# CONCORD COMMUNITY SCHOOLS

# CCS Evaluation and Development System

## Concord Community Schools

The purpose of the Concord Evaluation and Development System is to improve staff effectiveness so that student achievement will increase.

## 2020-2021

Approved: Tuesday, September 8, 2020, by Concord School Board of Trustees

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## Abstract

Concord believes that the purpose of teacher evaluation is **to improve teaching so that students' achievement also improves.** Given that belief, this evaluation process will include annual opportunities for multiple observations, a combination of collected and observed evidence, opportunities for self-reflection/evaluation, specific, actionable feedback, and dialogue between evaluators and teachers.

## 2020-21 Concord Evaluation Task Force

| | |
|---|---|
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## Description of Evaluation Plan Development Process

During the 2011-2012 school year, the original evaluation committee met several times where the seven team members combed the law, compared the then-current evaluation plan with the standard of the law, identified gaps in the current evaluation system, and began reviewing options for new evaluation systems. Given the numerous possibilities, the group narrowed the review to the ISTA model and the RISE model. After closer review of these two models, it was agreed that the RISE model be used as the basis of the Concord evaluation plan. Meetings after that time were spent becoming familiar with the RISE teacher evaluation model including the use of Student Learning Objectives. The team worked hard to meet the obligations of the law and develop a plan that honored Concord beliefs and practices. In May 2012, our teachers voted to accept either the Concord Evaluation and Development System or the RISE evaluation system.  Two hundred sixteen of approximately three hundred staff voted—the Concord plan was chosen by over 98% of those who voted.

In an effort to be transparent throughout the time that our team was meeting, we periodically communicated with certificated staff. A series of meetings was held—on each occasion the meetings were held at two different times so that both secondary and elementary staff could be present. The intent of each meeting was to share progress that had been made. The last meeting's intent was to present the final plan before asking teachers to vote two days later. As was mentioned above, our teachers overwhelmingly chose our plan over the RISE plan, and our school board approved the original Concord Evaluation and Development System later in May 2012.

Following these two action items – the faculty vote and school board approval -- efforts throughout the spring, summer, and prior to school's start were aimed at ensuring all staff understand the rubric being used for each certificated group-- teachers, counselors, media center specialists, instructional coaches, and administrators. Considerable time was also spent communicating and training staff regarding student learning objectives—including the creation of locally developed assessments, analysis of student data, determining students' starting points, setting class student learning objectives, and setting targeted student learning objectives.

Following each year of implementation of the Concord Evaluation and Development System, feedback has been gathered from teachers and administrators. The evaluation committee, including a couple of new members, reconvened to determine the need for adjustments for the following school year. These changes are generally minimal – aimed at the number and length of extended observations, number of walkthroughs, and some language from specific indicators in the teacher effectiveness rubric. Efforts are being directed at follow-up activities including collection of data and continued inter-rater reliability activities. At the conclusion of each of the evaluation committee discussions, school board members are updated and, when appropriate, school board action is taken. In addition to this, an annual executive summary is sent to all certified staff included in the evaluation plan.

Throughout the first year as well as planning for the subsequent years of implementation, we continue to emphasize the stated purpose of the Concord Evaluation and Development System—**to improve teaching so that our students' achievement improves.** The conversations have been rich and appear to be leading us in the direction of accomplishing our purpose!

## Components of Evaluation Plans Required by Indiana Legislation

Legislation enacted during the spring of 2011 included several changes to the evaluation process. Many of these changes are referenced in the following section. Examples are the fact that all certified employees are evaluated annually, that evaluations include rigorous measures of effectiveness, that evaluations result in one of four ratings (highly effective, effective, improvement necessary, or ineffective), and that plans include a provision that a teacher who negatively impacts student achievement and growth cannot receive a rating of highly effective or effective. The Concord Evaluation and Development system includes the components that are required by law and are indicated by citations from the law.

### General Overview of the Evaluation System

All certificated employees' annual evaluations include an effectiveness rubric rating.  A rubric has been created for each of the following groups of certificated employees.

| Employee Group | Rubric Rating |
|---|---|
| Teachers | 100% |
| School Counselor | 100% |
| Instructional Coach | 100% |
| Media Center Specialist | 100% |
| Principal | 100% |

### Timelines

Evaluations for all certificated employees must occur annually. The evaluation cycle begins on the first teacher day of each school year. *Tentative* teacher effectiveness rubric ratings must be calculated by January 31 and communicated to teachers by February 15. For teachers *tentatively* identified as improvement necessary or ineffective, additional extended observations must occur by March 15. A minimum of two (2) walkthroughs (10 minutes minimum) and one extended observation (30-40 minutes minimum) should be completed by the end of the school year for teachers rated *highly effective* or *effective* the previous year; two additional walkthroughs and one additional extended observation is required for teachers new to Concord Community Schools and teachers rated *improvement necessary* or *ineffective* the previous year.  A final teacher effectiveness rubric rating must be completed and communicated by the last staff day of the school year.

# Components of the Evaluation System

## Annual Evaluation

The Concord Evaluation and Development System includes the legal requirement that all certificated employees receive an annual performance evaluation. As per IC 20-28-11.5-4, the plan includes performance evaluations. Effectiveness rubrics have been adopted for each certificated employee group including teachers, counselors, instructional coaches, media center specialists, and administrators. In our plan, only administrators will serve as evaluators. The directors of elementary and secondary education received the RISE training provided by educational service centers. Because our plan is slightly different than RISE, the content of the RISE training was adjusted to follow our plan and all administrators were trained prior to the start of the 2020-2021 school year. Ongoing professional development for administrators occurs throughout each school year to ensure consistency.

## Rigorous Measures of Effectiveness—Use of Rubrics

Performance evaluations include a combination of evidence, both collected and observed, that will be applied to the effectiveness rubric for that employee group. A different rubric has been adopted for each certificated employee group.

Rubrics can be found on the following pages:

| Employee Group | Rubric page number |
|---|---|
| Teacher | 12 |
| Counselor | 22 |
| Instructional Coach | 33 |
| Media Center Specialist | 45 |
| Principal | 58 |

## Combination of evidence—collected and observed

## Evidence Collected

The rubrics used for each employee group include competencies that may not be observed, but which must be provided by the employee as evidence. It is the employee's responsibility to collect evidence to substantiate the competencies that cannot be observed. In the teacher effectiveness rubric, this is especially true for Domain 1: Purposeful Planning, and Domain 3: Teacher Leadership. Staff members are encouraged to organize their evidence in a systematic way that groups evidence by domain and competency; for specific details of what will be accepted by an evaluator, the staff member should consult with his/her evaluator.

## Evidence Observed

According to DOE rules, the evaluations must include more than one observation. Concord's expectation is for at least one extended (30-40 minute) observation and at least three (10 minute) walkthroughs for teachers rated *highly effective* or *effective* the previous year; one additional extended observation and at least one additional walkthrough are required for teachers new to Concord Community Schools and teachers rated *improvement necessary* or *ineffective* the previous year. Evaluators will begin all observations with the positive presupposition that a teacher is "effective" unless documentation proves otherwise. The observer-evaluator may observe evidence leading to any rating; however, unless the absence of observable data shows a negative implication (such as absence of evidence relating to checks for understanding – a required component), the rating will be marked as at least effective. Observed evidence will generally

occur in Domain 2: Instruction but may also be included in any other domain.

**ALL certificated employees MUST have TWO types of observations—extended observations and several short observations.**

### Extended Observation:

▢ Extended observation (at least 35 minutes in length). **One additional** extended observation required for teachers new to Concord Community Schools and teachers rated *improvement necessary* or *ineffective* the previous year. This visit may be announced or unannounced. May be conducted by either a primary or secondary evaluator.

*Conferences*:

- Self-reflection/evaluation: Following the extended observation, the evaluator's scripting notes must be sent to the teacher. The teacher must provide a written self-reflection/evaluation within two school days.
- Post-Conferences: Post-observation conferences are mandatory and should occur within five (5) school days of the extended observation. A teacher's election not to make himself/herself available for the conference does not negate the observation as long as the evaluator has requested the meeting.

▢ Feedback: The teacher must be presented with written and oral feedback.

### Short Observations/Walkthroughs:

▢ A minimum of two over the course of the year (minimum of 10 minutes each) for teachers rated *highly effective* or *effective* the previous year; **two additional** walkthroughs are required for teachers new to Concord Community Schools and teachers rated *improvement necessary* or *ineffective* the previous year. These are unannounced visits. May be conducted by either a primary or secondary evaluator.

*Conferences*:

▢ There are no conferencing requirements for walkthroughs, but a conference should be scheduled if there are trends indicating significant areas of concern.

▢ Feedback: The teacher must be presented with written feedback within two school days.

## Tentative Teacher Effectiveness Rating:

A **tentative** teacher effectiveness rubric rating (TER) must be completed by **January 31** and must be communicated to teachers by **February 15**. This tentative rating should be a combination of evidence collected from the following: the extended observation as well as multiple walkthroughs, evidence provided by the teacher, and the self-reflection of the extended observation provided by the teacher.

### Mid-year conference:

If a teacher's tentative teacher effectiveness rating (TER) is "improvement necessary" or "ineffective," a mid-year conference **MUST** occur. During this conference, the struggling teacher should be placed on a professional improvement plan.

### Professional improvement plans:

A professional improvement plan can be initiated at any time during the process of observations and walkthroughs. It should include specific resources for the teacher to use in an effort to improve. This plan may include conferences, professional development materials including peer observations, assignment of a mentor, or other options.

### Additional extended observations:

After the tentative teacher effectiveness rating (TER) is communicated to teachers, at least ONE additional extended observation (30-40 minutes) is **required** for:

- ANY teacher with a tentative teacher effective rating (TER) of "improvement necessary" or "ineffective"
    - At least one additional extended observation must be completed by the primary evaluator.
    - This conference should follow the same pattern of self-reflection, post-conference, and feedback as occurred in the first extended observation.
    - The process associated with a required additional extended observation based on a tentative "improvement necessary" or "ineffective" rating must be complete by **March 15**.

### Guidance for Special Education Teachers regarding Observations

Special education teachers employed by Concord will be evaluated using the Concord Evaluation and Development System. Building administrators will conduct extended observations and walkthroughs. The district special education coordinator may serve as a secondary evaluator.

Special education teachers employed by the Elkhart County Special Education Cooperative (ECSEC) will be evaluated using the system defined by ECSEC. Extended observations will be conducted by district and program coordinators. Short observations will be conducted by building administrators and district and program coordinators. For all ECSEC employees, the program coordinator will be the "primary" evaluator and the district coordinator and building principal will be the "secondary" evaluators. In the case of the deaf and hard of hearing, the district and the program coordinator are the same person.

## Feedback, Professional Improvement Plans, and Remediation Plans

The process of providing feedback needs to be transparent and immediate and should include self-reflection. Several forms of software are available to manage the feedback involved in this process. Evaluators (administrators) conduct observations and walkthroughs using Standard for Success to collect observable evidence. After the observation or walkthrough is complete, the evaluator scores the teacher and "releases" the notes from the observation to the teacher. Next the teacher sees the evidence that the evaluator has collected (not the score)—then he/she "self" scores the observation. Within 5 school days, the evaluator and the teacher meet for a post observation conference where they discuss areas of the rubric where there are strengths and areas where there may need to be improvement. This feedback could lead to suggestions of areas to be developed or a professional improvement plan, depending on the evaluator and/or teacher's perception of need.

**Tentative** teacher effectiveness rubric ratings will be communicated to teachers by February 15. If that rating is "improvement necessary" or "ineffective" at that time, at least one additional extended observation will occur for that teacher and a professional improvement plan may be initiated.

**Final** overall ratings for certificated employees will be determined when all effectiveness ratings are completed. Evaluators will meet with employees to share this information.

After a teacher's **final** overall rating is determined, the legally mandated remediation plan of not more than ninety (90) school days will be developed by the evaluator and the teacher whose overall rating is "improvement necessary" or

"ineffective." Those plans will be developed according to the specific needs of the teacher. These needs will be based on the ratings the teacher received on the rubric. The remediation plan must require the use of the certificated employee's license renewal credits (or PGPs) in professional development activities intended to help the employee achieve an effective rating on the next performance evaluation.

A teacher who receives an **final overall** rating of ineffective is entitled to a private conference with the superintendent or the superintendent's designee and may file a written request for that meeting with the superintendent or the superintendent's designee not later than five (5) school days after receiving notice that the teacher received an overall rating of ineffective.

## Evaluation Plan Discussion

New in the 2015-2016 school year, Indiana law required school corporations to ensure that evaluation plans were in writing, that they be explained to the governing body in a public meeting before evaluations are conducted, and that the superintendent shall discuss the plan with teachers or the teachers' representative. Interestingly, this has been Concord's practice throughout the development and implementation of our evaluation plan several years ago. As has already been indicated in the description of the evaluation plan process, the evaluation committee includes administrators and teachers who met MANY times during the development of the plan, and now at least annually since implementation seven years ago. Each time changes are recommended in the plan, the committee presents the changes to the school board in a public meeting – typically in a "first reading" and then "board action" in a subsequent meeting format. After changes are appropriately included in school board action, certified staff impacted by the changes are notified in several venues including email and faculty meetings. From the beginning of this process, administrators, teachers and school board members have worked together to create, communicate, implement, and review our evaluation plan.

## Objective Measures of Student Achievement and Growth—Student Data

Per IC 20-28-11.5-4 (2), the Concord Evaluation and Development System includes the use of objective measures of student achievement and growth. Following the adoption of HEA 1002, a school corporation MAY include test scores of students (both formative and summative). For the 2020-2021 school year, the Concord Evaluation and Development Plan will NOT include these measures in the calculation of the overall rating. A teacher may choose to include this data as evidence/artifacts in one of the teacher effectiveness rubric domains.

## Leaves of Absence

Extended leaves (less than one school year) will result in one of the following at the teacher's discretion; a decision regarding his/her choice should be submitted to the principal and superintendent in writing before the leave begins whenever possible -- and must be submitted in writing prior to a final evaluation rating being assigned.

- **Option 1:** The teacher may count the year toward years of effective experience on the salary scale **if** the year is rated as effective or highly effective. If this option is selected, a full teacher effectiveness rating will be provided regardless of the number of days the teacher is in the classroom. A teacher's rating under this option could be any of the four: highly effective, effective, improvement necessary, or ineffective. (Note 1: The number of short observations may be reduced due to the teacher's availability, so the TER will be completed with less than the typically required short observations; Note 2: Teacher's Retirement Fund rules allow a teacher with at least 120 paid days (including paid leave days) in a given school year to count a year toward retirement. Further, TRF will

combine two partial school years of 60-119 paid days each toward one year of teacher experience toward retirement.)

- ⬚ **Option 2:** The teacher may choose not to count the year toward years of effective experience on the salary scale. If this option is selected, a Teacher Effectiveness **Rubric** will be completed on the teacher as a type of assessment; that document will be maintained in the teacher's file even though no final effectiveness rating will be calculated by applying student data. (Note 1: In this option, the teacher cannot be rated effective or highly effective and therefore is not eligible for any financial increase the following year. Note 2: Teacher's Retirement Fund rules allow a teacher with at least 120 paid days (including paid leave days) in a given school year to count a year toward retirement. Further, TRF will combine two partial school years of 60-119 paid days each toward one year of teacher experience toward retirement.)

This language has been prepared with as much consideration for circumstances and equity as possible. However, in this situation in particular, we are in uncharted waters. Should a certificated employee wish to appeal a specific circumstance, representatives of the Concord Teacher's Association and district administration will meet to consider the request. Appeals should be made in writing to the superintendent and should include the following: details of the circumstance and a rationale for why your appeal should be considered instead of one of the above options.

## Student Teachers

Our **number one focus should be providing our students high quality instruction every day of the school year.** An effective teacher leading a classroom is the greatest school-based factor when it comes to students making significant academic gains.

However, some people (administrators as well as teachers) may be concerned that the presence of student-teachers may not have a positive impact on classrooms, which could also impact the mentor teachers' performance evaluation results.

**Student teachers can be a valuable resource in creating these high-quality educational opportunities.** Additionally, student teaching programs have the added benefit of providing future teachers with valuable, on-the-ground learning experiences. In this new age of increased accountability, it will also be important that we shape and hire teachers that may be our future employees. Given that information, here are some thoughts regarding student teachers.

District-level administrators will communicate our expectations to local higher education institutions—Goshen College, Bethel College, IUSB, etc. This communication would include the information below.

We will communicate/expect that student teaching applications include candidates' transcripts.

Administrators and potential supervising teachers will review student teaching applications in a manner similar to a job application. The candidate's application should show promise for future employment.

Given the implications of student achievement data on our classroom teachers' final summative rating, at the secondary level, grades K-2, and other specials, the classroom teacher "keeps" the "one class" that he/she will be using for data collection. At the grades 4-8 English/language arts and math level, the classroom teacher would not give up the whole class. **At best, the classroom teacher will "co-teach" with the student teacher.**

Classroom teachers can still continue to earn professional growth points towards license renewal for supervising a student teacher.

Supervision of a student teacher may also be provided as evidence in Domain 3—Teacher Leadership. Since this domain will likely be evidence-based, classroom teachers can provide evidence of communication/planning that they have

completed with the student teacher.

**The classroom teacher must be in close communication with the university supervisor of the student teacher. If there are problems with the student teacher, the university supervisor must be immediately responsive. This response would include a plan for improvement with a deadline. The student teacher's failure to improve will mean that he/she is removed from the placement.**

## Designation in Rating Category

As per IC 20-28-11.5-4 (c) (4), an overall summative rating of highly effective, effective, improvement necessary, or ineffective will be determined for each certificated employee. These will be calculated according to the metrics assigned to the employee group. See each group's section for more specific information. Within seven business days of the determination of completed overall rating, all certificated employees will be notified in writing by their evaluator; whenever possible, a meeting between the evaluator and certificated employee will be used to discuss performance, rating, and suggestions for the next evaluation cycle. After receiving this rating, a teacher rated ineffective may request a private conference with the superintendent; this request must be submitted to the superintendent in writing.

| Employee Group | Effectiveness Rating | Overall Rating Summary Page |
|---|---|---|
| Teacher | 100% | 23 |
| School Counselor | 100% | 43 |
| Instructional Coach | 100% | 57 |
| Media Center Specialist | 100% | 69 |
| Principal | 100% | 87 |

## Negative Impact

Per IC 20-28-11.5-4 (c) (4) and (6), the final summative rating will be modified when a teacher negatively impacts student achievement and growth. Also according to the previously cited Indiana code, the teacher who negatively impacts student achievement and growth may not receive an overall rating of highly effective or effective. Given that HEA 1002 removed the requirement to include student achievement and growth data, an updated definition of negative impact is pending with the State Board of Education.

## Instruction Delivered by Teachers Rated Ineffective

Indiana Code 20-28-11.5-7 requires that a student may not be instructed for two (2) consecutive years by two (2) consecutive teachers, each of whom was rated as ineffective in the school year immediately before the school year in which the student is placed in the respective teacher's class. Administrators assigning students to classes will – prior to the start of school – review each teacher's effectiveness rating and ensure that no student is assigned to an ineffective teacher for a second consecutive year. If it is not possible to comply with this, Concord Community Schools will notify the parents of each applicable student in writing before the school year begins.

## Professional Improvement/Remediation Plans

The implementation of the Concord Evaluation and Development System has created the need for various forms of professional development. Administrators and teachers have been given information regarding the use of the effectiveness rubrics, the process of evidence-based observations, and gaining deeper understanding of the nine competencies from the instructional domain. These opportunities are provided in a variety of different of formats including video, in person, large group training prior to the start of school, small group training after the start of school, monthly sessions before the school day, monthly sessions after the school day, and some monthly sessions during the school day. This professional development is planned to support the implementation of this system and to ensure the success of our employees as they work with this system.

More specific, individualized professional improvement plans will need to be implemented, as extended observations and walkthroughs have begun taking place. The contents of these plans will be based on the unique needs of the teacher. Additionally, if after a teacher's **final** overall rating is determined to be "improvement necessary" or "ineffective, legally mandated remediation plans of not more than ninety (90) school days will be developed by the evaluator and the teacher. Those plans will be developed according to the specific needs of the teacher. The needs will be based on the ratings the teacher received on the rubric as well as the results of the students' achievement. The remediation plan must require the use of the certificated employee's license renewal credits (or PGPs) in professional development activities intended to help the employee achieve an effective rating on the next performance evaluation.

A teacher who receives an overall rating of ineffective may file a written request for a private conference with the superintendent or the superintendent's designee not later than five (5) school days after receiving notice that the teacher received an overall rating of ineffective. The teacher is entitled to a private conference with the superintendent or the superintendent's designee.

## Teacher Appreciation Grant Policy

According to IC 20-43-10-3.5, the school board must adopt a policy regarding the distribution of teacher appreciation grants. Teacher appreciation grant funds received by the corporation shall be distributed to licensed teachers who meet the following criteria: employed in the classroom (including providing instruction in a virtual classroom setting), rated as Highly Effective or Effective on their most recent performance evaluation, and employed by the corporation as of December 1 of the year in which the teacher appreciation grant funds are received by the corporation. On September 8, 2020, the Concord Board of School Trustees approved this policy as follows: A cash stipend in an amount that is 25% more than the stipend given the teachers rated as effective shall be distributed to all teachers in the corporation who are rated as highly effective. These amounts will NOT be differentiated between schools in the corporation. This amount will NOT be added to the base salary.

# Evaluation and Development System

## Concord Community Schools

# Evaluation and Development System

We believe that the purpose of teacher evaluation is to improve teaching so that students' achievement also improves. Given that belief, our evaluation process will include opportunities for multiple observations, a combination of collected and observed evidence, an opportunity for self-reflection/evaluation, specific, actionable feedback, and dialogue between evaluators and teachers. It should be understood that evaluators BEGIN the process of scripting and mapping to indicators with the POSITIVE PRESUPPOSITION that teachers are effective. Since this rubric will be used in teacher's classrooms from Kindergarten to 12th grade, consideration must be given to developmental appropriateness of some indicators.

**Note: Domains 1 and 3 are largely documented by the teacher but may be observed. Domain 2 is largely observed but may be documented by the teacher.**

## Overall Summative Rating Form

| Step 1: Compile and Calculate Rubric Rating | Domain Rating (1-4)<br>4 Highly Effective<br>3 Effective<br>2 Improvement Necessary<br>1 Ineffective | | | | | | Weight | Weighted Rating |
|---|---|---|---|---|---|---|---|---|
| **Domain 1: Planning** | 1.1 | 1.2 | 1.3 | | | Final 1.0 | 10% | |
| | | | | | | | | |
| **Domain 2: Instruction** | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | Final 2.0 | 75% | |
| | | | | | | | | |
| **Domain 3: Leadership** | 3.1 | 3.2 | 3.3 | 3.4 | | Final 3.0 | 15% | |
| | | | | | | | | |

| Step 2: Incorporate Core Professionalism Rating | | **Preliminary Rubric Rating** | |
|---|---|---|---|
| If ANY (one or more) of the non-negotiable core professionalism items is rated as "Does Not Meet Standard," enter -1.0.<br>If ALL of the non-negotiable core professionalism indicators are rated as "Meets Standard," enter 0. | | | |

|  | **All Teachers** | |
|---|---|---|
| **Final Rubric Rating** | Weight | Weighted Rating |
| | 100% | |
| **Final Teacher Rating** | | |

*Note: The calculation here is as follows: 1) Final Domain Rating x Weight = Weighted Rating; 2) Sum of Weighted Ratings = Preliminary Rubric Rating; 3) Sum of Final Rubric Rating and Core Professionalism Rating = Final Rubric Rating*

**Note: The Final Domain Rating is not intended to be an average of the competency ratings; instead it should be the evaluator's best overall judgment of the domain based on the competency ratings.**

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|---|---|---|---|
| 3.5-4.0 Points | 2.5-3.4 Points | 1.7-2.4 Points | 1.0-1.6 Points |

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

*Teacher Signature:* _____   *Date:* _____

*Evaluator Signature:* _____ *Date:* _____

**DOMAIN 1: PURPOSEFUL PLANNING**

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

| Competencies | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|
| **1.1 Utilize Assessment Data to Set Ambitious Student Learning Objectives (SLO's), Track Student Performance, and Analyze Progress** | **At Level 4, a teacher fulfills the criteria for Level 3 and additionally some of the following:** <br> - Plans ambitious annual student learning objectives <br> - Incorporates differentiated instruction in planning to reach students at their levels of preparedness <br> - Monitors progress regularly <br> - Uses data analysis of student progress to drive lesson planning | Teacher develops annual student learning objectives that are <br> - Measurable; AND <br> - Aligned to content standards <br> Teacher uses prior assessment data to formulate achievement goals, unit plans, AND lesson plans <br> Teacher uses an effective progress monitoring system for: <br> - Recording student assessment/ progress data <br> - Analyzing student progress toward content mastery and planning future lessons/units accordingly | Teacher develops annual student learning objectives that are: <br> - Measurable; OR <br> - Aligned to content standards <br> Teacher uses prior assessment data to formulate achievement goals, unit plans, OR lesson plans, but not all of the above <br> Teacher uses an effective data tracking system for recording student assessment/ progress data <br> Teacher may *not use* data to analyze student progress towards mastery or to plan future lessons/units | Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes <br> Teacher rarely or never uses prior assessment data when planning. <br> Teacher rarely or never uses a data tracking system to record student assessment/ progress data |
| **1.2 Develop Standards-Based Unit Plans and/or Assessments** | **At Level 4, a teacher fulfills the criteria for Level 3 and additionally some of the following:** <br> - Creates well-designed unit plans and/or assessments that align with district curriculum maps and the end of year summative assessment (either state, district, or teacher created) <br> - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit | **Based on achievement goals, teacher plans units by:** <br> - Identifying content standards that students will master in each unit <br> - Using assessments for backward planning before each unit begins <br> - Allocating an instructionally appropriate amount of time for each unit | **Based on achievement goals, teacher plans units by:** <br> - Identifying content standards that students will master in each unit <br> **Teacher may *not*:** <br> - Use assessments for backward planning before each unit begins <br> - Allocate an instructionally appropriate amount of time for each unit | Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all. |
| **1.3 Create Objective-Driven Lesson Plans and Assessments** | **At Level 4, a teacher fulfills the criteria for Level 3 and additionally some of the following:** <br> - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction <br> - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction | **Based on unit plan, teacher plans daily lessons by:** <br> - Identifying lesson objectives that are aligned to state content standards. <br> - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives <br> - Designing formative assessments that measure progress towards mastery and inform instruction | **Based on unit plan, teacher plans daily lessons by:** <br> - Identifying lesson objectives that are aligned to state content standards <br> - Matching instructional strategies and activities/assignments to the lesson objectives. <br> **Teacher may *not*:** <br> - Design assignments that are meaningful or relevant <br><br> - Plan formative assessments to measure progress toward mastery or inform instruction. | Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments. |

## DOMAIN 2: EFFECTIVE INSTRUCTION

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

| Competencies | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|
| **2.1 Create a Classroom Culture of Respect and Collaboration** | *For Level 4, much of the Level 3 evidence is observed during the year, as well as **some of** the following:* <br> - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance <br> - Students reinforce positive character and behavior and discourage negative behavior amongst themselves | - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions[1] <br> - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior[2] <br> - When appropriate, students are given opportunities to collaborate and support each other in the learning process <br> - Students are expected to be respectful of their teacher and peers | - Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others <br> - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both <br> - 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 <br> - Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms | - Teacher rarely or never addresses negative behavior <br> - Teacher rarely or never praises positive behavior <br> - Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention <br> - Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior |
| **2.2: Develop student understanding, mastery of lesson objectives, and content knowledge** | *For Level 4, much of the Level 3 evidence is observed during the year, as well as **some** of the following:* <br> - Students can explain what they are learning and why it is important, beyond repeating the stated objective[6] <br> - Teacher fully explains concepts while still achieving student understanding[3] <br> - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest; students demonstrate through work or comments that they understand this connection <br> - Explanations spark student excitement and interest in the content <br> - Students participate in each other's learning of content through collaboration during | -  Lesson objective is specific, measurable, and aligned to standards <br> - Objective is written in a student-friendly manner and/or explained to students in easy- to- understand terms that helps them know what they should know and be able to do <br> - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students <br> -  Lesson is clear and well-organized to move students towards mastery of the objective <br> - Teacher demonstrates content knowledge and delivers content that is factually correct[4] <br> - Teacher restates and rephrases instruction in multiple ways to increase understanding and emphasizes key points or main ideas <br> - Teacher uses developmentally appropriate language and explanations <br> - Teacher implements relevant | - 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 <br> - Objective is stated, but not in a student-friendly manner that leads to understanding or students fail to understand <br> -  Lesson generally does not build on prior knowledge of students or students fail to make this connection <br> - Organization of the lesson may not always be connected to mastery of the objective <br> -Teacher delivers content that is factually correct <br> - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding or does not adequately emphasize main ideas <br> - Explanations sometimes lack developmentally appropriate language <br> - Teacher does not always relevant instructional strategies learned via professional development | - 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. <br> - There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. <br> - There may be no effort to connect objective to prior knowledge of students <br> - Lesson is disorganized and does not lead to mastery of objective. <br> - Teacher delivers content that is factually incorrect <br> - Teacher continues with planned instruction, even when it is obvious that students are not understanding content <br> - Teacher fails to use developmentally appropriate language <br> - Teacher does not implement relevant instructional strategies learned via professional development |

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| | the lesson<br>- Appropriate to their developmental levels, students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level | instructional strategies learned via professional development[5] | | |
| **2.3 Maximize instructional time to engage students in academic content[7]** | *For Level 4, much of the Level 3 evidence is observed during the year, as well as **some of** the following:*<br>- Teacher provides differentiated ways of engaging with content that significantly promote student mastery of the objective specific to individual student needs[8]<br>- The lesson progresses at an appropriate pace so that students are seldom disengaged, and students who finish early have something else meaningful to do<br>- To the extent that it is available and appropriate, teacher effectively integrates technology as a tool to engage students in academic content[9]<br>- Students work hard and are deeply active rather than passive/receptive<br>- Students share responsibility for well-executed routines, transitions, and procedures. Students know what they are supposed to be doing and when without prompting from the teacher[10]<br>- Disruptive behaviors and off-task conversations are rare. When they occur, they are always addressed without major interruption to the lesson[11] | -3/4 or more of students are actively engaged in content at all times and not off-task<br>- Ways of engaging with content reflect different learning modalities or intelligences[8]<br>- Teacher adjusts lesson to accommodate for student prerequisite skills and knowledge so that all students are engaged<br>- ELL, IEP, and HA students have the appropriate accommodations to be engaged in content<br>- To the extent that it is available and appropriate, teacher uses technology as a tool to engage students in academic content[9]<br>- Students work hard and are active rather than passive/receptive<br>- Class begins on-time<br>- Routines, transitions, and procedures are well-executed with minimal prompting from the teacher[10]<br>- Teacher delegates time between parts of the lesson appropriately so as best to lead students toward mastery of objective<br>- Almost all students are on-task and follow instructions of teacher without much prompting[11]<br>- Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson[11] | - Fewer than 3/4 of students are engaged in content and many are off-task<br>- Teacher may miss opportunities to provide ways of differentiating content for student engagement<br>- Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective<br>- ELL, IEP, and HA students are sometimes given appropriate accommodations to be engaged in content<br>-Available technology may not be meaningfully used to engage students in academic content[9]<br>- Students may appear to actively listen but when it comes time for participation are disinterested in engaging<br>- Class may start late<br>- Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed<br>- There is more than a brief period of time when students are left without meaningful work to keep them engaged<br>- Teacher may delegate lesson time inappropriately between parts of the lesson<br>- Significant prompting from the teacher is necessary for students to follow instructions and remain on-task<br>- 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. | - Fewer than 1/2 of students are engaged in content and many are off-task<br>- Teacher does not differentiate instruction to target different learning modalities<br>- Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students<br>- ELL, IEP, and HA students are not provided with the necessary accommodations to engage in content<br>-Available technology is not used to engage students in academic content[9]<br>- Students do not actively listen and are overtly disinterested in engaging.<br>- Teacher may start class a few minutes late.<br>- 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<br>- There are significant periods of time in which students are not engaged in meaningful work<br>- Teacher wastes significant time between parts of the lesson due to classroom management.<br>- Even with significant prompting, students frequently do not follow directions and are off-task<br>- Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson. |

| | | | | |
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| **2.4 Check for understanding and modify instruction as needed** | *For Level 4, much of the Level 3 evidence is observed during the year, as well as **some of** the following:*<br>**-** Teacher checks for understanding at higher levels by asking pertinent, scaffolded questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof)<br>- 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<br> - Teacher modifies instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement | - Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)<br>- Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding[12]<br>- Teacher uses wait time effectively both after posing a question and before helping students think through a response<br> - Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students<br>- Teacher assesses all students' mastery of the objective(s) throughout and/or at the end of each lesson through formal and/or informal assessments<br>- Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students[13]<br>- Teacher responds to misunderstandings with effective scaffolding techniques<br>- Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful | - Teacher sometimes checks for understanding of content, but misses several key moments<br>- Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding<br>-  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<br>- Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students<br>- Teacher may occasionally assess all students' mastery throughout and/or at the end of the lesson through formal and/or informal assessments.<br>- 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<br>- Teacher may not respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective<br>- Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding | - Teacher rarely or never checks for understanding of content, or misses nearly all key moments<br>-Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding<br>- 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.<br>- Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students<br>- Teacher rarely or never assesses all students for mastery throughout and/or at the end of the lesson<br>- 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<br>- Teacher rarely or never responds to misunderstandings by using teacher-driven scaffolding techniques<br>- Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding |
| **2.5 Set high expectations for academic success by developing a higher level of understanding through rigorous** | *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:*<br>- Lesson is accessible and challenging to all students<br>- Students are able to ask and answer higher-level questions with meaningful responses to the teacher and to each other<br>- Teacher highlights examples of recent student work that meets high expectations and | -Expectations are clearly communicated in writing and lesson is accessible and challenging to almost all students<br>- Teacher frequently develops higher-level understanding through effective questioning that pushes students forward by differentiating instruction<br>- Students have opportunities to meaningfully practice, apply, and demonstrate learning by completing rigorous work<br> -  Teacher finds ways to encourage | - Expectations are not clearly communicated in print and lesson is not always accessible or challenging for students<br>- Lesson pushes some students forward, but misses other students due to lack of higher level questions or differentiation based on students' level of understanding<br>- While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate<br>- Teacher may encourage students to work | - Expectations are not communicated and lesson is not aligned with developmental level of students (may be too challenging or too easy)<br>- Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. Teacher does not differentiate instruction based on students' level of understanding.<br>- Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or |

| instruction and work | encourages students to do the work again if not high quality<br>- Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. enrichment assignments)<br>- Students participate in forming challenging academic goals for themselves and analyzing their progress<br>- Student comments and actions demonstrate that they are excited about their work and understand why it is important | students who would otherwise "opt out" to work hard toward mastering the objective and persist even when faced with difficult tasks<br>- Students are invested in their work and value academic success as evidenced by their effort and quality of their work<br>- The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly)<br>- Teacher celebrates and praises academic work<br>- High quality work of all students is communicated in the classroom | hard, but may not persist in efforts to have students keep trying<br>- Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging<br>- Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily)<br>- Teacher may praise the academic work of some, but not others<br>- High quality work of a few, but not all students, may be displayed in the classroom | apply concepts.<br>- Teacher gives up on students easily and does not encourage them to persist through difficult tasks<br>- Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments<br>- Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers<br>- Teacher rarely or never praises academic work<br>- High quality work is rarely or never displayed in the classroom |
|---|---|---|---|---|

1. 2.1 If there is one or more instance of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this competency in this observation.
2. It should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.
3. Content may be communicated by either direct instruction or student engagement activities depending on the context of the classroom or lesson.
4. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.
5. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional PD sessions.
6. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
7. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
8. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc.). It may also be effective to engage students via two or more strategies targeting the same modality.
9. Technology includes smart boards, computers, computer peripherals (i.e., student response systems, LCD projectors, etc.), and handheld devices (i.e., iPods, iPads, Kindles, etc.) where they are available in the classroom. In their absence, technology might include older technologies to the extent that they are available (i.e., overhead projectors, CD/tape players when used to engage students in academic content, etc.). It also includes accessing available technologies (such as computer labs, computer carts, SMART Boards, and distance learning labs in other locations). The key to this item is that teachers are expected to utilize the technologies that are available to them for the purpose of engaging students in academic content.
10. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
11. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students. On and off task behaviors should be considered with regard to developmental appropriateness.
12. Examples of times when checking for understanding may be useful are before moving on to the next step of the lesson, or partway through independent practice.
13. A teacher can respond to misunderstandings using "scaffolding" techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds", providing visual cues, etc.

## DOMAIN 3: Teacher Leadership

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

| Competencies | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|
| **3.1 Advocate for Student Success** | **At Level 4, a teacher fulfills the criteria for Level 3 and additionally some of the following:**<br>- Display commitment to the education of students beyond his/her classroom<br>- Make changes and take risks to ensure student success<br>- Go above and beyond in dedicating extra time for students and peers outside of contract time | **Teacher will:**<br>- Display commitment to the education of all his/her students<br>- Attempt to remedy obstacles around student achievement<br>- Advocate for students' individualized needs<br>- Dedicate extra time, when needed, to helping students and peers | **Teacher will:**<br>- Display commitment to the education of most of his/her students<br>**Teacher may *not*:**<br>- Advocate for all students' needs<br>- Frequently dedicate extra time to help students and peers | Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.<br>Teacher dedicates little or no extra time toward helping students and peers. |
| **3.2 Collaborate with Peers** | **At Level 4, a teacher fulfills the criteria for Level 3 and additionally some of the following:**<br>- Go above and beyond in seeking out opportunities to collaborate<br>- Coach peers through difficult situations<br>- Take on leadership roles within collaborative groups such as professional learning communities | **Teacher will:**<br>- Seek out and participate in regular opportunities to work with and learn from others<br>- Ask for assistance, when needed, and provide assistance to others in need | **Teacher will:**<br>- Participate in occasional opportunities to work with and learn from others<br>- Ask for assistance when needed<br>**Teacher may *not*:**<br>- Seek to provide other teachers with assistance when needed OR<br>- Regularly seek out opportunities to work with others | Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player. |
| **3.3 Cultivate Professional Skills and Knowledge[1]** | **At Level 4, a teacher fulfills the criteria for Level 3 and additionally some of the following:**<br>- Regularly share newly learned knowledge and practices with others<br>- Seek out opportunities to lead professional development sessions<br>- Observe or request observations of colleagues (without being required as part of an improvement plan) | **Teacher will:**<br>- Actively pursue opportunities to improve knowledge and practice<br>- Seek out ways to implement new practices into instruction, where applicable<br>- Welcome constructive feedback to improve practices | **Teacher will:**<br>- Attend all mandatory professional development opportunities<br>**Teacher may *not*:**<br>- Actively pursue optional professional development opportunities<br>- Seek out ways to implement new practices into instruction<br>- Accept constructive feedback well | Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning |
| **3.4 Engage Families in Student Learning** | **At Level 4, a teacher fulfills the criteria for Level 3 and additionally some of the following:**<br>- Strives to form relationships in which parents are given ample opportunity to participate in student learning<br>- Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events | **Teacher will:**<br>- Proactively reach out to parents in a variety of ways to engage them in student learning<br>- Respond promptly to contact from parents<br>- Engage in all forms of parent outreach required by the school | **Teacher will:**<br>- Respond to contact from parents<br>- Engage in all forms of parent outreach required by the school<br>**Teacher may *not*:**<br>- Proactively reach out to parents to engage them in student learning | Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents. |

1. There are several ways for a teacher to contribute ideas and expertise: hallway conversations, school improvement team, SLO data teams, collaboration, curriculum writing, professional development for peers, department meetings, etc.

**Domain 4: Core Professionalism Rubric**

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

| Indicator | | Meets Standard | Does Not Meet Standard |
|---|---|---|---|
| 1 | **Attendance** | Individual has not demonstrated a pattern of unexcused absences* | Individual demonstrates a pattern of unexcused absences * |
| 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) | 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) |
| 3 | **Policies and Procedures** | Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) | Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) |
| 4 | **Respect** | Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner | Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner |

NOTE: THE CONCORD COMMUNITY SCHOOLS TEACHER EFFECTIVENESS RUBRIC HAS BEEN ADAPTED FROM THE INDIANA RISE SYSTEM: 4/26/2012 AND FURTHER UPDATED IN JUNE 2013.

Concord Community Schools

School Counselor Effectiveness Rubric

| Step 1: Compile and Calculate Rubric Rating<br><br>NA may be entered at the competency level, but each domain should have a rating. | Domain Rating (1-4)<br> 4 Highly Effective<br> 3 Effective<br> 2 Improvement Necessary<br> 1 Ineffective | | | | | | | Weight | Weighted Rating |
|---|---|---|---|---|---|---|---|---|---|
| Domain 1: Academic Achievement | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | Final 1.0 | 25% | |
| | | | | | | | | | |
| Domain 2: Student Assistance Services | 2.1 | 2.2 | 2.3 | 2.4 | ■ | ■ | Final 2.0 | 25% | |
| | | | | | | | | | |
| Domain 3: Career Development | 3.1 | 3.2 | 3.3 | 3.4 | ■ | ■ | Final 3.0 | 25% | |
| | | | | | | | | | |
| Domain 4: Leadership Level of Performance | 4.1 | 4.2 | 4.3 | 4.4 | 4.5 | 4.6 | Final 4.0 | 25% | |
| | | | | | | | | | |

| Step 2: Incorporate Core Professionalism Rating | Preliminary Rubric Rating | | School Counselors | |
|---|---|---|---|---|
| If ANY (one or more) of the non-negotiable core professionalism items is rated as "Does Not Meet Standard," enter -1.0.<br>If ALL of the non-negotiable core professionalism indicators are rated as "Meets Standard," enter 0. | | | Weight | Weighted Rating |
| Note: The calculation here is as follows: 1) Final Domain Rating x Weight = Weighted Rating; 2) Sum of Weighted Ratings = Preliminary Rubric Rating; 3) Sum of Final Rubric Rating and Core Professionalism Rating = Final Rubric Rating<br>**Note: The Final Domain Rating is not intended to be an average of the competency ratings; instead it should be the evaluator's best overall judgment of the domain based on the competency ratings.** | Final Rubric Rating | | 100% | |
| | | Final Counselor Rating | | |

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|---|---|---|---|
| 3.5-4.0 Points | 2.5-3.4 Points | 1.7-2.4 Points | 1.0-1.6 Points |

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

# DOMAIN 1: Academic Achievement

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

| | Competencies | Highly Effective (4) *At Level 4, a counselor fulfills the criteria for Level 3 and additionally:* | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 1.1 | The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success. | The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success. | The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration. | The school counselor monitors student achievement but does not utilize the data to enhance student success. | The school counselor does not monitor academic achievement. |
| 1.2 | The school counselor demonstrates knowledge of current trends in student development and academic achievement. | The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work. | The school counselor regularly engages in professional development. | The school counselor sporadically engages in professional development. | The school counselor does not engage in professional development. |
| 1.3 | The school counselor supports all students in making decisions, setting goals and taking appropriate action to achieve goals. | The school counselor encourages all students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists *all* students in identifying short-term and long-term goals and in developing appropriate action plans. | The school counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists some students in identifying short-term and long-term goals and in developing appropriate action plans. | The school counselor rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans. | The school counselor does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans. |
| 1.4 | The school counselor engages all students in problem solving, critical thinking, and other activities. | The school counselor consistently provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions. | The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. | The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. | The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. |

| 1.5 | The school counselor utilizes and sequences guidance activities and materials to impact all students' academic achievement. | Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage all students in appropriate decision making. Activities are logically sequenced within individual lessons. | Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons. | Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making. Some activities are logically sequenced within individual lessons. | Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons. |
| --- | --- | --- | --- | --- | --- |
| 1.6 | The school counselor supports all students in developmentally appropriate academic preparation essential for a wide variety of post-secondary options. | The school counselor consistently guides *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. | The school counselor generally guides students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities. | The school counselor rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities. | The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options. |

# DOMAIN 2: Student Assistance Services

School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration.

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

| | | of diversity, ethnicity, and culture. | | of diversity, ethnicity, and culture. | |
|---|---|---|---|---|---|

# DOMAIN 3: CAREER DEVELOPMENT

**School counselors facilitate a comprehensive career program that develops an understanding of the relationship between school and work and supports students in the application of strategies.**

| | Competencies | Highly Effective (4)<br>*At Level 4, a counselor fulfills the criteria for Level 3 and additionally:* | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 3.1 | The school counselor facilitates a comprehensive career program that is age-appropriate and aligned with local, state, and national standards. | The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards, utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences. | The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used. | The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards. | The school counselor does not facilitate age-appropriate career development. |
| 3.2 | The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and the world of work. | The school counselor helps all students understand the relationship between educational achievement and career success, explains how work can help students achieve personal success and satisfaction, and demonstrates knowledge of students' background, skills, and interests. Data include age-appropriate assessments, increasing awareness of interests, abilities, aptitude, and values. The counselor uses this knowledge to meet students' needs and assist in career development, promoting lifelong learning and employability skills. | The school counselor helps all students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. The counselor promotes lifelong learning and employability skills. Some data is utilized. | The school counselor rarely helps students understand the relationship between educational achievement and career success and rarely explain how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized. | The school counselor does not help students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction. The counselor does not promote lifelong learning and employability skills. Data is not used. |
| 3.3 | The school counselor supports all students in the application of strategies to achieve future success and satisfaction. | The counselor consistently helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use | The counselor helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple | The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are rarely | 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 |

| | | multiple research and informational resources to obtain career information. | research and informational resources to obtain career information. | encouraged to use research and informational resources to obtain career information. | use research and informational resources to obtain career information. |
|---|---|---|---|---|---|
| 3.4 | The school counselor collaboratively analyzes data, utilizes research-based interventions and develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. | The school counselor consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. | The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. | The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. | The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. |

# DOMAIN 4: LEADERSHIP LEVEL OF PERFORMANCE

School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive school counseling program.

| | Competencies | Highly Effective (4) *At Level 4, a counselor fulfills the criteria for Level 3 and additionally:* | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 4.1 | The school counselor establishes professional goals and pursues opportunities to grow professionally. | The counselor's professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks. | Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community. | Professional goals are sometimes established. The school counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community. | Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community. |
| 4.2 | The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community. | The school counselor provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders. | The school counselor provides consistent and effective leadership in the school counseling program and the school. | The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style. | The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community. |
| 4.3 | The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students' needs. | The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor demonstrates a direct impact of these collaborative activities on students. | The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. | The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others. | The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders. |
| 4.4 | The school counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs. | The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks | 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 | The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy and procedure is questionable. | The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the |

| | | | | | |
|---|---|---|---|---|---|
| | | consultation and supervision as needed. | consultation and supervision as needed. | | educational mission of the school. |
| 4.5 | The school counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation). | The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor demonstrates student outcome data that are directly attributable to the school counseling program. | The school counseling program consistently builds the academic, career, and personal/social development of most students in the school, supporting at least some of this with student outcome data. | The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program. | The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness. |
| 4.6 | The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services. Note: This may include other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students. | The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies. | The school counselor provides management activities that support the program's guidance, counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about students with school personnel, parents, and community agencies. | The school counselor provides some, but not adequate, program management to the school counseling program. The school counselor is inconsistent in supporting other educational or student services programs. | The school counselor does not support the school counseling program with any program management activities. The school counselor is not involved—or is minimally involved—in providing support to other educational or student services programming through partnerships. |

## Core Professionalism Rubric

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

| | Indicator | Meets Standard | Does Not Meet Standard |
|---|---|---|---|
| 1 | Attendance | Individual has not demonstrated a pattern of unexcused absences* | Individual demonstrates a pattern of unexcused absences * |
| 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) | 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) |
| 3 | Policies and Procedures | Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) | Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) |
| 4 | Respect | Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner | Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner |

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

Evaluation and

Development System

Concord Community Schools

Instructional Coach Effectiveness Rubric

*\*\*Note – In this rubric, Professional Development (PD) may refer to formal opportunities delivering planned PD presentations as well as opportunities provided through coaching conversations and experiences.*

| Step 1: Compile and Calculate Rubric Rating  NA may be entered at the competency level, but each domain should have a rating. | Domain Rating (1-4)  4 Highly Effective  3 Effective  2 Improvement Necessary  1 Ineffective | | | | | | | | | | Weight | Weighted Rating | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Domain 1: Consulting & Collaborating** | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 | 1.8 | | Final 1.0 | 33% | | |
| | | | | | | | | | | | | | |
| **Domain 2: Coaching Cognitively** | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | | | | Final 2.0 | 33% | | |
| | | | | | | | | | | | | | |
| **Domain 3: Analyzing Data and Evaluating Program Implementation** | 3.1 | 3.2 | 3.3 | 3.4 | | | | | | Final 3.0 | 34% | | |
| | | | | | | | | | | | | | |

| Step 2: Incorporate Core Professionalism Rating | Preliminary Rubric Rating | | Instructional Coaches | |
|---|---|---|---|---|
| If ANY (one or more) of the non-negotiable core professionalism items is rated as "Does Not Meet Standard," enter -1.0.  If ALL of the non-negotiable core professionalism indicators are rated as "Meets Standard," enter 0. | | | Weight | Weighted Rating |
| **Final Rubric Rating** | | | 100% | |
| | | | **Final Coach Rating** | |

*Note: The calculation here is as follows: 1) Final Domain Rating x Weight = Weighted Rating; 2) Sum of Weighted Ratings = Preliminary Rubric Rating; 3) Sum of Final Rubric Rating and Core Professionalism Rating = Final Rubric Rating*

***Note: The Final Domain Rating is not intended to be an average of the competency ratings; instead it should be the evaluator's best overall judgment of the domain based on the competency ratings.***

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|---|---|---|---|
| 3.5-4.0 Points | 2.5-3.4 Points | 1.7-2.4 Points | 1.0-1.6 Points |

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

*Teacher Signature:* _____   *Date:* _____

*Evaluator Signature:* _____   *Date:* _____

# GENERAL STATEMENT:

**The purpose of academic coaches is to support teachers as they work to become more effective and more impactful with students. Academic coaches do not serve as evaluators of teachers, but they do assess implementation of district curriculum and instructional mandates, review student achievement data and program analysis data, and make recommendations for improvement of instruction so that student achievement also increases. A driving belief is that academic coaches do impact student learning through their efforts working directly with teachers to improve performance, which yields wins for students, individual teachers, and the school.**

# DOMAIN 1: CONSULTING AND COLLABORATING

**Coaches collaborate to help form ideas, approaches, solutions, and focus for inquiry; they consult to inform regarding student needs, pedagogy, curriculum, policies, procedures, and provide technical assistance while applying teaching standards. As a consultant, the coach's purpose is to increase pedagogical and content knowledge and skills and to institutionalize accepted practices and policies. When collaborating, the coach's purpose is to solve instructional problems, apply and test shared ideas, and learn together. –** *Cognitive Coaching***, Costa and Garmston**

| Competencies | Highly Effective (4)<br><br>*At Level 4, a teacher fulfills the criteria for Level 3 and additionally:* | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|
| 1.1 Supports implementation of the district-approved curriculum and seeks professional knowledge and skills. | Masterfully implements the curriculum in professional development; extensively incorporates learning from previous professional developments and self-learning into presentations and follow up which enrich and enhance the curriculum.<br><br>Regularly shares newly learned knowledge and practices with others.<br><br>Seeks out opportunities to lead professional development sessions. | Consistently supports implementation of the curriculum in professional development; regularly initiates self-learning to improve knowledge and mastery of the curriculum; weaves new learning into presentations.<br><br>Presents staff development and attends team meetings to increase knowledge of recent developments in the approved curriculum.<br><br>Studies, reviews, and shares related research materials and documents to increase understanding of the curriculum.<br><br>Welcomes constructive feedback to improve practices. | Inconsistently implements the curriculum into professional development; intermittently attends staff development and/or initiates self-learning.<br><br>May present staff development but may not demonstrate a commitment to self-learning.<br><br>May study and/or review related research materials but not share with all/most teachers in a way that enhances professional practice.<br><br>Attends all mandatory professional development but may not pursue other self-learning. | Inadequately implements the curriculum into professional development.<br><br>Rarely or never attends professional development opportunities as a participant.<br><br>Shows little or no interest in new ideas, programs, or classes to improve teaching and learning. |

| | Competencies | Highly Effective (4) *At Level 4, a teacher fulfills the criteria for Level 3 and additionally:* | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 1.2 | Systematically plans and appropriately paces and implements professional development. | Effectively plans and paces PD to maximize adult learning which translates as improved learning by all students; ensures that adults clearly understand the interrelatedness of PD opportunities and their impacts on the classroom. Proactively plans differentiation of instruction to recognize, respond to, and challenge adults at their instructional level of learning. Proactively directs adult interactions so that teaching and learning are primary and the best use of time is utilized. | Consistently plans, differentiates, and paces PD to meet adults' diverse needs. Plans short- and long-range educational/professional development goals that demonstrate understanding of the curriculum and subject matter. Uses flexible grouping practices to respond to diverse adult needs. Models strategies for adults and provides opportunities for practice, reflection and planning next steps. Encourages adults to participate and share new or related learning during PD. Establishes clear and consistent expectations for each PD and communicates clear outcomes. Reinforces and encourages positive adult interactions and manages disruptive situations as they occur. | Moderately plans and paces PD to adult learning; tends to be more reactive than proactive in developing PD such that adults do not understand long-range learning goals. May not adapt or modify pacing of PD lessons and units based on adults' instructional levels and adult background; presents a one-size-fits-all approach. Inconsistently directs adult interactions; expectations exist, but consequences/outcomes are inconsistent. | Rarely plans and inappropriately paces PD. Poorly differentiates instruction; does not recognize the individual adult needs, resulting in disengaged students. Randomly and inconsistently directs adult interactions. |
| 1.3 | Advocates for student success. | Recommends changes and take risks to ensure student success. | Displays commitment to the education of all students. Attempts to remedy obstacles around student achievement. Advocates for students' individualized needs. | Displays commitment to the education of most students. May not advocate for students' needs. | Teacher rarely or never displays commitment to the education of students. Teacher accepts failure as par for the course and does not advocate for students' needs. |

| | Competencies | Highly Effective (4) *At Level 4, a teacher fulfills the criteria for Level 3 and additionally:* | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 1.4 | Uses a variety of materials, resources, and technologies that promote the development of critical thinking, problem solving, and performance skills. | Masterfully integrates a variety of teaching materials, resources, and technologies that elevate adult thinking, problem solving, and performance. | Consistently uses a variety of materials, resources, and multimedia.<br><br>Provides adults with technology supports that are appropriate and challenging for all levels of preparedness.<br><br>Evaluates materials for accuracy, adult interest, and student interest/need. | Adequately uses a variety of materials and beginning to move away from one medium of instruction. | Excessively relies on a limited number of materials and resources. |
| 1.5 | Demonstrates support of district/school mission and vision through respectful, accountable talk | Proactively supports the district/school mission and seeks new ways to support the vision and goals. | Consistently demonstrates support of the district and school vision, mission, and goals.<br><br>Supports school vision and mission in respectful interactions with colleagues, parents, guardians, and other community members. | Intermittently supports district and school vision, mission, and goals through communications.<br><br>May not support school vision and mission in respectful interactions with colleagues, parents, guardians, or other community members. | Rarely demonstrates support for district and school mission, vision, and goals. |
| 1.6 | Contributes to school culture. | Seeks out leadership roles.<br><br>Goes above and beyond in dedicating extra time for students and outside of the scheduled teacher day. | Contributes ideas and expertise to further the schools' mission and initiatives.<br><br>Dedicate extra time efficiently, when needed, to helping students and peers. | Contributes occasional ideas and expertise to further the school's mission and initiatives<br><br>May not frequently dedicate extra time to help students and peers. | Rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no extra time towards helping students and peers. |

| | Competencies | Highly Effective (4)<br><br>*At Level 4, a teacher fulfills the criteria for Level 3 and additionally:* | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 1.7 | Supports implementation of classroom procedures to maximize academic learning time. | Models implementation of procedures to maximize learning time. | Supports and facilitates implementation of procedures to maximize learning time. | Attempts to support facilitation of procedures, but learning time is not maximized.<br><br>May not encourage active engagement in PD. | Excessively concentrates on non-instructional tasks. |
| 1.8 | Communicates learning expectations clearly. | Enthusiastically and clearly communicates learning objectives and outcomes. | Communicates clearly in speaking and writing, using precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.<br><br>Uses effective non-verbal communication skills. | Reasonably communicates, but adults do not consistently show understanding of expectations.<br><br>PD objective and/or outcomes may not be clear to participants. | Poorly communicates such that adults are unable to comprehend or participate effectively in the presentation. |

# DOMAIN 2: COACHING INDEPENDENT COGNITION

When serving as a cognitive coach, the coach transforms the effectiveness of decision-making, mental models, thoughts, and perceptions while habituating reflection. The cognitive coach's purpose is to enhance and habituate self-directed learning, self-managing, self-monitoring, and self-modifying. – *Cognitive Coaching*, Costa and Garmston

| | Competencies | Highly Effective (4)<br><br>*At Level 4, a coach fulfills the criteria for Level 3 and additionally:* | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 2.1 | Facilitates focused curricular conversation during and as professional development. | Engages all levels of adults in high-level curricular conversations that improve rigorous thinking. | Effectively facilitates relevant curricular conversation regarding the subject area.<br><br>Models norms of good conversation: active listening, clarifying questions, and constructive responses.<br><br>Encourages comments, questions, examples, and other contributions from adults. | Occasionally guides curricular-focused conversations. | Ineffectively facilitates curricular-based discussions.<br><br>Adults are not discussing the lesson, concept or best practice. |
| 2.2 | Supports staff members' critical thinking skills. | Purposefully focuses coaching sessions on critical thinking, reflection, and analysis of instruction and data-based-decision-making | Consistently supports academic rigor: demonstrates a commitment to knowledge, high thinking demand, and active use of knowledge.<br><br>Engages adults in academic reasoning and critical thinking: encourages adults to use strategies to monitor their learning.<br><br>Uses a variety of questioning techniques to ensure a challenging learning environment.<br><br>Challenges and supports adults to become active learners and achieve at high levels. | Moderately supports reflective analysis; is not effective in focusing on critical thinking skills.<br><br>Attempts to mold teachers into a single style rather than promoting reflective practice and/or differentiation. | Rarely engages adults in critical thinking activities.<br><br>Adults are not challenged, and questioning techniques are not used to support academic rigor. |

| 2.3 | Motivates adults with a supportive, collegial learning environment. | Genuinely cares for and mentors adults and purposefully motivates them to learn by using many coaching strategies.<br><br>Demonstrates effort-based education principles by honoring adult accomplishments and developing a risk free environment. | Effectively motivates adults by creating a supportive learning environment.<br><br>Encourages participants to explore, question, and take charge of their learning in a safe environment.<br><br>Acknowledges and honors adult learners as individuals for their skills, ideas, interests, and knowledge.<br><br>Recognizes participants' accomplishments, celebrates their achievements, and showcases adult / student work.<br><br>Demonstrates integrity, honesty, courtesy, respect, fairness, consistency and confidentiality. | Moderately motivates adults; too much energy is spent on directed presentations and not enough on active, adult engagement.<br><br>May direct learning for adults in a one-size-fits-all approach.<br><br>May not acknowledge or honor adult learners as individuals.<br><br>May not recognize participants' accomplishments, celebrate their achievements, or showcase their work. | Rarely motivates adults and has not created a supportive learning environment. |
| --- | --- | --- | --- | --- | --- |
| 2.4 | Effectively communicates transition between the four support functions of academic coaches when working with teachers: cognitive coaching, collaboration, consulting, program evaluation. | Always seeks direction from teachers regarding the support function the teacher wants from the coach and seeks permission to shift from one function to another. | Seeks permission to shift from one coaching function to another but may not ask the teacher what role the teacher wants the coach to fill during sessions. | May not consistently seek permission to shift from one coaching function to another. | Does not recognize or define coaching functions as distinct from one another.<br><br>Does not consider teachers' wishes when determining the coaching function to be used. |
| 2.5 | Engages teachers in the cognitive coaching process in a way that leads teachers to greater consciousness, craftsmanship, | Engages teachers in cognitive coaching and supports them as they implement the five states of mind with their classes. | May engage teachers in all five states of mind but may not help teachers become conscious of the different states and how they are interrelated and impact self-directed learning. | May engage teachers in only some of the states of mind. | May not intentionally focus on states of mind. |

| | | | | | |
|---|---|---|---|---|---|
| | efficacy, flexibility, and interdependence (five states of mind). | | | | |
| 2.6 | Establishes trust and respect with teachers and administration. | A high level of trust with almost all teachers increases the likelihood that teachers benefit from coaching. | The coach establishes trust with most teachers but has broken rapport with some (<10%*). Elements of rapport to be maintained: posture, gesture, tonality, language, and breathing. | The coach establishes trust with many teachers but is not trusted by a significant percentage (>10%*). | The coach has not established trust with a large contingency of the teaching staff (>20%*). |

*Note that the percentages identified in 2.6 are not expected to be documented numerically but are based on perception which can be based on observable data regarding the elements of rapport and/or which may include individual teacher communication with the principal and/or coach. The identities of teachers sharing their thoughts with principals should be known to the principal – anonymous surveys or comments cannot be used for evaluation; however, principals need not disclose the names of individual teachers to coaches in the same way that coaches do not share individual teacher names with principals.

# DOMAIN 3: ANALYZING DATA AND EVALUATING PROGRAM IMPLEMENTATION

**Instructional coaches conform to a set of standards and criteria adopted by Concord Community Schools for the purpose of judging implementation of program expectations. Coaches use data analysis to guide their experiences with teachers in order to assist teachers in reaching their personally determined and/or administratively mandated goals. Note that while teachers do evaluate implementation of the district's curricular and instructional models, they do not evaluate teachers and their observations are not used by principals when conducting formal evaluations. Coaches are expected to maintain strict confidentiality when they obtain information regarding individual teachers' performance and should not share their observation data of specific individuals with administrators or others, only with the observed teacher. Coaches will share their program analysis and implementation data of groups, grade levels, and/or staffs in order to guide adjustments to programming and in order to determine needed staff development.** – *Cognitive Coaching*, Costa and Garmston

| | Competencies | Highly Effective (4) *At Level 4, a coach fulfills the criteria for Level 3 and additionally:* | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 3.1 | Demonstrates and facilitates the collection of student assessment data in ways that lead to reflection on the data to improve teaching and learning. | Systematically reflects on evidence of adult knowledge, skills, and actions and uses reflection in an ongoing way to improve teaching and learning. In a location accessible to all teachers, maintains a collection of good examples of tools used for data collection, assessment, and observations. | Monitors implementation of the program's curriculum framework and instructional model; develops recommendations for improvement. With teaching staff, analyzes student work to further guide instruction to further enhance understanding. With teaching staff, reviews evidence of student performance/assessments. Encourage teaching staff to save good examples of tools used for data collection, assessment, and observations. | Collects and reviews evidence of adult knowledge and skills but may not work with teachers to analyze the data. | Keeps limited or sporadic evidence of adult knowledge and skills; does not use evidence to improve instruction. |
| 3.2 | Utilizes assessment data to plan. | Uses student performance data and implementation data to differentiate coaching practices and to facilitate teacher use of differentiated instructional strategies in planning to reach every student at his/her level of understanding. | Uses student performance data and implementation data to formulate plans for coaching and to assist teachers in planning. | Uses data to formulate plans for coaching or to assist teachers in planning but not both of the above. | Rarely or never uses data when planning. |
| 3.3 | Knows the subject matter and organizes resources in ways that support adult (and ultimately student) understanding of the subject matter. | Successfully leads adults to higher levels of content knowledge through broad and deep knowledge of the curriculum and subject area; skillfully facilitates organization of lessons and units by drawing together subject matter from multiple disciplines. | Clearly knows the subject matter and effectively facilitates organization of the curriculum to support adult understanding of the subject matter. Demonstrates knowledge of the subject matter and curriculum consistent with what teaching staff and/or students need to learn. Relates/connects ideas and information within and across subject matter areas and grade levels. Supports incorporation of relevant resources that enrich the subject matter of a lesson or unit. Monitors research about program and/or curriculum. | Demonstrates basic knowledge of the subject matter; uses relatively few additional resources to support adult understanding. May not create a focus on application of skills within cross-curricular or real-life settings. May not monitor research about program and/or curriculum. May not use longitudinal data to recommend | Inadequately demonstrates knowledge of the subject matter and poorly organizes the curriculum. |

| | | | Uses longitudinal data to suggest modifications to the curriculum as part of the teaching/learning cycle. | modification of the curriculum as needed. | |
|---|---|---|---|---|---|
| 3.4 | Collaborates with identified team(s) on expectations, curricula, strategies, and use of data | Enthusiastically collaborates with team members, uses data in developing PD, using effective Data Team strategies, analyzing data for needs, and evaluating the curricula.<br>Goes above and beyond in seeking opportunities to collaborate.<br>Coaches peers through difficult situations.<br>Takes on leadership roles within collaborative groups. | Frequently and effectively collaborates with the district coaching team, uses data in developing PD, using effective Data Team strategies, analyzing data for needs, and evaluating the curricula.<br>Communicates with team members on a regular basis for shared PD planning.<br>Supports colleagues and learns from others to promote student learning through a supportive peer community.<br>Seeks out and participates in regular opportunities to work with and learn from others.<br>Asks for assistance, when needed, and provides assistance to others in need. | Occasionally collaborates with other team members.<br>May ask for assistance when needed or provide assistance when needed, but not both.<br>May not seek out opportunities to work with others. | Rarely collaborates with other team members.<br>Works in isolation and/or is not a team player. |

## Core Professionalism Rubric

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

| | Indicator | Meets Standard | Does Not Meet Standard |
|---|---|---|---|
| 1 | Attendance | Individual has not demonstrated a pattern of unexcused absences* | Individual demonstrates a pattern of unexcused absences * |
| 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) | 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) |
| 3 | Policies and Procedures | Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) | Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) |
| 4 | Respect | Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner | Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner |

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

Evaluation and

Development System

Concord Community Schools

# Media Center Specialist Effectiveness Rubric

| **Step 1:** Compile and Calculate Rubric Rating<br><br>NA may be entered at the competency level, but each domain should have a rating. | **Domain Rating (1-4)**<br>4 Highly Effective<br>3 Effective<br>2 Improvement Necessary<br>1 Ineffective | | | | | | | | | | **Weight** | **Weighted Rating** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Domain 1: Purposeful Planning** | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 | 1.8 | ■ | Final 1.0 | 40% | |
| | | | | | | | | | | | | |
| **Domain 2: Effective Instruction** | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.7 | 2.8 | 2.9 | Final 2.0 | 30% | |
| | | | | | | | | | | | | |
| **Domain 3: Leadership** | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.8 | ■ | Final 3.0 | 30% | |
| | | | | | | | | | | | | |

| **Step 2:** Incorporate Core Professionalism Rating | **Preliminary Rubric Rating** | | **Media Center Specialist** | |
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| If ANY (one or more) of the non-negotiable core professionalism items is rated as "Does Not Meet Standard," enter -1.0.<br>If ALL of the non-negotiable core professionalism indicators are rated as "Meets Standard," enter 0. | | | **Weight** | **Weighted Rating** |
| *Note: The calculation here is as follows: 1) Final Domain Rating x Weight = Weighted Rating; 2) Sum of Weighted Ratings = Preliminary Rubric Rating; 3) Sum of Final Rubric Rating and Core Professionalism Rating = Final Rubric Rating*<br>***Note: The Final Domain Rating is not intended to be an average of the competency ratings; instead it should be the evaluator's best overall judgment of the domain based on the competency ratings.*** | **Final Rubric Rating** | | 100% | |
| | | | **Final Summative Rating** | |

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|---|---|---|---|
| 3.5-4.0 Points | 2.5-3.4 Points | 1.7-2.4 Points | 1.0-1.6 Points |

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

*Teacher Signature:* _____   *Date:* _____

*Evaluator Signature:* _____   *Date:* _____

# DOMAIN 1: Purposeful Planning

**Media Center Specialists work in collaboration with the classroom teacher to support a rigorous curriculum relevant for all students. Additionally, media center specialists will plan the media center program for the school.**

| Competencies | | Highly Effective (4)<br><br>*At Level 4, a media center specialist fulfills the criteria for Level 3 and additionally:* | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
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| 1.1 | **Demonstrating knowledge of literature and current trends in library practice and information technology** | Drawing on extensive professional resources, school librarian demonstrates rich understanding of literature and of current trends in information technology.<br>*- Librarian maintains a network of professional contacts and resources to stay current with trends (this includes reading current journals, blogs, and using social media) and shares with staff and students.* | School librarian demonstrates thorough knowledge of literature and of current trends in practice and information technology.<br>*- Librarian maintains a professional network to stay current with trends. This includes reading current journals, blogs, and using social media.* | School librarian demonstrates limited knowledge of literature and current trends in practice and information technology.<br>*- Librarian reads journals to learn about current trends.* | School librarian demonstrates little or no knowledge of literature and of current trends in practice and information technology. |
| | Notes 1.1<br>1. Extensive professional resources may include, but is not limited to, blogs, Twitter, Facebook or other social media, professional journals, conferences and webinars, professional contacts with authors or other library professionals.<br>2. Current trends – librarian is aware of changes in library practice and is actively pursuing, implementing or further investigating these changes to see the benefit for the library. | | | | | |
| 1.2 | **Establishing and successfully implementing goals for the school library program appropriate to the setting and the students served** | School librarian's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues<br>*-The goal for the program is communicated with appropriate stakeholders with regular assessments to determine if goal is being met.* | School librarian's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.<br>*-The goal for the program is communicated with appropriate stakeholders.* | School librarian's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.<br>*- The goal for the program is established by not communicated with appropriate stakeholders.* | School librarian has no clear goals for the media program or they are inappropriate to either the situation in the school or |
| | Notes 1.2<br>1. Goals may be shared verbally or written; however, it is important that the goal be shared with the learning community. This may include staff, students, administrators or community members. | | | | | |

| 1.3 | **Demonstrating knowledge of resources, both within and beyond the school and district** | School librarian shows evidence of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program. | School librarian shows evidence of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program. | School librarian demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program. | School librarian demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program. |
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| | Notes 1.3<br>1. This competency refers to knowledge of the library collection and finding information for staff and students. The evidence may include, but is not limited to, the school library book collection, using interlibrary loan, internet sources, database sources, or the use of the public library collection. A highly effective librarian will use many of these resources to provide information for staff or students. | | | | |
| 1.4 | **Developing and implementing a plan to evaluate the library program** | School librarian's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.<br>- The librarian proactively responds to the evidence of the evaluation. | School librarian's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | School librarian has a rudimentary plan to evaluate the library program. | School librarian has no plan to evaluate the program or resists suggestions that such an evaluation is important. |
| | Notes 1.4<br>1. Some sources of evidence may include student and staff surveys, assessment documents, and statistical data. | | | | |
| 1.5 | **Establishing a culture for investigation and love of literature** | In interactions with both students and colleagues, the school librarian conveys the essential nature of seeking information and reading literature. | In interactions with both students and colleagues, the school librarian conveys the importance of seeking information and reading literature. | School librarian goes through the motions of performing the work of the position, but without any real commitment to it. | School librarian conveys that the work of seeking information and reading literature is not worth the time and energy required. |
| 1.6 | **Establishing and maintaining library procedures** | Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are seamless in their operation. | Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established and function smoothly. | Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established but function sporadically. | Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are either non-existent or inefficient, resulting in general confusion. |

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

# DOMAIN 2: Effective Instruction

**Media Center Specialists, working collaboratively with classroom teachers, facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in an environment focused on achievement, excellence, and respect.**

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

| Competencies | Highly Effective (4) *At Level 4, a media center specialist fulfills the criteria for Level 3 and additionally:* | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|
| 2.1 **Creating an environment conducive to learning** | Interactions among the school librarian, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' learning needs, cultures and levels of development. | Interactions between the school librarian, students, and the classroom teachers, are polite and respectful, reflecting general warmth and caring, and are appropriate to the learning needs, cultural and developmental differences among students. | Interactions between the school librarian, students, and the classroom teachers are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to learning needs, cultural and developmental differences among students. | Interactions between the school librarian, students, and the classroom teachers are negative, inappropriate, or insensitive to students' learning needs, cultural and developmental differences and are characterized by sarcasm, put-downs or conflict. |
| 2.2 **Demonstrate and Clearly Communicate Content Knowledge to Students** | School librarian is highly effective at demonstrating and clearly communicating content knowledge to students. For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: *-Librarian fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding* *-Librarian effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest* | School librarian is effective at demonstrating and clearly communicating content knowledge to students. Librarian demonstrates content knowledge and delivers content that is factually correct *-Content is clear, concise and well-organized* *-Librarian restates and rephrases instruction in multiple ways to increase understanding* *-Librarian emphasizes key points or main ideas in content* *-Librarian uses developmentally appropriate language and explanations* | School librarian needs improvement at demonstrating and clearly communicating content knowledge to students. Librarian delivers content that is factually correct *-Content occasionally lacks clarity and is not as well organized as it could be* *-Librarian may fail to restate or rephrase instruction in multiple ways to increase understanding* *-Librarian does not adequately emphasize main* | School librarian is ineffective at demonstrating and clearly communicating content knowledge to students. *-Librarian may deliver content that is factually incorrect* *-Explanations may be unclear or incoherent and fail to build student understanding of key concepts* *-Librarian continues with planned instruction, even when it is obvious that* |

| | | Level 4 | Level 3 | Level 2 | Level 1 |
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| | | *-Explanations spark student excitement and interest in the content*<br><br>*-Students participate in each others' learning of content through collaboration during the lesson*<br><br>*-Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level* | *-Librarian implements relevant instructional strategies learned via professional development* | *ideas, and students are sometimes confused about key takeaways*<br><br>*-Explanations sometimes lack developmentally appropriate language*<br><br>*-Librarian does not always implement new and improved instructional strategies learned via professional development* | *students are not understanding content*<br><br>*-Librarian does not emphasize main ideas, and students are often confused about content*<br><br>*-Librarian fails to use developmentally appropriate language* |
| | Notes 2.2<br>1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson. | | | | |
| 2.3 | **Engage Students in Academic Content** | Librarian is highly effective at engaging students in academic content<br><br>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:<br>*- Librarian provides ways to engage with content that significantly promotes student mastery of the objective*<br>*- Librarian provides differentiated ways of engaging with content specific to individual student needs*<br>*- The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do*<br>*- Librarian effectively integrates technology as a tool to engage students in academic content* | Librarian is effective at engaging students in academic content<br><br>*-More than ¾ of students are actively engaged in content at all times and not off-task*<br>*-Librarian provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective*<br>*-Librarian sustains the attention of the class by maintaining a dynamic presence*<br>*-Ways of engaging with content reflect different learning modalities of intelligences*<br>*-Librarian adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged*<br>*-ELL and IEP students have the appropriate accommodations to be engaged in content*<br>*-Students work hard and are deeply active rather than passive/receptive (See Notes* | Librarian needs improvement at engaging students in academic content<br><br><br>*-Fewer than ¾ of students are engaged in content and many are off-task*<br><br>*-Librarian may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content*<br><br>*-Librarian may miss opportunities to provide ways of differentiating content for student engagement*<br><br>*-Some students may not have the prerequisite skills necessary to fully engage in content and Librarian's attempt to modify instruction for these* | Librarian is ineffective at engaging students in academic content<br><br>*-Fewer than ½ of students are engaged in content and many are off-task*<br><br>*-Librarian may only provide one way of engaging with content OR Librarian may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content*<br><br>*-Librarian does not differentiate instruction to target different learning modalities*<br><br>*-Most students do not have the prerequisite skills necessary to fully engage in content and Librarian makes no effort to adjust instruction for these students* |

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| | | | *below for specific evidence of engagement)* | *students is limited or not always effective*<br><br>*-Students may appear to actively listen, but when it comes time for participation are disinterested in engaging* | *-ELL and IEP students are not provided with the necessary accommodations to engage in content* |

| | Notes 2.3 |
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| | 1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.<br>2. Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity.<br>3. Engagement is defined as on-task behavior. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.<br>4. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality. |

| 2.4 | **Check for Understanding** | School librarian is highly effective at checking for understanding.<br><br>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:<br>*- Librarian checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof)*<br>*- Librarian uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking* | School librarian is effective at checking for understanding.<br><br>*- Librarian checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate "pulse" of the class's understanding*<br>*- Librarian gains enough information during checks for understanding to modify the lesson and respond accordingly*<br>*- Librarian uses a variety of methods to check for understanding*<br>*- Librarian uses wait time effectively both after posing a question and before helping students think through a response*<br>*- Librarian doesn't allow students to "opt-out" of checks for understanding and cycles back to these students*<br>*- Librarian systematically assesses every student's* | School librarian needs improvement at checking for understanding.<br><br>*- Librarian sometimes checks for understanding of content, but misses several key moments*<br>*- Librarian mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly*<br>*- Librarian may not use a variety of methods to check for understanding when doing so would be helpful*<br>*- Librarian may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content*<br>*- Librarian sometimes allows students to "opt-out" of checks for understanding without cycling back to these students*<br>*- Librarian may assess student mastery at the end of the* | School librarian is ineffective at checking for understanding.<br><br>*- Librarian rarely or never checks for understanding of content, or misses nearly all key moments*<br>*- Librarian rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson*<br>*- Librarian frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer*<br>*- Librarian frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students*<br>*- Librarian rarely or never assesses for mastery at the end of the lesson* |
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| | | | *mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)* | *lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning* | |

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| | Notes 2.4<br>1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.<br>2. Examples of how the teacher may assess student understanding and mastery of objectives:<br>· Checks for Understanding: thumbs up/down, cold-calling<br>·Do Nows/Bell Ringers<br>Turn and Talk/Pair Share<br>· Guided or Independent Practice<br>· Exit Slips |

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| 2.5 | **Modify Instruction as Needed** | School librarian is highly effective at modifying instruction as needed.<br><br>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:<br>*- Librarian anticipates student misunderstandings and preemptively addresses them*<br>*- Librarian is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement* | School librarian is effective at modifying instruction as needed.<br><br>*- Librarian makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students*<br>*- Librarian differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs*<br>*- Librarian responds to misunderstandings with effective scaffolding techniques*<br>*- Librarian doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful* | School librarian needs improvement at modifying instruction as needed.<br><br>*- Librarian may attempt to make adjustments based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students*<br>*- Librarian may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective*<br>*- Librarian may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding* | School librarian is ineffective at modifying instruction as needed.<br><br>*- Librarian rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students*<br>*- Librarian only responds to misunderstandings by using teacher-driven scaffolding techniques*<br>*- Librarian repeatedly uses the same techniques to respond to misunderstandings, even when it is not succeeding* |
| 2.6 | **Maximize Instructional Time** | School librarian is highly effective at maximizing instructional time.<br><br>For Level 4, all of the evidence listed under Level 3 is present, as well as the following: | School librarian is effective at maximizing instructional time.<br><br>*- Routines, transitions, and procedures are well-executed.*<br>*- Almost all students are on-task and follow instructions of librarian without much prompting* | School librarian needs improvement at maximizing instructional time.<br><br>*- Routines, transitions, and procedures are in place.*<br>*- Significant prompting from the librarian is necessary for* | School librarian is ineffective at maximizing instructional time.<br><br>*- There are few or no evident routines or procedures in place.*<br>*- Even with significant prompting, students frequently* |

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| | | *- All students are on-task and follow instructions of Librarian without much prompting* | *- Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson* | *students to follow instructions and remain on-task* <br> *- Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and Librarian may have to stop the lesson frequently to address the problem* | *do not follow directions and are off-task* <br> *- Disruptive behaviors and off-task conversations are common and frequently cause the librarian to have to make adjustments to the lesson* <br> *- Classroom management is generally poor and wastes instructional time* |
| 2.7 | **Assisting students in the use of technology in the Media Center** | School librarian proactively initiates sessions to assist students and teachers in the use of technology. | School librarian institutes sessions to assist students and teachers in the use of technology. | School librarian assists students and teachers in the use of technology when specifically asked to do so. | School librarian declines to assist students and teachers in the use of technology. |
| | Notes 2.7 <br> 1. The overall indicator of success here is that operationally, the library runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline. <br> 2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students. | | | | | |
| 2.8 | **Collaborating with teachers in the design of instructional units and lessons** | School librarian initiates collaboration with classroom teachers in the design of instructional lessons, locating additional resources from sources outside of the school. | School librarian initiates collaboration with classroom teachers in the design of instructional lessons. | School librarian collaborates with classroom teachers in the design of instructional lessons. | School librarian declines to collaborate with classroom teachers in the design of instructional lessons. |
| 2.9 | **Engaging students in enjoying literature and in learning multiple literacy skills** | Students are highly engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials. | Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials. | Only some students are engaged in enjoying literature and in learning information skills because of uneven design of activities, grouping strategies, or partially appropriate materials. | Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials. |
| | Notes 2.9 <br>    1. Efforts related to marketing techniques could be employed here. Examples include promotion of the media center and materials, blogs, book talks, events, etc. <br>    2. Emphasis could also be placed on sharpening students' "seeking skills" related to research as well as information literacy strategies. | | | | | |

# DOMAIN 3: LEADERSHIP

**Media Center Specialists develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.**

| | Competencies | Highly Effective (4)<br><br>*At Level 4, a media center specialist fulfills the criteria for Level 3 and additionally:* | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 3.1 | **Contribute to school culture** | School librarian seeks out leadership roles within the school, aimed at improving school efforts. Librarian goes above and beyond in dedicating time for students and peers outside of class. | School librarian contributes ideas and expertise aimed at improving school efforts. Librarian dedicates time efficiently, when needed, to helping students and peers outside of class. | School librarian will rarely contribute ideas and expertise aimed at improving school efforts. Librarian rarely dedicates time outside of class to helping students and peers. | School librarian never contributes ideas aimed at improving school efforts. Little or no time outside of class is dedicated to helping students and peers. |
| | Notes 3.1<br>1. An effective librarian participates in school events that make a substantial contribution above classroom expectations whereas a highly effective librarian additionally assumes a leadership role in at least one aspect of school life. | | | | |
| 3.2 | **Collaborate with Peers** | School librarian will go above and beyond in seeking out opportunities to collaborate. Librarian will take on leadership roles within collaborative groups such as Professional Learning Communities. | School librarian will seek out and participate in regular opportunities to work with and learn from others. Librarian will ask for assistance, when needed, and provide assistance to others in need. | School librarian will participate in occasional opportunities to work with and learn from others and ask for assistance when needed. Librarian will not seek to provide other teachers with assistance when needed or will not regularly seek out opportunities to work with others. | School librarian rarely or never participates in opportunities to work with others. Librarian works in isolation and is not a team player. |
| | Notes 3.2<br>1. The main purpose of collaboration with peers is to support the curriculum.<br>2. A highly effective librarian will seek out opportunities to collaborate, whereas an effective librarian may collaborate when asked.<br>3. An effective librarian builds relationships with colleagues that are characterized by mutual support and cooperation whereas a highly effective librarian additionally takes initiatives in assuming leadership among the faculty. | | | | |
| 3.3 | **Establishing, evaluating, and maintaining library procedures in regards to staffing, student or parent volunteers** | Library assistants, students, or parent/community volunteers work independently and contribute to the success of the library.<br>-The librarian will proactively evaluate procedures. | Library assistants, students, or parent/community volunteers are clear as to their roles. | Library assistants, students, or parent/community volunteers are partially successful. | Library assistants, students, or parent/community volunteers are confused as to their role. |
| 3.4 | **Advocate for Student Success** | School librarian will display commitment to the education of the students in the school, not just his/her own students. Librarian will adapt programming to ensure student | School librarian will display commitment to the education of his/her students. Librarian will attempt to remedy obstacles around student achievement | School librarian will display commitment to the education of his/her students. School librarian will not advocate for students' needs. | School librarian rarely or never displays commitment to the education of his/her students. Librarian accepts failure as par for the course and does not advocate for students' needs. |

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| | | success and advocate for students' individualized needs. | and will advocate for students' individualized needs. | | |
| 3.5 | **Preparing and submitting reports and budgets** | School librarian anticipates student and teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time. | School librarian honors student and teacher requests (if appropriate) when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time. | School librarian's efforts to prepare budgets are partially successful, responding sometimes to student and teacher requests (if appropriate) and following procedures. Inventories and reports are sometimes submitted on time. | School librarian ignores student and teacher requests (if appropriate) when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late. |
| 3.6 | **Communicating with the larger community** | School librarian proactively reaches out to parents and establishes contacts with other libraries or businesses, coordinating efforts for mutual benefit. | School librarian engages in outreach efforts to parents and the larger community. | School librarian makes sporadic efforts to engage in outreach to parents or the larger community. | School librarian makes no effort to engage in outreach to parents or the larger community. |
| 3.7 | **Participating in a professional community** | School librarian makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. Librarian participates and develops leadership roles in a wider professional community that includes local, state, or national events. | School librarian participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. Librarian will participate in a wider professional community that includes local, state, or national contacts. | School librarian's relationships with colleagues are cordial, and the librarian participates in school and district events when specifically requested. | School librarian's relationships with colleagues are negative or self-serving, and the librarian avoids being involved in school and district events and projects. |
| 3.8 | **Seek professional skills and knowledge** | School librarian actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as sharing newly learned knowledge and practices with others and seeking out opportunities to lead professional development sessions. | School librarian actively pursues opportunities to improve knowledge and practice and seeks out ways to implement new practices where applicable. Constructive feedback to improve practices is welcomed. | School librarian's participation in professional development activities is limited to those that are mandatory. | School librarian does not participate in professional development activities, and shows little or no interest in new ideas, programs, or classes to improve teaching and learning. |
| | Notes 3.8<br>1. An effective librarian seeks and implements professional skills and knowledge whereas a highly effective librarian additionally shares and facilitates this information with colleagues regularly. | | | | |

**Core Professionalism Rubric**

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

| | Indicator | Meets Standard | Does Not Meet Standard |
|---|---|---|---|
| 1 | Attendance | Individual has not demonstrated a pattern of unexcused absences* | Individual demonstrates a pattern of unexcused absences * |
| 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) | 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) |
| 3 | Policies and Procedures | Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) | Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) |
| 4 | Respect | Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner | Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner |

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

Evaluation and

Development System

Concord Community Schools

Principal Effectiveness Rubric

| Step 1: Compile and Calculate Rubric Rating<br><br>NA may be entered at the competency level, but each domain should have a rating. | Domain Rating (1-4)<br>  4 Highly Effective (3.5-4.0)<br>  3 Effective (2.5-3.4)<br>  2 Improvement Necessary (1.7-2.4)<br>  1 Ineffective (1.0-1.6) | | | | | | Weight<br>*Depending on the position, weights may be adjusted before the evaluation year begins with superintendent's approval.* | Weighted Rating |
|---|---|---|---|---|---|---|---|---|
| **Domain 1: Student Achievement** | **1.1** | **1.2** | **1.3** | | | **Final 1.0** | **25%** | |
| | | | | | | | | |
| **Domain 2: Communication** | **2.1** | **2.2** | **2.3** | | | **Final 2.0** | **25%** | |
| | | | | | | | | |
| **Domain 3: Faculty Development** | **3.1** | **3.2** | **3.3** | **3.4** | **3.5** | **3.6** | **Final 3.0** | **25%** |
| | | | | | | | | |
| **Domain 4: Time/Task/Project Management** | **4.1** | **4.2** | **4.3** | **4.4** | | | **Final 4.0** | **25%** |
| | | | | | | | | |

| Step 2: Incorporate Core Professionalism Rating | **Preliminary Rubric Rating** | |
|---|---|---|
| If ANY (one or more) of the non-negotiable core professionalism items is rated as "Does Not Meet Standard," enter -1.0.<br>If ALL of the non-negotiable core professionalism indicators are rated as "Meets Standard," enter 0. | | |

|  | | Weight | Weighted Rating |
|---|---|---|---|
| *Note: The calculation here is as follows: 1) Final Domain Rating x Weight = Weighted Rating; 2) Sum of Weighted Ratings = Preliminary Rubric Rating; 3) Sum of Final Rubric Rating and Core Professionalism Rating = Final Rubric Rating*<br>***Note: The Final Domain Rating is not intended to be an average of the competency ratings; instead it should be the evaluator's best overall judgment of the domain based on the competency ratings.*** | **Final Rubric Rating**<br><br>**Administrator's SLO** | **100%** | |
| | **Final Administrator Rating** | | |

*A conference was held to review this evaluation on the date noted below:*

*Administrator Signature:* _____  *Date:* _____

*Supervisor Signature:* _____  *Date:* _____

**1.0 Student Achievement:** Leaders in education make student learning their top priority. They direct energy and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula and evaluate, monitor, and provide feedback to staff on instructional delivery.

| 1.1 Planning and Goal Setting<br><br>The leader demonstrates planning and goal setting aligned to the school/district improvement plan to improve student achievement. | Highly Effective<br>*(Corporation-wide & Beyond Impact)*<br>In addition to "Effective"… | Effective<br>*(Building-Level Impact)* | Improvement Necessary<br>*(Leadership Potential)* | Ineffective |
|---|---|---|---|---|
| | The leader routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement.<br><br>Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives. | Goals and strategies reflect a clear relationship between the actions of teachers and leaders aligned to the district comprehensive accountability plan and the impact on student achievement. Results show steady improvements based on these leadership initiatives. | Specific and measurable goals related to student achievement are established, but these efforts have yet to result in improved student achievement nor planning for methods of monitoring improvements. | Goals are neither measurable nor specific. The leader focuses more on student characteristics than on the actions of the teachers and leaders in the system. |
| **1.2 Student Achievement Results**<br><br>The leader demonstrates evidence of student improvement through student achievement results. | A consistent record of improved student achievement exists on multiple indicators of student success.<br><br>Explicit use of previous data indicates that the leader has focused on improving performance. In areas of previous success, the leader aggressively identifies new challenges, moving Effective performance to the Highly Effective level. Where new challenges emerge, the leader highlights the need, creates effective interventions, and reports improved results. | The leader reaches state and district targets, meeting performance goals for student achievement.<br><br>The average of the student population improves, as does the achievement of each subgroup of students who have previously been identified as needing improvement. | 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. | Indifferent to the data, the leader blames students, families, and external characteristics.<br><br>The leader does not believe that student achievement can improve.<br><br>The leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement. |
| **1.3 Data Usage in Teams**<br><br>The leader demonstrates evidence of using and encouraging the use of data as the basis for decision making. | Data use as a basis of decision making is transparent and communicated to all stakeholders.<br><br>Monitors the use of data in formulating action plans to identify areas where additional data is needed. | Orchestrates frequent and timely team collaboration for data analysis.<br><br>Develops and supports others in formulating action plans for immediate implementation that are based on data analysis. | Occasionally supports and/or orchestrates team collaboration for data analysis.<br><br>Occasionally develops and supports others in formulating action plans for implementation that are based on data analysis. | Rarely or never organizes efforts to analyze data.<br><br>Rarely or never applies data analysis to develop action plans. |

**2.0 Communication:** Leaders in education understand communication as a two-way street. They seek to listen and learn from students, staff, and community. They recognize individuals for good work and maintain high visibility at school and in the community. Regular communications to staff and community keep all stakeholders engaged in the work of the school.

| 2.1 Two-Way Communication with Faculty and Staff<br><br>The leader demonstrates two-way communication with faculty and staff. | Highly Effective<br>*(Corporation-wide & Beyond Impact)*<br>*In addition to "Effective"…* | Effective<br>*(Building-Level Impact)* | Improvement Necessary<br>*(Leadership Potential)* | Ineffective |
|---|---|---|---|---|
| | The leader actively engages in "active listening" to the faculty and staff.<br><br>The leader's calendar reflects numerous individual and small group meetings with staff at every level, not just with the direct reports. Bus drivers, cafeteria workers, and first-year teachers all report confidence in their ability to gain a respectful hearing from the leader. | Faculty meetings include open discussions with two-way discussions.<br><br>Faculty members regularly have the opportunity for 1:1 meetings with the leader.<br><br>The leader knows all staff members and makes an effort to recognize the personal and individual contributions made by each one. | The leader typically limits his or her listening to time during faculty meetings. | Faculty meetings consist of the reading of announcements, with little or no interaction. |
| **2.2 Two-Way Communication with Parents and Community**<br><br>The leader demonstrates two-way communication with parents and community. | Clear evidence of parent-centered and community-centered communication is present, including open forums, focus groups, surveys, personal visits, and extensive use of technology.<br><br>Decisions in curriculum, leadership, staffing, assessment, and school appearance reflect parent and community involvement.<br><br>Survey data suggests that parents and community members feel empowered and supportive of educational objectives. | The leader conducts frequent interactions with parents and community members, including newsletters, briefings, visits and calls, and the use of technology (e.g., voicemail, hotlines, email, websites).<br><br>There is clear evidence of decisions based on input from parents and community members. | Parents and community members receive a respectful hearing when they initiate the conversation. | Parents and community members have little or no role to play in leadership decision making. |
| **2.3 Analysis of Input and Feedback**<br><br>The leader actively listens and analyzes input and feedback. | The leader models open communication by listening purposefully and actively.<br><br>The leader is able to read the situation and respond accordingly.<br><br>The leader maintains listening systems for major stakeholders (parents, teachers, students, patrons, and staff), explicitly plans analysis of and reflection on data, and establishes structures that facilitate action based on feedback and analysis. | Observations and documentation provided by the leader demonstrate that the leader listens well, seeks mutual understanding, and welcomes the sharing of information.<br><br>The leader has established an effective communication plan, communicates openly, and is receptive to ideas from a variety of sources and perspectives. | The leader appears to listen to others, but often relies on his/her interpretation of events rather than seeking out alternative perspectives and interpretations.<br><br>Analysis of listening data occurs rarely. | The leader hears what others say, but relies on his/her personal interpretation.<br><br>The leader does not appear to communicate openly, omitting key details and attempting to resolve challenges without input or assistance. |

**3.0 Faculty Development:** Leaders recruit, hire, and retain Effective and Highly Effective teachers. In their efforts to retain Effective and Highly Effective teachers, leaders focus on evidence, research, and classroom realities faced by teachers. They link professional practice with student achievement to demonstrate the cause and effect relationship. Leaders also facilitate effective professional development, monitor implementation of critical initiatives, and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.

| 3.1 Faculty Proficiencies and Needs | Highly Effective *(Corporation-wide & Beyond Impact)* *In addition to "Effective"…* | Effective *(Building-Level Impact)* | Improvement Necessary *(Leadership Potential)* | Ineffective |
|---|---|---|---|---|
| Understanding of faculty proficiencies and needs for further development to support and retain Effective and Highly Effective teachers. | The leader has demonstrated a record of differentiated professional development for faculty based on student needs. The leader has developed a system of job-embedded professional development that differentiates training and implementation based on teacher needs, which help retain Effective and highly Highly Effective staff. The leader routinely shares professional development opportunities with other schools, departments, districts, and organizations. | Faculty development reflects the prioritized needs of the School Improvement Plan and some effort has been made to differentiate and embed professional development to meet the needs of all faculties (coaching, mentoring, collaborative teams, peer scoring). The leader is able to use data from evaluation of instructional personnel to assess proficiencies and identify priority needs to support and retain Effective and Highly Effective faculty members. | The leader is aware of the differentiated needs of faculty and staff members, but professional development is only embedded in faculty meetings at this time, rather than incorporating the use of collaboration, study teams, etc. | Professional development is typically "one size fits all," and there is little or no evidence of recognition of individual faculty needs or matching of faculty needs to student achievement needs. Consequently, retaining Effective and Highly Effective staff is problematic. |
| **3.2 Delegation and Trust** The leader provides evidence of delegation and trust in subordinate leaders. | Staff throughout the organization is empowered in formal and informal ways. Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified staff, exercise | There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the organization. The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the | The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others. | The leader does not afford subordinates the opportunity or support to develop or to exercise independent judgment. |

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| | appropriate authority and assume leadership roles where appropriate.<br><br>The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership. | daily conduct of meetings and organizational business. | | |
| **3.3 Formal and Informal Feedback**<br><br>Formal and informal feedback to colleagues with the exclusive purpose of improving individual and organizational performance. | The leader uses a variety of creative ways to provide positive and corrective feedback. The entire organization reflects the leader's focus on accurate, timely, and specific recognition.<br><br>The leader balances individual recognition with team and organization-wide recognition. | The leader provides formal feedback consistent with the district personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths of colleagues and staff.<br><br>Corrective and positive feedback is linked to organizational goals and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance | The leader adheres to the personnel policies in providing formal feedback, although the feedback is just beginning to provide details that improve teaching or organizational performance. | Formal feedback is nonspecific.<br><br>Informal feedback is rare, nonspecific, and not constructive. |
| **3.4 Selection & Retention of Faculty**<br><br>The leader recruits and hires Effective and Highly Effective teachers. | The leader tracks the success of her or his recruitment and hiring strategies, learns from past experience, and revisits the process annually to continually improve the process.<br><br>The leader engages in a variety of traditional and non-traditional recruitment strategies and then prioritizes based on where they find their most effective teachers.<br><br>Effective recruiting and hiring practices are frequently shared with | The leader works collaboratively with the staff in the central office to define the ideal teacher based upon her or his school's vision, culture, and performance expectations and on what type of teacher has been successful in their school.<br><br>The leader is sensitive to the various legal guidelines about the kind of data that can be sought in interviews.<br><br>A hiring selection tool that helps interviewers focus on key success criteria aligned with the Concord teacher evaluation rubric, compare findings with others more effectively, and develop more rigor in scoring and evaluating candidates is developed and effectively utilized. | The leader works with the staff in the central office to write and post a job description for the vacant teaching position.<br><br>Hiring processes are put into place but may not be systematic or systemic in nature. Consequently the process lacks standardization and improvement from year to year.<br><br>Occasionally uses teachers' displayed levels of | The leader approaches the recruitment and hiring process from a reactive rather than a proactive standpoint. Consequently, the process may not be well thought out, disjointed, and not aligned with key success criteria embedded within the teacher evaluation documents essential to organizational success. |

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| | other administrators and colleagues throughout the system. Monitors the effectiveness of the systems and approaches in place used to recruit and hire teachers. Demonstrates the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results. Articulates, recruits, and leverages the personal characteristics associated with the school's stated vision (i.e., diligent individuals to fit a rigorous school culture). | A hiring process is established specifying the steps, which staff is included, who is responsible and what the leader is looking for. Consistently uses teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions. Demonstrates ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth. Aligns personnel decisions with the vision and mission of the school. | effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR uses displayed levels of effectiveness as a secondary factor. Demonstrates ability to increase some teachers' effectiveness. Occasionally applies the school's vision/mission to HR decisions. | Rarely or never uses teacher effectiveness as a factor in recruiting, hiring, or assigning decisions. Rarely or never demonstrates the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings. Rarely or never applies the school's vision/mission to HR decisions. |
| **3.5 Professional Development Focus** The leader creates a professional development focus for staff. | The leader has demonstrated the ability to integrate initiatives into one or two focus areas for professional development, with extensive time in faculty meetings, grade level meetings, department meetings, and staff development meetings focused on intensive implementation of a few areas of learning. The leader is able to document how professional development activities impact the closing of the achievement gap for each subgroup. | Professional development plan has focused areas of emphasis and each of those areas is linked to the organization's strategic objectives. The leader is able to identify specific professional development offerings from past years that have been systematically reviewed and terminated because they failed to support organizational goals. The leader has a process for prior review of new professional development programs, and rigorously applies it to applications for time and funding. Professional development priorities are linked to the needs of the school, based on student and faculty achievement data. | Professional development opportunities are somewhat related to the organizational objectives, but no means of assessing their impact exists. Participant evaluations are the primary criteria for selection, so programs that are popular but ineffective tend to be the norm. | Faculty requests are routinely approved, whether or not they are related to student achievement. The leader's personal professional development agenda is based on preference, not organizational needs. |

| 3.6 Application of Learning<br><br>The leader applies professional development learning. | In addition to being Effective, this leader provides evidence of leverage, applying each learning opportunity throughout the organization. This leader creates forms, checklists, self-assessments, and other tools so that concepts learned in professional development are applied in the daily lives of teachers and leaders throughout the organization. In addition, this leader regularly shares these application tools with other schools, departments, or districts in order to maximize the impact if the leader's personal learning experience. | There is clear evidence of the actual application of personal learning in the organization. Where learning has not been applied within the organization, this leader rigorously analyzes the cause for this and does not continue investing time and money in professional development programs that lack clear evidence of success when applied in the organization. | The leader has given intellectual assent to some important learning experiences, but can give only a few specific examples of application to the organization. | Even on those rare occasions when this leader engages in professional development, the purpose appears to be merely collecting information rather than reflecting on it and applying it to the organization. Professional development is an expense, not an investment in constructive improvements. |
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**4.0 Time/Task/Project Management:** Leaders in education manage the decision making process, but not all decisions. They establish personal deadlines for themselves and the entire organization. Additionally, leaders understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything. They also effectively manage and delegate tasks and consistently demonstrate fiscal efficiency.

| **4.1 Factual Basis for Decisions** | **Highly Effective** *(Corporation-wide & Beyond Impact)* *In addition to "Effective"…* | **Effective** *(Building-Level Impact)* | **Improvement Necessary** *(Leadership Potential)* | **Ineffective** |
|---|---|---|---|---|
| The leader 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 consistently based on the data. Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs. The leader can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis. A variety of data sources, including qualitative and quantitative, are used. Data sources include state, district, school, and classroom assessments. Inferences from data are shared widely outside the school community to identify and replicate the most effective practices. | The pattern of decision-making reflects a clear reliance on state and district student achievement data as well as on curriculum, instruction, and leadership practices data. | Some decisions are based on data, but others are the result of personal preference and tradition. | Data is rarely used for decisions. The predominant decision making methodology is mandated from the leader or based on what is popular. |
| **4.2 Decisions Evaluated for Effectiveness** The leader evaluates decisions for effectiveness and revises, where necessary | The leader can provide clear and consistent evidence of decisions that have been changed based on new data. The leader has a regular pattern of decision reviews in which previous decisions are reevaluated in light of the most current data. There is a culture of "sharing brutal facts" in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal. | The leader has a record of evaluating and revising decisions based on new information. | The leader has new information and appears to be willing to reconsider previous decisions, but does not have a clear record of making changes. | There is little or no evidence of reflection and reevaluation of previous decisions. |

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| **4.3 Organization of Time and Projects**<br><br>The leader organizes time and projects for effective leadership. | The leader maintains a daily, prioritized task list.<br><br>Personal organization allows the leader to consider innovations and be available to engage in leadership activities and collaborate with people at all levels.<br><br>Calendar is focused on the priorities of the leader and organization.<br><br>The leader applies project management to systems thinking throughout the organization. | The use of organizational development tools is evident by supporting documentation provided by the leader.<br><br>Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources. | Projects are managed using lists of milestones and deadlines, but are infrequently updated.<br><br>The impact of changes is rarely documented. | Project management is haphazard or absent.<br><br>There is little or no evidence of lists of milestones and deadlines. |
| **4.4 Fiscal Stewardship**<br><br>The leader provides fiscal stewardship by completing projects on schedule and within budget. | The leader regularly saves or generates resources of time and money for the organization, and proactively redeploys those resources to help the organization achieve its strategic priorities. Results indicate the positive impact of redeployed resources in achieving strategic priorities.<br><br>The leader has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness. | The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.<br><br>The leader has a documented history of managing complex projects, meeting deadlines, and keeping budget commitments.<br><br>The leader documents a process to direct funds to increase student achievement that is based on best practice and leveraging of antecedents of excellence in resources, time, and instructional strategies. | The leader sometimes meets deadlines, but only at the expense of the budget; or, the leader meets budgets but fails to meet deadlines.<br><br>The leader lacks proficiency in using budget to focus resources on school improvement priorities. | The leader has little or no record of keeping commitments for schedules and budgets. |

| Core Professionalism: Leaders in education demonstrate personal behaviors consistent with community values and morals. They keep commitments, work with students, and act in service of the best interest of the students, staff, and community. | | |
| --- | --- | --- |
| **CP.1 Integrity**<br><br>The leader demonstrates integrity. | **Meets Standard** | **Does Not Meet Standard** |
| | The leader meets commitments or negotiates exceptions where the commitment cannot be met.<br><br>Verbal commitments have the same weight as written commitments. | The need to "get it in writing" does not allow subordinates or superiors to make assumptions that verbal statements have the weight of a commitment.<br><br>The phrases "I'm working on it" or "I'm doing the best I can" are regarded as acceptable substitutes for commitments.<br><br>The leader does not follow through with tasks, budgets, and priorities critical to the performance of his or her site or responsibilities. |
| **CP.2 Ethical and Legal Compliance**<br><br>The leader demonstrates compliance with legal and ethical requirements. | There are no instances of illegal or unethical conduct, and no conduct that crosses the line of district policy or law. | The leader's conduct does not support a school culture respectful of the legal and policy requirements. |
| **CP.3 Professionalism**<br><br>The leader demonstrates professional behavior. | Models professional, ethical, and respectful behavior at all times.<br><br>Expects students and colleagues to display professional, ethical, and respectful behavior at all times. | Fails to model professional, ethical, and respectful behavior.<br><br>Does not consistently hold students and colleagues to professional, ethical, and respectful behavior expectations. |
| **CP.4 Personal Understanding of Research Trends**<br><br>The leader demonstrates personal understanding of research trends in education and leadership. | Personal reading, learning, and teaching in education and leadership research trends are evident and documented. | Little or no evidence of personal learning and research is present. |
| **CP.5 Personal Professional Focus**<br><br>The leader creates a personal professional focus. | The leader engages in professional development that is directly linked to organizational needs.<br><br>The priority is given to building on personal leadership strengths.<br><br>The leader personally attends and actively participates in the professional development that is required of others in the organization, as appropriate. | The leader's participation in professional development is reflective of a personal agenda rather than the strategic needs of the organization.<br><br>The leader attends professional development for colleagues, but does not fully engage and set an example of active participation.<br><br>The leader is not strategic in planning a professional development focus aligned with the school or district goals. |
| **CP.6 Other Teacher Professionalism Expectations**<br><br>The leader demonstrates all teacher core professionalism standards. | **Attendance:** The leader has not demonstrated a pattern of unexcused absences.<br><br>**On-Time Arrival:** The leader has not demonstrated a pattern of unexcused late arrivals. | **Attendance:** The leader has demonstrated a pattern of unexcused absences.<br><br>**On-Time Arrival:** The leader has demonstrated a pattern of unexcused late arrivals. |

# Improvement Plan Template

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

| | | Data: | Data: | Data: | Data: | |
|---|---|---|---|---|---|---|
| | | | | | | |

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

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