3)

Displays knowledge of the socio-cultural background of students and applies this knowledge to teaching. (1:01.E.4)

Provides planning that reflects understanding of general education curriculum. (1:01.E.5)

1:02 Utilizes current and appropriate practices and procedures for screening

As well as meeting all of the effective elements, the school professional:
(1:02.HE.1)

The school professional: (1:02.E.1)

The school professional meets most, but not all of the effective elements. (1:02.IN.1)

The school professional meets few or none of the effective elements. (1:02.I.1)

Provides strategies/resources to SLPs/parents for those students who do not qualify. (1:02.HE.2)

Administers, scores, analyzes and interprets results of screening protocols accurately. (1:02.E.2)

or (1:02.HE.3)

Makes appropriate recommendations with regard to future testing. (1:02.E.3)

Develops a tracking system for follow-up

screenings for one year. (1:02.HE.4)

Speech Language Pathologist Evaluation Rubric

Printed: September 13, 2016 at 10:32am



1:03 Gathers appropriate information prior to determining evaluation procedures

As well as meeting all of the effective elements, the school professional:
(1:03.HE.1)

The school professional: (1:03.E.1)

The school professional meets most, but not all of the effective elements. (1:03.IN.1)

The school professional meets few or none of the effective elements. (1:03.I.1)

Includes all pertinent screening information into the body of evaluation report.
(1:03.HE.2)

Uses Social and Developmental histories to gather information. (1:03.E.2)

Utilizes academic information including RTI data. (1:03.E.3)

Utilizes Hearing screening information.
(1:03.E.4)

1:04 Chooses appropriate evaluation instruments

As well as meeting all of the effective elements, the school professional:
(1:04.HE.1)

The school professional: (1:04.E.1)

The school professional meets most, but not all of the effective elements. (1:04.IN.1)

The school professional meets few or none of the effective elements. (1:04.I.1)

Utilizes a variety of tools to address cultural and linguistic differences. (1:04.HE.2)

Uses tools, protocols and strategies that are the most current and evidence based.
(1:04.E.2)

or (1:04.HE.3)

Utilizes strategies and tools that are age appropriate and related to the referral question(s). (1:04.E.3)

Uses an expanded and flexible battery of instruments for assessing students.
(1:04.HE.4)

Matches academic concerns to selection of tests. (1:04.E.4)

1:05 Uses appropriate evaluation procedures

As well as meeting all of the effective elements, the school professional:
(1:05.HE.1)

The school professional: (1:05.E.1)

The school professional meets most, but not all of the effective elements. (1:05.IN.1)

The school professional meets few or none of the effective elements. (1:05.I.1)

Speech Language Pathologist Evaluation Rubric

Printed: September 13, 2016 at 10:32am



Supplements standardized measures with:	Faithfully administers tests accurately and according to the directions outlined by the test. (1:05.E.2)
- classroom observations.	
- curriculum based activities.	
- other educationally relevant measures that are aligned with academic standards. (1:05.HE.2)	
	Scores data from standardized assessment and other sources accurately. (1:05.E.3)
	Appropriately analyzes and interprets information from standardized assessment and other measures. (1:05.E.4)

1:06 Interprets results and makes placement/service recommendations

As well as meeting all of the effective elements, the school professional: (1:06.HE.1)	The school professional: (1:06.E.1)	The school professional meets most, but not all of the effective elements. (1:06.IN.1)	The school professional meets few or none of the effective elements. (1:06.I.1)
Provides information to classroom SLPs and includes the potential impact on classroom learning. (1:06.HE.2)	Integrates all results from the evaluation process and develops clear diagnostic impressions. (1:06.E.2)		
	Collaborates with members of the Case Conference Committee to:		
	- synthesize evaluation information.		
	- determine the presence and severity of a disability.		
	- determines eligibility for speech and language services. (1:06.E.3)		
	Clearly communicates results using understandable terminology to all case conference participants. (1:06.E.4)		

Speech Language Pathologist Evaluation Rubric

Printed: September 13, 2016 at 10:32am



Domain 2: Effective Instruction, Treatment and/or Instructional Support

2:01 Manages scheduling of sessions and grouping of students

As well as meeting all of the effective elements, the school professional:
(2:01.HE.1)

The school professional: (2:01.E.1)

The school professional meets most, but not all of the effective elements. (2:01.IN.1)

The school professional meets few or none of the effective elements. (2:01.I.1)

Attempts to group students by age/grade level and disorder. (2:01.HE.2)

Efficiently manages schedules to minimally interrupt general ed curriculum/instruction.
(2:01.E.2)

Appropriately groups students to maximize instructional time. (2:01.E.3)

Adjusts schedule as needed to meet time provisions of IEP. (2:01.E.4)

2:02 Prepares for effective service delivery

As well as meeting all of the effective elements, the school professional:
(2:02.HE.1)

The school professional: (2:02.E.1)

The school professional meets most, but not all of the effective elements. (2:02.IN.1)

The school professional meets few or none of the effective elements. (2:02.I.1)

Develops strategies for student successful participation in the classroom/curriculum.
(2:02.HE.2)

Prepares for intervention sessions thoroughly by:

- Organizing materials.

- Selecting/adapting material, equipment, devices to meet student needs.

- Incorporating academic/instruction/curriculum into intervention strategies to achieve communication goals.
(2:02.E.2)

Constructs culturally, linguistically and developmentally appropriate learning activities. (2:02.E.3)

Accommodates student's unique learning

Speech Language Pathologist Evaluation Rubric

Printed: September 13, 2016 at 10:32am



2:03 Implements appropriate progress monitoring procedures

As well as meeting all of the effective elements, the school professional:
(2:03.HE.1)

The school professional: (2:03.E.1)

The school professional meets most, but not all of the effective elements. (2:03.IN.1)

The school professional meets few or none of the effective elements. (2:03.I.1)

Includes student in review of data and monitoring own progress. (2:03.HE.2)

Collects, interprets and uses data to measure progress and drive instruction.
(2:03.E.2)

Matches appropriate interventions to data.
(2:03.E.3)

Modifies instruction based on frequent progress monitoring. (2:03.E.4)

2:04 Promotes generalization across settings

As well as meeting all of the effective elements, the school professional:
(2:04.HE.1)

The school professional: (2:04.E.1)

The school professional meets most, but not all of the effective elements. (2:04.IN.1)

The school professional meets few or none of the effective elements. (2:04.I.1)

Monitors and collects data of generalization across settings. (2:04.HE.2)

Uses common core to enhance student learning. (2:04.E.2)

Promotes generalization of acquired therapeutic skills across school settings.
(2:04.E.3)

Enables students to develop self monitoring skills. (2:04.E.4)

2:05 Develops student understanding of lesson objectives

As well as meeting all of the effective elements, the school professional's:
(2:05.HE.1)

The school professional's: (2:05.E.1)

The school professional meets most, but not all of the effective elements. (2:05.IN.1)

The school professional meets few or none of the effective elements. (2:05.I.1)

Students can explain what they are learning and why it is important, beyond repeating the

stated objective. (2:05.HE.2)

Speech Language Pathologist Evaluation Rubric

Printed: September 13, 2016 at 10:32am



Strategies engage prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection. (2:05.HE.3)

Importance of the objective is explained so that students understand why they are learning what they are learning. (2:05.E.3)

Lessons are well organized and build on students' prior knowledge of key concepts and skills and this connection evident to students. (2:05.E.4)

2:06 Uses strategies that promote student engagement

As well as meeting all of the effective elements, the school professional: (2:06.HE.1)

The school professional: (2:06.E.1)

The school professional meets most, but not all of the effective elements. (2:06.IN.1)

The school professional meets few or none of the effective elements. (2:06.I.1)

Integrates a variety of current therapeutic strategies gained from professional development activities. (2:06.HE.2)

Provides lessons that progress at an appropriate pace to maintain engagement. (2:06.E.2)

or (2:06.HE.3)

Restates and rephrases instruction in multiple ways and consistently uses appropriate cues and prompts to elicit desired responses. (2:06.E.3)

Uses and teaches technology/ACC devices. (2:06.HE.4)

Provides consistent feedback and provides multiple opportunities for student participation. (2:06.E.4)

2:07 Creates culture of respect and collaboration

As well as meeting all of the effective elements, the school professional's: (2:07.HE.1)

The school professional: (2:07.E.1)

The school professional meets most, but not all of the effective elements. (2:07.IN.1)

The school professional meets few or none of the effective elements. (2:07.I.1)

Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance. (2:07.HE.2)

Encourages collaboration and students are respectful of their SLP and peers. (2:07.E.2)

Speech Language Pathologist Evaluation Rubric

Printed: September 13, 2016 at 10:32am



Has a good rapport with students, and shows genuine interest in their thoughts and opinion. (2:07.E.4)

Domain 3: Leadership and Professional Responsibilities

3.1 Advances professional skills and knowledge

As well as meeting all of the effective elements, the school professional:
(3.01.HE.1)

The school professional: (3.01.E.1)

The school professional meets most, but not all of the effective elements. (3.01.IN.1)

The school professional meets few or none of the effective elements. (3.01.I.1)

Regularly shares newly learned knowledge and practices with others. (3.01.HE.2)

Actively pursues opportunities to improve knowledge and practice. (3.01.E.2)

or (3.01.HE.3)

Seeks out ways to implement new practices into instruction, where applicable. (3.01.E.3)

Seeks out opportunities to lead professional development sessions. (3.01.HE.4)

Welcomes constructive feedback to improve practices. (3.01.E.4)

3.2 Advocates for student success

As well as meeting all of the effective elements, the school professional:
(3.02.HE.1)

The school professional: (3.02.E.1)

The school professional meets most, but not all of the effective elements. (3.02.IN.1)

The school professional meets few or none of the effective elements. (3.02.I.1)

Displays commitment to the education of all the students in the school. (3.02.HE.2)

Displays commitment to the education of all his/her students. (3.02.E.2)

or (3.02.HE.3)

Provides IEP information to all teachers involved with student. (3.02.E.3)

Makes changes and take risks to ensure student success. (3.02.HE.4)

Advocate for students' individualized needs. (3.02.E.4)

Speech Language Pathologist Evaluation Rubric

Printed: September 13, 2016 at 10:32am



3.3 Engages families in student learning

As well as meeting all of the effective elements, the school professional:
(3.03.HE.1)

The school professional: (3.03.E.1)

The school professional meets most, but not all of the effective elements. (3.03.IN.1)

The school professional meets few or none of the effective elements. (3.03.I.1)

Strives to form relationships in which parents are given ample opportunity to participate in student learning. (3.03.HE.2)

Proactively reaches out to parents in a variety of ways to engage them in student learning. (3.03.E.2)

Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events.
(3.03.HE.3)

Responds promptly to contact from parents.
(3.03.E.3)

Engages in all forms of parent outreach required by the school. (3.03.E.4)

3.4 Manages caseload appropriately

As well as meeting all of the effective elements, the school professional:
(3.04.HE.1)

The school professional: (3.04.E.1)

The school professional meets most, but not all of the effective elements. (3.04.IN.1)

The school professional meets few or none of the effective elements. (3.04.I.1)

Mentors others in appropriate management of caseload. (3.04.HE.2)

Fulfills all TOR responsibilities. (3.04.E.2)

Frequently monitors progress and goals and reconvenes case conferences as needed.
(3.04.E.3)

Using progress monitoring and other data, makes appropriate recommendations for continuing in or dismissal from special education. (3.04.E.4)

3.5 Fulfills all documentation/ paperwork requirements

As well as meeting all of the effective elements, the school professional's:

(3.05.HE.1)

The school professional: (3.05.E.1)
The school professional meets most, but not

The

Speech Language Pathologist Evaluation Rubric

Printed: September 13, 2016 at 10:32am



Filing is completed weekly and organized in a manner that provides for immediate accessibility. (3.05.HE.2)	Maintains files in an organized manner and assures all IEPs and progress monitoring data are annually placed in student file. (3.05.E.2)
	Complies with the co-op or district's documentation procedures including the completion of IEPs, and the submission of CH-21s and Medicaid claims in a timely manner. (3.05.E.3)
	Documents clearly and objectively, all activities and correspondence (including parent correspondence) relating to children on caseload. (3.05.E.4)

3.6 Provides appropriate supervision of others

As well as meeting all of the effective elements, the school professional: (3.06.HE.1)	The school professional's: (3.06.E.1)	The school professional meets most, but not all of the effective elements. (3.06.IN.1)	The school professional meets few or none of the effective elements. (3.06.I.1)
Frequently evaluates the workload of the SLPA and initiates reassignment as indicated. (3.06.HE.2)	Expectations are clear and the SLPAs are assigned for maximum productivity. (3.06.E.2)		
Is creative and flexible in scheduling work load for paraprofessionals, behavior coaches and/or assistants. (3.06.HE.3)	SLPAs are evaluated regularly and accurately. Areas for improvement are noted and unacceptable conduct is documented. (3.06.E.3)		
	Principal and local and co-op supervisors are informed of any areas of improvement needed and any unacceptable conduct. (3.06.E.4)		

3.7 Collaborates with others to promote student success

As well as meeting all of the effective elements, the school professional: (3.07.HE.1)	The school professional: (3.07.E.1)	The school professional meets most, but not all of the effective elements. (3.07.IN.1)	The school professional meets few or none of the effective elements. (3.07.I.1)
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Speech Language Pathologist Evaluation Rubric

Printed: September 13, 2016 at 10:32am



Serves as a voluntary mentor to peers.
(3.07.HE.2)

Communicates all necessary information to
administration. (3.07.E.2)

Speech Language Pathologist Evaluation Rubric

Printed: September 13, 2016 at 10:32am



Collaborates with other professionals in matters relevant to case load. (3.07.E.3)

Maintains professionalism during interaction with colleagues and others. (3.07.E.4)

3.8 Organizes systems for carrying out SLP/SLPA responsibilities

As well as meeting all of the effective elements, the school professional: (3.08.HE.1)

The school professional: (3.08.E.1)

The school professional meets most, but not all of the effective elements. (3.08.IN.1)

The school professional meets few or none of the effective elements. (3.08.I.1)

Takes on additional responsibilities to assist with case load obligations of peers absent or on leave. (3.08.HE.2)

Develops and maintains an efficient and effective schedule for meeting roles and responsibilities of a school based SLP. (3.08.E.2)

Prioritizes work load. (3.08.E.3)

Organizes workspace, materials and equipment to maximize instruction. (3.08.E.4)

3.9 Contributes to the school, district and/or co-op

As well as meeting all of the effective elements, the school professional: (3.09.HE.1)

The school professional: (3.09.E.1)

The school professional meets most, but not all of the effective elements. (3.09.IN.1)

The school professional meets few or none of the effective elements. (3.09.I.1)

Takes initiative and provides leadership in promoting a productive and collegial climate. (3.09.HE.2)

Provides support and cooperation that characterize relationships with colleagues. (3.09.E.2)

Volunteers to participate in school and co-op committees and/or projects, making a significant contribution by assuming a leadership role. (3.09.HE.3)

Upholds all of the policies and procedures of the assigned school and co-op. (3.09.E.3)

Volunteers to participate in school or co-op committees/projects, and actively participates. (3.09.E.4)

Speech Language Pathologist Evaluation Rubric

Printed: September 13, 2016 at 10:32am



3.10 Communicates professionally

As well as meeting all of the effective elements, the school professional:
(3.10.HE.1)

The school professional: (3.10.E.1)

The school professional meets most, but not all of the effective elements.
The school professional meets most, but not all of the effective elements.
(3.10.IN.1)

The school professional meets few or none of the effective elements. (3.10.I.1)

Responds to communication and the processing of information within 24 hours on a routine basis. (3.10.HE.2)

All communication, whether voice mail, e-mail, letter or phone is handled in a professional manner. (3.10.E.2)

Provides communication that is handled with professionalism and sensitivity. (3.10.HE.3)

All responses to inquiries or requests are handled in a timely manner, usually within 48 hours. (3.10.E.3)

All appropriate personnel are properly informed about changes in students, staff or programming. (3.10.E.4)

Communication is clearly written and grammatically correct. (3.10.E.5)

3.11 Fosters others' awareness of communication disorders

As well as meeting all of the effective elements, the school professional:
(3.11.HE.1)

The school professional: (3.11.E.1)

The school professional meets most, but not all of the effective elements. (3.11.IN.1)

The school professional meets few or none of the effective elements. (3.11.I.1)

Provides inservice training on communication disorders for peers, parents and/or students. (3.11.HE.2)

Provides developmental guidelines to general education teachers and offer to parents when appropriate. (3.11.E.2)

Provides inservice to classroom paraprofessionals. (3.11.HE.3)

Shares information on communication disorders with peers and offer information to parents and students. (3.11.E.3)

Shares information of appropriate referrals/guidelines. (3.11.E.4)

Speech Language Pathologist Evaluation Rubric

Printed: September 13, 2016 at 10:32am



3.12 Seeks professional growth and learning opportunities to advance own knowledge and skill

As well as meeting all of the effective elements, the school professional: (3.122.HE.1)

The school professional: (3.122.E.1)

The school professional meets most, but not all of the effective elements. (3.122.IN.1)

The school professional meets few or none of the effective elements. (3.122.I.1)

Earns additional hours or advanced degrees in the field. (3.122.HE.2)

Identifies needs and develops a plan for continuing education. (3.122.E.2)

or (3.122.HE.3)

Responds to Supervisor suggestions for professional growth. (3.122.E.3)

Goes above and beyond to assist others with their professional growth (providing inservice after hours, volunteer to mentor or coach, etc.) (3.122.HE.4)

Shares new information and implements new knowledge when opportunity arises. (3.122.E.4)

3.13 Completes all case conference set up responsibilities appropriately

As well as meeting all of the effective elements, the school professional: (3.13.HE.1)

The school professional's: (3.13.E.1)

The school professional meets most, but not all of the effective elements. (3.13.IN.1)

The school professional meets few or none of the effective elements. (3.13.I.1)

Provides a draft IEP that is appropriately completed prior to all meetings and ready to present. (3.13.HE.2)

Students and/or Case Conference notices are entered appropriately into the IEP system prior to conference. (3.13.E.2)

Case conferences are set up at a mutually agreed upon place and time or documentation proves that parents were unresponsive to attempts to set conference. (3.13.E.3)

Case conferences are set up prior to the expiration date of IEP. (3.13.E.4)

3.14 Meaningfully participates in case conferences

As well as meeting all of the effective

elements, the school professional: (3.14.HE.1)

The school professional: (3.14.E.1)

The

Speech Language Pathologist Evaluation Rubric

Printed: September 13, 2016 at 10:32am



Takes the lead when necessary to keep case conference on track. (3.14.HE.2)	Brings all appropriate records and documents to case conference. (3.14.E.2)
Defuses contentious situations during the case conference. (3.14.HE.3)	Meaningfully, understandably and efficiently participates in the case conference. (3.14.E.3)
As chair, runs the meeting efficiently while allowing opportunity for all to participate. (3.14.HE.4)	Facilitates parent participation. (3.14.E.4)
	Assists with completing the IEP as needed. (3.14.E.5)
	When chairing a Case Conference, follows agenda and all appropriate procedures; signatures collected as needed. (3.14.E.6)

3.15 Develops IEPs based on individual student needs and are completed using appropriate procedures

As well as meeting all of the effective elements, the school professional: (3.15.HE.1)	The school professional's: (3.15.E.1)	The school professional meets most, but not all of the effective elements. (3.15.IN.1)	The school professional meets few or none of the effective elements. (3.15.I.1)
Volunteers to train and assist others in the use of the IEP system. (3.15.HE.2)	Goals are measurable and clearly written and based on present levels of performance. (3.15.E.2)		
Volunteers to review and evaluate IEPs. (3.15.HE.3)	Services are aligned with goals. (3.15.E.3)		
Provides IEPs that stand up during due process scrutiny. (3.15.HE.4)	Recommended accommodations are appropriate, and their use is clearly defined. (3.15.E.4)		
	Notes clearly and succinctly capture relevant discussions. (3.15.E.5)		
	Components of the IEP are accurately completed and the document meets the "stranger" test. (3.15.E.6)		

Speech Language Pathologist Evaluation Rubric

Printed: September 13, 2016 at 10:32am



3.16 Carries out all Due Process Responsibilities (May not be applicable to all staff evaluated through this rubric)

As well as meeting all of the effective elements, the school professional's:
(3.16.HE.1)

The school professional's: (3.16.E.1)

The school professional meets most, but not all of the effective elements. (3.16.IN.1)

The school professional meets few or none of the effective elements. (3.16.I.1)

Documents and testimony clearly supports the school's position and advances the due process case. (3.16.HE.2)

Documents required for due process are submitted to Supervisor within required time frame. (3.16.E.2)

Documents submitted for due process contain appropriate information. (3.16.E.3)

Testimony is factual, clear and without bias. (3.16.E.4)

Domain 4: Core Professionalism

4.1 Attendance

School professional has demonstrated a pattern of consistent attendance as defined by the local school policy and relevant collective bargaining agreement. (4.1.M)

School professional has demonstrated a pattern of unexcused or inconsistent attendance as defined by the local school policy and relevant collective bargaining agreement. (4.1.DNM)

4.2 On-Time Arrival

School professional has demonstrated a pattern of on time arrivals and departures for school hours, meetings, and conferences. (4.2.M)

School professional has demonstrated a pattern of unexcused late arrivals or early departures. (4.2.DNM)

Speech Language Pathologist Evaluation Rubric

Printed: September 13, 2016 at 10:32am



4.3 Policies and Procedures

School professional follows state, co-op, and assigned school/corporation laws, policies and procedures (including compliance with Article 7 timelines). (4.3 .M)

School professional has demonstrated a pattern of failing to follow state, co-op, and assigned school/corporation laws, policies and procedures (including compliance with Article 7 timelines). (4.3 .DNM)

4.4 Respect

School professional interacts with students, colleagues, administrators, parent/families and community members in a respectful manner. (4.4 .M)

School professional has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner. (4.4 .DNM)

4.5 Ethical

School professional performs the function of the job in an ethical manner and maintains confidentiality at all times. (4.5 .M)

School professional has demonstrated a pattern of performing the function of the job in an unethical manner or breaking confidentiality requirements. (4.5 .DNM)

CA Beard Certified Technology Personnel Evaluation Rubric

Printed: September 13, 2016 at 10:31am



Domain 1: Purposeful Planning

1.1 Provides direction for the district's technology program

(1.1.IN.1)

Uses objective data for determining goals
(1.1.HE.2)

Develops goals for the district (1.1.E.2)

Develops and suggests ideas with no goals
in mind or limited research (1.1.IN.2)

Does not participate in the development of
goals based on data or research (1.1.I.2)

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

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

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

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

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.1)

Promotes the uses of technology to insure
that the primary focus of technology is
student learning (1.2.E.1)

Promotes the uses of technology without the
primary focus of technology being student
learning (1.2.IN.1)

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

Monitors progress toward the achievement of
objectives while revising and modifying as
needed
(1.2.HE.2)

Monitors progress toward the achievement of
objectives
(1.2.E.2)

Does not monitor progress toward the
achievement of objectives
(1.2.IN.2)

Is not aware of the objectives
(1.2.I.2)

(1.2.E.3)

1.3 Communicates information to the superintendent and all other necessary personnel

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

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

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

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

Proactively communicates information,

policies, and procedures about technology

to the district personnel (1.3.HE.2)

Communicates information, policies, and procedures

CA Beard Certified Technology Personnel Evaluation Rubric

Printed: September 13, 2016 at 10:31am



about technology to the district personnel
(1.3.E.2)

Communicates minimal information,
policies, and procedures about technology
to the district personnel (1.3.IN.2)

Communicates little or no
information, policies, and
procedures about technology to
the district personnel (1.3.I.2)

CA Beard Certified Technology Personnel Evaluation Rubric

Printed: September 13, 2016 at 10:31am



1.4 Provides positive direction and leadership to administrative and supervisory staff

Respects the role of administrators and supervisors and has gained their confidence (1.4.HE.1)	Respects the role of administrators and supervisors and strives to gain their confidence (1.4.E.1)	Respects the role of administrators and supervisors but does not strive to gain their confidence (1.4.IN.1)	Has little or no knowledge of the role of administrators and supervisors and does not strive to gain their confidence (1.4.I.1)
Keeps administrators and supervisors fully informed on issues, needs, and operations of technology program at the local and state level (1.4.HE.2)	Keeps administrators and supervisors informed on issues, needs, and operations of technology program at the local level (1.4.E.2)	Sometimes keeps administrators and supervisors fully informed on issues, needs, and operations of technology program (1.4.IN.2)	Does not keep administrators and supervisors fully informed on issues, needs, and operations of technology program (1.4.I.2)
Ensures the participation of staff in professional development training (1.4.HE.3)	Encourages participation of staff in professional development training (1.4.E.3)	Sometimes encourages participation of staff in professional development training (1.4.IN.3)	Does not encourage participation of staff in professional development training (1.4.I.3)

Domain 2: Program Management

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

Involves other school personnel in developing budget (2.1.HE.1)	Usually Involves other school personnel in developing budget (2.1.E.1)	Rarely involves other school personnel in developing budget (2.1.IN.1)	Does not involves other school personnel in developing budget (2.1.I.1)
Ensures that all fiscal transactions occur through a budget encumbered process of fiscal management (2.1.HE.2)	Usually ensures that all fiscal transactions occur through a budget encumbered process of fiscal management (2.1.E.2)	Rarely ensures that all fiscal transactions occur through a budget encumbered process of fiscal management (2.1.IN.2)	Does not ensures that all fiscal transactions occur through a budget encumbered process of fiscal management (2.1.I.2)
Ensures all fiscal transactions occur according to legally defined policies and procedures (2.1.HE.3)	Helps to ensure all fiscal transactions occur according to legally defined policies and procedures (2.1.E.3)	Does not ensure all fiscal transactions occur according to legally defined policies and procedures (2.1.IN.3)	Is not aware of the legally defined policies and procedures for fiscal transactions (2.1.I.3)
Assists in the development of the system's reporting procedure to keep the superintendent informed about school district technology transactions (2.1.HE.4)	Usually assists in the development of the system's reporting procedure to keep the superintendent informed about school district technology transactions (2.1.E.4)	Rarely assists in the development of the system's reporting procedure to keep the superintendent informed about school district technology transactions (2.1.IN.4)	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.4)

CA Beard Certified Technology Personnel Evaluation Rubric

Printed: September 13, 2016 at 10:31am



(2.1.IN.5)

(2.1.I.5)

CA Beard Certified Technology Personnel Evaluation Rubric

Printed: September 13, 2016 at 10:31am



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

Reviews all federal and state technology rules and regulations (2.2.HE.1)	Reviews most federal and state technology rules and regulations (2.2.E.1)	Reviews some federal and state technology rules and regulations (2.2.IN.1)	Does not review federal and state technology rules and regulations (2.2.I.1)
Interprets all statutes, rules and regulations relating to technology (2.2.HE.2)	Interprets most statutes, rules and regulations relating to technology (2.2.E.2)	Interprets few statutes, rules and regulations relating to technology (2.2.IN.2)	Does not interpret statutes, rules and regulations relating to technology (2.2.I.2)
Advises program administrators and principals of new and/or changing statutes rules and regulations (2.2.HE.3)	Notifies program administrators and principals of new and/or changing statutes rules and regulations (2.2.E.3)	Sometimes notifies program administrators and principals of new and/or changing statutes rules and regulations (2.2.IN.3)	Does not notify program administrators and principals of new and/or changing statutes rules and regulations (2.2.I.3)
Accurately compiles, submits and notifies necessary staff of all required reports at least annually (2.2.HE.4)	Accurately compiles and submits most required reports at least annually (2.2.E.4)	Compiles and submits some required reports at least annually (2.2.IN.4)	Does not compile and submit required reports at least annually (2.2.I.4)

2.3 Demonstrates effective administrative skills

Proactively reviews federal and state technology rules and regulations (2.3.HE.1)	Reviews federal and state technology rules and regulations (2.3.E.1)	Rarely reviews federal and state technology rules and regulations (2.3.IN.1)	Does not review federal a state technology rules and regulations (2.3.I.1)
Ensures all fiscal transactions occur according to legally defined policies and procedures (2.3.HE.2)	Ensures most fiscal transactions occur according to legally defined policies and procedures (2.3.E.2)	Ensures some fiscal transactions occur according to legally defined policies and procedures (2.3.IN.2)	Does not ensure fiscal transactions occur according to legally defined policies and procedures (2.3.I.2)
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)	Keeps the superintendent informed about school district technology reporting procedures and transactions (2.3.E.3)	Rarely keeps the superintendent informed about school district technology reporting procedures and transactions (2.3.IN.3)	Does not keep the superintendent informed about school district technology reporting procedures and transactions (2.3.I.3)

Domain 3: Leadership – Professional Relationship and Responsibility

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

CA Beard Certified Technology Personnel Evaluation Rubric

Printed: September 13, 2016 at 10:31am



employees

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

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

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

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

CA Beard Certified Technology Personnel Evaluation Rubric

Printed: September 13, 2016 at 10:31am



Technology Leader communicates expectations to staff (3.1.HE.2)	Technology Leader communicates expectations to staff (3.1.E.2)	Technology Leader sometimes communicates expectations to staff (3.1.IN.2)	Technology Leader rarely communicates expectations to staff (3.1.I.2)
Technology Leader demonstrates consistently proactive, positive behavior when dealing with staff (3.1.HE.3)	Technology Leader maintains consistent positive behavior when dealing with staff (3.1.E.3)	Technology Leader sometimes maintains consistent positive behavior when dealing with staff (3.1.IN.3)	Technology Leader does not maintain consistent positive behavior when dealing with staff (3.1.I.3)
Technology Leader proactively seeks staff opinions and concerns regarding school related issues in a respectful, open and friendly manner (3.1.HE.4)	Technology Leader seeks staff opinions and concerns regarding school related issues in a respectful, open and friendly manner (3.1.E.4)	Technology Leader sometimes seeks staff opinions and concerns regarding school related issues in a respectful, open and friendly manner (3.1.IN.4)	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

Technology Leader will display commitment to the education of all students in the school/district (3.2.HE.1)	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)	Technology Leader will sometimes display commitment to the education of a group of students within a school (3.2.IN.1)	Technology Leader rarely or never displays commitment to the education of students (3.2.I.1)
Technology Leader will make changes and take risks to ensure student success and advocate for students' individualized needs (3.2.HE.2)	Technology Leader will attempt to remedy obstacles around student achievement and will advocate for students' individualized needs (3.2.E.2)	Technology Leader defends the status quo and rarely advocates for students' needs (3.2.IN.2)	Technology Leader accepts failure as par for the course and does not advocate for students' needs (3.2.I.2)

3.3 Participating In a Professional Community

Technology Leader makes a substantial contribution to school and district events and projects and assumes leadership with colleagues (3.3.HE.1)	Technology Leader participates actively in school and district events and projects and maintains positive and productive relationships with colleagues (3.3.E.1)	Technology Leader's relationships with colleagues are cordial but not effectively building and expanding relationships (3.3.IN.1)	Technology Leader's relationships with colleagues are negative, self-serving, or nonexistent (3.3.I.1)
Technology Leader participates, develops, and takes on leadership roles in a wider professional community that includes local, state, or national events (3.3.HE.2)	Technology Leader will participate in a wider professional community that includes local, state, or national contacts (3.3.E.2)	The Technology Leader participates in school and district events when specifically requested (3.3.IN.2)	The Technology Leader avoids being involved in school and district events and projects (3.3.I.2)

CA Beard Certified Technology Personnel Evaluation Rubric

Printed: September 13, 2016 at 10:31am



Domain 4: Core Professionalism

4.1 Attendance

Individual has not demonstrated a pattern of unexcused absences (4.1.M)

Individual demonstrates a pattern of unexcused absences (4.1.DNM)

4.2 On-Time Arrival

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.M)

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.DNM)

4.3 Policies and Procedures

Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.) (4.3.M)

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.DNM)

4.4 Respect

Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner (4.4.M)

Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner (4.4.DNM)

CA Beard Food Service Director Evaluation Rubric

Printed: September 13, 2016 at 10:31am



Domain 1: Purposeful Planning

1.1 Provides direction for the district's food service program

Involves appropriate staff and patrons of the district in developing program (1.1.HE.1)	Usually involves appropriate staff and patrons of the district in developing program (1.1.E.1)	Rarely involves appropriate staff and patrons of the district in developing program (1.1.IN.1)	Does not seek input from appropriate staff and patrons of the district in developing program (1.1.I.1)
Uses objective data for determining goals (1.1.HE.2)	Develops goals for the district (1.1.E.2)	Develops and suggests ideas with no goals in mind or limited research (1.1.IN.2)	Does not participate in the development of goals based on data or research (1.1.I.2)
Assists the superintendent in development of long and short-range goals (1.1.HE.3)	Assists the superintendent with ideas of long and short-range goals (1.1.E.3)	Rarely gives the superintendent ideas in the development of long and short-range goals (1.1.IN.3)	Does not assist the superintendent in the development of long and short-range goals (1.1.I.3)

1.2 Communicates information to the superintendent and all other necessary personnel

Proactively communicates accurate and timely information about district's food service program to the superintendent (1.2.HE.1)	Communicates accurate and timely information about district's food service program to the superintendent (1.2.E.1)	Communicates minimal information about district's food service program to the superintendent (1.2.IN.1)	Communicates little or no information about district's food service program to the superintendent (1.2.I.1)
Proactively communicates information, policies, and procedures about food service to the district personnel (1.2.HE.2)	Communicates information, policies, and procedures about food service to the district personnel (1.2.E.2)	Communicates minimal information, policies, and procedures about food service to the district personnel (1.2.IN.2)	Communicates little or no information, policies, and procedures about food service to the district personnel (1.2.I.2)

1.3 Provides positive direction and leadership to administrative and supervisory staff

Respects the role of administrators and supervisors and has gained their confidence (1.3.HE.1)	Respects the role of administrators and supervisors and strives to gain their confidence (1.3.E.1)	Respects the role of administrators and supervisors but does not strive to gain their confidence (1.3.IN.1)	Has little or no knowledge of the role of administrators and supervisors and does not strive to gain their confidence (1.3.I.1)
Keeps administrators and supervisors fully informed on issues, needs, and operations of technology program at the local and state level (1.3.HE.2)	Keeps administrators and supervisors informed on issues, needs, and operations of technology program at the local level (1.3.E.2)		

CA Beard Food Service Director Evaluation Rubric

Printed: September 13, 2016 at 10:31am



Sometimes keeps administrators and supervisors fully informed on issues, needs, and operations of technology program (1.3.IN.2)

Does not keep administrators and supervisors fully informed on issues, needs, and operations of technology program (1.3.I.2)

CA Beard Food Service Director Evaluation Rubric

Printed: September 13, 2016 at 10:31am



Ensures the participation of staff in professional development training (1.3.HE.3)	Encourages participation of staff in professional development training (1.3.E.3)	Sometimes encourages participation of staff in professional development training (1.3.IN.3)	Does not encourage participation of staff in professional development training (1.3.I.3)
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Domain 2: Program Management

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

Involves other school personnel in developing budget (2.1.HE.1)	Usually Involves other school personnel in developing budget (2.1.E.1)	Rarely involves other school personnel in developing budget (2.1.IN.1)	Does not involves other school personnel in developing budget (2.1.I.1)
Ensures that all fiscal transactions occur through a budget encumbered process of fiscal management (2.1.HE.2)	Usually ensures that all fiscal transactions occur through a budget encumbered process of fiscal management (2.1.E.2)	Rarely ensures that all fiscal transactions occur through a budget encumbered process of fiscal management (2.1.IN.2)	Does not ensures that all fiscal transactions occur through a budget encumbered process of fiscal management (2.1.I.2)
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)	Usually Monitors the month-to-month expenditures in accordance with budgeted amounts (2.1.E.3)	Monitors the month-to-month expenditures but is NOT aware of budgeted amounts (2.1.IN.3)	Does not monitor the month-to-month expenditures in accordance with budgeted amounts (2.1.I.3)
Maintains appropriate inventories for all systems in department (2.1.HE.4)	Maintains appropriate inventories for most items (2.1.E.4)	Maintains sporadic inventories (2.1.IN.4)	Does not maintain appropriate inventories (2.1.I.4)
Ensures all fiscal transactions occur according to legally defined policies and procedures (2.1.HE.5)	Helps to ensure all fiscal transactions occur according to legally defined policies and procedures (2.1.E.5)	Does not ensure all fiscal transactions occur according to legally defined policies and procedures (2.1.IN.5)	Is not aware of the legally defined policies and procedures for fiscal transactions (2.1.I.5)
Assists in the development of the system's reporting procedure to keep the superintendent informed about school district technology transactions (2.1.HE.6)	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)	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)	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 food service programs

Reviews all federal and state food service rules and regulations (2.2.HE.1)	Reviews most federal and state food service rules and regulations (2.2.E.1)
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CA Beard Food Service Director Evaluation Rubric

Printed: September 13, 2016 at 10:31am



Reviews some federal and state food
service rules and regulations (2.2.IN.1)

Does not review federal
and state food service
rules and regulations
(2.2.I.1)

Interprets all statutes, rules and regulations
relating to food service (2.2.HE.2)

Interprets most statutes, rules and
regulations relating to food service (2.2.E.2)

Interprets few statutes, rules and regulations
relating to food service (2.2.IN.2)

Does not interpret statutes, rules and
regulations relating to food service (2.2.I.2)

CA Beard Food Service Director Evaluation Rubric

Printed: September 13, 2016 at 10:31am



Advises program administrators and principals of new and/or changing statutes rules and regulations (2.2.HE.3)	Notifies program administrators and principals of new and/or changing statutes rules and regulations (2.2.E.3)	Sometimes notifies program administrators and principals of new and/or changing statutes rules and regulations (2.2.IN.3)	Does not notify program administrators and principals of new and/or changing statutes rules and regulations (2.2.I.3)
Accurately compiles, submits and notifies necessary staff of all required reports at least annually (2.2.HE.4)	Accurately compiles and submits most required reports at least annually (2.2.E.4)	Compiles and submits some required reports at least annually (2.2.IN.4)	Does not compile and submit required reports at least annually (2.2.I.4)

2.3 Demonstrates effective problem-solving and decision-making skills

Researches, identifies and analyzes all critical elements in a problem situation (2.3.HE.1)	Researches, identifies and analyzes most critical elements in a problem situation (2.3.E.1)	Researches, identifies and analyzes some critical elements in a problem situation (2.3.IN.1)	Does not research, identify nor analyze critical elements in a problem situation (2.3.I.1)
Establishes priorities and seeks relevant data from all resources (2.3.HE.2)	Establishes priorities and seeks relevant data from most resources (2.3.E.2)	Establishes priorities and seeks relevant data from some resources (2.3.IN.2)	Does not establish priorities nor seek relevant data from resources (2.3.I.2)
Considers all alternative solutions and impacts before making a decision (2.3.HE.3)	Considers most alternative solutions and impacts before making a decision (2.3.E.3)	Considers some alternative solutions and impacts before making a decision (2.3.IN.3)	Does not consider alternative solutions before making a decision (2.3.I.3)
Makes the logical decision based upon all of the above criteria (2.3.HE.4)	Makes a fairly logical decision based upon all of the above criteria (2.3.E.4)	Makes a weak logical decision based upon all of the above criteria (2.3.IN.4)	Makes a poor decision based upon all of the above criteria (2.3.I.4)
Follows up with all parties as to the effectiveness of the resolution (2.3.HE.5)	Follows up with most parties as to the effectiveness of the resolution (2.3.E.5)	May follow up with some parties as to the effectiveness of the resolution (2.3.IN.5)	Does not follow up as to the effectiveness of the resolution (2.3.I.5)

Domain 3: Leadership – Professional Relationship and Responsibility

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

Food service Leader displays a commitment to being visible and accessible (3.1.HE.1)	Food service Leader displays a commitment to being visible and accessible (3.1.E.1)	Food service Leader sometimes displays a commitment to being visible and accessible (3.1.IN.1)	Food service Leader rarely displays a commitment to being visible and accessible (3.1.I.1)
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CA Beard Food Service Director Evaluation Rubric

Printed: September 13, 2016 at 10:31am



Food service Leader communicates expectations to staff (3.1.HE.2)

Food service Leader communicates expectations to staff (3.1.E.2)

Food service Leader sometimes communicates expectations to staff (3.1.IN.2)

Food service Leader rarely communicates expectations to staff (3.1.I.2)

CA Beard Food Service Director Evaluation Rubric

Printed: September 13, 2016 at 10:31am



Food service Leader demonstrates consistently proactive, positive behavior when dealing with staff (3.1.HE.3)	Food service Leader maintains consistent positive behavior when dealing with staff (3.1.E.3)	Food service Leader sometimes maintains consistent positive behavior when dealing with staff (3.1.IN.3)	Food service Leader does not maintain consistent positive behavior when dealing with staff (3.1.I.3)
Food service Leader proactively seeks staff opinions and concerns regarding school related issues in a respectful, open and friendly manner (3.1.HE.4)	Food service Leader seeks staff opinions and concerns regarding school related issues in a respectful, open and friendly manner (3.1.E.4)	Food service Leader sometimes seeks staff opinions and concerns regarding school related issues in a respectful, open and friendly manner (3.1.IN.4)	Food service Leader rarely seeks staff opinions and concerns regarding school related issues in a respectful, open and friendly manner (3.1.I.4)

3.2 Communicating with the larger community

Food service Leader proactively reaches out to parents and establishes contacts with other technology leaders or businesses, coordinating efforts for mutual benefit (3.2.HE)	Food service Leader engages in outreach efforts to parents and the larger community (3.2.E)	Food service Leader makes sporadic efforts to engage in outreach to parents or the larger community (3.2.IN)	Food service Leader makes no effort to engage in outreach to parents or the larger community (3.2.I)
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Domain 4: Core Professionalism

4.1 Attendance

Individual has not demonstrated a pattern of unexcused absences (4.1.M)	Individual demonstrates a pattern of unexcused absences (4.1.DNM)
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4.2 On-Time Arrival

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.M)	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.DNM)
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4.3 Policies and Procedures

CA Beard Food Service Director Evaluation Rubric

Printed: September 13, 2016 at 10:31am



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.M)

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.DNM)

CA Beard Food Service Director Evaluation Rubric

Printed: September 13, 2016 at 10:31am



4.4 Respect

Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner (4.4.M)

Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner (4.4.DNM)

CA Beard Transportation Director Evaluation Rubric

Printed: September 13, 2016 at 10:31am



Domain 1: Purposeful Planning

1.1 Provides direction for the district's transportation program

Involves appropriate staff and patrons of the district in developing program (1.1.HE.1)	Usually involves appropriate staff and patrons of the district in developing program (1.1.E.1)	Rarely involves appropriate staff and patrons of the district in developing program (1.1.IN.1)	Does not seek input from appropriate staff and patrons of the district in developing program (1.1.I.1)
Uses objective data for determining goals (1.1.HE.2)	Develops goals for the district (1.1.E.2)	Develops and suggests ideas with no goals in mind or limited research (1.1.IN.2)	Does not participate in the development of goals based on data or research (1.1.I.2)
Assists the superintendent in development of long and short-range goals (1.1.HE.3)	Assists the superintendent with ideas of long and short-range goals (1.1.E.3)	Rarely gives the superintendent ideas in the development of long and short-range goals (1.1.IN.3)	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 transportation program

Ensures that objectives are identified in the district and schools' transportation plans and prepares for future changes (1.2.HE.1)	Ensures that objectives are identified in the district and schools' transportation plans (1.2.E.1)	Is aware that objectives are identified in the district and schools' transportation plans (1.2.IN.1)	Is not aware of the objectives that are identified in the district and schools' transportation plans (1.2.I.1)
Monitors progress toward the achievement of objectives while revising and modifying as needed (1.2.HE.2)	Monitors progress toward the achievement of objectives (1.2.E.2)	Does not monitor progress toward the achievement of objectives (1.2.IN.2)	Is not aware of the objectives (1.2.I.2)
	(1.2.E.4)	(1.2.IN.4)	

1.3 Communicates information to the superintendent and all other necessary personnel

Proactively communicates accurate and timely information about district's transportation program to the superintendent (1.3.HE.1)	Communicates accurate and timely information about district's transportation program to the superintendent (1.3.E.1)	Communicates minimal information about district's transportation program to the superintendent (1.3.IN.1)	Communicates little or no information about district's transportation program to the superintendent (1.3.I.1)
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CA Beard Transportation Director Evaluation Rubric

Printed: September 13, 2016 at 10:31am



Proactively communicates information, policies, and procedures about transportation to the district personnel (1.3.HE.2)

Communicates information, policies, and procedures about transportation to the district personnel (1.3.E.2)

Communicates minimal information, policies, and procedures about transportation to the district personnel (1.3.IN.2)

Communicates little or no information, policies, and procedures about transportation to the district personnel (1.3.I.2)

CA Beard Transportation Director Evaluation Rubric

Printed: September 13, 2016 at 10:31am



1.4 Provides positive direction and leadership to administrative and supervisory staff

Respects the role of administrators and supervisors and has gained their confidence (1.4.HE.1)	Respects the role of administrators and supervisors and strives to gain their confidence (1.4.E.1)	Respects the role of administrators and supervisors but does not strive to gain their confidence (1.4.IN.1)	Has little or no knowledge of the role of administrators and supervisors and does not strive to gain their confidence (1.4.I.1)
Keeps administrators and supervisors fully informed on issues, needs, and operations of transportation program at the local and state level (1.4.HE.2)	Keeps administrators and supervisors informed on issues, needs, and operations of transportation program at the local level (1.4.E.2)	Sometimes keeps administrators and supervisors fully informed on issues, needs, and operations of transportation program (1.4.IN.2)	Does not keep administrators and supervisors fully informed on issues, needs, and operations of transportation program (1.4.I.2)
		(1.4.IN.3)	

Domain 2: Program Management

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

Involves other school personnel in developing budget (2.1.HE.1)	Usually Involves other school personnel in developing budget (2.1.E.1)	Rarely involves other school personnel in developing budget (2.1.IN.1)	Does not involves other school personnel in developing budget (2.1.I.1)
Ensures that all fiscal transactions occur through a budget encumbered process of fiscal management (2.1.HE.2)	Usually ensures that all fiscal transactions occur through a budget encumbered process of fiscal management (2.1.E.2)	Rarely ensures that all fiscal transactions occur through a budget encumbered process of fiscal management (2.1.IN.2)	Does not ensures that all fiscal transactions occur through a budget encumbered process of fiscal management (2.1.I.2)
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)	Usually Monitors the month-to-month expenditures in accordance with budgeted amounts (2.1.E.3)	Monitors the month-to-month expenditures but is NOT aware of budgeted amounts (2.1.IN.3)	Does not monitor the month-to-month expenditures in accordance with budgeted amounts (2.1.I.3)
Maintains appropriate inventories for all systems in department (2.1.HE.4)	Maintains appropriate inventories for most items (2.1.E.4)	Maintains sporadic inventories (2.1.IN.4)	Does not maintain appropriate inventories (2.1.I.4)
Ensures all fiscal transactions occur according to legally defined policies and procedures (2.1.HE.5)	Helps to ensure all fiscal transactions occur according to legally defined policies and procedures (2.1.E.5)	Does not ensure all fiscal transactions occur according to legally defined policies and procedures (2.1.IN.5)	Is not aware of the legally defined policies and procedures for fiscal transactions (2.1.I.5)

CA Beard Transportation Director Evaluation Rubric

Printed: September 13, 2016 at 10:31am



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

Reviews all federal and state transportation rules and regulations (2.2.HE.1)	Reviews most federal and state transportation rules and regulations (2.2.E.1)	Reviews some federal and state transportation rules and regulations (2.2.IN.1)	Does not review federal and state transportation rules and regulations (2.2.I.1)
Accurately compiles, submits and notifies necessary staff of all required reports at least annually (2.2.HE.2)	Accurately compiles and submits most required reports at least annually (2.2.E.2)	Compiles and submits some required reports at least annually (2.2.IN.2)	Does not compile and submit required reports at least annually (2.2.I.2)
	(2.2.E.3)		(2.2.I.3)
(2.2.HE.4)			(2.2.I.4)

2.3 Demonstrates effective problem-solving and decision-making skills

Researches, identifies and analyzes all critical elements in a problem situation (2.3.HE.1)	Researches, identifies and analyzes most critical elements in a problem situation (2.3.E.1)	Researches, identifies and analyzes some critical elements in a problem situation (2.3.IN.1)	Does not research, identify nor analyze critical elements in a problem situation (2.3.I.1)
Establishes priorities and seeks relevant data from all resources (2.3.HE.2)	Establishes priorities and seeks relevant data from most resources (2.3.E.2)	Establishes priorities and seeks relevant data from some resources (2.3.IN.2)	Does not establish priorities nor seek relevant data from resources (2.3.I.2)
Considers all alternative solutions and impacts before making a decision (2.3.HE.3)	Considers most alternative solutions and impacts before making a decision (2.3.E.3)	Considers some alternative solutions and impacts before making a decision (2.3.IN.3)	Does not consider alternative solutions before making a decision (2.3.I.3)
Makes the logical decision based upon all of the above criteria (2.3.HE.4)	Makes a fairly logical decision based upon all of the above criteria (2.3.E.4)	Makes a weak logical decision based upon all of the above criteria (2.3.IN.4)	Makes a poor decision based upon all of the above criteria (2.3.I.4)
Follows up with all parties as to the effectiveness of the resolution (2.3.HE.5)	Follows up with most parties as to the effectiveness of the resolution (2.3.E.5)	May follow up with some parties as to the effectiveness of the resolution (2.3.IN.5)	Does not follow up as to the effectiveness of the resolution (2.3.I.5)

CA Beard Transportation Director Evaluation Rubric

Printed: September 13, 2016 at 10:31am



Domain 3: Leadership – Professional Relationship and Responsibility

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

Transportation Leader displays a commitment to being visible and accessible (3.1.HE.1)	Transportation Leader displays a commitment to being visible and accessible (3.1.E.1)	Transportation Leader sometimes displays a commitment to being visible and accessible (3.1.IN.1)	Transportation Leader rarely displays a commitment to being visible and accessible (3.1.I.1)
Transportation Leader communicates expectations to staff (3.1.HE.2)	Transportation Leader communicates expectations to staff (3.1.E.2)	Transportation Leader sometimes communicates expectations to staff (3.1.IN.2)	Transportation Leader rarely communicates expectations to staff (3.1.I.2)
Transportation Leader demonstrates consistently proactive, positive behavior when dealing with staff (3.1.HE.3)	Transportation Leader maintains consistent positive behavior when dealing with staff (3.1.E.3)	Transportation Leader sometimes maintains consistent positive behavior when dealing with staff (3.1.IN.3)	Transportation Leader does not maintain consistent positive behavior when dealing with staff (3.1.I.3)
Transportation Leader proactively seeks staff opinions and concerns regarding school related issues in a respectful, open and friendly manner (3.1.HE.4)	Transportation Leader seeks staff opinions and concerns regarding school related issues in a respectful, open and friendly manner (3.1.E.4)	Transportation Leader sometimes seeks staff opinions and concerns regarding school related issues in a respectful, open and friendly manner (3.1.IN.4)	Transportation 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

Transportation Leader will display commitment to the education of all students in the school/district (3.2.HE.1)	Transportation Leader will display commitment to the education of a broadly targeted group or groups of students in the school/district (3.2.E.1)	Transportation Leader will sometimes display commitment to the education of a group of students within a school (3.2.IN.1)	Transportation Leader rarely or never displays commitment to the education of students (3.2.I.1)
Transportation Leader will make changes and take risks to ensure student success and advocate for students' individualized needs (3.2.HE.2)	Transportation Leader will attempt to remedy obstacles around student achievement and will advocate for students' individualized needs (3.2.E.2)	Transportation Leader defends the status quo and rarely advocates for students' needs (3.2.IN.2)	Transportation Leader accepts failure as par for the course and does not advocate for students' needs (3.2.I.2)

Domain 4: Core Professionalism

CA Beard Transportation Director Evaluation Rubric

Printed: September 13, 2016 at 10:31am



4.1 Attendance

Individual has not demonstrated a pattern of unexcused absences (4.1.M)

Individual demonstrates a pattern of unexcused absences (4.1.DNM)

CA Beard Transportation Director Evaluation Rubric

Printed: September 13, 2016 at 10:31am



4.2 On-Time Arrival

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.M)

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.DNM)

4.3 Policies and Procedures

Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.) (4.3.M)

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.DNM)

4.4 Respect

Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner (4.4.M)

Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner (4.4.DNM)

Charles A Beard School Nurse Evaluation

Printed: September 13, 2016 at 12:07pm



Domain 1: Planning and Preparation

1.1 Demonstrates knowledge of the practice of school nursing by utilizing education, skills and judgment in planning nursing care of students, age 3 to age 22. School nursing practice includes direct care, preventive health care, health education, health

Nurse consistently utilizes and demonstrates knowledge of current epidemiology of injuries and emergencies in planning health care of students. Nurse is an active member of the crisis team and has incorporated emergency care and first aid measures in the School Safety Plan for all students. (.HE.1)

Nurse consistently utilizes and demonstrates knowledge of current epidemiology of injuries and emergencies in planning health care of students. Every student needing emergency care has an emergency care plan and first aid measures are communicated to all school personnel. (.E.1)

Nurse demonstrates partial knowledge and understanding of the epidemiology of injuries and emergencies in planning health care services of students. Emergency care plans are minimal. (.IN.1)

Nurse demonstrates little or no current knowledge of the epidemiology of injuries and emergencies in planning health care of students. There are no emergency care plans. (.I.1)

Nurse is consistent in seeking and applying current knowledge and information of the epidemiology of infectious and communicable diseases in planning and evaluating the school health services program which includes an immunization program. Collaboration with parents, health care providers, school personnel, community members and local and state health departments is consistently demonstrated. (Is aware of reporting regulations concerning 20% absence rate). (.HE.2)

Nurse effectively applies current knowledge of the epidemiology of infectious and communicable diseases in planning and evaluating the school health services program which includes an immunization program. Collaboration with parents, health care providers, school personnel and local and state health departments is evident. (.E.2)

Nurse displays familiarity of current epidemiology of infectious and communicable diseases in planning the school health services program which includes an immunization program. There is minimal evidence of collaboration with local and state health departments. (.IN.2)

Nurse demonstrates limited or no current knowledge of the epidemiology of infectious and communicable diseases in planning the school health services program, which includes an immunization program. Local health department collaboration is lacking. (.I.2)

Nurse actively seeks and effectively uses current knowledge of the pathophysiology, signs, symptoms, and treatment of acute and chronic conditions in planning and evaluating the school health services program that displays collaboration of health care providers and community/state resources. (.HE.3)

Nurse consistently and efficiently uses current knowledge of the pathophysiology, signs, symptoms, and treatment of acute and chronic conditions in planning and evaluating the school health services program. (.E.3)

Nurse sporadically integrates current knowledge of the pathophysiology, signs and symptoms of acute and chronic conditions in planning the school health services program. (.IN.3)

Nurse displays minimal or no current knowledge of the patho-physiology, signs, symptoms, and treatment of acute and chronic conditions in planning the school health services program. (.I.3)

Charles A Beard School Nurse Evaluation

Printed: September 13, 2016 at 12:07pm



1.2 Demonstrates knowledge of child and adolescent development related to learning, health literacy, health education and behavior during school health assessments, and required screenings with involvement of student, staff and parents.

The nurse's practice is highly effective by using accurate and current understanding of physical, mental and psychosocial development of students during school assessment of health status, instruction and education; communication with student, parents, school staff and health care providers is consistently practiced. Actively seeks to increase knowledge of the population served through health literacy experiences for the student. (1.2.HE)

Nurse consistently practices accurately and effectively in current understanding of physical, mental and psychosocial development of students during school assessment of health status, instruction and education; communication with student, parents, school staff, and health care providers. (1.2.E)

Nurse displays minimal knowledge of physical, mental and psychosocial development of student, assessment of health status, instruction and education of students; displays minimal communication with student, parents, school staff and health care providers. (1.2.IN)

Nurse has no or limited current knowledge of physical, mental, and psychosocial development of students, assessment of health status, instruction and education of students; lacks communication with student, parents, school staff and health care providers. (1.2.I)

1.3 Establishes goals and outcomes for nursing services appropriate to the educational setting, vision and mission of the school, and the physical, mental, emotional and psychosocial needs of students.

Nurse consistently exhibits an effective practice that includes development of goals and objectives that creates a healing environment through alignment of health and education needs of students, vision and mission of the school, and the school improvement plan. Conducts a formal assessment to evaluate the school health services program which is communicated to the administration. (1.3.HE)

Nurse consistently develops goals and objectives that effectively reflect alignment of the health and education needs of the students, vision and mission of the school, and the school improvement plan. A formal assessment of the school health services program is developed and implemented. (1.3.E)

Nurse develops goals and objectives that are suitable for some students, but they are not aligned to the health and education needs of the students, nor do they include a formal assessment of the school health services program. (1.3.IN)

Nurse develops limited goals and objectives without alignment of priority health and education needs/problems of the students, vision and mission of school, and the school improvement plan. Consistently fails to develop a formal assessment of the school health services program. (1.3.I)

1.4 Demonstrates knowledge of local, state, and federal governance, health and education laws and rules, school district policies, procedures and resources.

Nurse contacts various agencies to facilitate referral and utilization of resources for health care, housing and financial issues. Knowledge of school governance, school policies, health and education rules and laws and community norms and culture is practiced daily. The nurse serves on the coordinated school health advisory council,

and monitors school policies for change. (1.4.HE)

Nurse consistently maintains a list of resources available for the needs of students and their families that include health care, housing, and financial issues. Knowledge of school governance, state regulations, health and education laws and rules and school policies and procedures is consistently evident in practice of nursing. (1.4.E)

Nurse displays an awareness of regulations and resources for students available through the school district, but limited in knowledge of resources available in the community. Knowledge of school governance, state regulations, health and education laws, school policies and procedures are rarely evident in nursing practice. (1.4.IN)

Charles A Beard School Nurse Evaluation

Printed: September 13, 2016 at 12:07pm



Nurse has little or no knowledge of resources that are available for the school population, exhibits limited knowledge of school governance, health and education laws and rules and school policies and procedures in planning for the health, safety and well being of students.
(1.4.1)

Charles A Beard School Nurse Evaluation

Printed: September 13, 2016 at 12:07pm



Domain 2: The Environment

2.1 Creates a safe, healthy and nurturing environment with disciplined respectful behavior that reflects a caring and supportive relationship and follows the Code of Ethics for Nurses.

Students seek out the nurse, reflecting a high degree of comfort, trust and respect in the relationship for receiving effective health care. Active membership in the School Wellness /School Health Committee is displayed. The nurse consistently models a caring and supportive relationship that provides an environment that is safe, healthy and promotes well being. (2.1.HE.1)

The interactions of the nurse with students are consistently positive and respectful while recognizing culture and diversity, and the nurse modeling behaviors that provide an environment that is safe, healthy and promotes well being. Serves as a contributing member of the School Wellness / School Health Committee. (2.1.E.1)

The interactions of the nurse with students are a mix of positive and negative, with some students refusing to visit the nurse. Nurse is rarely known for respectful and individualized care of students. (2.1.IN.1)

The interactions of the nurse with at least some students are negative and/or inappropriate in providing care or responding to needs of students. (2.1.I.1)

2.2 Organizes health office physical space with equipment and supplies readily available. Follows confidentiality as required by HIPAA/ FERPA requirements and utilizes universal precautions

Health office is efficiently organized, safe, and is highly appropriate for all planned and emergency care and activities. Medications are properly stored and well organized. A daily schedule of students' medications and treatments is well organized and readily accessible to nurse and substitute nurse. A high level of confidentiality and respect is the norm for care, information and record keeping in the nurse's office. HIPAA/FERPA and universal precaution are seamlessly incorporated into delivery of nursing services. (2.2.HE)

Health office is well organized and is appropriately effective for planned and emergency care and activities. Medications are properly stored and organized, and easily found for student administration. A daily schedule of medications and treatments is accessible to nurse and substitute nurse. Respect and confidentiality of student/staff health information and records is maintained. Nurse consistently follows universal precautions when delivering health services. (2.2.E)

Attempts to create a well-organized and safe physical environment are partially successful. Medications are stored properly but are difficult to find for each student. Poorly organized schedule of medications and treatments is accessible to nurse or substitute nurse. Nurse makes minimal efforts to ensure confidentiality of health status, health information and records of students and staff. Nurse inconsistently follows HIPAA/FERPA, and universal precautions when delivering services. (2.2.IN)

The health office is in disarray or not prepared for planned activities. Medications are not properly stored. No schedule of medications and treatments is readily accessible for nurse or substitute nurse. Nurse fails to ensure and maintain confidentiality of health status, information and records, and has limited or no knowledge of HIPAA/FERPA in protecting students and staff. Nurse does not adhere to practice of universal precautions. (2.2.I)

Charles A Beard School Nurse Evaluation

Printed: September 13, 2016 at 12:07pm



Domain 3: Delivery of Services

3.1 Establishes and maintains procedures for effective prevention, assessment, intervention and referrals; collects relevant health and education information to develop health services.

Nurse conducts individualized detailed assessments of students incorporating the vision and mission of the school, in the prevention, intervention and referral for the delivery of consistently efficient and effective care. Evaluation of identified outcomes that contribute to maximum student health and school performance of students is included. (3.1.HE)

Nurse assesses individual students incorporating the mission and vision of school in the prevention, assessment, intervention and referral for the efficient and effective delivery of school health services. (3.1.E)

Nurse assessments of students are perfunctory. Goals and objectives ignore mission and vision of school and needs of students for the delivery of effective school health services. (3.1.IN)

Nurse does not assess student needs or the assessments result in inaccurate or no action. Goals and objectives for school health services are lacking and do not support the organization and the delivery of safe and effective nursing practice. (3.1.I)

3.2 Administers health care regimens for medication, treatment, anticipatory health counseling , emergencies and crisis intervention that assists instruction, learning and academic achievement.

Medications are administered or delegated by nurse following school board policy and Nurse Practice Act. Training for staff is planned, implemented, supervised, and recorded. Medication administration information is recorded in appropriate and well organized format, and signed release and parent permission forms are efficiently available. Information for substitute nurses is available and well organized. Students become independent in self management for timely appointments, or independently take medications and follow designated safe routines and procedures. Program planning, management and evaluation is expertly completed and reported. (3.2.HE)

Medications are administered or delegated by nurse following school policy and Nurse Practice Act. Training for staff is planned, implemented, supervised and recorded. Medication administration information is recorded in appropriate format, and signed release and parent permission forms are conveniently stored and available when needed. Information for substitute nurses is available and well organized. Program planning, management and evaluation results are regularly submitted to the administration. (3.2.E)

Medications are administered by nurse following school board policy and Nurse Practice Act. Signed release forms and student information from parents are not conveniently stored and records of medication administration are inconsistent. Information for substitute nurses is poorly organized. Program planning, management and evaluation are sporadic and not inclusive for emergency or crisis situations. (3.2.IN)

Medications are administered by nurse without regard or knowledge of the Nurse Practice Act, state laws and rules or school board policy. No plans for staff or substitute nurses are available. Program planning, management and evaluation is lacking. Is unaware of the emergency/safety plan for the buildings or the school improvement plan. (3.2.I)

Charles A Beard School Nurse Evaluation

Printed: September 13, 2016 at 12:07pm



3.3 Promotion of staff and student wellness through policies, coordination, intentional individual interactions and group presentations and activities

Nurse's coordination and intentional individual interactions and group presentations are consistently effective with students and staff assuming an active role in the school in promoting wellness, a healthy lifestyle, and preventing disease. Data collection and evaluation methods are in place. (3.3.HE)

Nurse coordinates and intentional interacts with individual and group presentations which result in students and staff acquiring the knowledge, skills and attitudes that help them adopt a healthy lifestyle that promotes wellness, and prevents disease reflecting an effective nursing practice. (3.3.E)

Nurse efforts to promote staff and student wellness, health promotion, and/or disease prevention through intentional individual interactions and group presentations are partially completed without organization or evaluation. (3.3.IN)

Nurse interactions with staff and students fail to promote wellness, health services delivery reflects lack of knowledge and understanding of health promotion and/or disease prevention. (3.3.I)

3.4 Managing urgent and emergent health care needs within the school environment, and related activities.

Nurse plans in collaboration with administration, school safety specialist, staff and community have been practiced for many situations. Students, staff and parents know their responsibilities in case of emergencies. (3.4.HE)

Nurse plans, in collaboration with administration, Safety Specialist and other staff, for multiple situations that recognize community resources, includes training for students and staff on effective responses to emergencies. (3.4.E)

Nurse has plans for emergency situations for the most frequently occurring events, knows where School Safety Plan is located, but has not collaborated with community resources, administration or other staff. (3.4.IN)

Nurse has no contingency plans for emergency situations, has not read the School Safety Plan and there is no plan for parent notification or staff training. (3.4.I)

3.5 Developing specialized (individualized) educational programs with health care plans and services for students with diverse medical and cultural needs, some of whom are identified meeting 504 requirements or special education, with IEP/IHP plans; work

Nurse initiates collaboration with parents, health care providers and staff in developing individualized educational and health care plans for the classroom and related school activities. Nurse is continually seeking ways to improve nursing care and locates and shares information and resources both within and outside the school for the safe, effective and specialized nursing care of students. (3.5.HE)

Nurse initiates collaboration with parents, health care providers and staff in developing individualized educational and health plans for students with diverse health and educational needs. Health assessments are consistently completed for students in special education, or that meet the 504 qualifications, thereby signifying an effective nursing practice. (3.5.E)

Nurse collaborates with parents, health care providers and classroom teachers in developing individualized educational, classroom programs/plans, and individualized health care plans when specifically asked. This lack of initiative and planning for the needs of students is unacceptable. (3.5.IN)

Nurse declines to collaborate with parents, health care providers, and classroom teachers to develop specialized (individualized) educational and health care plans for students. These plans, which are lacking, are indicative of incomplete planning for safety and health care needs of students. (3.5.I)

Charles A Beard School Nurse Evaluation

Printed: September 13, 2016 at 12:07pm



Domain 4: Professional Responsibilities

4.1 Knows and utilizes the Indiana Nurse Practice Act, Student Services Rule, Scope and Standards of School Nursing Practice, Code of Ethics for Nursing; health and educational laws and rules. Displays current licensure from the Indiana Professional Licensure Board

Registered nurse license is in good standing from IPLA. Indiana School Nurse Certification is current and nurse continues to pursue professional development and education related to school nursing. Nurse adheres to the Indiana Nurse Practice Act, Scope and Standards of School Nursing, Code of Ethics for Nurses, Student Services Rule and reflections and evaluation of his/her nursing practice is highly accurate and perceptive, citing specific examples. Nurse expertly draws on an extensive repertoire, including the School Improvement Plan, to implement alternate strategies for care. Maintains current CPR/AED certification, trains and/or identifies certified staff, circulates first aid/emergency care information to staff, and maintains a safe nursing practice. (4.1.HE)

Registered nurse license from IPLA is in good standing and Indiana School Nurse Certification is in the planning stage by continuing to pursue professional development and education for school nursing practice. Nurse adheres to the Indiana Nurse Practice Act, Scope and Standards of School Nursing, Code of Ethics for Nurses, Student Services Rule and provides an accurate and objective description of his/her practice. Specific goals, objectives and evaluation of the school nurse practice are timely and complete. Specific suggestions regarding the improvement of school health services are identified with a detailed plan for change. Maintains current CPR/AED certification, and meets the standards of care for a safe environment. (4.1.E)

Registered Nurse license is in good standing from IPLA Nurse is aware of the Indiana Nurse Practice Act, Student Services Rule, Code of Ethics for Nurses, Scope and Standards of School Nursing Practice and reflections and evaluations of his/her own practice is moderately accurate but objectivity is lacking. Nurse's suggestions for improvement are global, but lack an assessment. Maintains current CPR/AED certification, but does not actively seek involvement of other staff in maintaining a safe environment. (4.1.IN)

Nurse does not maintain Professional Nurse License from IPLA. Nurse does not appear to know the Indiana Nurse Practice Act, Student Services Rule, Scope and Standards of School Nursing Practice, Code of Ethics for Nurses and does not reflect and evaluate his/her own practice or the reflections are inaccurate or self-serving. Nurse does not maintain current CPR/AED certification. (4.1.I)

4.2 Maintaining health records in accordance with school board policy, HIPAA/FERPA, and state and federal requirements; all reports are accurate and timely to meet accreditation requirements, and ensure health and safety of students.

Nurse consistently exceeds in keeping relevant and accurate health information on all students in building(s). The health record is systematic and efficient with data used for program management, administrative reporting and school health program evaluation. Student health plans are fully effective and parents, staff and students participate in their development. Immunization records, medication and treatment documentations are always timely, complete, and follow state and district requirements, and confidentiality is highly maintained. (4.2.HE)

Nurse is consistently proficient in recording information on all students in the building(s). Reports, records, and documentation are accurate and submitted in a timely manner. Student health plans are effective and complete. Immunization records, medication and treatment documentation are timely, complete, and follow state and district requirements. Health status records are kept, and reviewed for safe, effective and confidential nursing. (4.2.E)

Nurse usually keeps current information on all students in the building(s). Reports, records and documentation are sometimes accurate, but occasionally late and do not follow Record Retention Policy. Student health plans are incomplete or partially effective. Health information is limited and not efficiently recorded. Immunization records and medication and treatment documentation are adequate and follow state and district requirements. (4.2.IN)

Nurse does not keep up-to-date health information on all students in building(s). Information is in disarray and incomplete. Nurse's reports, records, and documentation are late or inaccurate. Student health plans do not exist or are in disarray. Immunization records, medication, treatment and health status documentation does not exist or is incomplete. (4.2.I)

Charles A Beard School Nurse Evaluation

Printed: September 13, 2016 at 12:07pm



4.3 Communicating with students, school staff, families and community members about school health.

Nurse is proactive in providing complete information to others regarding the school health program, frequently in the leadership role. Nurse utilizes a variety of communication techniques that includes a home visit with individual families regarding their child's health care needs. Nurse is proactive and assumes leadership in handling routine, unexpected and emergency situations with parents and treats parents with respect and empathy; and the delivery of consistently effective school health services is evident. (4.3.HE)

Nurse consistently provides thorough and accurate information to others regarding the school health program and communicates respectfully with individual families regarding their child's health needs. Nurse is respectful and friendly to families, handles routine, unexpected and emergency situations, and adheres to confidentiality practices. School health services are recognized for their effectiveness. (4.3.E)

Nurse provides limited information to others regarding the school health program as an integral part of the educational program. Nurse interacts and communicates respectfully with families about their child's health care needs, but has difficulty with confidentiality in obtaining and using health information in multiple situations. (4.3.IN)

Nurse provides no information to others regarding school health and nursing practice is not an integral part of the educational program. Nurse avoids parent contact, does not show respect for families, or have an established method for parent communication concerning their child's health needs. (4.3.I)

4.4 Actively participates in the professional community for professional growth, and in the performance of delivering safe and effective school health services.

Nurse is supportive and cooperative with all staff working as a team. Nurse volunteers and participates in building and district events and committees and assumes a leadership role. Nurse understands both health and education priorities of the school, and participates in local, state and national professional organizations. Nurse actively pursues and attends professional development activities, makes a contribution by volunteering for committee work at local, state/national meetings and contributes to the development of other nurses by mentoring, workshops, webinars, and the Learning Connection. (4.4.HE)

Nurse is supportive and works in a cooperative effort with staff and peers. Nurse volunteers and participates in building and district events and committees, making a substantial contribution to the learning environment of students, and reflective of a practice that understands the connection between health and education. Nurse consistently seeks professional development opportunities in health and education, and attends local, state and national activities/meetings, developing resources, mentoring and contributing to the Learning Connection. (4.4.E)

Nurse's relationship with staff and peers is cordial and nurse participates in required building and district events and committees only when requested. Nurse participates in professional development on a limited basis when required by the school, frequently only attending professional development related to health. There is no display of recognition of the connection between health and education. (4.4.IN)

Nurse's relationship with staff and peers is negative and self-serving. Nurse avoids involvement in building and district committees and events. Avoids educational meetings. Nurse does not engage in professional development when it is clearly a necessity for developing and maintaining nursing knowledge and skills. (4.4.I)

NIAAA Athletic Director Effectiveness Rubric

Printed: September 13, 2016 at 10:32am



Domain 1: Professionalism

1.1 Implements a written philosophy statement outlining the principles and educational goals of the program.

Highly Effective (1.1.HE.1)	Effective (1.1.E.1)	Improvement Necessary (1.1.IN.1)	Ineffective (1.1.I.1)	NA (1.1..1)
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1.2 Cooperates with the staff and school administration in establishing, implementing and supporting school policies.

Highly Effective (1.2.HE.1)	Effective (1.2.E.1)	Improvement Necessary (1.2.IN.1)	Ineffective (1.2.I.1)	NA (1.2..1)
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1.3 Acts impartially in the execution of basic policies, and the enforcement of the conference, county, and state high school association rules and regulations; implements and maintains all health and sport medical requirements and regulations.

Highly Effective (1.3.HE.1)	Effective (1.3.E.1)	Improvement Necessary (1.3.IN.1)	Ineffective (1.3.I.1)	NA (1.3..1)
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1.4 Implements prudent legal procedures. - Maintains proper records; Verifies coaches' qualifications and certification as necessary; Maintains a perpetual inventory of facility safety evaluations; Maintains a file of all athletic disciplinary actions; Interprets rules and regulations regarding academic eligibility.

Highly Effective (1.4.HE.1)	Effective (1.4.E.1)	Improvement Necessary (1.4.IN.1)	Ineffective (1.4.I.1)	NA (1.4..1)
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1.5 Develops and maintains a comprehensive athletic program which seeks the highest development of all participants, and which respects the individual dignity of every athlete.

Highly Effective (1.5.HE.1)	Effective (1.5.E.1)	Improvement Necessary (1.5.IN.1)	Ineffective (1.5.I.1)	NA (1.5..1)
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1.6 Considers the well-being of the entire student body as fundamental in all decisions and actions.

NIAAA Athletic Director Effectiveness Rubric

Printed: September 13, 2016 at 10:32am



Highly Effective (1.6.HE.1)

Effective (1.6.E.1)

Improvement Necessary (1.6.IN.1)

Ineffective (1.6.I.1)

NA (1.6..1)

NIAAA Athletic Director Effectiveness Rubric

Printed: September 13, 2016 at 10:32am



1.7 Supports the principle of due process and protects the civil and human rights of all individuals; is knowledgeable and compliant with legal regulation of athletics. Insures the district is well informed and the athletic program is managed according to legal regulations applicable to athletics.

Highly Effective (1.7.HE.1) Effective (1.7.E.1) Improvement Necessary (1.7.IN.1) Ineffective (1.7.I.1) NA (1.7..1)

1.8 Organizes, directs and promotes an interscholastic athletic program that is an integral part of the total educational program.

Highly Effective (1.8.HE.1) Effective (1.8.E.1) Improvement Necessary (1.8.IN.1) Ineffective (1.8.I.1) NA (1.8..1)

1.9 Fulfills professional responsibilities with honesty and integrity.

Highly Effective (1.9.HE.1) Effective (1.9.E.1) Improvement Necessary (1.9.IN.1) Ineffective (1.9.I.1) NA (1.9..1)

1.10 Upholds the honor of the profession in all relations with students, colleagues, coaches, administrators, and the general public.

Highly Effective (1.10.HE.1) Effective (1.10.E.1) Improvement Necessary (1.10.IN.1) Ineffective (1.10.I.1) NA (1.10..1)

1.11 Improves the professional status and effectiveness of the position through participation in local, state and national in-service programs and conferences.

Highly Effective (1.11.HE.1) Effective (1.11.E.1) Improvement Necessary (1.11.IN.1) Ineffective (1.11.I.1) NA (1.11..1)

1.12 Promotes high standards of ethics, sportsmanship and personal conduct by encouraging administration, coaches, staff, student athletes and community to commit to these high standards.

NIAAA Athletic Director Effectiveness Rubric

Printed: September 13, 2016 at 10:32am



Highly Effective (1.12.HE.1)

Effective (1.12.E.1)

Improvement Necessary
(1.12.IN.1)

Ineffective (1.12.I.1)

NA (1.12..1)

NIAAA Athletic Director Effectiveness Rubric

Printed: September 13, 2016 at 10:32am



Domain 2: Administrative Responsibilities

2.1 Provides leadership for the athletic department and places it in the proper educational perspective.

Highly Effective (2.1.HE.1) Effective (2.1.E.1) Improvement Necessary (2.1.IN.1) Ineffective (2.1.I.1) NA (2.1..1)

2.2 Assists the District and school administrator in securing competent personnel for the athletic staff. Assists, coordinates, and participates as determined by the school administrator, in scheduling and conduct of all athletic staff interviews.

Highly Effective (2.2.HE.1) Effective (2.2.E.1) Improvement Necessary (2.2.IN.1) Ineffective (2.2.I.1) NA (2.2..1)

2.3 Prepares and keeps a calendar of school athletic events. Communicates this calendar and a list of activities to all facets of the board.

Highly Effective (2.3.HE.1) Effective (2.3.E.1) Improvement Necessary (2.3.IN.1) Ineffective (2.3.I.1) NA (2.3..1)

2.4 Facilitates schedules and coordinates with school and district administration for all school athletic practices, activities and community usage.

Highly Effective (2.4.HE.1) Effective (2.4.E.1) Improvement Necessary (2.4.IN.1) Ineffective (2.4.I.1) NA (2.4..1)

2.5 Makes sure specific criteria are issued to students explaining the awards given for participation.

Highly Effective (2.5.HE.1) Effective (2.5.E.1) Improvement Necessary (2.5.IN.1) Ineffective (2.5.I.1) NA (2.5..1)

2.6 Transmits all pertinent information for state association conferences to the principals, coaches, and district administrators.

Highly Effective (2.6.HE.1) Effective (2.6.E.1) Improvement Necessary (2.6.IN.1) Ineffective (2.6.I.1) NA (2.6..1)

NIAAA Athletic Director Effectiveness Rubric

Printed: September 13, 2016 at 10:32am



2.7 Arranges school board approved transportation for athletic events.

Highly Effective (2.7.HE.1)	Effective (2.7.E.1)	Improvement Necessary (2.7.IN.1)	Ineffective (2.7.I.1)	NA (2.7..1)
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2.8 Resolves conflicts that develop from time to time within the ranks of the athletic department.

Highly Effective (2.8.HE.1)	Effective (2.8.E.1)	Improvement Necessary (2.8.IN.1)	Ineffective (2.8.I.1)	NA (2.8..1)
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2.9 Acts as a tournament manager for all county, conference, and state tournament playoff activities that are assigned to the school district.

Highly Effective (2.9.HE.1)	Effective (2.9.E.1)	Improvement Necessary (2.9.IN.1)	Ineffective (2.9.I.1)	NA (2.9..1)
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2.10 Provides a system to maintain permanent records for each sport, such as wins and losses, outstanding records, letterpersons, etc.

Highly Effective (2.10.HE.1)	Effective (2.10.E.1)	Improvement Necessary (2.10.IN.1)	Ineffective (2.10.I.1)	NA (2.10..1)
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2.11 Establishes procedures for the supervision and use of the training room.

Highly Effective (2.11.HE.1)	Effective (2.11.E.1)	Improvement Necessary (2.11.IN.1)	Ineffective (2.11.I.1)	NA (2.11..1)
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2.12 Plans, organizes and supervises all special programs with the cooperation of the booster club, coaches, school and district administrators. - Coordinates award programs, fund raising, pep rallies, gymnasium assemblies, contest intermission activities, special events, some community event activities.

Highly Effective (2.12.HE.1)	Effective (2.12.E.1)	Improvement Necessary (2.12.IN.1)	Ineffective (2.12.I.1)	NA (2.12..1)
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NIAAA Athletic Director Effectiveness Rubric

Printed: September 13, 2016 at 10:32am



2.13 Coordinates with district administrators, the repair and maintenance of varsity athletic fields, track and gymnasiums, including physical education facilities.

Highly Effective (2.13.HE.1)	Effective (2.13.E.1)	Improvement Necessary (2.13.IN.1)	Ineffective (2.13.I.1)	NA (2.13..1)
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2.14 Coordinates the organization and operation of the press boxes.

Highly Effective (2.14.HE.1)	Effective (2.14.E.1)	Improvement Necessary (2.14.IN.1)	Ineffective (2.14.I.1)	NA (2.14..1)
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2.15 Attends and serves as school liaison at athletic booster club meetings.

Highly Effective (2.15.HE.1)	Effective (2.15.E.1)	Improvement Necessary (2.15.IN.1)	Ineffective (2.15.I.1)	NA (2.15..1)
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2.16 Assists the district administrator in the preparation and distribution of complimentary passes for the school district.

Highly Effective (2.16.HE.1)	Effective (2.16.E.1)	Improvement Necessary (2.16.IN.1)	Ineffective (2.16.I.1)	NA (2.16..1)
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2.17 Assists in the annual review of the athletic policy and staff handbook and makes it available to students and parents.

Highly Effective (2.17.HE.1)	Effective (2.17.E.1)	Improvement Necessary (2.17.IN.1)	Ineffective (2.17.I.1)	NA (2.17..1)
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2.18 Evaluates the program, always seeking ways to improve interscholastic athletics.

Highly Effective (2.18.HE.1)	Effective (2.18.E.1)	Improvement Necessary (2.18.IN.1)	Ineffective (2.18.I.1)	NA (2.18..1)
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NIAAA Athletic Director Effectiveness Rubric

Printed: September 13, 2016 at 10:32am



2.19 Prepares and obtains signed game contracts.

Highly Effective (2.19.HE.1)

Effective (2.19.E.1)

Improvement Necessary
(2.19.IN.1)

Ineffective (2.19.I.1)

NA (2.19..1)

NIAAA Athletic Director Effectiveness Rubric

Printed: September 13, 2016 at 10:32am



2.20 Emphasizes to coaches the need for proper player appearance, athletic dress code. Manages use of electronic devices. Enforces sportsmanship and language requirements.

Highly Effective (2.20.HE.1)	Effective (2.20.E.1)	Improvement Necessary (2.20.IN.1)	Ineffective (2.20.I.1)	NA (2.20..1)
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2.21 Completes accurate financial records.

Highly Effective (2.21.HE.1)	Effective (2.21.E.1)	Improvement Necessary (2.21.IN.1)	Ineffective (2.21.I.1)	NA (2.21..1)
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2.22 Makes sure all programs receive equal consideration in determining the athletic budget preparation and distribution.

Highly Effective (2.22.HE.1)	Effective (2.22.E.1)	Improvement Necessary (2.22.IN.1)	Ineffective (2.22.I.1)	NA (2.22..1)
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2.23 Keeps informed of the rules and regulations of the total athletic program.

Highly Effective (2.23.HE.1)	Effective (2.23.E.1)	Improvement Necessary (2.23.IN.1)	Ineffective (2.23.I.1)	NA (2.23..1)
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2.24 Informs the school board about program directions, problems and achievements.

Highly Effective (2.24.HE.1)	Effective (2.24.E.1)	Improvement Necessary (2.24.IN.1)	Ineffective (2.24.I.1)	NA (2.24..1)
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2.25 Creates and updates written job descriptions for staff members involved with the sports program, clearly explaining responsibilities.

NIAAA Athletic Director Effectiveness Rubric

Printed: September 13, 2016 at 10:32am



Highly Effective (2.25.HE.1)

Effective (2.25.E.1)

Improvement Necessary
(2.25.IN.1)

Ineffective (2.25.I.1)

NA (2.25..1)

NIAAA Athletic Director Effectiveness Rubric

Printed: September 13, 2016 at 10:32am



2.26 Performs other duties as the principal and/or district administrator may direct.

Highly Effective (2.26.HE.1)	Effective (2.26.E.1)	Improvement Necessary (2.26.IN.1)	Ineffective (2.26.I.1)	NA (2.26..1)
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Domain 3: Sport Specific Duties

3.1 Attends as many contests, meets and events as possible (home and away).

Highly Effective (3.1.HE.1)	Effective (3.1.E.1)	Improvement Necessary (3.1.IN.1)	Ineffective (3.1.I.1)	NA (3.1..1)
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3.2 Examines all equipment and facilities before use.

Highly Effective (3.2.HE.1)	Effective (3.2.E.1)	Improvement Necessary (3.2.IN.1)	Ineffective (3.2.I.1)	NA (3.2..1)
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3.3 Provides dressing rooms for visiting teams and game officials.

Highly Effective (3.3.HE.1)	Effective (3.3.E.1)	Improvement Necessary (3.3.IN.1)	Ineffective (3.3.I.1)	NA (3.3..1)
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3.4 Prepares eligibility lists, rosters as required by the state association, regular game eligibility lists as required by the state association.

Highly Effective (3.4.HE.1)	Effective (3.4.E.1)	Improvement Necessary (3.4.IN.1)	Ineffective (3.4.I.1)	NA (3.4..1)
-----------------------------	---------------------	----------------------------------	-----------------------	-------------

3.5 Evaluates each athlete's grades at the end of each grading period.

Highly Effective (3.5.HE.1)	Effective (3.5.E.1)	Improvement Necessary (3.5.IN.1)	Ineffective (3.5.I.1)	NA (3.5..1)
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3.6 Secures parent consent cards, physical cards and medical forms from all participants.

NIAAA Athletic Director Effectiveness Rubric

Printed: September 13, 2016 at 10:32am



Highly Effective (3.6.HE.1)

Effective (3.6.E.1)

Improvement Necessary (3.6.IN.1)

Ineffective (3.6.I.1)

NA (3.6..1)

NIAAA Athletic Director Effectiveness Rubric

Printed: September 13, 2016 at 10:32am



3.7 Informs all coaches of all conference and state rules and regulations.

Highly Effective (3.7.HE.1) Effective (3.7.E.1) Improvement Necessary (3.7.IN.1) Ineffective (3.7.I.1) NA (3.7..1)

3.8 Prepares all reports to state and conference associations and all entry lists for tournaments and meets within the proper time limits.

Highly Effective (3.8.HE.1) Effective (3.8.E.1) Improvement Necessary (3.8.IN.1) Ineffective (3.8.I.1) NA (3.8..1)

3.9 Supervises and observes coaching and maintains proper rapport with coaches.

Highly Effective (3.9.HE.1) Effective (3.9.E.1) Improvement Necessary (3.9.IN.1) Ineffective (3.9.I.1) NA (3.9..1)

3.10 Provides a system of evaluation and professional growth of coaches.

Highly Effective (3.10.HE.1) Effective (3.10.E.1) Improvement Necessary (3.10.IN.1) Ineffective (3.10.I.1) NA (3.10..1)

3.11 Secures all needed personnel for the operation of the athletic program. - Including: game officials, announcers, timekeepers, scorekeepers, ticket sellers, ticket takers, security guards, supervisors, custodians, concessions, support personnel, medical coverage.

Highly Effective (3.11.HE.1) Effective (3.11.E.1) Improvement Necessary (3.11.IN.1) Ineffective (3.11.I.1) NA (3.11..1)

3.12 Develops the operational budget and financial procedures for each sport. - Includes: Directs the sale of tickets for all athletic contests; collects all monies from athletic contests and deposits in appropriate accounts; prepares and issues all vouchers for disbursement of funds from the athletic budget.

Highly Effective (3.12.HE.1) Effective (3.12.E.1) Improvement Necessary (3.12.IN.1) Ineffective (3.12.I.1) NA (3.12..1)

NIAAA Athletic Director Effectiveness Rubric

Printed: September 13, 2016 at 10:32am



3.13 Procures and maintains equipment. - Provides a system for the purchase, storage, repair, cleaning, distribution and collection of athletic equipment in cooperation with the coaches; establishes procedures for proper use of materials, supplies, and equipment.

Highly Effective (3.13.HE.1)	Effective (3.13.E.1)	Improvement Necessary (3.13.IN.1)	Ineffective (3.13.I.1)	NA (3.13..1)
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3.14 Develops community relations. - Creates publicity for all interscholastic sports brochures, press releases and radio airplay, etc. for all schools at athletic events; Supervises radio and television broadcasts; Assists or coordinates the use of all facilities by groups outside the school; Arranges for emergency personnel and procedures for all home athletic events; Sends reminders of upcoming events to schools, game officials and news media; Supervises and coordinates activities of cheerleaders with the athletic program; Coordinates participation of school band with the athletic program.

Highly Effective (3.14.HE.1)	Effective (3.14.E.1)	Improvement Necessary (3.14.IN.1)	Ineffective (3.14.I.1)	NA (3.14..1)
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Domain 4: Core Professionalism

4.1 Attendance

Individual has not demonstrated a pattern of unexcused absences. (4.1.HE.1)	Individual demonstrates a pattern of unexcused absences. (4.1.E.1)
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4.2 On-Time Arrival

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)	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)
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NIAAA Athletic Director Effectiveness Rubric

Printed: September 13, 2016 at 10:32am



4.3 Policies and Procedures

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

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

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

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



ASSESSMENT- STANDARDS

GRADE LEVEL / SUBJECT: _____

TEACHER: _____

DIRECTIONS: After aligning assessment to Indiana College and Career Ready Standards, use the chart below to list indicator-aligned assessment questions with corresponding standard. Not all grade levels/content areas will have 15 standards total; only fill in the total number of standards that apply. While not all questions need to be categorized, there must be sufficient examples for each standard.

This is a tool that must be submitted with the assessment to the Assessment Committee.

☐

IF THIS IS AN UNCHANGED ASSESSMENT THAT HAS RECEIVED PRIOR APPROVAL, PLEASE CHECK HERE. IF SO, IT IS NOT NECESSARY TO COMPLETE THE REST OF THE DOCUMENTATION.

Standard Number	Standard Title	Question Numbers		
Standard 1				
Standard 2				
Standard 3				
Standard 4				
Standard 5				
Standard 6				
Standard 7				
Standard 8				
Standard 9				
Standard 10				
Standard 11				
Standard 12				
Standard 13				
Standard 14				
Standard 15				

Comments:

ASSESSMENT – DEPTH OF KNOWLEDGE

GRADE LEVEL / SUBJECT: _____

TEACHER: _____

DIRECTIONS: Use the chart below to categorize assessment questions. Rigor increases as you go down the chart.

This is a tool that must be submitted with the assessment to the Assessment Committee.

LEVEL	LEARNER ACTION	KEY ACTIONS	SAME QUESTION STEMS	QUESTION NUMBERS
Level 1: Recall	Requires simple recall of such information as a fact, definition, term, or simple procedure	List, Tell, Define, Label, Identify, Name, State, Write, Locate, Find, Match, Measure, Repeat	How many...? Label parts of the.... Find the meaning of ...? Which is true or false...?	
Level 2: Skill/Concept	Involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity	Estimate, Compare, Organize, Interpret, Modify, Predict, Cause/Effect, Summarize, Graph, Classify	Identify patterns in... Use context clues to... Predict what will happen when... What differences exist between...? If x occurs y will...?	
Level 3: Strategic Thinking	Requires reasoning, planning, using evidence, and thinking at a higher level.	Critique, Formulate, Hypothesize, Construct, Revise, investigate, Differentiate, Compare	Construct a defense of.... Can you illustrate the concept of ...? Apply the method used to determine...? What might happen if ...? Use evidence to support...	

Level 4: Extended Thinking	Requires complex reasoning, planning, developing, and thinking, most likely over an extended time. Cognitive demands are high, and students are required to make connections both within and among subject domains	Design, Connect, Synthesize, Apply, Critique, Analyze, Create, Prove	Design x in order to.... Develop a proposal to.... Create a model that.... Critique the notion that...	
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ASSESSMENT – APPROVAL CHECKLIST

GRADE LEVEL / SUBJECT: _____

TEACHER: _____

DIRECTIONS: Use the chart below to categorize assessment questions. Rigor increases as you go down the chart.

This is a tool used by the Assessment Committee to evaluate and approve assessments.

LEVEL	CONSIDERATIONS (Check all that apply.)
ALIGNMENT AND STRETCH	<div><input type="checkbox"/> Items/tasks cover key subject/grade-level content standards.</div> <div><input type="checkbox"/> Where applicable, items/tasks cover knowledge and skills that will be of value beyond the year- either in the next level of the subject, in other academic disciplines, or in career/life.</div> <div><input type="checkbox"/> Where applicable, there are low-and high-end stretch items that cover pre-requisite objectives from prior years and objectives from the next year/course.</div> <div>Evidence/Feedback</div>
RIGOR AND COMPLEXITY	<div><input type="checkbox"/> Overall, the items, task, rubrics are appropriately challenging for the grade-level/course (e.g., right level of DOK and correct reading level).</div> <div><input type="checkbox"/> Many items/task require critical thinking and application.</div> <div><input type="checkbox"/> Multiple-choice questions are appropriately rigorous or complex (e.g. multistep)</div> <div><input type="checkbox"/> Key content standards are assessed at greater depths of understanding and/or Complexity.</div> <div>Evidence/Feedback</div>
FORMAT CAPTURES TRUE MASTERY	<div><input type="checkbox"/> Graphic Organizers (2) are present</div> <div><input type="checkbox"/> Items/task are written clearly.</div> <div><input type="checkbox"/> The assessments/tasks are free from bias; no wording or knowledge that is accessible to only specific ethnicities, subcultures, or genders.</div> <div><input type="checkbox"/> Item types and length of the assessment are appropriate for the subject/grand level.</div> <div><input type="checkbox"/> Task and open-ended questions have rubrics that (1) articulate what students are expected to know and do and (2) Differentiate between levels of knowledge/mastery.</div> <div>Evidence/Feedback</div>



- ☐ We approve this assessment.
- ☐ Please make changes suggested in feedback above and resubmit the assessment.

SIGNATURE OF COMMITTEE CHAIR: _____ DATE: _____

SIGNATURE OF TEACHER: _____ DATE: _____

CHARLES A. BEARD MEMORIAL SCHOOL CORPORATION TEACHER EVALUATION RUBRIC: 2022-2023

DOMAIN 1: PURPOSEFUL PLANNING

- ____ 1) Utilize Formative/Cumulative Assessment Data to Track Students and Plan
- ____ 2) Develop, Create, Implement Standards-Based and Objective-Driven Lesson and Unit Plans (i.e. Curriculum Map)

DOMAIN 2: EFFECTIVE INSTRUCTION (PEDAGOGY)

- ____ 3) Clearly Define and Communicate Lesson Objectives
- ____ 4) Demonstrate and Clearly Communicate Necessary Content Knowledge
- ____ 5) Develop a Higher Level of Understanding through:
 - ____ a) Engaging Students in Academic Content
 - ____ b) Frequently Checking for Understanding
 - ____ c) Modifying Instruction as Necessary
 - ____ d) Maximizing Instructional Time
- ____ 6) Create a Classroom Culture of Respect, Academic Success, and Collaboration
- ____ 7) Engage Families in Student Learning

DOMAIN 3: TEACHER LEADERSHIP

- ____ 8) Contribute to School Culture:
 - ____ a) Collaborating with Peers
 - ____ b) Advocating for Student Success
 - ____ c) Attending Professional Development Opportunities
 - ____ d) Contributing to Extra-Curricular Activities (Athletics, Clubs, etc...)

DOMAIN 4: PROFESSIONALISM

- ____ 9) Compliance with ALL District and School Policies which includes, but is not limited to: Attendance, Appearance, Respect toward Peers and Stakeholders, and Grading Practices.

DOMAIN 5: SUPPORT FOR THE SCHOOL IMPROVEMENT PLAN

- ____ 10) Through the School Improvement process, the teacher exhibits an aptitude for planning and facilitating critical thinking in the classroom setting.

CALCULATING SCORES AND FINAL RATING

Domain 1 Score _____ x 15%

Domain 2 Score _____ x 75%

Domain 3 Score _____ x 10%

Domain 4 0, -0.25, -0.5, or -1

Domain 5 0.1, 0, -0.25, or -0.5

FINAL SCORE of Domains 1-3 _____

Domain 4 _____

Domain 5 _____

TEACHER: _____

FINAL NUMERICAL RATING: _____

_____ HIGHLY EFFECTIVE $(3.5 \leq R \leq 4.0)$

_____ EFFECTIVE $(2.5 \leq R < 3.5)$

_____ NEEDS IMPROVEMENT $(1.5 \leq R < 2.5)$

_____ INEFFECTIVE $(R < 1.5)$

- Evaluation summaries will include a narrative written by the Evaluator which includes two sections: Area(s) of Necessary Refinement and Area(s) of Strength
- All scores in Domains 1-3, including the sub-scores (a-d), will be given in increments of 0.5
- If a score of (-1) is received in Domain 4, then the teacher will be placed on a Corrective Action Plan if not previously done so
- If a score of (1) is received any part of Domains 1-3, then the teacher will be placed on an Improvement Plan in that area
- Extended Observation:
 - Includes an optional Pre-Observation Conference as requested by the Teacher and a required Post-Observation Conference
 - Must be at least 30 minutes in length
 - Will take place at a date and time agreed upon by the Teacher and Evaluator
 - Will take place during Semester 1
 - Can be requested after August 26, 2021
- Short Observation:
 - Must be 10-20 minutes in length
 - Will be unannounced
 - Will take place during Semester 2
 - Optional Post-Observation Conference may take place if requested by the teacher or evaluator
- Optional Short Observation:
 - May be requested by either the Teacher or Evaluator
 - Will take place during Semester 2
 - Must be requested by April 8, 2022
- Artifacts are necessary as required by the teacher's school administration
- The Evaluator will have 8 school days to complete and return Extended and Short Observation results to the teacher
- All teacher observations will be completed by May 5, 2023; each teacher's presentation of supporting materials and artifacts should be uploaded in SFS by May 12, 2023; and evaluations, including a meeting with the teacher, will be finalized by May 26, 2023

Charles A. Beard Memorial School Corporation
Bylaws & Policies

3409 - TEACHER APPRECIATION GRANT

Charles A. Beard Memorial Schools will distribute its 2022 Teacher Appreciation Grant funds to teachers:

- A. employed in the classroom or directly providing education in a virtual classroom setting;
- B. who received a Highly Effective or Effective rating on their most recently completed performance evaluation; and
- C. employed on December 1st of the year the Corporation receives the Teacher Appreciation Grant monies.

Charles A. Beard Memorial Schools will distribute its Teacher Appreciation Grant monies to all teachers rated Effective and Highly Effective with those rated Highly Effective receiving a stipend at least twenty-five percent (25%) more than the stipend given to Effective teachers.

Charles A. Beard Memorial Schools will distribute the stipends within twenty (20) business days of the date the Indiana Department of Education distributes the Teacher Appreciation Grant funds.

I.C. 20-41-10-3.5

Page 11 of 11