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Indiana Superintendent of Public Instruction

Evaluation Plan Submission Coversheet 2016-2017

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

INSTRUCTIONS:

Completion

In the chart below, please type the reference the page numbers in your staff performance evaluation document which clearly display compliance with the requirements. If the plan has multiple documents with duplicate page numbers, please refer to the documents by A, B, C, D, etc. with the page number following. For example: A-23, B-5, etc. Please note, your plan may include many other sections not listed below.

Submission

Once completed, please attach this coversheet to the performance evaluation plan document you will submit. The whole document, including this coversheet, needs to be combined into one continuous PDF for submission. Again, all information must be included in **ONE** PDF, as you will only be able to upload a single document.

School Corporation Name:	Fort Wayne Community Schools
School Corporation Number:	0235

Annual Evaluations				Reference Page Number(s)
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)	
<input type="checkbox"/> Annual performance evaluations for each certificated employee	IC 20-28-11.5-4(c)(1)	Plan and metrics to evaluate <i>all</i> certificated employees, including teachers, administrators, counselors, principals and superintendents	1-2	
Objective Measures of Student Achievement and Growth				
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)	
<input type="checkbox"/> Objective measures of student achievement and growth significantly inform <i>all</i> certificated employees evaluations	IC 20-28-11.5-4(c)(2)	<ul style="list-style-type: none"> Weighting (broken down by percentage) of student achievement and growth in final summative evaluation for all certificated employees Protocol for including objective measures of student achievement and growth 	2-3	
<input type="checkbox"/> Student performance results from statewide assessments inform evaluations of employees whose responsibilities include teaching tested subjects	IC 20-28-11.5-4(c)(2)(A) 511 IAC 10-6-4(b)(1)	Student and/or School Wide Growth data ***Individual Growth Measure (IGM) must be the primary measure for E/LA and math teachers in grades 4-8***	3	
<input type="checkbox"/> Methods of assessing student growth in evaluations of employees who do not teach tested subjects	IC 20-28-11.5-4(c)(2)(B) 511 IAC 10-6-4(b)(2) 511 IAC 10-6-4(b)(3)	Examples include: <ul style="list-style-type: none"> Student Learning Objectives (SLOs) Corporation- or classroom-level student learning measures for non-tested grades and subjects Other student learning measures for non-teaching staff School-wide learning measures (e.g., A-F accountability grade) 	3	
<input type="checkbox"/> Student assessment results from locally-developed assessments and other test measures in evaluations for certificated employees	IC 20-28-11.5-4(c)(2)(C) 511 IAC 10-6-4(b)(2) 511 IAC 10-6-4(b)(3)	<ul style="list-style-type: none"> Student Learning Objectives (SLOs) School-wide learning measures (e.g., A-F accountability grade) 	3	
Rigorous Measures of Effectiveness				
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)	
<input type="checkbox"/> Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(3)	<ul style="list-style-type: none"> Observation rubrics - for <i>all</i> certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator Other measures used for evaluations (e.g., surveys) 	Appendix One	

Designation in Rating Category			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective <input type="checkbox"/> A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4(c)(4) 511 IAC 10-6-2(c)	<ul style="list-style-type: none"> • Definition of performance categories • Summative scoring process that yields placement into each performance category 	3-4
<input type="checkbox"/> A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4(c)(6) 511 IAC 10-6-4(c)	<ul style="list-style-type: none"> • Definition of negative impact on student growth for grades and subjects not measured by statewide assessments • Description of the process for modifying a final summative rating for negative growth 	4
<input type="checkbox"/> All evaluation components, including but not limited to student performance data and observation results, factored into the final summative rating.	IC 20-28-11.5-4(c)(4)	<ul style="list-style-type: none"> • Summative scoring process that yields placement into each performance category • Process for scoring student learning measures • Weighting (broken down by percentage) of all evaluation components 	4
Evaluation Feedback			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(5) 511 IAC 10-6-5	<ul style="list-style-type: none"> • Process and timeline for delivering feedback on evaluations • Process for linking evaluation results with professional development 	5-6
Evaluation Plan Discussion			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Evaluation Plan must be in writing and explained prior to evaluations are conducted.	IC 20-28-11.5-4(e)(1) IC 20-28-11.5-4(e)(2)	<ul style="list-style-type: none"> • Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted • Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one 	5-6

Evaluators			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Only individuals who have received training and support in evaluation skills may evaluate certificated employees	IC 20-28-11.5-5(b)	<ul style="list-style-type: none"> Description of ongoing evaluator training Description of who will serve as evaluators Process for determining evaluators 	5
<input type="checkbox"/> Teachers acting as evaluators (<i>optional</i>) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	<ul style="list-style-type: none"> Description of who will serve as evaluators Process for determining evaluators 	5
<input type="checkbox"/> All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	Description ongoing evaluator training	5 and Appendix Two and Appendix Three
Feedback and Remediation Plans			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6(a)	System for delivering summative evaluation results to employees	5-6
<input type="checkbox"/> Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	<ul style="list-style-type: none"> Remediation plan creation and timeframe Process for linking evaluation results with professional development 	5-6
<input type="checkbox"/> Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	7
<input type="checkbox"/> Means by which teachers rated as ineffective can request a private conference with the superintendent	IC 20-28-11.5-6(c)	Process for teachers rated as ineffective to request conference with superintendent	8
Instruction Delivered by Teachers Rated Ineffective			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective	IC 20-28-11.5-7(c)	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	9
<input type="checkbox"/> The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-7(d)	Description of how parents will be informed of the situation	9



Annual Evaluations

1. The FWCS *System of Support* will be implemented with fidelity, consistency and urgency. All certified Fort Wayne Community Schools teachers will be evaluated annually using the Fort Wayne Community Schools *System of Support*™ to provide precise documentation at each level of support. Evaluations will be based on the Teacher Effectiveness Rubric designated appropriate for the current assignment of the teacher.

- a. All Fort Wayne Community Schools teachers will be evaluated using one of the following Effectiveness Rubrics:
 - 1) **Classroom Teacher** - provides instructional services necessary to educate all students and ensure that all students meet Indiana college and Career Ready Standards. **Completed by building principal.**
 - 2) **Non-Classroom Teacher** -work in varied settings as they provide support to adults and instruct students in a non-traditional setting. (e.g. District Resource Teacher, Secondary Media Specialist, Speech/Language Pathologist, Hearing Impaired/Visually Impaired/Orthopedically Impaired Consultation, School Improvement Coordinator, School Improvement Liaison, adaptive Physical Education Teacher). **Completed by building principal.**
 - 3) **Building/District Instructional Coach** - provides services to ensure teachers continuously improve their ability to provide instructional services to students. **Completed by building principal or district supervisor.**
 - 4) **Special Education Teacher/Therapist** – All building assigned special education teachers and SLP's.
 - 5) **Special Education District Coach/ Resource Teacher** – District Coaches and Resource Teachers assigned to the Special Education Department.

Note: Rubrics for Principals, Assistant Principals, Guidance Counselors, Guidance Coordinators and Athletic Directors are used for administrative evaluations. All building level administrators will be evaluated on an annual basis.

- Assistant Superintendents will evaluate Principals
- Principals will evaluate Assistant Principals at all levels
- Principals will evaluate Guidance Counselors, at the Middle School level.
- Principals will evaluate Guidance Coordinators and Athletic Directors at the High School Level.

- Guidance Coordinators will evaluate Guidance Counselors at the High School level.

Objective Measures of Student Achievement and Growth

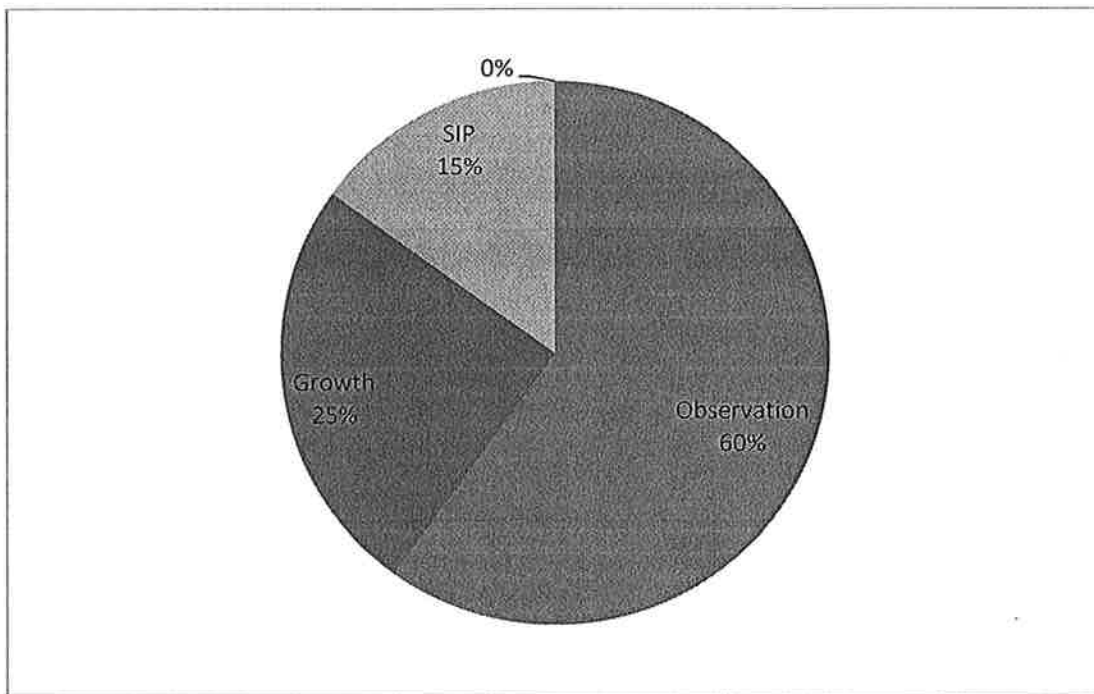
a. Weighting of student growth, School Improvement Plan and Teacher Observation are all calculated in the final teacher rating. Growth is defined as 70% or more of students on roster, who were with the assigned teacher for 162 days or more.

Student growth will be calculated using the following assessment data;

Grades K-3 DIBELS

Grades 4-8 – ISTEP

Grades 9-12 - SRI



For teachers who do not teach tested subjects, growth will be calculated using:
ES: K-3-DIBELS Growth; 4-12-ELA/Math ISTEP/SRI Growth; 9-12-SRI Growth

Principal growth will be measured using the same data and percentages as teachers.

Assistant Superintendents will be measured by data at their level of supervision.

Superintendent and Central Office staff are measured by District ISTEP growth scores.



FORT WAYNE COMMUNITY SCHOOLS Evaluation Plan Submission: 2016-2017

b. Targets for state assessments and graduation rates have been established as part of each schools, School Improvement Plan as submitted to the IDOE. Student growth results from state and local assessments will determine 25% of the final summative evaluation rating.

c. Student Learning Objectives (SLO's) are not applicable at this time: All teachers are connected to their School Improvement Plan. 15% of their final summative rating will be gauged by the targets in the SIP which consists of:
ES: ISTEP ELA/Math Passing %; IREAD Growth %; % of Students in Out of School Suspension; % Disproportionality of Student Out of School; Building-Wide Growth; Achievement Gap; Attendance Rate.

MS: ISTEP ELA/Math Passing %; % of Students in Out of School Suspension; % Disproportionality of Student Out of School; Building-Wide Growth; Achievement Gap; Attendance Rate.

HS: ELA/Algebra I ECA Passing %; Cohort Passing %: % of Students Assigned Out-of-School Suspension; % Disproportionality of Student Out of School; Building-Wide Growth; Achievement Gap; Attendance Rate.

d. Observation Rubrics allow for performance to be rated in one of four categories (Highly Effective, Effective, Improvement Necessary, Ineffective).

Rigorous Measures of Effectiveness

Please see Appendix One for observation rubrics of all certified staff-with detailed descriptions of each level of performance for each domain and indicators.

Designation in Rating Category

- a. All teachers will receive a summative observation rating by the end of each school year placing them in one of the following categories. When assessment data is received teachers will be given a final summative rating, with the observation rating making up 60% of the final rating. Each teacher will be rated, with the rating comprised of the 60% observation plus 25% growth data and 15% SIP data. Each teacher will receive a final rating in one of the following categories:
- **Highly Effective** - exceeds expectations both in terms of student achievement and professional contribution to the school, in the domains of Planning, Instruction, and Leadership and whose students, have exceeded expectations for academic growth.
 - **Effective** - meets expectations both in terms of student achievement as well as professional contribution to the school, in the domains of



Planning, Instruction, and Leadership and whose students, have achieved acceptable rates of academic growth.

- **Needs Improvement** - has room for growth in meeting expectations for student achievement and professional contribution to the school, needs improvement in the domains of **Planning, Instruction, and Leadership** whose students, have achieved below acceptable rates of academic growth.
- **Ineffective** - consistently fails to meet expectations for student achievement and contribution to school. Teacher has failed to meet expectations, as determined by evaluator, in the domains of

Planning, Instruction, and Leadership and whose students, have achieved low levels of academic growth.

The observation rubrics of the summative evaluation allows for detailed documentation of the teacher’s performance in each domain. The final rating in each domain is weighted and calculated to determine the final summative rating.

Final Score for Domains 1-3:

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1	3	10%	0.3
Domain 2	3	75%	2.25
Domain 3	3	15%	0.45
Final Teacher Effectiveness Rubric Score, Domains 1-3:			3

b. FWCS defines negative impact on student growth for classes not measured by statewide assessment as: A teacher with a Metric growth rating of “0”. Negative impact is characterized by “0” metric growth, indicating no or low achievement. Growth for non ISTEP tested grades is determined by DIBELS and SRI data. A teacher with a growth rating of “0” cannot receive a rubric metric rating above Improvement Necessary.

c. The observation rating will be tracked and managed using eWalk (Snapshots, Initial Feedback, Focused Feedback and Targeted Support). mVal will be used to track summative evaluations for each teacher.



4. Evaluation Feedback

a. All components of the observation (Snapshots, Initial Feedback, Focused Feedback, and the Final Summative Evaluation) processes are delivered via email to the teacher when completed. Observation/evaluation results indicating the need for Targeted Support will determine the recommended professional learning/support needs for each teacher. Established TSP's are flexible, however, improvement in the identified competencies is expected within 30 school days. Observation results will also determine the professional learning needs for each building to address the School Improvement Plan. A face to face meeting is held at the end of the school year to review the summative observation rating for each teacher. Teachers also have the option of providing feedback using the teacher feedback form.

Evaluation Plan Discussion

Each year, the FWCS *System of Support* Binder is updated. The binder is each administrator's repository of all System of Support documents, timelines, and rubrics.

Evaluators

a. FWCS held *System of Support* training (2 sessions) for all new administrators were held in August 2016. FWCS System of Support Review sessions (2 sessions) were held in August and September 2016 year. There was one New Administrators Orientation presentation covering the process (July 2016). Appendix Two is the *System of Support* Definition of Terms and Human Resources overview.

b. Principals are the primary evaluators and identified Assistant Principals and Guidance Coordinators are considered secondary evaluators. Directors are responsible for evaluating District level/Central office employees.

c. Same as (a) above. In addition, the Technology Department provides ongoing learning support on the eWalk and mVal evaluation monitoring systems.

d. Appendix Three will highlight FWCS's commitment to Inter-rater Reliability. Attached there is:

1. *Journal of Staff Development* article highlighting the District process and research base;
2. The Inter-rater Reliability Leadership Team RISE Rubric Definitions;
3. *Forced Agreement* Protocol.



6. Feedback and Remediation (Targeted Support Plans)

a. Summative Observation Evaluations will be shared at a conference held with the teacher prior to the last student day of the current school year. Final evaluations are given to teachers and administrators in the fall of the next school year upon receipt of state wide testing data. All teachers will receive their Focused Feedback by May 1st of the current school year and within seven school days from the completion of the evaluation.

b. Targeted Support Plans may be developed at the discretion of the unit head at any time. Any teacher with a rating of Improvement Necessary or Ineffective is required to have a TSP developed. Each Targeted Support Plan developed must provide professional learning opportunities, to address the identified deficiencies. Human Resource will monitor TSP's as well as strategies offered to teachers in an effort to glean best practices. Teachers are provided the opportunity to collaborate with District Instructional Leaders including Building and District Coaches, Resource Teachers, colleagues, Team Leaders, and District Instructional Coordinators. The Targeted Support Plan (TSP) is first step in offering support for teachers who need to improve in a competency. The principal places the teacher on the TSP and collaborates with multiple departments including building and district instructional coaches to personalize strategies to support a teacher in improving.

Using TSP data, Human Resources invited teachers rated Ineffective or Needs Improvement to participate in the Ball State University Professional Educators Initiative (PEI) modules. In addition to the PEI modules, FWEA also offered access to the National Education Association's (NEA) competency based Education Support Professionals (ESP) modules. Quality Improvement Teams are made up of teachers rated Highly Effective and Effective and their principal. The teams meet every summer for Professional Learning which they replicate throughout the year. The teams are also responsible for writing their School Improvement Plans (SIP).

We also utilize data for teachers rated Ineffective or Needs Improvement in order to target them for support. We offer them Ball State University's Professional Educators Initiative (PEI) modules. In addition to the PEI modules, FWEA also offered access to the National Education Association's (NEA) competency based Education Support Professionals (ESP) modules.

The Professional Learning activities provide Professional Growth Points which can be utilized for license renewal.

c. Fort Wayne Community Schools embraces professional learning as part of the *Triple P* (Precision, Personalization and Professional Learning) Process. Educators document their learning as a requirement for licensure using the Professional Learning Course Form.

d. Teachers receiving a rating of ineffective may request a conference with the superintendent using the meeting request letter the request must be submitted within 5 days of the receipt of the Summative Evaluation. If you fail to request a conference within the five-day period, the rating will be final.

Figure 1: Professional Learning Course Attendance Slip-PGP

F W C S Strategic Initiatives
WE ARE YOUR SCHOOLS **Professional Learning Course Attendance Slip**

Teacher's Name:

School:

Grade Level/Subject:

Start Date: End Date:

- The Professional Learning Course Attendance Slip documents attendance.
- It is the responsibility of the certified teacher to maintain a copy.

Name/Topic of Professional Learning training:

Number of **complete** hours/Professional Growth Plan (PGP's) points earned*:

*The PGP points shall be calculated with (1) clock hour qualifying for (1) PGP point.

Required:

Presenter's Signature:

Date:

Figure 1



Figure 2: Principal Meeting Request Form

Date _____

Dear _____:

This letter is to inform you that you have been given a final summative rating of Ineffective. You have been given this rating, despite the efforts of many to provide support, as that term is defined in the districts evaluation system of support, as verified by many classroom visits/observations over the course of the 2013-2014 school year, formal written feedbacks, and targeted support plans.

If you disagree with this recommendation, you may request a conference with the Superintendent within five days of your receipt of this letter. If you fail to request that conference within the five-day period, this rating will be final.

Sincerely,

Principal

Figure 2



Appendix One

All Classified Rubrics and *System of Support* Timelines:

1. Classroom Teacher;
2. Non-classroom Teacher;
3. District/Building Instructional Coach;
4. Special Education Teacher/Therapist;
5. Special Education District Coach/Resource Teacher;
6. Assistant Principal;
7. Guidance Coordinator/Guidance Counselor;
8. Athletic Director;
9. Principal

Classroom Teacher

Classroom Teacher System of Support Timeline

	Profile Meeting	Snapshots 1-4 times per week	Initial Feedback	Focused Feedback	Summative Observation Completed	Summative Observation Meeting with Teacher	Targeted Support
August	X	X	———— as appropriate based on snapshot data and rubric ————	some competencies completed in first semester			developed for any teacher with Improvement Necessary or Ineffective rating or at the discretion of the unit head based on performance observations
September		X					
October		X					
November		X					
December		X					
End of 1 st Semester				X			
January		X		remaining competencies completed by May 1			
February		X					
March		X					
April		X					
May 1		X			X	X	
End of 2 nd Semester		X				X	

This applies to teachers that provide instructional services necessary to educate all students and ensure that all students meet grade level state standards expectations

*General Education Classroom Teacher

*Interventionist

*Special Area Teacher

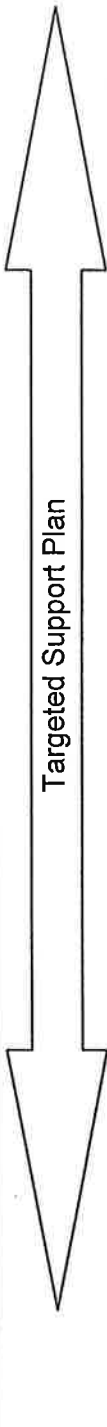
*Special Education Teacher (all exceptionalities)

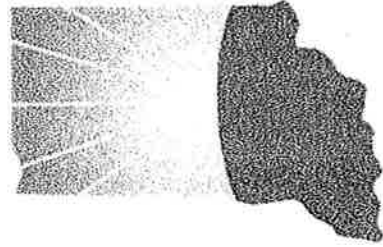
* Speech Language Pathologist

8/2/2015

FWCS System of Support™ - Classroom Teacher

Provide instructional services necessary to educate all students and ensure that all students meet Indiana grade level standards.

FWCS System of Increasing Support to Improve Teacher Effectiveness			
Component 1: SNAPSHOT	Component 2: INITIAL FEEDBACK	Component 3: FOCUSED FEEDBACK	Component 4:
Activity: Focus on Instructional Practices (eWalk)	Focus on: <ul style="list-style-type: none"> Planning Instruction Leadership (eWalk) 	Focus on: <ul style="list-style-type: none"> Planning Instruction Leadership (eWalk) 	Final Summative Rating Determination (mVal)
Personnel: All teachers (As identified by rubric)	Appropriate as informed by data (as identified by rubric))	All teachers	All teachers
Communication: Email to teacher after each visit	<ul style="list-style-type: none"> Used as a component to gain more information about needed support Email to teacher receiving visit Face to face meeting if completed 	<ul style="list-style-type: none"> Email to teacher after each section completed Data collected and returned to teacher Some portion <u>must</u> be completed in first semester Face to face communication at end of year (optional at first semester) Formal or informal 	<ul style="list-style-type: none"> Rating is chosen for each standard Mandatory face to face conversation with teacher regarding final rating
Length of Time: Short visit in each classroom (1 – 4 week) Begins first day of school	Time as appropriate May be repeated	<ul style="list-style-type: none"> All year long data is collected and returned to teacher Portion completed first semester Completed by May 1 	<ul style="list-style-type: none"> No additional observation required Paragraphs populated from Focused Feedback
Goal: Form available in Word to be attached to eWalk so it is linked to teacher.			
Targeted Support Plan: <ul style="list-style-type: none"> Provides support for all teachers at <u>every</u> rating level After a teacher has successfully completed a Targeted Support Plan, they may be given another 	<ul style="list-style-type: none"> Whenever determined to be an <i>Ineffective</i> teacher a Targeted Support Plan must be enacted Teachers with <i>Needs Improvement</i> or <i>Ineffective</i> must have a Targeted Support Plan completed before they leave at the end of the school year with a conference with the principal explaining the expectations for the next school year 		



RISE

Evaluation and
Development System

Indiana Department of Education

Fort Wayne Community Schools
Classroom Teacher Effectiveness Rubric
October 2015

This applies to teachers that provide grade level instruction to students as identified by the Indiana State Standards.

(Classroom Teacher, Student Interventionist, Special Area Teacher)

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 assessment and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Competencies	Highly Effective(4)	Effective(3)	Improvement Necessary (2)	Ineffective(1)
1.1 Utilize Assessment Data to Plan	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding 	<p>Teacher consistently uses prior assessment data to formulate:</p> <ul style="list-style-type: none"> - Achievement goals, unit plans, AND lesson plans 	<p>Teacher <i>selects</i> uses prior assessment data to formulate:</p> <ul style="list-style-type: none"> - Achievement goals, unit plans, OR lesson plans, but not all of the above 	<p>There is no evidence the teacher uses:</p> <ul style="list-style-type: none"> -Prior assessment data when planning
1.2 Set Ambitious and Measurable Achievement Goals	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Plans an ambitious annual student achievement goal 	<p>Teacher consistently develops an annual student achievement goal that is:</p> <ul style="list-style-type: none"> - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year 	<p>Teacher <i>needs improvement</i> developing an annual student achievement goal that is:</p> <ul style="list-style-type: none"> - Measurable <p>The goal may:</p> <ul style="list-style-type: none"> - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year 	<p>There is no evidence the teacher:</p> <ul style="list-style-type: none"> -Development of achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3 Develop Standards-Based Unit Plans and Assessment	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit 	<p>Based on achievement goals, teacher consistently plans units:</p> <ul style="list-style-type: none"> - Identifies content standards that students will master in each unit -Creates assessment before each unit begins for backwards planning - Allocates an instructionally appropriate amount of time for each unit 	<p>Based on achievement goals, teacher <i>selects</i> plans units by:</p> <ul style="list-style-type: none"> - Identifying content standards that students will master in each unit <p>Teacher may:</p> <ul style="list-style-type: none"> -Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit 	<p>There is no evidence the teacher:</p> <ul style="list-style-type: none"> -Identifies content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all

Competencies	Highly Effective(4)	Effective(3)	Improvement Necessary(2)	Ineffective(1)
<p>1.4 Create Objective-Driven Lesson Plans and Assessment</p>	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction 	<p>Based on unit plan, teacher consistently plans daily lessons by:</p> <ul style="list-style-type: none"> - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designing formative assessments that measure progress towards mastery and inform instruction 	<p>Based on unit plan, teacher seldom plans daily lessons by:</p> <ul style="list-style-type: none"> - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. <p>Teacher may:</p> <ul style="list-style-type: none"> - Design assignments that are meaningful or relevant - Plan formative assessment to measure progress towards mastery or inform instruction 	<p>There is no evidence the teacher:</p> <ul style="list-style-type: none"> - Plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments
<p>1.5 Track Student Data and Analyze Progress</p>	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day 	<p>Teacher consistently uses an effective data tracking system for:</p> <ul style="list-style-type: none"> - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals 	<p>Teacher seldom uses an effective data tracking system for:</p> <ul style="list-style-type: none"> - Recording student assessment/ progress data - Maintaining a grading system <p>Teacher may:</p> <ul style="list-style-type: none"> - Use data to analyze student progress towards mastery or to plan future lessons/units - Have a grading system that appropriately aligns with student learning goals 	<p>There is no evidence the teacher:</p> <ul style="list-style-type: none"> - Uses a data tracking system to record student assessment/progress data and/or has no discernable grading system

DOMAIN 2: EFFECTIVE INSTRUCTION

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

Competency	Highly Effective(4)	Effective(3)	Improvement Necessary(2)	Ineffective(1)
<p>2.1 Develop student understanding and mastery of lesson objectives</p>	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Teacher effectively engages prior knowledge of students in connecting to lesson - Students demonstrate through work or comments that they understand this connection 	<p>Teacher consistently develops student understanding and mastery of lesson objectives:</p> <ul style="list-style-type: none"> - Lesson objective that is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson -Objective is written in a student-friendly manner and/or explains to students in easy-to-understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well organized to move students towards mastery of the objective 	<p>Teacher sometimes develops student understanding and mastery of lesson objectives:</p> <ul style="list-style-type: none"> - Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Teacher attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective 	<p>There is no evidence of teacher developing student understanding and mastery of lesson objectives:</p> <ul style="list-style-type: none"> - Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson - There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students - Teacher may fail to discuss the importance of objective or there may not be a clear understanding amongst students as to why the objective is important - There may be no effort to connect objective to prior knowledge of students -Lesson is disorganized and does not lead to mastery of objective.

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).

2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers", early-childhood inquiry-based lesson, etc.). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards **mastery** of an objective, even if it is not stated.

Competency	Highly Effective(4)	Effective(3)	Improvement Necessary (2)	Ineffectively(1)
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each other's learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level 	<p>Teacher consistently demonstrates and clearly communicates content knowledge to students by:</p> <ul style="list-style-type: none"> - Teacher demonstrates content knowledge and delivers content that is factually correct - Content that is clear, concise and well-organized - Teacher restates and rephrases instruction in multiple ways to increase understanding - Teacher emphasizes key points or main ideas in content - Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional learning 	<p>Teacher seldom demonstrates and clearly communicate content knowledge to students:</p> <ul style="list-style-type: none"> - Teacher delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding - Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies learned via professional learning 	<p>There is no evidence of teacher demonstrating and clearly communicating content knowledge to students:</p> <ul style="list-style-type: none"> - Teacher may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fails to build student understanding of key concepts - Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher does not emphasize main ideas, and students are often confused about content - Teacher fails to use developmentally appropriate language - Teacher does not implement new and improved instructional strategies learned via professional learning

Notes:

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

Competency	Highly Effective(4)	Effective(3)	Improvement Necessary (2)	Ineffective(1)
<p>2.3 Engage students in academic content</p>	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Teacher provides ways to engage with content that significantly promotes student mastery of the objective - Teacher provides differentiated ways of engaging with content specific to individual student needs -The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do -Teacher effectively integrates technology as a tool to engage students in academic content 	<p>Teacher consistently engages students in academic content:</p> <ul style="list-style-type: none"> -3/4 or more of students are actively engaged in content at all times and not off-task -Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Ways of engaging with content that reflect different learning modalities or intelligences - Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive 	<p>Teacher seldom engages students in academic content:</p> <ul style="list-style-type: none"> - Fewer than 3/4 of students are engaged in content and many are off-task - Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Teacher may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective - ELL and IEP students are sometimes given appropriate accommodations to be engaged in content - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging 	<p>There is no evidence teacher engages students in academic content:</p> <ul style="list-style-type: none"> - Fewer than 1/2 of students are engaged in content and many are off-task - Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Teacher does not differentiate instruction to target different Learning Modalities - Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content

Notes:

1. The most important indicator of success here is that students are **actively engaged** in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Some observable evidence may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
3. Teachers may provide multiple ways of engaging with content via different **Multiple Intelligences** (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.

Competency	Highly Effective(4)	Effective(3)	Improvement Necessary (2)	Ineffective(1)
<p>2.4 Check for Understanding</p>	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Teacher Uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking 	<p>Teacher consistently checks for understanding:</p> <ul style="list-style-type: none"> - Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the understanding of the class - Teacher uses wait time effectively both after posing a question and before helping students think through a response - Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - Teacher Systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessment 	<p>Teacher selects checks for understanding:</p> <ul style="list-style-type: none"> - Teacher sometimes Checks for understanding of content, but misses several key moments - Teacher may use more than one type of check of understanding, but is often unsuccessful in capturing an accurate "pulse" of the understanding of the class - Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessment 	<p>There is no evidence teacher checks for understanding:</p> <ul style="list-style-type: none"> - Teacher rarely or never Checks for understanding of content, or misses nearly all key moments - Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus not capturing an accurate "pulse" of the understanding of the class - Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer - Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Teacher rarely or never assesses for mastery at the end of the lesson

Notes:

1. Examples of times when **checking for understanding** may be useful before moving on to the next step of the lesson, or partway through independent practice.

2. Examples of how the teacher may assess student understanding and mastery of objective:

- Checks for understanding: thumbs up/down, cold calling
- Do nows, turn/talk, guided or independent practice, exit slips

Competency	Highly Effective(4)	Effective(3)	Improvement Necessary (2)	Ineffective(1)
<p>2.5</p> <p>Modify Instruction As Needed</p>	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Teacher anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement 	<p>Teacher consistently modifies instruction as needed:</p> <ul style="list-style-type: none"> - Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Teacher responds to misunderstandings with effective scaffolding techniques -Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful 	<p>Teacher seldom modifies instruction as needed:</p> <ul style="list-style-type: none"> - Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students -Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding 	<p>There is no evidence teacher modifies instruction as needed:</p> <ul style="list-style-type: none"> - Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

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

Competency	Highly Effective(4)	Effective(3)	Improvement Necessary (2)	Ineffective(1)
<p>2.6 Develop Higher Level of Understanding through Rigorous Instruction and Work</p>	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Lesson is accessible and challenging to all students - Students are able to answer higher-level questions with meaningful responses - Students pose higher-level questions to the teacher and to each other - Teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great - Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments) 	<p>Teacher consistently develops a higher level of understanding through rigorous instruction and work:</p> <ul style="list-style-type: none"> - Lesson is accessible and challenging to almost all students - Teacher frequently develops higher-level understanding through effective questioning - Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding - Students have opportunities for meaningful practice, apply, and demonstrate that they are learning - Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks 	<p>Teacher seldom develops a higher level of understanding through rigorous instruction and work:</p> <ul style="list-style-type: none"> - Lesson is not always accessible or challenging for students - Some questions used may not be effective in developing higher-level understanding (too complex or confusing) - Lesson pushes students forward, but misses other students due to lack of differentiation based on students' level of understanding - While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate - Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying 	<p>There is no evidence teacher develops a higher level of understanding through rigorous instruction and work:</p> <ul style="list-style-type: none"> - Lesson is not aligned with developmental level of students (may be too challenging or too easy) - Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts - Lesson rarely pushes any students forward - Teacher does not differentiate instruction based on students' level of understanding - Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts - Teacher gives up on students easily and does not encourage them to persist through difficult tasks

Notes:

- Examples of types of questions that can develop higher-level understanding:
 - Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
 - Asking students to explain their reasoning
 - Asking students to explain why they are learning something or to summarize the main idea
 - Asking students to apply a new skill or concept in a different context
 - Posing a question that increases the **rigor** of the lesson content
 - Prompting students to make connections to previous material or prior knowledge
- Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
- District definition of Rigor: Rigor in FWCS ensures personalized, critical, flexible, creative and thorough thinking for all adults and students that is Results-oriented and standards-driven; Collaborative and Reflective; Relevant to the learner; Appropriately and personally challenging; and Stimulating and engaging in a supportive culture of high expectations for all.

Competency	Highly Effective(4)	Effective(3)	Improvement Necessary (2)	Ineffective(1)
<p>2.7 Maximize Instructional Time</p> <p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher - Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) - Students share responsibility for operations and routines and work well together to accomplish these tasks - All students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson 	<p>Teacher consistently maximizes instructional time:</p> <ul style="list-style-type: none"> - Students arrive on-time and are aware of the consequences of arriving late (unexcused) - Class starts on-time - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher - Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) - Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective - Almost all students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson 	<p>Teacher seldom maximizes instructional time:</p> <ul style="list-style-type: none"> - Some students consistently arrive late (unexcused) for class without consequences - Class may consistently start a few minutes late - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed - There is more than a brief period of time when students are left without meaningful work to keep them engaged - Teacher may delegate lesson time inappropriately between parts of the lesson - Significant prompting from the teacher is necessary for students to follow instructions and remain on-task - Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem 	<p>There is no evidence teacher maximizes instructional time:</p> <ul style="list-style-type: none"> - Students may frequently arrive late (unexcused) for class without consequences - Teacher may frequently start class late - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times - There are significant periods of time in which students are not engaged in meaningful work - Teacher wastes significant time between parts of the lesson due to classroom management. Even with significant prompting, students frequently do not follow directions and are off task - Disruptive behaviors and off-task conversations are common - Classroom management is generally poor and wastes instructional time 	

Notes:

1. The most important indicator of success here is that students are **actively engaged** in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Some observable evidence may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.

3. Teachers may provide multiple ways of engaging with content via different **Multiple Intelligences** (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.

Competency	Highly Effective(4)	Effective(3)	Improvement Necessary (2)	Ineffective(1)
2.8 Create Classroom Culture of Respect and collaboration	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves 	<p>Teacher consistently creates a classroom culture of respect and collaboration:</p> <ul style="list-style-type: none"> - Students are respectful of their teacher and peers - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions 	<p>Teacher ^{seeks to} create a classroom culture of respect and collaboration:</p> <ul style="list-style-type: none"> - Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms - Students are given opportunities to collaborate, and may not always be supportive of each other or may need significant assistance from the teacher to work together - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both 	<p>There is no evidence the teacher creates a classroom culture of respect and collaboration:</p> <ul style="list-style-type: none"> - Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate or during these times students do not work well together even with teacher intervention - Teacher rarely or never praises positive behavior or address negative behavior

Notes:

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

Competency	Highly Effective(4)	Effective(3)	Improvement Necessary (2)	Ineffective(1)
2.9 Set High Expectations for Academic Success	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important 	<p>Teacher consistently sets high expectations for academic success:</p> <ul style="list-style-type: none"> - Teacher sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work - The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Teacher celebrates and praises academic work - High quality work of all students is displayed in the classroom 	<p>Teacher seldom sets high expectations for academic success:</p> <ul style="list-style-type: none"> - Teacher may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Teacher may praise the academic work of some, but not others - High quality work of a few, but not all students, may be displayed in the classroom 	<p>There is no evidence teacher sets high expectations for student success:</p> <ul style="list-style-type: none"> - Teacher rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to the teacher or peers - Teacher rarely or never praises academic work or good behavior - High quality work it is rarely or never displayed in the classroom
<p>Notes:</p> <p>1. There are several ways for a teacher to demonstrate high expectations - through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.</p>				

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)
<p>3.1 Contribute to School Culture</p>	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of class 	<p>Teacher consistently:</p> <ul style="list-style-type: none"> - Contributes ideas and expertise to further the schools mission and initiatives - Dedicates time efficiently, when needed, to helping students and peers outside of class 	<p>Teacher seldom:</p> <ul style="list-style-type: none"> - Contributing ideas and expertise to further the school mission and initiatives <p>Teacher may not:</p> <ul style="list-style-type: none"> - Dedicate time to help students and peers efficiently 	<p>There is no evidence teacher:</p> <ul style="list-style-type: none"> - Contributes ideas aimed at improving school efforts - Dedicates little or no time outside of class towards helping students and peers
<p>3.2 Collaborate with Peers</p>	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Coach peers through difficult situations - Take on leadership roles within Professional Learning Communities 	<p>Teacher consistently:</p> <ul style="list-style-type: none"> - Seek out and participate in regular opportunities to work with and learn from others - Asks for assistance, when needed, and provide assistance to others in need 	<p>Teacher seldom:</p> <ul style="list-style-type: none"> - Participate in occasional opportunities to work with and learn from others - Asking for assistance when needed <p>Teacher may not:</p> <ul style="list-style-type: none"> - Provide other teachers with assistance when needed 	<p>There is no evidence teacher:</p> <ul style="list-style-type: none"> - Participates in opportunities to work with others - Teacher works in isolation and is not a team player
<p>3.3 Seek Professional Skills and Knowledge</p>	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional learning sessions 	<p>Teacher consistently:</p> <ul style="list-style-type: none"> - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices 	<p>Teacher seldom:</p> <ul style="list-style-type: none"> - Attendance at all mandatory professional learning opportunities <p>Teacher may not:</p> <ul style="list-style-type: none"> - Seek out ways to provide other teachers with assistance - Pursue optional professional learning opportunities 	<p>There is no evidence teacher:</p> <ul style="list-style-type: none"> - Attends professional learning opportunities - Shows interest in new ideas, programs, or classes to improve teaching and learning

Competencies	Highly Effective(4)	Effective(3)	Improvement Necessary (2)	Ineffective(1)
3.4 Advocate for Student Success	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Display commitment to the education of all the students in the school - Make changes and take risks to ensure student success 	<p>Teacher consistently:</p> <ul style="list-style-type: none"> - Displays commitment to the education of all his/her students - Attempts to remedy obstacles around student achievement - Advocates for students' individualized needs 	<p>Teacher seldom:</p> <ul style="list-style-type: none"> - Displays commitment to the education of all his/her students <p>Teacher may:</p> <ul style="list-style-type: none"> - Teacher may not advocate for students' needs 	<p>There is no evidence teacher:</p> <ul style="list-style-type: none"> - Attends professional learning opportunities - Accepts failure as par for the course and does not advocate for student needs
3.5 Engage Families in Student Learning	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Address concerns in a timely and positive manner, when necessary, outside of required outreach events 	<p>Teacher consistently:</p> <ul style="list-style-type: none"> - Proactively Reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school 	<p>Teacher seldom:</p> <ul style="list-style-type: none"> - Responding to contact from parents - Engaging in all forms of parent outreach required by the school <p>Teacher may:</p> <ul style="list-style-type: none"> - Proactively reach out to parents to engage them in student learning 	<p>There is no evidence teacher:</p> <ul style="list-style-type: none"> - Reaches out to parents and/or frequently does not respond to contacts from parents

Core Professionalism Rubric

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

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

Non-Classroom Teacher

Non-Classroom Teacher System of Support Timeline

	Profile Meeting	Snapshots (optional)	Initial Feedback (1-2 per semester)	Focused Feedback	Summative Observation Completed	Summative Observation Meeting with Teacher	Targeted Support
August	X			some competencies completed in first semester			developed for any teacher with Improvement Necessary or Ineffective rating or at the discretion of the Unit Head based on performance observations
September							
October							
November							
December							
End of 1 st Semester				X			
January 8			X	X			
February				remaining competencies completed by May 1			
March							
April							
May 1				X	X		
End of 2 nd Semester			X			X	Required for all IN/IE ratings X

This applies to teachers that work in varied settings as they support adults and instruct students in a non-traditional setting

*Secondary Media Teacher

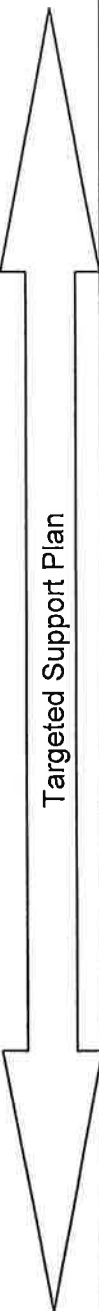
*District Resource Teacher

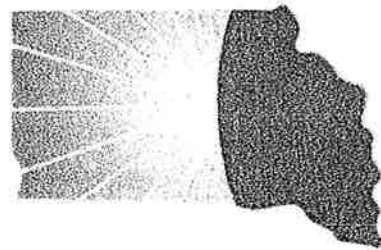
*Student Learning Advocate
7/22/2015

FWCS System of Support™ – NonClassroom Teacher

This applies to teachers that work in varied settings as they support adults and instruct students in a non-traditional setting, (e.g. District Resource Teacher, Secondary Media Specialist, Speech/Language Pathologist, Hearing Consultation, VI/HI/OI Consultation, SICS/SICLS, APE)

FWCS System of Increasing Support to Improve Teacher Effectiveness

<p>Activity:</p>	<p>Component 1: SNAPSHOT Focus on Instructional Practices (eWalk)</p>	<p>Component 2: INITIAL FEEDBACK Focus on: • Planning • Instruction • Leadership (eWalk)</p>	<p>Component 3: FOCUSED FEEDBACK Focus on: • Planning • Instruction • Leadership (eWalk)</p>	<p>Component 4: Final Summative Rating Determination (mVal)</p>
<p>Personnel:</p>	<p>Optional Only if needed</p>	<p>All teachers</p>	<p>All teachers</p>	<p>All teachers</p>
<p>Communication:</p>	<p>If visited, email to teacher after each visit</p>	<ul style="list-style-type: none"> Email to teacher receiving visit Face to face meeting (only if needed) 	<ul style="list-style-type: none"> Email to teacher after each section completed Data collected and returned to teacher Some portion <u>must</u> be completed in first semester Face to face communication at end of year (optional at first semester) Formal or informal 	<ul style="list-style-type: none"> Rating is chosen for each standard Mandatory face to face conversation with teacher regarding final rating
<p>Length of Time:</p>	<p>Short visit in each classroom Begins first day of school</p>	<ul style="list-style-type: none"> Minimum one - two completed per semester Must be completed end of semester 	<ul style="list-style-type: none"> All year long data is collected and returned to teacher Portion completed first semester Completed by May 1 	<ul style="list-style-type: none"> No additional observation required Paragraphs populated from Focused Feedback
<p>Goal:</p>	<p>Form available in Word to be attached to eWalk so it is linked to teacher.</p>			
<p>Targeted Support Plan:</p>	<div style="text-align: center;">  <p>Targeted Support Plan</p> </div> <ul style="list-style-type: none"> Provides support for all teachers at every rating level After a teacher has successfully completed a Targeted Support Plan, they may be given another 			
<p>Targeted Support Plan:</p>	<ul style="list-style-type: none"> Whenever determined to be an <i>Ineffective</i> teacher a Targeted Support Plan must be enacted Teachers with <i>Needs Improvement</i> or <i>Ineffective</i> must have a Targeted Support Plan completed before they leave at the end of the school year with a conference with the Unit Head explaining the expectations for the next school year 			



RISE

Evaluation and
Development System

Indiana Department of Education

Fort Wayne Community Schools
Non-Classroom Teacher
Effectiveness Rubric
August 2015

This applies to teachers that work in varied settings as they support adults and instruct students in a non-traditional setting
(e.g. District Resource Teacher, Secondary Media Specialist)

DOMAIN 1: PURPOSEFUL PLANNING

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Utilize Assessment Data to Plan	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding 	<p>Teacher consistently uses prior assessment data to formulate:</p> <ul style="list-style-type: none"> - Achievement goals, unit plans, AND lesson plans 	<p>Teacher seldom uses prior assessment data to formulate:</p> <ul style="list-style-type: none"> - Achievement goals, unit plans, OR lesson plans, but not all of the above 	<p>There is no evidence teacher:</p> <ul style="list-style-type: none"> - Uses prior assessment data when planning.
1.2 Set Ambitious and Measurable Achievement Goals	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Plans an ambitious annual student achievement goal 	<p>Teacher consistently develops an annual student achievement goal that is:</p> <ul style="list-style-type: none"> - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year 	<p>Teacher seldom develops an annual student achievement goal that is:</p> <ul style="list-style-type: none"> - Measurable - Aligned to content standards; OR - Includes benchmarks to help monitor learning and inform interventions throughout the year 	<p>There is no evidence teacher:</p> <ul style="list-style-type: none"> - Develops achievement goals for the class; OR - Goals are developed, but are extremely general and not helpful for planning purposes
1.3 Develop Standards-Based Unit Plans and Assessments	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit 	<p>Based on achievement goals, teacher consistently plans units by:</p> <ul style="list-style-type: none"> - Identifying content standards that students will master in each unit - Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit 	<p>Based on achievement goals, teacher seldom plans units:</p> <ul style="list-style-type: none"> - Identifies content standards that students will master in each unit - Creates assessments before each unit begins for backwards planning - Allocates an instructionally appropriate amount of time for each unit 	<p>There is no evidence teacher:</p> <ul style="list-style-type: none"> - 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.



<p>1.4 Create Objective-Driven Lesson Plans and Assessments</p>	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction 	<p>Based on unit plan, teacher consistently plans daily lessons:</p> <ul style="list-style-type: none"> - Identifies lesson objectives that are aligned to state content standards. - Matches instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designs formative assessments that measure progress towards mastery and inform instruction 	<p>Based on unit plan, teacher ^{seidorn} plans daily lessons by:</p> <ul style="list-style-type: none"> - Identifies lesson objectives that are aligned to state content standards - Matches instructional strategies and activities/assignments to the lesson objectives. - Designs assignments that are meaningful or relevant - Plans formative assessments to measure progress towards mastery or inform instruction. 	<p>There is no evidence teacher:</p> <ul style="list-style-type: none"> - Plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.
<p>1.5 Track Student Data and Analyze Progress</p>	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day 	<p>Teacher consistently uses an effective data tracking system for:</p> <ul style="list-style-type: none"> - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals if appropriate 	<p>Teacher ^{seidorn} uses an effective data tracking system for:</p> <ul style="list-style-type: none"> - Recording student assessment/ progress data - Maintaining a grading system - Utilizing data to analyze student progress towards mastery or to plan future lessons/units - Maintaining a grading system that appropriately aligns with student learning goals 	<p>There is no evidence teacher:</p> <ul style="list-style-type: none"> - Uses a data tracking system to record student assessment/progress data and/or has no discernable grading system



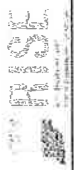
DOMAIN 2: EFFECTIVE INSTRUCTION

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1 Develop student understanding and mastery of lesson objectives	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection 	<p>Teacher consistently develops student understanding and mastery of lesson objectives:</p> <ul style="list-style-type: none"> - Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective 	<p>Teacher ^{seldom} develops student understanding and mastery of lesson objectives:</p> <ul style="list-style-type: none"> - Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Teacher attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective 	<p>There is no evidence teacher develops student understanding and mastery of lesson objectives:</p> <ul style="list-style-type: none"> - Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. - There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. - Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective

Notes:

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



Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.2 Demonstrate and Clearly Communicate Content Knowledge to Students</p>	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Fully explains concepts in as direct and efficient a manner as possible, while still achieving understanding - Effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark excitement and interest in the content - Students participate in each other's learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level 	<p>Teacher consistently demonstrates and clearly communicates content knowledge:</p> <ul style="list-style-type: none"> - Demonstrates content knowledge and delivers content that is factually correct - Provides content that is clear, concise and well-organized - Restates and rephrases instruction in multiple ways to increase understanding - Emphasizes key points or main ideas in content - Uses developmentally appropriate language and explanations - Implements relevant instructional strategies learned via professional development 	<p>Teacher seldom demonstrates or clearly communicates content knowledge to students:</p> <ul style="list-style-type: none"> - Delivers content that is factually correct - Provides content that is clear and is well organized as it could be - Restates or rephrases instruction in multiple ways to increase understanding - Adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Does not always implement new and improved instructional strategies learned via professional development 	<p>There is no evidence teacher demonstrates and clearly communicates content knowledge:</p> <ul style="list-style-type: none"> - Delivers content that is factually incorrect - Explanations are unclear or incoherent and fail to build student understanding of key concepts - Continues with planned instruction, even when it is obvious that students are not understanding content - Does not emphasize main ideas, and students are often confused about content - Fails to use developmentally appropriate language - Does not implement new and improved instructional strategies learned via professional development

Notes:

- Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
- 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.
- Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.3 Engage students in academic content</p>	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Provides ways to engage with content that significantly promotes student mastery of the objective - Provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Effectively Integrates Technology as a tool to engage students in academic content 	<p>Teacher consistently engages students in academic content:</p> <ul style="list-style-type: none"> - 3/4 or more of students are actively engaged in content at all times and not off-task - Provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Ways of engaging content reflect different learning modalities or intelligences - Adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) 	<p>Teacher seldom engages students in academic content:</p> <ul style="list-style-type: none"> - Fewer than 3/4 of students are engaged in content and many are off-task - Provides multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - May miss opportunities to provide ways of differentiating content for student engagement - Some students may lack prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective - ELL and IEP students are sometimes given appropriate accommodations to be engaged in content - Students appear to actively listen, but when it comes time for participation are disinterested in engaging 	<p>There is no evidence teacher engages students in academic content:</p> <ul style="list-style-type: none"> - Fewer than 1/2 of students are engaged in content and many are off-task - Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Teacher does not differentiate instruction to target different Learning Modalities - Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content - Students do not actively listen and are overtly disinterested in engaging.

Notes:

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

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.4 Check for Understanding</p>	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - 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) - Uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking 	<p>Teacher consistently checks for understanding:</p> <ul style="list-style-type: none"> - Checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) - Uses a variety of methods to Check for Understanding that are successful in capturing an accurate "pulse" of the class's understanding - Uses wait time effectively both after posing a question and before helping students think through a response - Doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - Systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessment 	<p>Teacher sometimes checks for understanding:</p> <ul style="list-style-type: none"> - Sometimes checks for understanding of content, but misses several key moments - Uses more than one type of Check for Understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding - Provides enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Prevents students from "opting-out" of checks for understanding without cycling back to these students - Assess student mastery at the end of the lesson through formal or informal assessments. 	<p>There is no evidence teacher checks for understanding:</p> <ul style="list-style-type: none"> - Never checks for understanding or content, or misses nearly all key moments - Does not check for understanding, or uses only one ineffective method - repetitively to do so, thus rarely capturing an accurate "pulse" of the understanding of the student/adult. - Frequently moves on with content/information before students/adults have a chance to respond to questions for frequently gives the answer rather than helping them think through the response - Frequently allows student to "opt-out" of checks for understanding and does not cycle back to them - Never assesses for mastery at the end of the lesson/meeting

Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
2. Examples of how the teacher may assess student understanding and mastery of objective:
 - Checks for understanding: thumbs up/down, cold calling
 - Do now's, turn/talk, guided or independent practice, exit slips

Competency	Highly Effective: (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.5 Modify Instruction As Needed</p>	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Anticipates student misunderstandings and preemptively addresses them - Is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement 	<p>Teacher consistently modifies instruction as needed:</p> <ul style="list-style-type: none"> - Makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Responds to misunderstandings with effective scaffolding techniques - Continues to try to address misunderstandings with different techniques if the first try is not successful 	<p>Teacher <i> seldom </i> modifies instruction as needed:</p> <ul style="list-style-type: none"> - Attempts to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Responds to misunderstandings by using student-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - May persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding 	<p>There is no evidence teacher modifies instruction as needed:</p> <ul style="list-style-type: none"> - 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 - Only responds to misunderstandings by using teacher-driven scaffolding techniques - Repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.6	<p>Develop Higher Level of Understanding through Rigorous instruction and work</p> <p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Lesson is accessible and challenging to all students - Students are able to answer higher-level questions with meaningful responses - Students pose higher-level questions to the teacher and to each other - Teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great - Encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments) 	<p>Teacher consistently develops a higher level of understanding through rigorous instruction and work:</p> <ul style="list-style-type: none"> - Provides lessons that are accessible and challenging to almost all students - Develops higher-level understanding through effective questioning - Pushes almost all students forward due to differentiation of instruction based on each student's level of understanding - Provides opportunities for meaningful practice to apply and demonstrate that they are learning - Shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks 	<p>Teacher seldom develops a higher level of understanding through rigorous instruction and work:</p> <ul style="list-style-type: none"> - Lesson is not always accessible or challenging for students - Some questions used may not be effective in developing higher-level understanding (too complex or confusing) - Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding - While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate - Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying 	<p>There is no evidence teacher develops higher level of understanding through rigorous instruction and work:</p> <ul style="list-style-type: none"> - Lesson is not aligned with developmental level of students (may be too challenging or too easy) - Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. - Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding. - Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts. - Teacher gives up on students easily and does not encourage them to persist through difficult tasks

Notes:

- Examples of types of questions that can develop higher-level understanding:
 - Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
 - Asking students to explain their reasoning
 - Asking students to explain why they are learning something or to summarize the main idea
 - Asking students to apply a new skill or concept in a different context
 - Posing a question that increases the rigor of the lesson content
 - Prompting students to make connections to previous material or prior knowledge
- Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.7 Maximize Instructional Time</p>	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher - Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) - Students share responsibility for operations and routines and work well together to accomplish these tasks - All students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson 	<p>Teacher is consistently effective at maximizing instructional time:</p> <ul style="list-style-type: none"> - Students arrive on-time and are aware of the consequences of arriving late (unexcused) - Class starts on-time - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher - Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) - Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective - Almost all students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson. 	<p>Teacher selects maximizes instructional time:</p> <ul style="list-style-type: none"> - Some students consistently arrive late (unexcused) for class without consequences - Class may consistently start a few minutes late - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed - There is more than a brief period of time when students are left without meaningful work to keep them engaged - Teacher may delegate lesson time inappropriately between parts of the lesson - Significant prompting from the teacher is necessary for students to follow instructions and remain on-task - Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem. 	<p>There is no evidence teacher maximizes instructional time:</p> <ul style="list-style-type: none"> - Students may frequently arrive late (unexcused) for class without consequences - Teacher may frequently start class late. - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times - There are significant periods of time in which students are not engaged in meaningful work - Teacher wastes significant time between parts of the lesson due to classroom management. - Even with significant prompting, students frequently do not follow directions and are off-task - Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson.

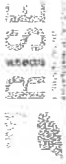
Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.8</p> <p>Create Classroom Culture of Respect and Collaboration</p>	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves 	<p>Teacher consistently creates a classroom culture of respect and collaboration:</p> <ul style="list-style-type: none"> - Students are respectful of their teacher and peers - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions 	<p>Teacher strives creates a classroom culture of respect and collaboration:</p> <ul style="list-style-type: none"> - Students are respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms - Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together - Teacher praises positive behavior OR enforces consequences for negative behavior, but not both - Teacher may not focus on the behavior of all students, addresses the behavior (positive or negative) of a few instead 	<p>There is no evidence teacher creates a classroom culture of respect and collaboration:</p> <ul style="list-style-type: none"> - Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention - Teacher rarely or never praises positive behavior - Teacher rarely or never addresses negative behavior

Notes:

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



Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.9</p> <p>Set High expectations for Academic Success</p>	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important 	<p>Teacher consistently sets high expectations for academic success:</p> <ul style="list-style-type: none"> - Teacher sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work - The learning environment is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Teacher celebrates and praises academic work 	<p>Teacher sets high expectations for some, but not others</p> <ul style="list-style-type: none"> - Students are invested in their work, but may occasionally spend time off-task or give up when work is challenging - Students feel free to accept challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Teacher praises the academic work of some, but not all 	<p>There is no evidence teacher sets high expectations for academic success:</p> <ul style="list-style-type: none"> - Teacher rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers - Teacher rarely or never praises academic work or good behavior - High quality work is rarely or never displayed in the classroom

Note:

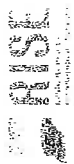
1. There are several ways for a teacher to demonstrate high expectations - through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.

DOMAIN 3: Teacher Leadership

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1 Contribute to School Culture	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Seeks out leadership roles - Goes above and beyond in dedicating time for students and peers outside of class 	<p>Teacher consistently:</p> <ul style="list-style-type: none"> - Contributes ideas and expertise to further the schools' mission and initiatives - Dedicates time efficiently, when needed, to helping students and peers outside of class 	<p>Teacher seldom will:</p> <ul style="list-style-type: none"> - Contribute ideas and expertise to further the school's mission and initiatives - Dedicate time to help students and peers efficiently outside of class 	<p>There is no evidence teacher:</p> <ul style="list-style-type: none"> -Contributes ideas aimed at improving school efforts -Dedicates time outside of class towards helping students and peers
3.2 Collaborate with Peers	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Goes above and beyond in seeking out opportunities to collaborate - Coaches peers through difficult situations - Takes on leadership roles within collaborative groups such as Professional Learning Communities 	<p>Teacher consistently will:</p> <ul style="list-style-type: none"> - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need 	<p>Teacher seldom will:</p> <ul style="list-style-type: none"> - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed - Seek to provide other teachers with assistance when needed - Seek out opportunities to work with others 	<p>There is no evidence teacher:</p> <ul style="list-style-type: none"> - Participates in opportunities to work with others -Works collaboratively and is a team player

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>3.3 Seek Professional Skills and Knowledge</p>	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Regularly shares newly learned knowledge and practices with others - Seeks out opportunities to lead professional development sessions 	<p>Teacher consistently will:</p> <ul style="list-style-type: none"> - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices 	<p>Teacher seidorn will:</p> <ul style="list-style-type: none"> - Attend mandatory professional learning opportunities - Actively pursue optional professional learning opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback 	<p>There is no evidence teacher:</p> <ul style="list-style-type: none"> -Attends professional development opportunities. -Shows interest in new ideas, programs, or classes to improve teaching and learning
<p>3.4 Advocate for Student Success</p>	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Display commitment to the education of all the students in the school - Make changes and take risks to ensure student success 	<p>Teacher consistently will:</p> <ul style="list-style-type: none"> - Display commitment to the education of all his/her students - Attempt to remedy obstacles around student achievement - Advocate for students' individualized needs 	<p>Teacher seidorn will:</p> <ul style="list-style-type: none"> - Display commitment to the education of all his/her students - Advocate for students' needs 	<p>There is no evidence teacher:</p> <ul style="list-style-type: none"> -Displays commitment to the education of his/her student -Accepts failure as unacceptable and does not advocate for students' needs.
<p>3.5 Engage Families in Student Learning</p>	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events 	<p>Teacher consistently will:</p> <ul style="list-style-type: none"> - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school 	<p>Teacher seidorn will:</p> <ul style="list-style-type: none"> - Respond to contact from parents - Engage in parent outreach required by the school - Proactively reach out to parents to engage them in student learning 	<p>There is no evidence teacher:</p> <ul style="list-style-type: none"> -Reaches out to parents and/or frequently does not respond to contacts from parents.



Core Professionalism Rubric

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

Indicator	Does Not Meet Standard	Meets Standard
1 Attendance	Individual demonstrates a pattern of unexcused absences *	Individual has not demonstrated a pattern of unexcused absences *
2 On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3 Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4 Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner
5 Goals	Individual does not demonstrate correlation between the identified Growth Goals for Student Achievement, the School Improvement plan, classroom/student achievement, and professional learning (goals must be specific, measurable, attainable, results oriented and time-bound)	Individual demonstrates correlation between the identified Growth Goals for Student Achievements, the School Improvement Plan, classroom/student achievement, and professional learning (goals are specific, measurable, attainable, results oriented and time-bound)

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

District/Building Coach

Building/District Coach System of Support Timeline

	Profile Meeting	Snapshots (optional)	Initial Feedback (1 per semester)	Focused Feedback	Summative Evaluation Completed	Summative Observation Meeting with Teacher	Targeted Support
August	X			some competencies completed in first semester			Developed for any teacher with Improvement Necessary or Ineffective rating or at the discretion of the Unit Head based on performance observations
September							
October							
November							
December							
End of 1 st Semester			X	X			
January				X			
February				remaining competencies completed by May 1			
March							
April							
May 1				X	X		
End of 2 nd Semester			X			X	Required for all IE/IN ratings for X

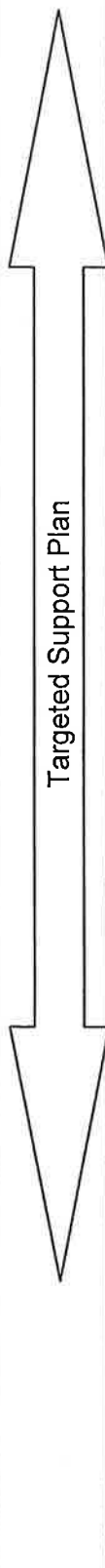
This applies to teachers that provide support services to ensure that classroom teachers continuously improve their ability to provide instructional services to all students

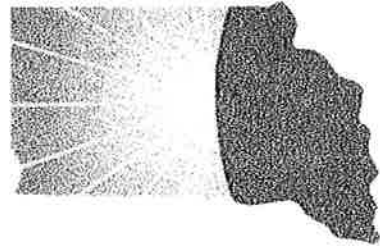
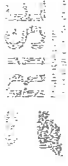
*Building Coach
*Student Learning Advocate

*District Coach
* School Improvement Coordinator

7/31/2015

FWCS System of Increasing Support to Improve Teacher Effectiveness

<p>Activity:</p>	<p>Component 1: SNAPSHOT Focus on Instructional Practices (eWalk)</p>	<p>Component 2: INITIAL FEEDBACK Focus on: • Planning • Instruction • Leadership (eWalk)</p>	<p>Component 3: FOCUSED FEEDBACK Focus on: • Planning • Instruction • Leadership (eWalk)</p>	<p>Component 4: Final Summative Rating Determination (mVal)</p>
<p>Personnel:</p>	<p>Optional Only if needed</p>	<p>All teachers</p>	<p>All teachers</p>	<p>All teachers</p>
<p>Communication:</p>	<p>If visited, email to teacher after each visit</p>	<ul style="list-style-type: none"> Email to teacher receiving visit Face to face meeting (only if needed) 	<ul style="list-style-type: none"> Email to teacher after each section completed Data collected and returned to teacher Some portion <u>must</u> be completed in first semester Face to face communication at end of year (optional at first semester) Formal or informal 	<ul style="list-style-type: none"> Rating is chosen for each standard Mandatory face to face conversation with teacher regarding final rating
<p>Length of Time:</p>	<p>Short visit in each classroom Begins first day of school</p>	<ul style="list-style-type: none"> Minimum one - two completed per semester Must be completed by end of 1st semester 	<ul style="list-style-type: none"> All year long data is collected and returned to teacher Portion completed first semester Completed by May 1 	<ul style="list-style-type: none"> No additional observation required Paragraphs populated from Focused Feedback
<p>Goal:</p>	<p>Form available in Word to be attached to eWalk so it is linked to teacher.</p>			
<p>Targeted Support Plan:</p>	<div style="text-align: center;">  <p>Targeted Support Plan</p> </div> <ul style="list-style-type: none"> Provides support for all teachers at every rating level After a teacher has successfully completed a Targeted Support Plan, they may be given another 			
	<ul style="list-style-type: none"> Whenever determined to be an <i>Ineffective</i> teacher a Targeted Support Plan must be enacted Teachers with <i>Needs Improvement</i> or <i>Ineffective</i> must have a Targeted Support Plan completed before they leave at the end of the school year with a conference with the Unit Head explaining the expectations for the next school year 			



RISE

Evaluation and
Development System

Fort Wayne Community Schools
Building/District Instructional
Coach Effectiveness Rubric

October 2015

This applies to teachers that provide support services to ensure teachers continuously improve their ability to provide instructional services to students

(Building Instructional Coach, District Instructional Coach, Student Learning Advocates, School Improvement Coordinators)

DOMAIN 1: PURPOSEFUL PLANNING

Coach/student learning advocates improve the educational experience of students by working with teachers through engaging in the purposeful planning of professional learning in response to staff needs determined by precise data analysis and/or school improvement plans.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.1 Utilize Assessment Data to Plan Professional Growth Activities</p>	<p>At Level 4, a coach/student learning advocate fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Incorporates differentiated professional learning in planning with staff/teacher(s) at their level to support student achievement 	<p>Coach/student learning advocate consistently uses current assessment data to facilitate staff/teacher development of:</p> <ul style="list-style-type: none"> - Achievement goals, unit plans, AND lesson plans 	<p>Coach/student learning advocate uses prior assessment data to facilitate staff/teacher development:</p> <ul style="list-style-type: none"> - Sets achievement goals, unit plans, OR lesson plans, but not all of the above 	<p>There is no evidence of coach/student learning advocate:</p> <ul style="list-style-type: none"> - Using prior assessment data when planning professional learning.
<p>1.2 Set Ambitious and Measurable Achievement Goals</p>	<p>At Level 4, a coach/student learning advocate fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Plans ambitious annual student achievement goals 	<p>Coach/student learning advocate consistently supports staff/teacher as they develop an annual student achievement goal that is:</p> <ul style="list-style-type: none"> - Measurable - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year 	<p>Coach/student learning advocate supports staff/teacher as they develop an annual student achievement goal that is:</p> <ul style="list-style-type: none"> - Measurable The goal may not: <ul style="list-style-type: none"> - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year 	<p>There is no evidence of coach/student learning advocate:</p> <ul style="list-style-type: none"> - Supports or develops achievement goals for the school and/or class OR goals are developed, but are extremely general and not helpful for planning purposes

<p>1.3 Develop Standards-Based Unit Plans and Assessments</p>	<p>At Level 4, a coach/student learning advocate fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Supports the staff/teacher(s) creation of well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) - Consults with staff/teacher(s) regarding student reaction to content, the flexibility of time allocations per unit and/or level of difficulty of each unit 	<p>Based on achievement goals, coach/student learning advocate consistently co-plans units by:</p> <ul style="list-style-type: none"> - Identifying content standards that students will master in each unit -Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit 	<p>Based on achievement goals, coach/student learning advocate <i>selects</i> plans units by:</p> <ul style="list-style-type: none"> - Identifying content standards that students will master in each unit Coach/student learning advocate may not: -Co-create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit 	<p>There is no evidence of coach/student learning advocate:</p> <ul style="list-style-type: none"> - Planning units by identifying content standards that students will master in each unit OR there is little to no evidence that Coach/student learning advocate supports planning units at all
<p>Competencies</p>	<p>Highly Effective (4)</p>	<p>Effective (3)</p>	<p>Improvement Necessary (2)</p>	<p>Ineffective (1)</p>
<p>1.4 Create Objective-Driven Lesson Plans and Assessments through Professional Learning</p>	<p>At Level 4, coach/student learning advocate fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Plans for a variety of Differentiated Instructional strategies, anticipating where these will be needed to enhance professional learning - Incorporates a variety of informal assessment/checks for understanding as well as summative assessment to check for understanding and drive future professional learning planning 	<p>Based on unit plan, coach/student learning advocate consistently supports staff/teacher(s) with lessons by:</p> <ul style="list-style-type: none"> - Identifying lesson objectives that are aligned to state content standards. - Matching professional learning and instructional strategies and activities/assignment to the lesson objective - Designing professional learning or assist in assignments that are meaningful or relevant - Co-planning formative assessments to measure progress towards mastery and to drive instruction 	<p>Based on unit plan, coach/student learning advocate <i>selects</i> supports staff/teacher(s) with units and or lessons by:</p> <ul style="list-style-type: none"> - Identifying professional learning needs and/or lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives Coach/student learning advocate may not: - Design professional learning that is meaningful or relevant - Co-plan formative assessments to measure progress towards mastery or inform instruction. 	<p>There is no evidence coach/student learning advocate:</p> <ul style="list-style-type: none"> -Supports staff/teacher with unit or lesson planning through professional learning

<p>1.5</p>	<p>Track Student Data and Analyze Progress</p>	<p>At Level 4, a Coach/student learning advocate fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day 	<p>Coach/student learning advocate uses a consistent data tracking system and assist staff/teacher(s) as they:</p> <ul style="list-style-type: none"> - Record student assessment/ progress data - Analyze student progress towards mastery and planning future lessons/units accordingly - Maintain a grading system aligned to student learning goals 	<p>Coach/student learning advocate ^{seid} assists staff/teacher as they:</p> <ul style="list-style-type: none"> - Record student assessment/ progress data - Maintain a grading system - Use data to analyze student progress towards mastery or to plan future lessons/units - Use a grading system that appropriately aligns with student learning goals 	<p>There is no evidence of coach/student learning advocate:</p> <ul style="list-style-type: none"> -Assisting teachers in the recording of student assessment/progress data -Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals
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DOMAIN 2: EFFECTIVE INSTRUCTION

Coach/student learning advocates provide differentiated support for teachers or all building staff to assist in professional growth so that all staff members participating have the opportunity to gain mastery of the objectives in the classroom environment that fosters a climate of urgency in expectation around achievement, excellence, and respect.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.1 Develop Student Understanding and Mastery of Lesson Objectives Through Effective Instruction</p>	<p>At Level 4, a coach/student learning advocate fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Coach/student learning advocate connects prior professional learning knowledge of buildings or teachers to new professional learning to improve classroom instruction 	<p>Coach/student learning advocate consistently supports teachers in co-planning/teaching:</p> <ul style="list-style-type: none"> - Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective 	<p>Coach/student learning advocate supports teachers in co-planning:</p> <ul style="list-style-type: none"> - Lesson objective does not convey what students are learning and what they will be able to do by the end of the lesson, or it may not be aligned to standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding of objective, but student fails to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective 	<p>There is no evidence of coach/student learning advocate supporting teachers in co-planning/teaching:</p> <ul style="list-style-type: none"> - Lesson objective is missing more than one component. It may not be clear what students are learning or will be able to do by the end of the lesson - There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students - May fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important - May be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective.

Notes:

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



Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.2 Demonstrate and Clearly Communicate Content Knowledge to staff Through Professional Learning</p>	<p>At Level 4, a coach/student learning advocate fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Coach fully explains concepts in as direct and efficient a manner as possible, while still achieving participants' understanding - Explanations elevate teacher excitement, confidence, and interest in the content - Coach participates in teachers' learning of content through collaboration and formal professional learning - Coach asks higher order questions to teachers and make connections independently, and demonstrate that they understand the content at a deeper level 	<p>Coach/student learning advocate consistently provides professional learning on communication of content knowledge:</p> <ul style="list-style-type: none"> - Demonstrates content knowledge and delivers content that is factually correct - Delivers content in a clear, concise and well-organized manner - Restates and rephrases professional learning content in multiple ways to increase understanding - Emphasizes key points or main ideas in professional learning content - Uses developmentally appropriate language and explanations - Implements relevant instructional strategies learned via professional learning 	<p>Coach/student learning advocate supports staff/teacher(s) with units and or lessons:</p> <ul style="list-style-type: none"> - May deliver content that is factually incorrect - Content lacks clarity and is not well organized - May fail to restate or rephrase professional learning content in multiple ways to increase understanding - Does not adequately emphasize main ideas and teachers are often confused about key takeaways - Explanations sometimes lack professional and precise language - Does not always implement new and improved professional learning strategies learned via professional learning 	<p>There is no evidence of coach/student learning advocate providing professional learning on communication of content knowledge:</p> <ul style="list-style-type: none"> - Delivers content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Continues with planned instruction, even when it is obvious that teachers are not understanding content - Does not emphasize main ideas, and teachers are often confused about content - Fails to use professional and precise language

Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the professional learning.
2. If the coach/student learning advocate presents information with any mistake that would leave staff with a significant misunderstanding at the end of the professional learning, the coach/student learning advocate should be scored a Level 1 for this competency.
3. Instructional strategies learned via professional learning may include information learned during instructional coach/student learning advocating sessions as well as mandatory or optional school or district-wide PL sessions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.3 Provides Effective Professional Learning on Engagement Strategies for Students</p>	<p>At Level 4, a coach/student learning advocate fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Provides staff /teacher ways to engage students with content that significantly promotes mastery of the objective - Provides staff /teacher differentiated ways of engaging with content specific to individual student needs - Professional learning includes assisting staff/teacher on appropriate pacing of lessons so that students are not disengaged - Supports staff/teacher in effectively integrating technology as a tool to engage students in academic content 	<p>Coach/student learning advocate consistently provides professional learning for student engagement strategies:</p> <ul style="list-style-type: none"> - Supports 3/4 or more of staff/teacher in effectively implementing engagement strategies for students in the classroom - Provides multiple strategies of engaging with content - Provides staff/teacher engagement strategies with content that reflects different learning modalities or intelligences - Adjusts types and levels of support according to staff/teacher knowledge of engagement strategies for students 	<p>Coach/student learning advocate ^{selects} engages staff/teacher in academic content:</p> <ul style="list-style-type: none"> - Supports fewer than 3/4 of staff/teacher(s) in effectively implementing engagement strategies for students in the classroom - Provides staff/teacher multiple support of engagement strategies but perhaps not aligning to building needs or content - May miss opportunities to provide staff/teacher engagement strategies with content that reflect different learning modalities or intelligences - May not be aware if staff have the prerequisite skills necessary to fully engage in content, or coach/student learning advocate's attempts to modify instruction are limited or not always effective 	<p>There is no evidence of coach/student learning advocate providing professional learning for student engagement strategies:</p> <ul style="list-style-type: none"> - Engages fewer than 1/2 of students in content and many are off-task - Provides only one way of engaging with content or provides multiple ways of engaging staff that are not aligned to the professional learning objective or mastery of content - Does not provide staff/teacher engagement strategies with content that reflects different modalities for intelligences - May lack prerequisite skills or knowledge necessary to provide support to staff/teacher regarding engagement strategies

Notes:

1. The most important indicator of success here is that staff is actively engaged in the content. For a coach/student learning advocate to receive credit for providing staff a way of engaging with content, staff must be engaged in that part of the professional learning.
2. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
3. Coach/student learning advocate 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 staff via two or more strategies targeting the same modality.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.4 Check for Understanding</p>	<p>At Level 4, a coach/student learning advocate fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Within the context of professional learning models and supports checks for understanding at higher levels by asking pertinent, scaffolded questions - Uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking 	<p>Coach/student learning advocate consistently checks for understanding:</p> <ul style="list-style-type: none"> - 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) - Uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking 	<p>Coach/student learning advocate seldom checks for understanding:</p> <ul style="list-style-type: none"> - Checks for understanding of content, but misses several key moments - Uses more than one type of checks for understanding, but is often unsuccessful in capturing an accurate "pulse" of the staff - Provides enough wait time after posing a question and before helping staff think through a response - Prevents staff from "opting-out" of checks for understanding and does not cycle back to them - Assess staff mastery at the end of the professional learning through formal or informal assessment 	<p>There is no evidence of coach/student learning advocate checking for understanding:</p> <ul style="list-style-type: none"> - Rarely or never checks for understanding of content, or misses nearly all key moments - Does not check for understanding, or uses only one ineffective method repetitively to do so, thus not capturing an accurate "pulse" of the staff - Frequently moves on with content before staff has a chance to think and respond to questions - Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Teacher rarely or never assesses for mastery at the end of the lesson

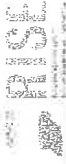
Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
2. Examples of how the coach/student learning advocate may assess staff understanding and mastery of objectives:
 - Checks for understanding: thumbs up/down, cold-calling
 - Do Now, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.5 Modify Instruction As Needed</p>	<p>At Level 4, a coach/student learning advocate fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Anticipates staff misunderstandings and preemptively addresses them - Modifies instruction to respond to misunderstandings without taking away from the flow of the professional learning or losing engagement 	<p>Coach/student learning advocate consistently modifies instruction as needed:</p> <ul style="list-style-type: none"> - Makes adjustments to instruction based on checks for understanding that lead to increased understanding for most staff - Responds to misunderstandings with effective scaffolding techniques - Doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful 	<p>Coach/student learning advocate modifies instruction as needed:</p> <ul style="list-style-type: none"> - Attempts to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all staff - Responds to misunderstandings by using only coach/student learning advocate-driven scaffolding techniques (for example, re-explaining a concept), when staff-driven techniques could have been more effective - Persists in using a particular technique for responding to a misunderstanding, even when it is not succeeding 	<p>There is no evidence of coach/student learning advocate modifying instruction as needed:</p> <ul style="list-style-type: none"> - 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 - Responds to misunderstandings only by using coach/student learning advocate driven scaffolding techniques - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

1. In order to be effective at this competency, a coach/student learning advocate must have at least scored a 3 on competency 2.4 - in order to modify instruction as needed, one must first know how to check for understanding.
2. A coach/student learning advocate 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.



Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.6 Develop Higher Level of Understanding through Rigorous Instruction and Work</p>	<p>At Level 4, a coach/student learning advocate fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Develops professional learning that is accessible and challenging to all staff - Assisting staff/students in their ability to answer higher-level questions with meaningful responses - Encouraging staff/students to pose higher-level questions to teachers and to each other - Highlighting examples of recent work that meets high expectations; insists and motivates staff/students to do it again if not great - Encouraging interest in learning by providing additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments) 	<p>Coach/student learning advocate consistently develops a higher level of understanding through rigorous instruction and work:</p> <ul style="list-style-type: none"> - Develops professional learning that is accessible and challenging to almost all staff - Develops higher-level understanding through effective questioning - Pushes almost all staff forward due to differentiation of instruction based on each staff member's level of understanding - Provides opportunities to meaningfully practice and apply concepts - Demonstrates patience and helping students to work hard toward mastering the objective and to persist even when faced with difficult tasks 	<p>Coach/student learning advocate develops a higher level of understanding through rigorous instruction and work:</p> <ul style="list-style-type: none"> - Ensures professional learning is accessible or challenging for all staff - Uses questions that when used may be effective in developing higher-level understanding (too complex or confusing) - Pushes all staff forward, and misses other staff members due to lack of differentiation based on level of understanding - Provides staff some opportunity to meaningfully practice and apply concepts, instruction is more coach/student learning advocate-directed than appropriate - Encourages staff to work hard, but may does not persist in efforts to have staff keep trying 	<p>There is no evidence of coach/student learning advocate developing a higher level of understanding through rigorous instruction and work:</p> <ul style="list-style-type: none"> - Professional learning is not aligned with skill level of staff (may be too challenging or too easy) - May not use questioning as an effective tool to increase understanding. Staff only shows a surface understanding of concepts - Rarely pushes any staff forward and does not differentiate instruction based on staffs' level of understanding - Adapts lessons that are almost always Coach/student learning advocate directed - Does not provide opportunities for staff to meaningfully practice or apply concepts - Does not encourage staff to work hard or persist through difficult tasks

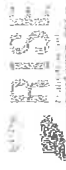
Notes:

1. Examples of types of questions that can be developed that should result in higher-level understanding. If it does not credit should not be given:
 - Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
 - Asking staff to explain their reasoning
 - Asking staff to explain why they are learning something or to summarize the main idea
 - Asking staff to apply a new skill or concept in a different context
 - Posing a question that increases the rigorous of the professional lesson content
 - Prompting staff to make connections to previous material or prior knowledge
2. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency
3. The frequency with which a coach/student learning advocate should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.7 Maximize Instructional Time</p>	<p>At Level 4, a coach/student learning advocate fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Routines, transitions, and procedures are well-executed. Staff know what they are supposed to be doing and when without prompting from the teacher - Staff are always engaged in meaningful work while waiting for the teacher (for example, during attendance) - Staff share responsibility for operations and routines and work well together to accomplish these tasks - All staff are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; when they occur, they are always addressed without major interruption to the lesson 	<p>Coach/student learning advocate consistently supports maximizing instructional time:</p> <ul style="list-style-type: none"> - Staff arrive on-time - Professional learning starts on-time - Routines, transitions, and procedures are well-executed. Staff know what they are supposed to be doing and when with minimal prompting from the teacher - Staff are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) - Coach/student learning advocate delegates time between parts of the lesson appropriately so as best to lead staff towards mastery of objective - Almost all staff are on-task and follow instructions of Coach/student learning advocate 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. 	<p>Coach/student learning advocate ^{sees} support in improving maximizing instructional time:</p> <ul style="list-style-type: none"> - Staff consistently arrive late - Professional learning consistently starts a few minutes late - Routines, transitions, and procedures are in place, but require significant coach/student learning advocate direction or prompting to be followed - There is more than a brief period of time when staff are left without meaningful work to keep them engaged - Coach/student learning advocate delegates lesson time appropriately between parts of the lesson - Prompts from the coach/student learning advocate are necessary for staff to follow instructions and remain on-task - May have to stop the lesson to address disruptive behaviors and off-task conversations as they occur; they may not be addressed in the most effective manner 	<p>There is no evidence of coach/student learning advocate maximizing instructional time:</p> <ul style="list-style-type: none"> - Staff may frequently arrive late without consequences - May frequently start professional learning late - There are few routines or procedures in place. Staff is unclear about what they should be doing and require significant direction from the coach/student learning advocate at all times - There are significant periods of time in which staff are not engaged in meaningful work - There is significant time loss between parts of the professional learning - May not prompt staff to follow directions and stay on-task - Does not address disruptive behaviors and off-task conversations that frequently cause the coach/student learning advocate to have to make adjustments to the lesson.

Notes:

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



Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.8 Create Culture of Respect and Collaboration</p>	<p>At Level 4, a coach/student learning advocate fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Staff are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Staff reinforce positive character and behavior and discourage negative behavior amongst themselves 	<p>Coach/student learning advocate consistently creates a culture of respect and collaboration:</p> <ul style="list-style-type: none"> - Staff are respectful of their coach/student learning advocate and peers - Staff are given opportunities to collaborate and support each other in the learning process - Coach/student learning advocate reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Coach/student learning advocate has a good rapport with staff, and shows genuine interest in their thoughts and opinions 	<p>Coach/student learning advocate creates a classroom culture of respect and collaboration:</p> <ul style="list-style-type: none"> - Staff are respectful of their coach/student learning advocate and peers, but may need to be reminded of norms - Staff 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 - Coach/student learning advocate praises positive behavior OR enforces consequences for negative behavior, but not both - Coach/student learning advocate on the behavior of a few staff, and ignores the behavior (positive or negative) of some 	<p>There is no evidence of coach/student learning advocate creating a culture of respect and collaboration:</p> <ul style="list-style-type: none"> - Staff are frequently disrespectful of peers as evidenced by discouraging remarks or disruptive behavior - Staff are not given opportunities to collaborate OR during these times staff do not work well together even with coach/student learning advocate intervention - Rarely or never praises positive behavior or addresses negative behavior

Notes:

1. If there is one or more instances of disrespect by the coach/student learning advocate toward staff, the coach/student learning advocate should be scored a Level 1 for this standard.
2. It should be evident within the culture of the professional learning classroom that staff understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.9 Set High Expectations for Staff Success</p> <p>At Level 4, a Coach/student learning advocate fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Participates in forming goals for themselves and analyzing their progress - Demonstrates high expectations for themselves - Comments and actions demonstrate that they are excited about their work and understand why it is important 	<p>Coach/student learning advocate consistently sets high expectations for staff success:</p> <ul style="list-style-type: none"> - Sets high expectations for staff of all levels - Recognizes that staff are invested in their work and values success as evidenced by their effort and quality of their work - Ensures professional learning is a safe place to take on challenges and risk failure (staff do not feel shy about asking questions or bad about answering incorrectly) - Celebrates and praises work - High quality work of all staff is recognized 	<p>Coach/student learning advocate seldom improves at setting high expectations for staff success:</p> <ul style="list-style-type: none"> - Sets high expectations for some, but not others - Recognizes when staff are invested in their work, or when they spend time off-task or give up when work is challenging - Some staff may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Praises the academic work of some, but not others - High quality work of a few, but not all staff, may be recognized 	<p>There is no evidence of the coach/student learning advocate setting high expectations for staff success:</p> <ul style="list-style-type: none"> - Staff do not demonstrate interest or investment in their work. For example, staff might be unfocused, off-task, or refuse to attempt assignments - Does not encourage staff to take on challenges or risk failure due to frequently discouraging comments from the coach/student learning advocate or peers - Does not praise academic work or good behavior - Does not praise high quality work 	

Note:

1. There are several ways for a coach/student learning advocate to demonstrate high expectations - through encouraging comments, higher-level questioning, appropriately rigorous assignments, written expectations individual staff work plans, 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 Contribute to School Culture	<p>At Level 4, a coach/student learning advocate fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Seeks out leadership roles - Goes above and beyond in dedicating time for staff and peers outside of professional learning 	<p>Coach/student learning advocate consistently:</p> <ul style="list-style-type: none"> - Contributes ideas and expertise to further the schools' mission and initiatives - Dedicates time efficiently, when needed, to help staff and peers outside of class 	<p>Coach/student learning advocate seldom:</p> <ul style="list-style-type: none"> - Contributes occasional ideas and expertise to further the school's mission and initiatives - Dedicates time to help staff and peers efficiently outside of class 	<p>There is no evidence of coach/student learning advocate:</p> <ul style="list-style-type: none"> - Contributing ideas aimed at improving school efforts - Dedicating time outside of class towards helping staff and peers
3.2 Collaborate with Peers	<p>At Level 4, a coach/student learning advocate fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Goes above and beyond in seeking out opportunities to collaborate - Coaches peers through difficult situations - Takes on leadership roles within collaborative groups such as Professional Learning Communities 	<p>Coach/student learning advocate consistently:</p> <ul style="list-style-type: none"> - Seeks out and participates in regular opportunities to work with and learn from others - Asks for assistance, when needed, and provides assistance to others in need 	<p>Coach/student learning advocate seldom:</p> <ul style="list-style-type: none"> - Utilizes opportunities to work with and learn from others - Asks for assistance when needed - Seeks to provide other staff with assistance when needed - Regularly seeks out opportunities to work with others 	<p>There is no evidence of coach/student learning advocate:</p> <ul style="list-style-type: none"> - Participating in opportunities to work with others - Working collaboratively and is a team player

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.3 Seek Professional Skills and Knowledge	<p>At Level 4, a coach/student learning advocate fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Regularly shares newly learned knowledge and practices with others - Seeks out opportunities to lead professional learning sessions 	<p>Coach/student learning advocate consistently:</p> <ul style="list-style-type: none"> - Actively pursues opportunities to improve knowledge and practice - Seeks out ways to implement new practices into instruction, where applicable - Welcomes constructive feedback to improve practices 	<p>Coach/student learning advocate consistently:</p> <ul style="list-style-type: none"> - Attends all mandatory professional development opportunities - Actively pursues optional professional development opportunities - Seeks out ways to implement new practices into instruction - Accepts constructive feedback well 	<p>There is no evidence of coach/student learning advocate:</p> <ul style="list-style-type: none"> - Attending professional learning opportunities. - Showing interest in new ideas, programs, or professional learning to improve teaching and learning
3.4 Advocate for Staff Success	<p>At Level 4, a coach/student learning advocate fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Displays commitment to the professional learning of all the staff in the school - Makes changes and take risks to ensure staff success 	<p>Coach/student learning advocate consistently:</p> <ul style="list-style-type: none"> - Displays commitment to the education of all staff - Attempts to remedy obstacles around staff achievement - Advocates for staffs' individualized needs 	<p>Coach/student learning advocate consistently:</p> <ul style="list-style-type: none"> - Displays commitment to the education of all staff - Advocates for staffs' needs 	<p>There is no evidence of coach/student learning advocate:</p> <ul style="list-style-type: none"> - Displaying commitment to the education of staff - Accepts failure as par for the course or advocates for staffs' needs
3.5 Engage Families in Student Learning	<p>At Level 4, a coach/student learning advocate fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Strives to encourage relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events 	<p>Coach/student learning advocate consistently will:</p> <ul style="list-style-type: none"> - Proactively encourages reaching out to parents in a variety of ways to engage them in student learning - Encourage responding promptly to contact from parents - Support all forms of parent outreach required by the school 	<p>Coach/student learning advocate consistently:</p> <ul style="list-style-type: none"> - Encourages responding to contact from parents - Supports engaging in all forms of parent outreach required by the school - Proactively reaches out to parents to engage them in student learning 	<p>There is no evidence of coach/student learning advocate:</p> <ul style="list-style-type: none"> - Supporting/encouraging reaching out to parents and/or frequently responding to contacts from parents

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. **District/Building Coach/student learning advocate** are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator	Does Not Meet Standard	Meets Standard
1 Attendance	Individual demonstrates a pattern of unexcused absences	Individual has not demonstrated a pattern of unexcused absences
2 On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3 Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)
4 Respect	Individual demonstrates a pattern of failing to interact with staff, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with staff, colleagues, parents/guardians, and community members in a respectful manner
5 Goals	Individual does not demonstrate correlation between the identified Growth Goals for Student Achievement, School Improvement plan and staff professional learning (Goals must be specific, measurable, attainable, results oriented and time-bound)	Individual demonstrates correlation between the identified Growth Goals for Student Achievement and the School Improvement Plan and staff professional learning (Goals must be specific, measurable, attainable, results oriented and time-bound)

Special Education Teacher/Therapist

Special Education Teacher/Therapist System of Support Timeline

	Profile Meeting	Snapshots 1-4 times per week	Initial Feedback	Focused Feedback	Summative Observation Completed	Summative Observation Meeting with Teacher	Targeted Support		
August	X	X	———— as appropriate based on snapshot data and rubric ————	some competencies completed in first semester			developed for any teacher with Improvement Necessary or Ineffective rating or at the discretion of the unit head based on performance observations		
September		X							
October		X							
November		X							
December		X							
End of 1 st Semester					X				
January		X			remaining competencies completed by May 1				
February		X							
March		X							
April		X							
May 1		X			X	X			
End of 2 nd Semester		X						X	Required for all IN/IE ratings X

This applies to teachers that provide instructional services necessary to educate all students and ensure that all students meet grade level state standards expectations

*General Education Classroom Teacher

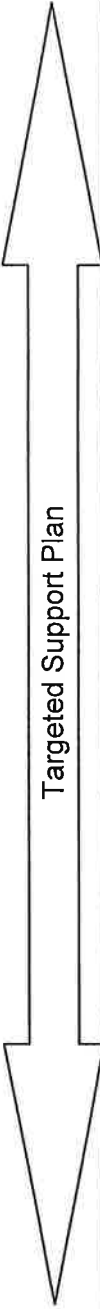
*Interventionist

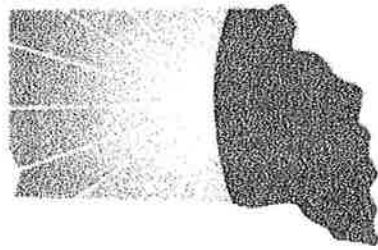
*Special Area Teacher

*Special Education Teacher (all exceptionalities)

* Speech Language Pathologist

7/27/2015

FWCS System of Increasing Support to Improve Teacher Effectiveness			
Activity:	Component 1: SNAPSHOT Focus on Instructional Practices (eWalk)	Component 2: INITIAL FEEDBACK Focus on: • Planning • Instruction • Leadership (eWalk)	Component 3: FOCUSED FEEDBACK Focus on: • Planning • Instruction • Leadership (eWalk)
Personnel:	Optional Only if needed	All teachers	All teachers
Communication:	If visited, email to teacher after each visit	<ul style="list-style-type: none"> Email to teacher receiving visit Face to face meeting (only if needed) 	<ul style="list-style-type: none"> Email to teacher after each section completed Data collected and returned to teacher Some portion <u>must</u> be completed in first semester Face to face communication at end of year (optional at first semester) Formal or informal
Length of Time:	Short visit in each classroom Begins first day of school	<ul style="list-style-type: none"> Minimum one - two completed per semester Must be completed by April 1 	<ul style="list-style-type: none"> All year long data is collected and returned to teacher Portion completed first semester Completed by May 1
Goal:	Form available in Word to be attached to eWalk so it is linked to teacher.		
Targeted Support Plan:			
	<ul style="list-style-type: none"> Provides support for all teachers at <u>every</u> rating level. After a teacher has successfully completed a Targeted Support Plan, they may be given another 	<ul style="list-style-type: none"> Whenever determined to be an <i>Ineffective</i> teacher a Targeted Support Plan must be enacted Teachers with <i>Needs Improvement</i> or <i>Ineffective</i> must have a Targeted Support Plan completed before they leave at the end of the school year with a conference with the Unit Head explaining the expectations for the next school year 	
		<ul style="list-style-type: none"> Rating is chosen for each standard Mandatory face to face conversation with teacher regarding final rating 	<ul style="list-style-type: none"> No additional observation required Paragraphs populated from Focused Feedback



RISE

Evaluation and
Development System

Indiana Department of Education

Fort Wayne Community Schools
Special Education Teacher/Therapist
Effectiveness Rubric
August 2015

This applies to teachers that work in varied settings as they support adults and instruct students in a non-traditional setting
(e.g. All Special Education Teachers, Special Education Consultation Teachers, Speech and Language Pathologists, Audiologists, Adaptive Physical Education Teacher)

DOMAIN 1: PURPOSEFUL PLANNING

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Utilize Assessment Data to Plan	<p>At Level 4, a teacher/therapist fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Develops plans reflecting an understanding of general education curriculum - Displays solid content/skill knowledge and makes connections between content/skills and other disciplines 	<p>Teacher/Therapist consistently uses prior assessment data which:</p> <ul style="list-style-type: none"> - Displays knowledge of performance levels of each Student, evidence-based practices related to the teaching assignment, and socio-cultural background of Student - Formulates achievement goals, unit plans, AND lesson plans 	<p>Teacher/therapist selects uses prior assessment data to formulate:</p> <ul style="list-style-type: none"> - Sets achievement goals, unit plans, OR lesson plans, but not all of the above 	<p>There is no evidence special education teacher/therapist</p> <ul style="list-style-type: none"> - Uses prior assessment data/IEP when planning
1.2 Set Ambitious and Measurable Achievement Goals	<p>At Level 4, a teacher/therapist fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Sets an ambitious measurable annual goal, based on present levels of performance, and meets the "stranger" test 	<p>Teacher/Therapist consistently develop annual student achievement goals that are:</p> <ul style="list-style-type: none"> - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year 	<p>Teacher/therapist selects develops an annual student achievement goal that is:</p> <ul style="list-style-type: none"> - Measurable - Aligned to content standards; OR - Includes benchmarks to help monitor learning and inform interventions throughout the year 	<p>There is no evidence special education teacher/therapist:</p> <ul style="list-style-type: none"> - Develops achievement goals for the school and/or class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3 Develop Standards-Based Unit Plans and Assessments	<p>At Level 4, a teacher/therapist fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher/therapist created) - Anticipates student reaction to content; time allocations per unit is flexible and/or reflects level of difficulty of each unit 	<p>Based on achievement goals, teacher/therapist consistently plans units by:</p> <ul style="list-style-type: none"> - Identifying content standards that Student will master in each unit - Creating assessments before each unit begins for backward planning - Allocating an instructionally appropriate amount of time for each unit 	<p>Teacher/therapist selects plans units by:</p> <ul style="list-style-type: none"> - Identifying content standards that students will master in each unit - Creating assessments before each unit begins for backward planning - Allocating an instructionally appropriate amount of time for each unit 	<p>There is no evidence special education teacher/therapist:</p> <ul style="list-style-type: none"> - Identifying content standards that Student will master in each unit - Plans units at all

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.4 Create Objective-Driven Lesson Plans and Assessments</p>	<p>At Level 4, a teacher/therapist fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction 	<p>Based on unit plan, teacher/therapist consistently plans daily lessons by:</p> <ul style="list-style-type: none"> - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives for each student - Designing formative assessments that measure progress towards mastery and inform instruction 	<p>Teacher/therapist ^{selects/chose} uses an effective data tracking system for:</p> <ul style="list-style-type: none"> - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. - Designing assignments that are meaningful or relevant - Planning formative assessments to measure progress towards mastery or inform instruction 	<p>There is no evidence special education teacher/therapist:</p> <ul style="list-style-type: none"> - Plans daily lessons - Daily lessons are thought out, thus lacking meaningful objectives, instructional strategies, or assignments. - Attends professional learning to support development of instruction, IEP's and or BIP's
<p>1.5 Track Student Data and Analyze Progress</p>	<p>At Level 4, a teacher/therapist fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day - Makes Student aware of how they are meeting the established expectations and gives an opportunity for Student to participate in the planning of next steps 	<p>Teacher/therapist consistently uses an effective data tracking system for:</p> <ul style="list-style-type: none"> - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals - Maintaining accurate caseload records, student progress, and parent contacts 	<p>Teacher/therapist ^{selects/chose} uses an effective data tracking system for:</p> <ul style="list-style-type: none"> - Recording student assessment/ progress data - Maintaining a grading system - Analyzing student progress towards mastery or to plan future lessons/units - Aligning with student learning goals 	<p>There is no evidence teacher/therapist:</p> <ul style="list-style-type: none"> - Uses a data tracking system to record student assessment/ progress data - Has a discernable grading system

DOMAIN 2: EFFECTIVE INSTRUCTION

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.1 Develop student understanding and mastery of lesson objectives</p>	<p>At Level 4, a teacher/therapist fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Students (as appropriate) can explain what they are learning and why it is important, beyond repeating the stated objective - Effectively engages prior knowledge of student in connecting to lesson - Students demonstrate through work or comments that they understand the connection - Directions and procedures are clear and anticipate possible misunderstanding 	<p>Teacher/therapist consistently develops student understanding and mastery of lesson objectives:</p> <ul style="list-style-type: none"> - Lesson objective is specific, measurable, and aligned to standards. It conveys what student are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to student in easy-to-understand terms - Importance of the objective is explained so that student understand why they are learning what they are learning - Lesson builds on student's prior knowledge of key concepts and skills and makes this connection evident to student - Lesson is well-organized to move student towards mastery of the objective - Questions elicit appropriate responses and adequate time is generally allowed for student to respond 	<p>Teacher/Therapist seidom develops student understanding and mastery of lesson objectives:</p> <ul style="list-style-type: none"> - Lesson objective conveys what student 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 - States objective in a student-friendly manner that leads to understanding - Attempts to explain importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of student or student fails to make this connection - Organization of the lesson may not always be connected to mastery of the objective 	<p>There is no evidence Special Education Teacher/Therapist develops student understanding and mastery of lesson objectives:</p> <ul style="list-style-type: none"> - Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson - There may not be a clear connection between the objectives and lesson, or teacher may fail to make the connection for students - Teacher/therapist may not discuss the importance of the objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.2 Demonstrate and Clearly Communicate Content Knowledge to Students</p>	<p>At Level 4, a teacher/therapist fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Is highly effective at demonstrating and clearly communicating content knowledge to Student - Fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Effectively connects content to other content areas, Student's experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Student participate in each other's learning of content through collaboration during the lesson - Student ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level - Display solid knowledge in their area of specialty (Braille, Sign Language, Early Childhood, etc.) and makes connections between the content/skill and other parts of the discipline (s) 	<p>Teacher/therapist consistently demonstrates and clearly communicates content knowledge to Student:</p> <ul style="list-style-type: none"> - Demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized - Restates and rephrases instruction in multiple ways to increase understanding - Emphasizes key points or main ideas in content - Uses developmentally appropriate language and explanations - Implements relevant instructional strategies learned via professional learning - Demonstrates an understanding of individual needs and proficiency in content knowledge 	<p>Teacher/therapist sometimes communicates through professional learning content knowledge to staff:</p> <ul style="list-style-type: none"> - Delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - May fail to restate or rephrase instruction in multiple ways to increase understanding - Does not adequately emphasize main ideas, and student are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Does not always implement new and improved instructional strategies learned via professional learning 	<p>There is no evidence special education teacher/therapist demonstrates and clearly communicates content knowledge to students:</p> <ul style="list-style-type: none"> - May deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Continues with planned instruction, even when it is obvious that students are not understanding content - Does not emphasize main ideas, and students are often confused about content - Fails to use developmentally appropriate language - Does not implement new and improved instructional strategies learned via professional learning

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.3 Engage students in academic content</p>	<p>At Level 4, a teacher/therapist fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Provides ways to engage with content that significantly promote mastery of the objective - Provides differentiated ways of engaging with content specific to individual needs - The lesson progresses at an appropriate pace so that students are never disengaged, and those who finish early have something meaningful to do - Effectively integrates technology as a tool to engage Student in academic content 	<p>Teacher/Therapist consistently provides effective professional learning on engagement strategies for student in academic content:</p> <ul style="list-style-type: none"> - 3/4 or more of students are actively engaged in content at all times and not off-task - Provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Ways of engaging with content reflect different learning modalities or intelligences - Adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all Student are engaged - Students with IEP's have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) - Uses learning resources skillfully to make learning accessible to all Student (i.e. slant boards, FM systems, augmented devices, etc.) 	<p>Teacher/Therapist needs some provides effective professional learning on engagement strategies in academic content:</p> <ul style="list-style-type: none"> - Fewer than 3/4 of students are engaged in content and many are off-task - May provide multiple ways of engaging Student, but perhaps not aligned to lesson objective or mastery of content - May miss opportunities to provide ways of differentiating content for student engagement - Some Student may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these Student is limited or not always effective - Students with IEP's are sometimes given appropriate accommodations to be engaged in content - Student may appear to actively listen, but when it comes time for participation are disinterested in engaging - Inconsistently uses learning resources skillfully to make learning accessible to all students (i.e. slant boards, FM systems, augmented devices, etc.) 	<p>There is no evidence Special Education Teacher/Therapist engages students in academic content:</p> <ul style="list-style-type: none"> - Fewer than 1/2 of Students are engaged in content and many are off-task - May only provide one way of engaging with content OR may provide multiple ways of engaging students that are not aligned to the lesson objectives or mastery of content - Most student do to have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students - Does not differentiates instruction to target different Learning modalities - ELL and IEP students are not provided with the necessary accommodations to engage in content

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.4 Check for Understanding	<p>At Level 4, a teacher/therapist fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - 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) - Uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking 	<p>Teacher/therapist consistently checks for understanding:</p> <ul style="list-style-type: none"> - Checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) - Uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding - Uses wait time effectively both after posing a question and before helping students think through a response - Doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - Systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) 	<p>Teacher/therapist ^{seeks to} checks for understanding:</p> <ul style="list-style-type: none"> - Checks for understanding of content, but misses several key moments - Uses more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding - 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 - Allows students to "opt-out" of checks for understanding without cycling back to these students - May occasionally assess student mastery at the end of the lesson through formal or informal assessments. 	<p>There is no evidence special education teacher/therapist checks for understanding:</p> <ul style="list-style-type: none"> - Rarely or never checks for understanding of content, or misses nearly all key moments - 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 - 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 it through - Rarely or never assesses for mastery at the end of the lesson

Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.

2. Examples of how the teacher may assess student understanding and mastery of objective:

- Checks for understanding: thumbs up/down, cold calling
- Do now's, turn/talk, guided or independent practice, exit slips

Competency	Highly Effective(4)	Effective(3)	Improvement Necessary (2)	Ineffective(1)
<p>2.5</p> <p>Modify Instruction As Needed</p>	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Anticipates student misunderstandings and preemptively addresses them - Is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement 	<p>Teacher/therapist consistently checks for understanding:</p> <ul style="list-style-type: none"> - Makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Responds to misunderstandings with effectively scaffolding techniques - Doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful 	<p>Teacher/therapist selects checks for understanding:</p> <ul style="list-style-type: none"> - Makes attempts to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Responds to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Persists in using a particular technique for responding to a misunderstanding, even when it is not succeeding 	<p>There is no evidence special education teacher/therapist modifies instruction as needed:</p> <ul style="list-style-type: none"> - 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 - Only responds to misunderstandings by using teacher-driven scaffolding techniques - Repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.6</p> <p>Develop Higher Level of Understanding through Rigorous Instruction and Work</p>	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Lesson is accessible and challenging to all students - Students are able to answer higher-level questions with meaningful responses - Students pose higher-level questions to the teacher and to each other -- Highlights examples of recent student work that meets high expectations; again if not effective - Encourages student interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements - Students pose higher-level questions to the teacher and to each other 	<p>Teacher/therapist consistently develops a higher level of understanding through rigorous instruction and work:</p> <ul style="list-style-type: none"> - Lesson is accessible and challenging to almost all students - frequently develops higher-level understanding through effective questioning - Lesson pushes almost all students forward due to through effective questioning - Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding - Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning - Shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks and work 	<p>Teacher/therapist needs a higher level of understanding through rigorous instruction and work:</p> <ul style="list-style-type: none"> - Lesson is not always accessible or challenging for students - Some questions used may not be effective in developing higher-level understanding (too complex or confusing) - Lesson pushes some students forward, but misses other students due to lack of differentiation based on student level of understanding - While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate - May encourage students to work hard, but may not persist in efforts to have students keep trying 	<p>There is no evidence special education teacher/therapist develops a higher level of understanding through rigorous instruction and work:</p> <ul style="list-style-type: none"> - Lesson is not aligned with developmental level of students (may be too challenging or too easy) - May not use questioning as an effective tool to increase understanding - Students only show a surface understanding of concept - Lesson rarely pushes any student forward. Teacher does not differentiate instruction based on students level of understanding - Lesson is almost always teacher directed - students have few opportunities to meaningfully practice or apply concepts - Gives up on students easily and does not encourage them to persist through difficult tasks
<p>Notes:</p> <ol style="list-style-type: none"> Examples of types of questions that can develop higher-level understanding: <ul style="list-style-type: none"> • Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent") • Asking Student to explain their reasoning • Asking Student to explain why they are learning something or to summarize the main idea • Asking Student to apply a new skill or concept in a different context • Posing a question that increases the rigor of the lesson content • Prompting Student to make connections to previous material or prior knowledge Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson. 				

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.7 Maximize Instructional Time</p>	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher - Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) - Students share responsibility for operations and routines and work well together to accomplish these tasks - All students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; when they occur, they are always addressed using positive behavior intervention philosophy without major interruption to the lesson - Frequently evaluates the workload/plans of the paraprofessional(s) and is creative/flexible in scheduling workload/plans 	<p>Teacher/therapist consistently maximizes instructional time:</p> <ul style="list-style-type: none"> - Students arrive on-time and are aware of the consequences of arriving late (unexcused) - Professional Learning starts on-time - Routines, transitions, and procedures are well-executed. - Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) - Paces time appropriately so as best to lead Student towards mastery of objective - Almost all students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed using positive behavior intervention without major interruption to the lesson - Paraprofessional(s) instructional workload/plans and expectations are clear and assigned to maximize instruction/productivity. 	<p>Teacher/therapist ^{selectively} maximizes instructional time:</p> <ul style="list-style-type: none"> - Some students consistently arrive late (unexcused) for class without consequences - Class may consistently start a few minutes late - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed - There is more than a brief period of time when Students are left without meaningful work to keep them engaged - May delegate lesson time inappropriately between parts of the lesson - Significant prompting from the teacher is necessary for students to follow instructions and remain on-task - Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem. - Paraprofessional(s) instructional workload/plans are not always provided and expectations are not clear. 	<p>There is no evidence special education teacher/therapist maximizes instructional time:</p> <ul style="list-style-type: none"> - Students may frequently arrive late (unexcused) for class without consequences - May frequently start class late. - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times - There are significant periods of time in which students are not engaged in meaningful work - Wastes significant time between parts of the lesson due to classroom management. - Even with significant prompting, students frequently do not follow directions and are off-task - Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson

Notes:

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.
3. Teachers may provide multiple ways of engaging with content via different Learning modalities (auditory, visual, kinesthetic/tactile) or via Learning modalities (spatial, linguistic, musical, interpersonal, logical-mathematical, etc.). It may also be effective to engage students via two or more strategies targeting the same modality.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.8 Create Classroom Culture of Respect and collaboration</p>	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves 	<p>Teacher/therapist is consistently creates a culture of respect and collaboration and does the following:</p> <ul style="list-style-type: none"> - Students are respectful of their teacher and peers - Opportunities to collaborate and support each other are evident in the learning process - Teacher/therapist reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher/therapist has a good rapport with Student, and shows genuine interest in their thoughts and opinions 	<p>Teacher/therapist ^{sometimes} creates a culture of respect and collaboration and does the following:</p> <ul style="list-style-type: none"> - Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of norms - Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together - Positive behavior is praised, or consequences for negative behavior enforced, but not both - The focus only on the behavior of a few, while ignoring the behavior (positive or negative) of others 	<p>There is no evidence special education teacher/therapist creates a culture of respect and collaboration:</p> <ul style="list-style-type: none"> - Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention - Rarely or never praises positive behavior or addresses negative behavior
<p>Notes:</p> <ol style="list-style-type: none"> 1. If there is one or more instances of disrespect by the teacher toward student, the teacher should be scored a Level 1 for this standard. 2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that student understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions. 				

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.9 Set High expectations for Academic Success</p>	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important - Teacher/therapist completes all the components for case conference, IEPs and Manifestation Determinations, as well as: <ul style="list-style-type: none"> • Defuses contentious situations during a conference • Takes the lead when necessary to keep case conference on track 	<p>Teacher/Therapist consistently sets high expectations for academic success:</p> <ul style="list-style-type: none"> - Sets high expectations for all students - Students are invested in their work and value academic success as evidenced by their effort and quality of their work - Ensures that 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) - All components for Case Conference, IEPs, and Manifestation Determination are present: <ul style="list-style-type: none"> • Conference set up prior to expiration date at mutually agreed upon time • Prepare an appropriately completed draft IEP for the conference, notices attached • Bring appropriate records/documents to conference to help develop IEP • Assist with completing IEP at conference • Have measurable goals based on present levels addressing deficits • Services align with goals • Components of the IEP are accurate and the IEP meets the "stranger" test 	<p>Teacher/Therapist sets high expectations for academic success:</p> <ul style="list-style-type: none"> - Sets high expectations for some, but not others - Encourages investment their work, but may occasionally spend time off-task or give up when work is challenging - Encourages students to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Praises the academic work of some, but not others - Recognizes high quality work of a few, but not all students, may be displayed in the classroom - Components of Case Conferences, IEPs and Manifestation Determinations are missing 	<p>There is no evidence Special Education Teacher/Therapist sets high expectations for academic success:</p> <ul style="list-style-type: none"> - Rarely or never sets high expectations for students - May demonstrate disinterest or lack of investment in their work. For example, Students might be unfocused, off-task, or refuse to attempt assignments - Is generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers - Rarely or never praises academic work or good behavior - High quality work is rarely or never displayed in the classroom - Components of Case Conferences, IEP and Manifestation Determination documentation are incomplete

Note:

1. There are several ways for a teacher to demonstrate high expectations - encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, 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 Contribute to School Culture	At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally: <ul style="list-style-type: none"> - Seeks out leadership roles - Goes above and beyond in dedicating time for Student and peers outside of class - Responds to communications and inquires within 24 hours on a routine basis 	Special teacher/therapist consistently: <ul style="list-style-type: none"> - Contributes ideas and expertise to further the schools' mission and initiatives - Dedicates time efficiently, when needed, to helping student and peers outside of class - Responds to inquires or request in a timely manner, usually within 48 hours 	Special education/teacher/therapist <ul style="list-style-type: none"> - Contributes occasional ideas and expertise to further the school's mission and initiatives - Dedicates time to help student and peers efficiently outside of class - Inquiries or requests are generally responded to in more than 72 hours 	There is no evidence Special Education Teacher/Therapist : <ul style="list-style-type: none"> - Contributes ideas aimed at improving school efforts - Dedicates time outside of class towards helping student and peers
3.2 Collaborate with Peers	At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally: <ul style="list-style-type: none"> - Goes above and beyond in seeking out opportunities to collaborate - Coaches peers through difficult situations - Takes on leadership roles within collaborative groups such as Professional Learning Communities 	Special Education teacher/therapist consistently will: <ul style="list-style-type: none"> - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need 	Special education/teacher/therapist <ul style="list-style-type: none"> - Participates in opportunities to work with and learn from others - Asks for assistance when needed - Provides other teachers with assistance when needed - Seeks out opportunities to work with others 	There is no evidence teacher: <ul style="list-style-type: none"> - Participates in opportunities to work with others - Works collaboratively and is a team player.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>3.3 Seek Professional Skills and Knowledge</p>	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Regularly shares newly learned knowledge and practices with others - Seeks out opportunities to attend professional learning and lead professional learning sessions - Applies new knowledge from professional learning to student instruction 	<p>Special Education Teacher/Therapist consistently will:</p> <ul style="list-style-type: none"> - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices into instruction, - Welcome constructive feedback to improve practices - Takes responsibility to obtain professional growth and/or certifications needed to maintain licensure 	<p>Special education teacher/therapist consistently will:</p> <ul style="list-style-type: none"> - Attends mandatory professional learning opportunities - Actively pursues optional professional learning opportunities - Seeks out ways to implement new practices into instruction - Accepts constructive feedback well 	<p>There is no evidence Special Education Teacher/Therapist:</p> <ul style="list-style-type: none"> -Attends professional learning opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning
<p>3.4 Advocate for Student Success</p>	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Displays commitment to the education of all of the Students in the school - Makes changes and take risks to ensure student success. -Utilizes various combinations of resources to enhance student achievement 	<p>Special Teacher /Therapist effectively consistently will:</p> <ul style="list-style-type: none"> - Display commitment to the education of all his/her students. - Attempt to remedy obstacles around student achievement. - Advocate for students' individualized needs. -Persist in seeking effective approaches for students who need help by using an extensive repertoire of strategies. -Know available school, district and community resources. 	<p>Special Education Teacher/Therapist consistently will:</p> <ul style="list-style-type: none"> - Displays commitment to the education of all his/her student. - Advocates for student needs. 	<p>There is no evidence special education teacher/therapist:</p> <ul style="list-style-type: none"> -Displays commitment to the education of his/her students -Does not accept failure as par for the course - Advocates for students' needs.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>3.5 Engage Families in Student Learning</p>	<p>At Level 4, a teacher fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Strives to form relationships in which parents are given ample opportunity to participate in student learning. - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events. 	<p>Special Education Teacher/Therapist consistently will:</p> <ul style="list-style-type: none"> - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school. - Communicates progress to parents on a regular basis and per policies/procedures - Documents attempts/contact with parents 	<p>Special Education Teacher/Therapist will:</p> <ul style="list-style-type: none"> - Responds to contact from parents - Engages in all forms of parent outreach required by the school - Proactively reaches out to parents to engage them in student learning. 	<p>There is no evidence Special Education Teacher/Therapist:</p> <ul style="list-style-type: none"> - Reaches out to parents and/or frequently does not respond to contacts from parents

Core Professionalism Rubric

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

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

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

Special Education District Coach/
Resource Teacher

Special Education District Coach/Resource Teacher System of Support Timeline

	Profile Meeting	Snapshots (optional)	Initial Feedback (1 minimum 1 completed by end of each semester)	Focused Feedback (1 completed each semester)	Summative Evaluation Completed	Summative Observation Meeting with Teacher	Targeted Support
August	X			all competencies completed in each semester			Developed for any teacher with Improvement Necessary or Ineffective rating or at the discretion of the Unit Head based on performance observations
September							
October							
November							
December							
End of Semester 1			X				
January				X			
February				all competencies completed by May 1			
March							
April							
May 1				X	X		
End of Semester 2			X			X	Required for all IE/IN ratings for X

This applies to positions reporting to the Special Education Department that provide support to Special Education Teachers and Special Education Students to ensure compliance with IEP's and support services

*Special Education District Coaches


*Special Education Resource Teachers

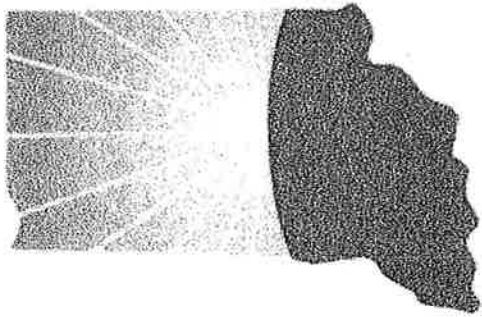
*Special Education Consultation Teacher

*Adaptive Physical Education Teacher

7/30/2015

Provide instructional services necessary to educate all students and ensure that all students meet Indiana grade level standards.

FWCS System of Increasing Support to Improve Teacher Effectiveness			
Component 1: SNAPSHOT	Component 2: INITIAL FEEDBACK	Component 3: FOCUSED FEEDBACK	Component 4:
Activity: Focus on Instructional Practices (eWalk)	Focus on: • Planning • Instruction • Leadership (eWalk)	Focus on: • Planning • Instruction • Leadership (eWalk)	Final Summative Rating Determination (mVal)
Personnel: Optional Only if needed	Appropriate as informed by data (as identified by rubric)	All teachers	All teachers
Communication: Email to teacher after each visit	<ul style="list-style-type: none"> Used as a component to gain more information about needed support Email to teacher receiving visit Face to face meeting if completed 	<ul style="list-style-type: none"> Email to teacher after each section completed Data collected and returned to teacher Some portion <u>must</u> be completed in first semester Face to face communication at end of year (optional at first semester) Formal or informal 	<ul style="list-style-type: none"> Rating is chosen for each standard Mandatory face to face conversation with teacher regarding final rating
Length of Time: Short visit in each classroom (1 – 4 week) Begins first day of school	<ul style="list-style-type: none"> Minimum one completed each semester Must be Completed by end of each semester 	<ul style="list-style-type: none"> All year long data is collected and returned to teacher Portion completed first semester Completed by May 1 	<ul style="list-style-type: none"> No additional observation required Paragraphs populated from Focused Feedback Completed by May 1
Goal:	Form available in Word to be attached to eWalk so it is linked to teacher.		
			
Targeted Support Plan:	<ul style="list-style-type: none"> Provides support for all teachers at every rating level After a teacher has successfully completed a Targeted Support Plan, they may be removed or given another 	<ul style="list-style-type: none"> Whenever determined to be an <i>Ineffective</i> teacher a Targeted Support Plan must be enacted Teachers with <i>Needs Improvement</i> or <i>Ineffective</i> must have a Targeted Support Plan completed before they leave at the end of the school year with a conference with the principal explaining the expectations for the next school year 	



RISE

Evaluation and
Development System

FWCS SPCED

District

Coach/Resource

Teacher

Effectiveness

Provides resource and consultation services to ensure IEP compliance

Positions report the Department of Special Education; (Special Education District Coach, Special Education Resource Teacher,

Special Education Speech and Language Therapist and Audiologist, Special Education Consultation Teachers and Adaptive Physical Education Teacher)

DOMAIN 1: PURPOSEFUL PLANNING

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all Student/Staff: 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)
1.1 Utilize Assessment Data to Plan	<p>At Level 4, a Special Education District Coach/Resource Teacher uses fulfill criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Incorporates differentiated professional learning in planning with staff/teacher(s) at their level to support student achievement: 	<p>Special Education District Coach/Resource Teacher uses current assessment data to facilitate staff/teacher (s) development of:</p> <ul style="list-style-type: none"> -Achievement goals, unit plans AND lesson plans 	<p>Special Education District Coach/Resource Teacher rarely uses current assessment data of schools to facilitate staff/ teacher (s) development of:</p> <ul style="list-style-type: none"> -Achievement goals, unit plans, OR lesson plans, but i all of the above
1.2 Set Ambitious and Measurable Achievement Goals	<p>At Level 4, a Special Education District Coach/Resource Teacher fulfills the criteria for Level 3 and additionally plans and supports the staff/teacher (s) in:</p> <ul style="list-style-type: none"> -Planning ambitious annual student achievement goals that are: -An ambitious measurable annual goal, based on present levels of performance, and meets the "stranger" test 	<p>Special Education District Coach/ Resource Teacher supports staff/teacher (s) as they develop an annual student achievement goal that is:</p> <ul style="list-style-type: none"> - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year 	<p>Special Education District Coach/Resource Teacher rarely supports staff/teacher (s) as they develop an student achievement goals that are measurable;</p> <p>The goal may not:</p> <ul style="list-style-type: none"> -Align to content standards; OR include benchmarks t help monitor learning and inform interventions throughout the year
1.3 Develop Standards-Based Unit Plans and Assessments	<p>At Level 4, a Special Education District Coach/Resource Teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Create and/or support the staff/teacher(s) in creation of well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created -Consults with staff/teacher(s) regarding student reaction to content , the flexibility of time allocations per unit and/or level of difficulty of each unit 	<p>Based on achievement goals, Special Education District Coach/Resource Teacher supports staff/teacher(s) as they:</p> <ul style="list-style-type: none"> - Identifying content standards that Student/Staff will master in each unit -Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit 	<p>Based on achievement goals, Special Education District Coach/Resource Teacher rarely co-plans units by:</p> <ul style="list-style-type: none"> -Identifying content standards that students will ma in each unit District Coach/Resource Teacher may not: Co-Create assessments before each unit begins for backwards planning -Allocate an instructionally appropriate amount of ti for each unit

1.4	<p>Create Objective-Driven Lesson Plans, IEPs, BIPS, and assessments, through professional learning</p>	<p>At Level 4, a Special Education District Coach/Resource Teacher fulfills the criteria for Level 3 and additionally create and/or support the staff/teacher(s) in creation of :</p> <ul style="list-style-type: none"> -A variety of differentiated instructional strategies, anticipating where these will be needed to enhance Professional Learning -Incorporate a variety of informal methods to check for understanding and drive future professional learning 	<p>Through professional learning, as appropriate, Special Education District Coach/Resource Teacher supports staff/teacher(s) as they are:</p> <ul style="list-style-type: none"> - Identifying Professional Learning objectives that are aligned to state content standards - Matching instructional strategies as well as meaningful and relevant activities/assignments to the Professional Learning objectives - Designing formative assessments that measure progress towards mastery and inform instruction 	<p>Through professional learning as appropriate Special Education, District Coach rarely supports staff/teacher(s) with planning of units, lessons, IEP's and BIP's by;</p> <ul style="list-style-type: none"> -Identifying professional learning needs and/or lesser objectives that are aligned to state content standards -Match professional learning and instructional strategies and activities/assignments to the Professional Learning objectives District Coach/Resource Teacher may not; - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction.
1.5	<p>Track Student Data and Analyze Progress</p>	<p>At Level 4, a Special Education Coach/Resource Teacher create and/or fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Use daily checks for understanding for additional data points - Update service tracking system daily - Use data analysis of student progress to drive lesson planning for the following day -Make Student/Staff aware of how they are meeting the established expectations and give an opportunity for Student/Staff to participate in the planning of next steps 	<p>Special Education District Coach/Resource Teacher uses an effective data tracking system and supports staff/teacher(s) as they are:</p> <ul style="list-style-type: none"> - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals 	<p>-Special Education District Coach/Resource Teacher rarely assist/supports staff/teachers(s):</p> <ul style="list-style-type: none"> -Record student assessment/progress data -Maintain a grading system Coach may not; Coach may not; -Use data to analyze student progress towards maste or to plan future lessons/units

DOMAIN 2: EFFECTIVE INSTRUCTION

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

	Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1	<p>Develop student understanding and mastery of lesson objectives</p>	<p>Special Education District Coach/Resource Teacher is highly effective at supporting teachers or building staffs' understanding and mastery of lesson objectives <i>For Level 4, all of evidence listed under Level 3 is present, as well as supporting teachers/staffs in some of the following:</i> -Effectively connects prior professional learning knowledge of buildings or teachers to new professional learning training to improve classroom instruction</p>	<p>Special Education District Coach/Resource Teacher is effective at developing teacher's or all building staffs' understanding and mastery of lesson objectives when District Coach/Resource Teacher supports/staff /teachers in co-planning/teaching; -Lesson objectives are specific, measurable and aligned to standards. -Objective is written student friendly such that students can explain what they are learning -There is evidence of prior knowledge of key concepts and skills through questions and student response -Lessons are organized</p>	<p>Special Education District Coach/Resource Teacher needs improvement in developing teachers or building staffs' understanding and mastery of lesson objectives when District Coach/Resource Teacher supports teachers in co-planning/teaching; -Lesson plans convey what Student/Staff are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable -Objective is stated, but not in a student-friendly manner that leads to understanding</p>	<p>Special Education District Coach/Resource Teacher is ineffective at developing teachers or building staffs' understanding and mastery of lesson objectives when District Coach/Resource Teacher supports teachers in co-planning/teaching; -Lesson objective is missing more than one component. It may not be clear about what Student/Staff are learning or will be able to do by the end of the lesson -There may not be clear connection between the objective and lesson, or teacher may fail to make this connection for Student/Staff.</p>
<p>Notes:</p> <ol style="list-style-type: none"> 1. One way in which an observer could effectively gather information to score this standard is through brief conversations with Student/Staff (when appropriate). 2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers", early-childhood inquiry-based lesson, etc.). In these situations, the observer should assess whether or not Student/Staff are engaged in activities that will lead them towards mastery of an objective, even if it is not stated. 					

	Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2	Demonstrate and Clearly Communicate Content Knowledge to Student/Staff	Special Education District Coach/Resource Teacher is highly effective at demonstrating and clearly communicating through professional learning content knowledge to staff. For Level 4, all of evidence listed under Level 3 is present, as well as supporting teachers/staffs in some of the following : -Models and demonstrates clear communication by explaining concepts -Models connection of content to make content relevant and build interest -Models and supports collaboration during the lesson -Models the use of higher order thinking questions, making connections and understanding content at a higher level -Exhibits solid knowledge in their area	Special Education District Coach/Resource Teacher is effective at demonstrating and clearly communicating through professional learning content knowledge to staff. - Effective at demonstrating and clearly communicating content knowledge to Student/Staff - Demonstrates content knowledge and delivers content that is factually correct -- Content is clear, concise and well-organized - Restates and rephrases instruction in multiple ways to increase understanding - Emphasizes key points or main ideas in content explanations - Implements relevant instructional strategies learned via professional learning - Demonstrates an understanding of individual needs and proficiency in content knowledge	Special Education District Coach/Resource Teacher needs improvement at demonstrating and clearly communicating through professional learning content knowledge to staff. - Delivers content that is factually correct -- Content occasionally lacks clarity and is not as well organized as it could be - May fail to restate or rephrase instruction in multiple ways to increase understanding - Does not adequately emphasize main ideas, and Student/Staff are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language -- Does not always implement new and improved instructional strategies learned via professional learning	Special Education District Coach/Resource Teacher is ineffective at demonstrating and clearly communicating through professional learning content knowledge to staff. - Is ineffective at demonstrating and clearly communicating content knowledge to Student/Staff - May deliver content that is factually incorrect -- Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Continues with planned instruction, even when it is obvious that Student/Staff are not understanding content - Does not emphasize main ideas, and Student/Staff are often confused about content - Fails to use developmentally appropriate language - Does not implement new and improved instructional strategies learned via professional learning

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.3 Engage Student/Staff in academic content</p>	<p>Special Education District Coach/Resource Teacher is highly effective at providing effective professional learning on engagement strategies for student in academic content</p> <p><i>For Level 4, all of evidence listed under Level 3 is present, as well as supporting teachers/staffs in some of the following :</i></p> <ul style="list-style-type: none"> - Provides ways to engage with content that significantly promotes student mastery of the objective - Provides differentiated ways of engaging with content specific to individual student needs - Provides strategies /ways to pace instruction so that Student/Staff are never disengaged, and Student/Staff who finish early have something else meaningful to do - Provides strategies to effectively integrate technology as a tool to engage Student/Staff in academic content 	<p>Special Education District Coach/Resource Teacher is effective at providing effective professional learning on engagement strategies for student in academic content</p> <ul style="list-style-type: none"> - Provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Provides ways of engaging with content reflecting different learning modalities or intelligences - Provides ways of engaging with content reflecting different learning modalities or intelligences - Provides ways to adjust lesson to accommodate for student/staff prerequisite skills and knowledge so that all student/staff are engaged --Provides strategies to ensure students with IEP's have the appropriate accommodations to be engaged in content -Provides ways to ensure that Student/Staff work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) --Uses learning resources skillfully to make learning accessible to all Student/Staff (i.e. slant boards, FM systems, augmentative devices, etc.) 	<p>Special Education District Coach/Resource Teacher needs improvement in providing effective professional learning on engagement strategies for student in academic content</p> <ul style="list-style-type: none"> - May provide multiple ways of engaging Student/Staff, but perhaps not aligned to lesson objective or mastery of content - May miss opportunities to provide ways to differentiate content for student engagement - Some Student/Staff may not have the prerequisite skills necessary to fully engage in content and District Coach/Resource Teachers attempt to provide strategies to modify instruction for these Student/Staff is limited or not always effective - Students with IEP's are sometimes given appropriate accommodations to be engaged in content - Student/Staff may appear to actively listen, but when it comes time for participation are disinterested in engaging -Inconsistently uses learning resources skillfully to make learning accessible to all Student/Staff (i.e. slant boards, FM systems, augmentative devices, etc.) 	<p>Special Education District Coach/Resource Teacher is ineffective at providing effective professional learning on engagement strategies for student in academic content</p> <ul style="list-style-type: none"> -- Fewer than 1/2 of Student/Staff are engaged in content and many are off-task - May only provide one way of engaging with content OR District Coach/Resource Teacher may provide multiple ways of engaging Student/Staff that are not aligned to the lesson objective or mastery of content - Does not differentiate instruction to target different learning modalities - Most Student/Staff do not have the prerequisite skills necessary to fully engage in content and District Coach/Resource Teacher makes no effort to adjust instruction for these Student/Staff -Students with IEP's are not provided with the necessary accommodations to engage in content - Student/Staff do not actively listen and are overtly disinterested in engaging -Rarely uses learning resources skillfully to make learning accessible to all Student/Staff (i.e. slant boards, FM systems, augmentative devices, etc.)

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.4</p> <p>Check for Understanding</p>	<p>Special Education District Coach/Resource Teacher is highly effective at providing staff/teacher(s) professional learning to Check for Understanding</p> <p><i>For Level 4, all of evidence listed under Level 3 is present, as well as supporting teachers/staffs in some of the following :</i></p> <ul style="list-style-type: none"> -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) - Uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking 	<p>Special Education District Coach/Resource Teacher is effective at providing staff/teacher(s) professional Check for Understanding</p> <ul style="list-style-type: none"> - Is effective at checking for understanding -- Checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) - Provides a variety of methods to use for checking for understanding that are successful in capturing an accurate "pulse" of the class's/teachers' understanding - Uses wait time effectively both after posing a question and before helping Student/Staff think through a response - Doesn't allow Student/Staff to "opt-out" of checks for understanding and cycles back to these Student/Staff - Systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) 	<p>Special Education District Coach/Resource Teacher sometimes checks for understanding of content, but misses several key moments</p> <ul style="list-style-type: none"> -May use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding - May not provide enough wait time after posing a question for Student/Staff to think and respond before helping with an answer or moving forward with content - Sometimes allows Student/Staff to "opt-out" of checks for understanding without cycling back to these Student/Staff - May occasionally assess student mastery at the end of the lesson through formal or informal assessments. 	<p>Special Education District Coach/Resource Teacher is ineffective at providing staff/teacher(s) professional learning for Check for Understanding</p> <ul style="list-style-type: none"> -Is ineffective at checking for understanding - 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 - Frequently moves on with content before Student/Staff have a chance to respond to questions or frequently gives Student/Staff the answer rather than helping them think through the answer - Frequently allows Student/Staff to "opt-out" of checks for understanding and does not cycle back to these Student/Staff - Rarely or never assesses for mastery at the end of the lesson

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.5 Modify Instruction As Needed</p>	<p>Special Education District Coach/Resource Teacher is highly effective at modifying instruction as needed: For Level 4, all of evidence listed under Level 3 is present, as well as supporting teachers/staffs in some of the following :</p> <p>District Coaches within the context of professional learning:</p> <ul style="list-style-type: none"> -Are highly effective at modifying instruction as needed anticipates student/staff misunderstandings and preemptively addresses them - Are able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement 	<p>Special Education District Coach/Resource Teacher is effective at modifying instruction as needed:</p> <ul style="list-style-type: none"> -District Coach/Resource Teacher differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student/staff needs as well as the following: - Makes adjustments to instruction based on checks for understanding that lead to increased understanding for most student/staff - Responds to misunderstandings with effective scaffolding techniques - Doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful 	<p>Special Education District Coach/Resource Teacher needs improvement at modifying instruction as needed:</p> <ul style="list-style-type: none"> - 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 Student/Staff - 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 - May persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding 	<p>Special Education District Coach/Resource Teacher is ineffective at modifying instruction as needed;</p> <ul style="list-style-type: none"> -- Rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for Student/Staff - Only responds to misunderstandings by using teacher-driven scaffolding techniques - Repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.6 Develop Higher Level of Understanding through Rigorous Instruction and Work</p>	<p>Special Education District Coach/Resource Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work:</p> <p><i>For Level 4, all of evidence listed under Level 3 is present, as well as supporting teachers/staffs in some of the following :</i></p> <p>Within the context of professional learning :</p> <ul style="list-style-type: none"> - Is highly effective at developing a higher level of understanding through rigorous instruction and work - Lesson is accessible and challenging to all Student/Staff - Student/staff are able to answer higher-level questions with meaningful responses - Student/Staff pose higher-level questions to the teacher and to each other --- Highlights examples of recent student/staff work that meets high expectations; insists and motivates Student/Staff to do it again if not effective - Encourages Student/Staff' interest in learning by providing Student/Staff with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments) 	<p>Special Education District Coach/Resource Teacher is effective at developing a higher level of understanding through rigorous instruction and work:</p> <p>Within the context of professional learning:</p> <ul style="list-style-type: none"> - Provides strategies and models lesson that are accessible and challenging to almost all Student/Staff - Frequently develops higher-level understanding through effective questioning - Lesson pushes almost all Student/Staff forward due to differentiation of instruction based on each student's level of understanding - Student/Staff have opportunities to meaningfully practice, apply, and demonstrate that they are learning - shows patience and helps Student/Staff to work hard toward mastering the objective and to persist even when faced with difficult tasks and work 	<p>Special Education District Coach/Resource Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work:</p> <p>Within the context of professional learning:</p> <ul style="list-style-type: none"> - Lesson is not always accessible or challenging for Student/Staff - Some questions used may not be effective in developing higher-level understanding (too complex or confusing) - Lesson pushes some Student/Staff forward, but misses other Student/Staff due to lack of differentiation based on Student/Staff' level of understanding - While Student/Staff may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than is appropriate - May encourage Student/Staff to work hard, but may not persist in efforts to have Student/Staff keep trying 	<p>Special Education District Coach/Resource Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work:</p> <p>Within the context of professional learning;</p> <ul style="list-style-type: none"> -- Lesson is not aligned with developmental level of Student/Staff (may be too challenging or too easy) - May not use questioning as an effective tool to increase understanding. Student/Staff only show a surface understanding of concepts - Lesson rarely pushes any Student/Staff forward. Teacher does not differentiate instruction based on Student/Staff' level of understanding - Lesson is almost always teacher directed Student/Staff have few opportunities to meaningfully practice or apply concepts - Gives up on Student/Staff easily and does not encourage them to persist through difficult tasks

Notes:

1. Examples of types of questions that can develop higher-level understanding:
 - Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
 - Asking Student/Staff to explain their reasoning
 - Asking Student/Staff to explain why they are learning something or to summarize the main idea
 - Asking Student/Staff to apply a new skill or concept in a different context
 - Posing a question that increases the rigor of the lesson content
 - Prompting Student/Staff to make connections to previous material or prior knowledge
2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency
4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.7 Maximize Instructional Time</p> <p>Special Education District Coach/Resource Teacher is highly effective at maximizing professional learning time, content, and approach when providing professional learning:</p> <p><i>For Level 4, all of evidence listed under Level 3 is present, as well as supporting teachers/staffs in some of the following :</i></p> <ul style="list-style-type: none"> - Routines, transitions, and procedures are well-executed. Student/Staff know what they are supposed to be doing and when without prompting from the teacher - Student/Staff are always engaged in meaningful work while waiting for the teacher (for example, during attendance) - Student/Staff share responsibility for operations and routines and work well together to accomplish these tasks - All Student/Staff are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed using positive behavior intervention philosophy without major interruption to the lesson - Frequently evaluates the workload/plans of the paraprofessional(s) and is creative/flexible in scheduling workload/plans 	<p>Special Education District Coach/Resource Teacher is effective at maximizing professional learning time, content, and approach when providing professional learning:</p> <ul style="list-style-type: none"> - Student/Staff arrive on-time and are aware of the consequences of arriving late (unexcused) - Professional Learning starts on-time - Routines, transitions, and procedures are well-executed. Student/Staff know what they are supposed to be doing and when with minimal prompting from the teacher - Student/Staff are only not engaged in meaningful work for brief periods of time (for example, during attendance) - Delegates time between parts of the lesson appropriately so as best to lead Student/Staff towards mastery of objective - Almost all Student/Staff are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed using positive behavior intervention philosophy without major interruption to the lesson. - Evaluates the Paraprofessional(s) instructional workload/plans 	<p>Special Education District Coach/Resource Teacher needs improvement at maximizing professional learning time, content, and approach when providing professional learning:</p> <ul style="list-style-type: none"> - Arrives late (unexcused) - Consistently start a few minutes late - Routines, transitions, and procedures are in place, but require significant direction or prompting to be followed - There is more than a brief period of time when Student/Staff are left without meaningful work to keep them engaged - May delegate lesson time inappropriately between parts of the lesson - Significant prompting is necessary to follow instructions and remain on-task - Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem. 	<p>Special Education District Coach/Resource Teacher is ineffective at maximizing professional learning time, content, and approach when providing professional learning:</p> <ul style="list-style-type: none"> - May Frequently arrive late (unexcused) - Frequently starts late - There are few or no evident routines or procedures in place. Student/Staff are unclear about what they should be doing and require significant direction from the teacher at all times - There are significant periods of time in which Student/Staff are not engaged in meaningful work - Wastes significant time between parts of the lesson due to classroom management. Even with significant prompting, Student/Staff frequently do not follow directions and are off-task - Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson. time 	

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.8 Create Classroom Culture of Respect and Collaboration</p>	<p>Special Education District Coach/Resource Teacher is highly effective at creating a professional learning community culture of respect and collaboration: <i>For Level 4, all of evidence listed under Level 3 is present, as well as supporting teachers/staffs in some of the following :</i></p> <ul style="list-style-type: none"> - Student/Staff are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Student/Staff reinforce positive character and behavior and discourage negative behavior amongst themselves 	<p>Special Education District Coach/Resource Teacher is effective at creating a professional learning community culture of respect and collaboration: Coach/Resource Teacher is respectful of staff/teacher (s) and peers and does the following:</p> <ul style="list-style-type: none"> - Is respectful of Students/Staff - Participates in opportunities to collaborate and support each other in the learning process - Reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Has a good rapport with Student/Staff, and shows genuine interest in their thoughts and opinions 	<p>Special Education District Coach/Resource Teacher needs improvement at creating a professional learning community culture of respect and collaboration: -Coach/Resource Teacher sometimes avoids difficult situations</p> <ul style="list-style-type: none"> - Generally respectful of teachers and peers, but may occasionally act out or need to be reminded of norms - When given opportunities to collaborate, may not always be supportive of each other or may need significant assistance from the teacher to work together - May praise positive behavior OR enforce consequences for negative behavior, but not both - May focus on the behavior of a few Student/Staff, while ignoring the behavior (positive or negative) of others 	<p>Special Education District Coach/Resource Teacher is ineffective at creating a professional learning community culture of respect and collaboration: -Coach/Resource Teacher frequently avoids difficult situations</p> <ul style="list-style-type: none"> -Coach is rarely positive -Coach is not involved in collaborate OR during these times does not work well with others -Frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior - Does not take advantage of opportunities to collaborate OR during these times does not work well together even with teacher intervention -Rarely or never praises positive behavior -Rarely or never addresses negative behavior

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.9 Set High Expectations for Academic Success</p> <p>Special Education District Coach/Resource Teacher is highly effective at setting high expectations for academic success:</p> <p><i>For Level 4, all of evidence listed under Level 3 is present, as well as supporting teachers/staffs in some of the following :</i></p> <ul style="list-style-type: none"> - Participate in forming academic goals for themselves and analyzing their progress - Demonstrate high academic expectations for themselves - Comments and actions demonstrate that they are excited about their work and understand why it is important -Completes all the components for case conference, IEPs and Manifestation Determinations, as well as: <ul style="list-style-type: none"> • Defuses contentious situations during a conference • Takes the lead when necessary to keep conference on track • When acting as chair, runs the meeting efficiently while allowing opportunity for all to participate 	<p>Special Education District Coach/Resource Teacher is effective at setting high expectations for academic success:</p> <ul style="list-style-type: none"> - Sets high expectations for Student/Staff of all levels - Is invested in their work and value academic success as evidenced by their effort and quality of their work -Ensures that the classroom is a safe place to take on challenges and risk failure (Student/Staff do not feel shy about asking questions or bad about answering incorrectly) - Celebrates and praises academic work. - High quality work of all Student/Staff is displayed in the classroom -All components for Case Conference, IEPs, and Manifestation Determination are present: <ul style="list-style-type: none"> • Conference set up prior to expiration date at mutually agreed upon time • Conference notices attached to IEP • Prepare an appropriately completed draft IEP for the conference • Bring appropriate records/documents to conference to help develop IEP • Assist with completing IEP at conference • Have measurable goals based on present levels addressing deficits • Services align with goals • Components of the IEP are accurate and the IEP meets the "stranger" test 	<p>Special Education District Coach/Resource Teacher needs improvement at setting high expectations for academic success:</p> <ul style="list-style-type: none"> - May set high expectations for some, but not others - Is generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - May be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - May praise the academic work of some, but not others - High quality work of a few, but not all Student/Staff, may be displayed in the classroom -Components of Case Conferences, IEPs and Manifestation Determinations are missing 	<p>Special Education District Coach/Resource Teacher is ineffective at setting high expectations for academic success:</p> <ul style="list-style-type: none"> - Rarely or never sets high expectations for Student/Staff - May demonstrate disinterest or lack of investment in their work. For example, Student/Staff might be unfocused, off-task, or refuse to attempt assignments - Is generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers - Rarely or never praises academic work or good behavior - High quality work is rarely or never displayed in the classroom 	

Note:

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

DOMAIN 3: Teacher Leadership

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1 Contribute to School Culture	<p>At Level 4, a Special Education District Coach/Resource Teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Seek out leadership roles - Go above and beyond in dedicating time for Student/Staff and peers outside of class/Professional Learning - Responds to communications and inquires within 24 hours on a routine basis 	<p>Special Education District Coach/Resource Teacher will:</p> <ul style="list-style-type: none"> - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping Student/Staff and peers outside of class - Responds to inquires or request in a timely manner, usually within 48 hours 	<p>Special Education District Coach/Resource Teacher will:</p> <ul style="list-style-type: none"> - Contribute occasional ideas and expertise to further the school's mission and initiatives - Coach/Resource Teacher/Therapist may <i>not</i>: - Frequently dedicates time to help Student/Staff and peers efficiently outside of class - Inquires or request are generally responded to more than 72 hours 	<p>Special Education District Coach/Resource Teacher rarely or never:</p> <ul style="list-style-type: none"> - Contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping Student/Staff and peers.
3.2 Collaborate with Peers	<p>At Level 4, a Special Education District Coach/Resource Teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities 	<p>Special Education District Coach/Resource Teacher will:</p> <ul style="list-style-type: none"> - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need 	<p>Special Education District Coach/Resource Teacher will:</p> <ul style="list-style-type: none"> - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed <p>District Coach/Resource Teacher/Therapist may <i>not</i>:</p> <ul style="list-style-type: none"> - Seek to provide other teachers with assistance when needed OR - Regularly seek out opportunities to work with others 	<p>Special Education District Coach/Resource Teacher:</p> <ul style="list-style-type: none"> - Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
3.3 Seek Professional Skills and Knowledge	<p>At Level 4, a Special Education District Coach/Resource Teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Regularly share newly learned knowledge and practices with others - Seek out opportunities to attend professional learning and lead professional learning sessions - Applies new knowledge from professional learning to student instruction 	<p>Special Education District Coach/Resource Teacher/Therapist will:</p> <ul style="list-style-type: none"> - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices - Takes responsibility to obtain professional growth and/or certifications needed to maintain licensure 	<p>Special Education District Coach/Resource Teacher/Therapist will:</p> <ul style="list-style-type: none"> - Attend all mandatory professional development opportunities - Coach/Resource Teacher/Therapist may <i>not</i>: - Actively pursue optional professional learning opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well 	<p>Special Education District Coach/Resource Teacher/Therapist rarely or never:</p> <ul style="list-style-type: none"> - attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning

<p>3.4 Advocate for Student Success</p>	<p>At Level 4, a Special Education District Coach/Resource Teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Display commitment to the education of all the Student/Staff in the school . - Make changes and take risks to ensure student success. -Utilize various combinations of resources to enhance student achievement. 	<p>Special Education District Coach/Resource Teacher will:</p> <ul style="list-style-type: none"> - Display commitment to the education of all his/her his/her Student/Staff. - Attempt to remedy obstacles around student achievement. - Advocate for Student/Staff individualized needs. -Persists in seeking effective approaches for Student/Staff who need help by using an extensive repertoire of strategies. -Know available school, district and community resources. 	<p>Special Education District Coach/Resource Teacher will:</p> <ul style="list-style-type: none"> - Display commitment to the education of all his/her Student/Staff. <p>Special Education District Coach/Resource Teacher may not:</p> <ul style="list-style-type: none"> - Advocate for Student/Staff needs. 	<p>Special Education District Coach/Resource Teacher rarely or never:</p> <ul style="list-style-type: none"> -Displays commitment to the education of his/her Student/Staff. Teacher accepts failure as par for the course and does not advocate for Student/Staff needs.
<p>3.5 Engage Families in Student Learning</p>	<p>At Level 4, a Special Education District Coach/Resource Teacher/fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Strives to form relationships in which parents are given ample opportunity to participate in student learning. - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events. 	<p>District Coach/Resource Teacher/Teacher/Therapist will:</p> <ul style="list-style-type: none"> - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school. -Communicates progress to parents on a regular basis and per policies/procedures -Documents attempts/contact with parents 	<p>Special Education District Coach/Resource Teacher will:</p> <ul style="list-style-type: none"> - Respond to contact from parents - Engage in all forms of parent outreach required by the school -District Coach/Resource Teacher/Teacher/Therapist may not: - Proactively reach out to parents to engage them in student learning. 	<p>Special Education District Coach/Resource Teacher:</p> <ul style="list-style-type: none"> -Rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

Core Professionalism Rubric

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

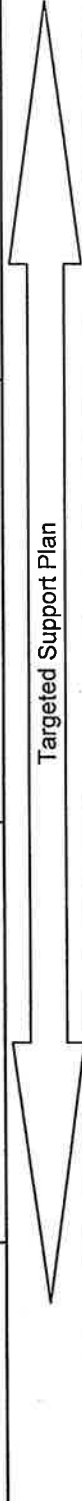
Indicator	Does Not Meet Standard	Meets Standard
1 Attendance	Individual demonstrates a pattern of unexcused absences *	Individual has not demonstrated a pattern of unexcused absences*
2 On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3 Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)
4 Respect	Individual demonstrates a pattern of failing to interact with Student/Staff, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with Student/Staff, colleagues, parents/guardians, and community members in a respectful manner
5 Goals	Individual does not demonstrate correlation between the identified Student IEP's and the School /Department improvement plan, classroom/student achievement, and professional	Individual demonstrates correlation between the identified Student IEP's and the School Improvement Plan, classroom/student achievement, and professional learning

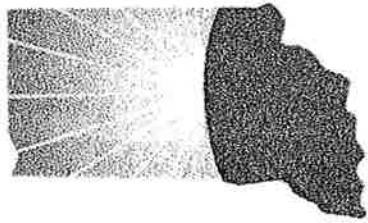
Assistant Principal

Assistant Principal

Timeline	Evaluation Components			
	Component 1: (Focus on Instructional Practices)	Component 2: Initial Feedback (Planning, Instruction, Leadership)	Component 3: Focused Feedback (Planning, Instruction, Leadership)	Component 4: Summative Observation Rating
Personnel	All Assistant Principals	All Assistant Principals	All Assistant Principals	All Assistant Principals
August	Unit Profile meeting minimum one completed first quarter	Used for assistant principals as needed	X (for prior school year)	X (for prior school year)
September		Face to face meeting only if needed	Some portion must be completed in by end of 1st semester Optional face to face at end of first semester	
October		(2) one to be completed by the end of each semester		
November				
December				
End of 1 st Semester		X	X	
January				
February			Required face to face by end of second semester	
March				
April				
May 1				
End of Semester		X		
June 1			X	
July 31				X

FWCS System of Increasing Support to Improve Assistant Principal Effectiveness

<p>Activity:</p>	<p>Unit Profile 1: Focus on Instructional Practices (eWalk)</p>	<p>Component 2: INITIAL FEEDBACK Focus on: <ul style="list-style-type: none"> • Planning • Instruction • Leadership (eWalk) </p>	<p>Component 3: FOCUSED FEEDBACK Focus on: <ul style="list-style-type: none"> • Planning • Instruction • Leadership (eWalk) </p>	<p>Component 4: Final Summative Rating Determination (mVal)</p>
<p>Personnel:</p>	<p>All Assistant Principals</p>	<p>All Assistant Principals</p>	<p>All Assistant Principals</p>	<p>All Assistant Principals</p>
<p>Communication:</p>	<ul style="list-style-type: none"> • Electronic Profile of school with data, evaluation, etc. • Profile provided to principal 	<ul style="list-style-type: none"> • One completed each semester • Face to Face meeting (only if needed) • Used as a component to Support Tier II and III assistant principals 	<ul style="list-style-type: none"> • Email to assistant principal after each section completed • Data collected and returned to assistant principal • Some portion <u>must</u> be completed in first semester • Face to face communication at end of year (optional at first semester), formal or informal • Tier III assistants principals have minimum 2 focus feedback with one being completed by end of 1st semester 	<ul style="list-style-type: none"> • Rating is chosen for each standard • Mandatory face to face conversation with principal regarding final rating
<p>Length of Time:</p>	<ul style="list-style-type: none"> • Minimum one completed first quarter to discuss Profile 	<ul style="list-style-type: none"> • More frequently for Tier II and III assistant principals 	<ul style="list-style-type: none"> • Monthly conversations • All year long data is collected and returned to assistant principal • Must be completed by June 1 	<ul style="list-style-type: none"> • No additional observation required • Paragraphs populated from Focused Feedback • Completed by July 31
<p>Targeted Support Plan:</p>	<div style="text-align: center;">  <p>Targeted Support Plan</p> </div> <ul style="list-style-type: none"> • Assistant Principal should be given a TSP if Tier II or III • Provides support for all assistants principals at every rating level • After an assistant principal has successfully completed a Targeted Support Plan, they may be removed or given another to address another issue • Assistant Principals with Needs Improvement or Ineffective should have a Targeted Support Plan completed before they leave at the end of the school year with a conference with the supervisor explaining the expectations for the next school year 			



RISE

Evaluation and
Development System

Indiana Department of Education

Fort Wayne Community Schools
Assistant Principal
Effectiveness Rubric
August 2015

This applies to building level Assistant Principals at all levels
(School year and year round)

DOMAIN 1: Teacher Effectiveness

Highly Effective assistant principals know that teacher quality is the most important in-school factor in improving student achievement. Assistant principals drive teacher effectiveness through (1) promoting commitment to the mission and vision, (2) overseeing effective human capital management strategies and (3) by reviewing talent to improve teacher effectiveness. Ultimately, assistant principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Mission & Vision					
1.1	Contribute to the achievement of the mission & vision	<p>At Level 4, an assistant principal fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Catalyzes commitment to and vigorous pursuit of the school's vision & mission 	<p>The assistant principal consistently:</p> <ul style="list-style-type: none"> - Works through complex issues in ways that energize stakeholder commitment - Contributes individual capabilities and leading group initiatives that consistently achieve essential objectives - Translates the vision and mission into daily school practices 	<p>The assistant principal seldom:</p> <ul style="list-style-type: none"> - Contributes individual capabilities to achieve essential objectives - Organizes people and resources towards the pursuit of key objectives, but the results of these ventures are inconsistent 	<p>There is no evidence the assistant principal:</p> <ul style="list-style-type: none"> - Prioritizes organizational goals over personal gain in the pursuit of the mission and vision - Exhibits actions or behaviors that positively affect stakeholder commitment
1.2	Assists the principal in hiring, developing and retaining effective teachers	<p>At Level 4, an assistant principal fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Provides the student management and/or instructional support necessary to develop and retain effective early career teachers 	<p>The assistant principal consistently:</p> <ul style="list-style-type: none"> - Bases hiring recommendations on the teacher's level of effectiveness - Takes specific actions to facilitate the development and retention of effective staff members - Aligns personnel recommendations with the vision and mission of the school 	<p>The assistant principal seldom:</p> <ul style="list-style-type: none"> - Examines a teachers' level of effectiveness, but does not use it as the primary factor in hiring recommendations - Takes action steps that are effective in the development and/or retention of effective teachers - Aligns the school's vision/mission with hiring recommendations 	<p>There is no evidence the assistant principal:</p> <ul style="list-style-type: none"> - Examines teachers' level of effectiveness when making hiring recommendations - Takes consistent steps to facilitate the development and/or retention of effective teachers - Aligns hiring recommendations with the mission and vision of the school

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Human Capital Management				
1.3 Observes professional practice	<p>At Level 4, an assistant principal fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Systematically tracks the number of observations, type of feedback delivered, and whether the feedback was implemented - Differentiates the number of observations based on observed levels of teacher effectiveness 	<p>The assistant principal consistently:</p> <ul style="list-style-type: none"> - Completes the required 10 snapshots per week - Examines prior performance and student achievement data to inform observations and walkthroughs - Accurately categorizes observed instructional practice - Tracks the number of observations and type of feedback delivered and regularly communicates observed deficiencies in teacher practice to the principal 	<p>The assistant principal seldom will:</p> <ul style="list-style-type: none"> - Categorize instructional practice accurately - Conduct the minimum number (10) of required snapshots per week, despite observed deficiencies in professional practice - Track the number of observations and type of feedback delivered, and fails to communicate observation results to the principal 	<p>The assistant principal shows no evidence of:</p> <ul style="list-style-type: none"> - Conducting the minimum number (10) of snapshots - Implementing a system to track the number of observations and/or the type of feedback offered to teachers
1.4 Provides actionable feedback	<p>At Level 4, an assistant principal fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Models desired actions or schedules opportunities for the teacher to learn from other teachers - Assists teachers in rewriting lesson plans, unit plans, assessments, etc. 	<p>The assistant principal consistently:</p> <ul style="list-style-type: none"> - Develops bite-sized action plans focused on the highest leverage teacher actions - Provides clear directions for how to do the most important tasks well - Frequently follows up to ensure feedback is implemented with fidelity 	<p>The assistant principal seldom:</p> <ul style="list-style-type: none"> - Develops action plans, and fails to consistently focus the plans on the highest leverage teacher actions - Follows-up on implementation of feedback 	<p>The assistant principal shows no evidence of:</p> <ul style="list-style-type: none"> - Providing limited, high-level feedback to teachers and fails to provide post-observation feedback altogether - Developing action plans with teachers

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.5	<p>Monitors student performance</p> <p>At Level 4, an assistant principal fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Develop teachers' collective ability to positively impact student learning - Collaborates with teachers to identify students that may benefit from the school's academic support or high ability programs 	<p>The assistant principal consistently:</p> <ul style="list-style-type: none"> - Regularly analyzes student-level results from classroom and formative assessments in post-observation or other 1:1 teacher meetings to identify instructional and achievement gaps - Collaboratively develops concrete action steps aligned with student and teacher needs - Follows up to ensure action plans are implemented with fidelity 	<p>The assistant principal seldom:</p> <ul style="list-style-type: none"> - Discusses results from formative assessments in broad terms, and fails to examine student-level data with teachers - Allows teachers to establish action steps that have clarity or are aligned to performance data - Follows up to ensure proper implementation 	<p>The assistant principal shows no evidence of:</p> <ul style="list-style-type: none"> - Analyzing data at times other than after statewide achievement tests are complete - Identifying action steps that are aligned with interim or classroom assessment data
1.6	<p>Demonstrates commitment to improve teacher performance</p> <p>At Level 4, an assistant principal fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Identifies and facilitates opportunities for teachers to share best practices - Demonstrates the ability to increase the teachers' effectiveness as evidenced by positive gains in student achievement 	<p>The assistant principal consistently:</p> <ul style="list-style-type: none"> - Facilitates frequent differentiated opportunities for teachers to engage in professional learning to increase their effectiveness as instructors - Facilitates frequent 1:1 assistance or coaching to ensure proper implementation of new instructional strategies 	<p>The assistant principal seldom:</p> <ul style="list-style-type: none"> - Facilitates general opportunities for teachers to engage in professional learning to increase their effectiveness as instructors - Provides individual assistant/coaching 	<p>The assistant principal shows no evidence of:</p> <ul style="list-style-type: none"> - Recognizing the need for individualized assistance/coaching - Providing opportunities for teachers to engage in professional learning

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.7 Assists the principal with the evaluation of teachers	<p>At Level 4, an assistant principal fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Uses knowledge of teacher strengths and weaknesses to assist the principal with strategic planning 	<p>The assistant principal consistently:</p> <ul style="list-style-type: none"> - Ensures all evaluation processes and expectations are transparent and clear - Allocates necessary time and resources to complete thorough, accurate and defensible evaluations - Demonstrates the ability to identify individual teacher strengths and weaknesses - Uses all available data to assign summative ratings that clearly differentiate the effectiveness of teachers 	<p>The assistant principal seldom:</p> <ul style="list-style-type: none"> - Ensures all evaluation processes and expectations are transparent and clear - Allocates necessary time and resources to complete thorough, accurate and defensible evaluations - Demonstrates the ability to identify individual teacher strengths and weaknesses - Uses all available data to assign summative ratings that clearly differentiate the effectiveness of teachers 	<p>The assistant principal shows no evidence of:</p> <ul style="list-style-type: none"> - Allocating the necessary time and resources to complete teacher evaluations as evidenced by inconsistent or nonexistent documentation - Incorporating student data and evidence of teacher practice in evaluation ratings

Domain 2: Leadership Actions

Highly Effective assistant principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results. Assistant principals demonstrate leadership actions to build relationships between students and teachers as well as among all stakeholders, model appropriate behavior and continuous improvement, and ensure a school wide culture of achievement.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Professional Leadership				
2.1 Effectively Communicates	<p>At Level 4, an assistant principal fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Uses communication to build commitment for and establish a pressing sense of urgency to achieve organizational goals - Maintains high visibility, accessibility, and establishes strong lines of communication 	<p>The assistant principal consistently:</p> <ul style="list-style-type: none"> - Communicates well with appropriate audiences and responds in a timely manner to resolve expressed concerns - Uses appropriate communication methods and media - Maintains appropriate visibility and accessibility to staff 	<p>The assistant principal seldom:</p> <ul style="list-style-type: none"> - Maintains consistent lines of communication and/or selects communication methods or media that have limited effectiveness - Responds in an consistent manner to resolve expressed concerns 	<p>The assistant principal shows no evidence of:</p> <ul style="list-style-type: none"> - Keeping appropriate audiences informed -Using methods of communication that are effective or appropriate for the circumstance/audience
2.2 Reflects on practice and continually learns	<p>At Level 4, an assistant principal fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Promotes a culture of self-reflection and continuous improvement - Engages self and others in professional growth experiences that translate into a demonstrable impact on student culture and achievement 	<p>The assistant principal consistently:</p> <ul style="list-style-type: none"> - Promotes a culture of self-reflection and continuous improvement - Engages self and others in professional growth experiences that translate into a demonstrable impact on student culture and achievement 	<p>The assistant principal seldom:</p> <ul style="list-style-type: none"> - Expresses willingness to learn from others, and is reluctant to admit own short-comings - Establishes and achieves most personal and/or professional growth goals, and requires significant input from the principal in establishing priorities and action steps 	<p>The assistant principal shows no evidence of:</p> <ul style="list-style-type: none"> - Accepting suggestions of changes to personal or leadership behaviors - Consistently achieving professional growth goals as outlined in professional growth plan

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective(1)
2.3 Demonstrates resiliency and persistence	<p>At Level 4, an assistant principal fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Engages staff and self in a continuous pursuit of professional growth and school improvement - Anticipates problems and confronts and solves problems that had yet to be successfully addressed 	<p>The assistant principal consistently:</p> <ul style="list-style-type: none"> - Uses challenges and setbacks to inspire creative problem solving and renewed commitment to accomplish ambitious goals - Identifies action steps and leverages available resources to confront difficult problems 	<p>The assistant principal seldom:</p> <ul style="list-style-type: none"> - Demonstrates the desire to produce great results, and fails to properly prioritize action steps or leverage available resources to achieve ambitious goals 	<p>The assistant principal shows no evidence of:</p> <ul style="list-style-type: none"> - Reacting with visible calm to challenging problems or setbacks - Maintaining focus on improving student achievement
2.4 Monitors time and task management	<p>At Level 4, an assistant principal fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Prioritizes being an instructional leader above all else - Is a model of punctuality and timeliness in discharging his/her professional responsibilities 	<p>The assistant principal consistently:</p> <ul style="list-style-type: none"> - Allocates the time and resources necessary to achieve ambitious goals - Spends time on high leverage activities - Delegates applicable responsibilities to other staff and helps them achieve success in these activities 	<p>The assistant principal seldom:</p> <ul style="list-style-type: none"> - Establishes and monitors progress towards goals, and fails to shield highest leverage activities from low level distractions - Delegates applicable responsibilities to other staff, and doesn't consistently provide the support necessary for them to achieve success in these activities 	<p>The assistant principal shows no evidence of:</p> <ul style="list-style-type: none"> - Protecting time for instructional leadership priorities - Delegating responsibilities to others that are unrelated to achieving the school's goals that are frequently distracting
2.5 Supports the development and implementing of rigorous student growth goals	<p>At Level 4, an assistant principal fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Assists with building the capacity of the leadership team to provide teachers with effective feedback on establishing and monitoring rigorous GGSA's 	<p>The assistant principal consistently:</p> <ul style="list-style-type: none"> - Assists with the monitoring systems and processes to ensure the development of rigorous GGSA's, aligned to state or national standards - Leads collaborative work sessions to develop and revisit GGSA's with teachers throughout the year as necessary 	<p>The assistant principal seldom:</p> <ul style="list-style-type: none"> - Monitors systems and processes to ensure the development of GGSA's, but fails to ensure they are implanted with fidelity - Facilitates opportunities with rigor and/or ensures alignment with state or national standards 	<p>The assistant principal shows no evidence of:</p> <ul style="list-style-type: none"> - Emphasizing the value of GGSA's, by allowing for variation in the rigor and/or alignment of GGSA's with state or national standards

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.6 Uses data to drive instruction</p>	<p>At Level 4, an assistant principal fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Develops teacher leaders' capacity to drive data-driven instruction and decision-making - Facilitates the development of a culture of data driven decision-making that has a demonstrable impact on curriculum design and student achievement 	<p>The assistant principal consistently:</p> <ul style="list-style-type: none"> - Ensures the availability of clear and intuitive data reports for teacher analysis - Orchestrates frequent and timely teacher team collaboration for data analysis - Provides teachers with the knowledge and skills necessary to use data to drive instructional improvements 	<p>The assistant principal seldom:</p> <ul style="list-style-type: none"> - Collaborates with teachers on the use of data, and does not develop, or utilize systems to make team or individual analysis of data an efficient and teacher friendly process 	<p>The assistant principal shows no evidence of:</p> <ul style="list-style-type: none"> - Analyzing data to year-end autopsies - Adequately supporting staff's use of data to guide instruction
<p>2.7 Maintains a culture of excellence</p>	<p>At Level 4, an assistant principal fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Instills the daily habits necessary to create a culture of excellence - Is unwavering in maintaining high expectations for everyone 	<p>The assistant principal consistently:</p> <ul style="list-style-type: none"> - Contributes to the maintenance and/or development of a student-centered culture that instills excellence and promotes learning - Provides students and staff the support, time, and structures necessary to be successful - Celebrates the accomplishments of others and proactively resolves performance issues 	<p>The assistant principal seldom:</p> <ul style="list-style-type: none"> - Possesses positive beliefs and assumptions about the potential of students and staff to learn and grow, and fails to contribute consistently to the maintenance and/or development of a student centered culture - Recognizes and celebrates the accomplishments of others, and allows smaller performance issues to go uncorrected 	<p>The assistant principal shows no evidence of:</p> <ul style="list-style-type: none"> - Taking the initiative to identify and recognize the accomplishments of others - Consistently acknowledging staff or student performance issues
<p>2.8 Enhances teacher collaboration</p>	<p>At Level 4, an assistant principal fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Assists the principal in establishing a culture of collaboration that drives positive gains in student achievement 	<p>The assistant principal consistently:</p> <ul style="list-style-type: none"> - Facilitates teacher collaboration to design and implement student-centered initiatives aligned to the mission and vision of the school - Holds collaborating teams accountable for achieving desired results 	<p>The assistant principal seldom:</p> <ul style="list-style-type: none"> - Supports and encourages teamwork and collaboration on student-centered initiatives, and fails to hold teams to high performance standards 	<p>The assistant principal shows no evidence of:</p> <ul style="list-style-type: none"> - Providing teacher teams the support and/or resources necessary to achieve desired results - Developing group relationships that promote teamwork, openness, and/or collective problem solving

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.9</p> <p>Supports a universal code of conduct</p>	<p>At Level 4, an assistant principal fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors 	<p>The assistant principal consistently:</p> <ul style="list-style-type: none"> - Coaches a culture of excellence through repeated practice and modeling of desired behaviors - Consistently and fairly applies positive and negative consequences for behavior - Promotes a predictable, safe learning environment through consistency of actions 	<p>The assistant principal seldom:</p> <ul style="list-style-type: none"> - Supports the maintenance of routines, procedures, and policies and is reactive - Applies either positive and/or negative consequences for behavior 	<p>The assistant principal shows no evidence of:</p> <ul style="list-style-type: none"> - Sending consistent messages about school policy - Addressing discipline violations - Recognizing positive student and staff behavior
<p>2.10</p> <p>Engage families and the community in student learning</p>	<p>At Level 4, an assistant principal fulfills all of the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Demonstrates steadfast commitment to engaging parents who are traditionally uninformed in their children's education 	<p>The assistant principal consistently:</p> <ul style="list-style-type: none"> - Fosters partnerships with families, community agencies and/or the corporate sector - Capitalizes on the strengths of stakeholders in the community to provide interventions, supports and resources to meet student needs - Assists the principal in securing cooperation from family and community members to support school improvement initiatives 	<p>The assistant principal seldom:</p> <ul style="list-style-type: none"> - Establishes relationships with key stakeholders, and does not capitalize upon their strengths to enhance student learning - Engages established parents 	<p>The assistant principal shows no evidence of:</p> <ul style="list-style-type: none"> - Connecting with stakeholders about student learning building commitment to key school improvement efforts

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. Assistant principals are expected to meet these standards. If they do not, it will affect their overall rating negatively.

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

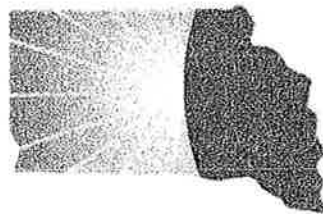
Counselor/Guidance Coordinator

Guidance Counselor/Guidance Coordinator

Timeline	Evaluation Components			
	Component 1 (Focus on Instructional Practices)	Component 2 Initial Feedback (Planning, Instruction, Leadership)	Component 3 Focused Feedback (Planning, Instruction, Leadership)	Component 5 Summative Observation Rating
Personnel	All Guidance Coordinators/Counselors	All Guidance Coordinators/Counselors	All Guidance Coordinators/Counselors	All Guidance Coordinators/Counselors
August	Unit Profile meeting	Used to support counselors as needed	X (for prior school year)	X (for prior school year)
September	Set goals based on data Completed first quarter	Face to face meeting only if needed	Some portion must be completed by end of 1 st semester	
October		(2) One to be completed by the end of each semester	Optional face to face at end of first semester	
November			Monthly conversations	
End of 1 st Semester		X		
January				
February				
March			Required face to face for end of second semester	
April			Completed by June 1 st	
May 1				
End of Semester		X		
June 1			X	
July 31				X

FWCS System of Increasing Support to Improve Teacher Effectiveness

<p>Activity:</p>	<p>Component 1: Unit Profile Focus on Practices (eWalk)</p>	<p>Component 2: INITIAL FEEDBACK Focus on: • Planning • Instruction • Leadership (eWalk)</p>	<p>Component 3: FOCUSED FEEDBACK Focus on: • Planning • Instruction • Leadership (eWalk)</p>	<p>Component 5: Final Summative Rating Determination (mVal)</p>
<p>Personnel:</p>	<p>All Counselors/ Guidance Coordinator</p>		<p>All Counselors/ Guidance Coordinators</p>	<p>All Counselors/ Guidance Coordinator</p>
<p>Communication:</p>	<ul style="list-style-type: none"> Review electronic Profile of school with data, evaluation, etc. with counselors Principal/Guidance Coordinator discuss information collected from Profile and previous evaluation and placed in Tiers for support. Guidance Coordinator /Counselors set appropriate goals based on data identifying school needs. 	<ul style="list-style-type: none"> One completed each semester Face to face meeting (only if needed) Used as a component to provide support Tier II and III counselors 	<ul style="list-style-type: none"> Email to counselor after each section completed Data collected and returned to counselor Some portion <u>must</u> be completed in first semester Face to face communication at end of year (optional at first semester), formal or informal Tier III counselors have minimum 2 focus feedbacks with one being completed by end of 1st semester 	<ul style="list-style-type: none"> Rating is chosen for each standard Mandatory face to face conversation with principal/ guidance coordinator regarding final rating
<p>Length of Time:</p>	<ul style="list-style-type: none"> Completed first quarter 	<ul style="list-style-type: none"> More frequently for Tier II and III counselors 	<ul style="list-style-type: none"> Monthly conversations All year long data is collected and returned to Guidance Coordinator/ Counselor Completed by June 1 	<ul style="list-style-type: none"> No additional observation required Paragraphs populated from Focused Feedback Completed by July 31
<p>Targeted Support Plan:</p>	<ul style="list-style-type: none"> Guidance Coordinator/ Counselor should be given a Targeted Support Plan if needed Provides support for all Guidance Coordinator/ counselor at every rating level After a Guidance Coordinator/ counselor has successfully completed a Targeted Support Plan, they may be given another 	<p style="text-align: center;">Targeted Support Plan</p> <ul style="list-style-type: none"> Guidance Coordinator/ Counselor with Needs Improvement or Ineffective should have a Targeted Support Plan completed before they leave at the end of the school year with a conference with the supervisor explaining the expectations for the next school year 		



RISE

Evaluation and
Development System

Indiana Department of Education

**Fort Wayne Community Schools
Guidance
Counselor/Guidance Coordinator
Effectiveness Rubric
August 2015**

Guidance Counselor/Guidance Coordinator Effectiveness Rubric

DOMAIN 1: PURPOSEFUL PLANNING: School counselors use student data and survey results to plan, set annual student goals, organize, deliver and manage an effective school counseling program.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Utilize Assessment Data to Plan	<p>At Level 4, a counselor fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Incorporates differentiated strategies in planning to reach every student at his/her level of understanding 	<p>Counselor consistently uses student achievement, achievement-related, survey and other student data to formulate plan for:</p> <ul style="list-style-type: none"> - Annual program goals and student academic, career and personal/social goals 	<p>Counselor <i>seldom</i> uses student achievement or achievement-related data and/or survey results to formulate:</p> <ul style="list-style-type: none"> - Annual program goals and student academic, career and personal/social goals 	<p>There is no evidence counselor:</p> <ul style="list-style-type: none"> - Uses student achievement data or survey results when planning
1.2 Set Ambitious and Measurable Program and Student Goals	<p>At Level 4, a counselor fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Shares plan with administrator(s) and school staff 	<p>Counselor consistently sets:</p> <ul style="list-style-type: none"> - Ambitious and measurable annual program goals and student academic, career and personal/social goals 	<p>Counselor <i>seldom</i> sets:</p> <ul style="list-style-type: none"> - Ambitious and measurable annual program goals and student academic, career and personal/social goals. 	<p>There is no evidence counselor:</p> <ul style="list-style-type: none"> - Sets ambitious and measurable annual program goals and student academic, career and personal/social goals
1.3 Plan, Organize, Deliver and Manage Effective Counseling Program	<p>At Level 4, a counselor fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Follows a state or national comprehensive school counseling model according to standards 	<p>Counselor consistently participates in:</p> <ul style="list-style-type: none"> - Planning, - Organizing, - Delivering - Managing of effective counseling program utilizing research-based interventions 	<p>Counselor <i>seldom</i> participates in:</p> <ul style="list-style-type: none"> - Planning - Organizing - Delivering - Managing of effective counseling program 	<p>There is no evidence counselor:</p> <ul style="list-style-type: none"> - Plans - Organizes - Delivers - Manages an effective counseling program

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4 Develop Standards-Based Lessons and Assessments	<p>At Level 4, a counselor fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Creates well-designed assessments and/or surveys based on state or national standards 	<p>Based on program and student goals counselor consistently:</p> <ul style="list-style-type: none"> - Identifies guidance standards that students will master and delivers lessons and assessments/surveys for assessing growth 	<p>Counselor seldom:</p> <ul style="list-style-type: none"> - Identifies guidance standards that students will master and only occasionally or never delivers lessons and assessments/surveys for assessing growth 	<p>There is no evidence counselor:</p> <ul style="list-style-type: none"> - Identifies guidance standards that students will master and does not deliver lessons or use assessments/surveys for assessing growth
1.5 Track Student Data and Analyze Progress	<p>At Level 4, a counselor fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Uses assessment/progress data in planning future lessons/units accordingly 	<p>Counselor consistently uses an effective data tracking system for:</p> <ul style="list-style-type: none"> - Recording student assessment/ progress data and analyzing student progress towards mastery 	<p>Counselor seldom uses a data tracking system for:</p> <ul style="list-style-type: none"> - Recording student assessment/ progress data - Tracking data to analyze student progress towards mastery or to plan future lessons/units 	<p>There is no evidence counselor:</p> <ul style="list-style-type: none"> - Uses a data tracking system to record student assessment/progress data and/or has no discernible grading system

NOTE: Domain 2 is divided into two parts:

- Domain 2A – Effective Classroom Guidance
- Domain 2B – Effective Counseling Services

DOMAIN 2A: EFFECTIVE CLASSROOM GUIDANCE: Counselors facilitate student academic practice so that all students have the opportunity to gain mastery of the academic, career and/or personal/social guidance lesson objectives in a classroom, small group or individual setting.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1A	<p>Competency 2.1A:</p> <p>Develop student understanding and mastery of lesson objectives</p>	<p>At Level 4, a counselor fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection 	<p>Counselor is consistent at developing student understanding and mastery of lesson objectives:</p> <ul style="list-style-type: none"> - Lesson objective is specific, measurable and aligned to guidance standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective 	<p>Counselor seldom develops student understanding and mastery of lesson objectives:</p> <ul style="list-style-type: none"> - 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 guidance standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective 	<p>There is no evidence counselor:</p> <ul style="list-style-type: none"> -Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson -There may not be a clear connection between the objective and lesson, or counselor may fail to make this connection for students -Discusses importance of objective or there may not be a clear understanding amongst students as to why the objective is important -Makes the effort to connect objectives to prior knowledge of students -Provides a lesson that is organized or leads to mastery of objectives

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.2A</p> <p>Demonstrate and Clearly Communicate Content Knowledge to Students</p>	<p>At Level 4, a counselor fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Effectively connects information to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content 	<p>Counselor consistently demonstrates and clearly communicates content knowledge to students:</p> <ul style="list-style-type: none"> - Demonstrates content knowledge and delivers information that is factually correct - Information is clear, concise and well-organized - Restates and rephrases information in multiple ways where necessary to increase understanding - Emphasizes key points or main ideas in content - Uses developmentally appropriate language and explanations - Imparts relevant information learned via professional learning 	<p>Counselor seldom at demonstrates and clearly communicating content knowledge to students:</p> <ul style="list-style-type: none"> - Delivers information that is factually correct - Information occasionally lacks clarity and is not as well organized as it could be - May fail to restate or rephrase information in multiple ways to increase understanding - Does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Does not always impart relevant informational learning 	<p>There is no evidence counselor:</p> <ul style="list-style-type: none"> - May deliver information that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Continues with providing information, even when it is obvious that students are not understanding content - Does not emphasize main ideas, and students are often confused about content - Fails to use developmentally appropriate language - Does not impart relevant information
<p>2.3A</p> <p>Create Culture of Respect and Collaboration</p>	<p>At Level 4, a counselor fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Students are invested in their academic success as evidenced by unprompted collaboration and assistance - Students understand and exhibit positive character and behavior 	<p>Counselor is consistent at creating a culture of respect and collaboration:</p> <ul style="list-style-type: none"> - Students are respectful - Students are given opportunities to collaborate with counselor or, in classroom settings, each other in the learning process - Reinforces positive character and behavior and explains consequences appropriately to discourage negative behavior - Has a good rapport with students, and shows genuine interest in their thoughts and opinions 	<p>Counselor seldom creates a classroom culture of respect and collaboration:</p> <ul style="list-style-type: none"> - Students are generally respectful of their counselor, but may occasionally act out or need to be reminded of school norms - Students are given opportunities to collaborate with counselor and peers, but may need significant assistance from the counselor to work together - May occasionally praise positive behavior 	<p>There is no evidence counselor:</p> <ul style="list-style-type: none"> - Students are disrespectful of counselor as evidenced by discouraging remarks or disruptive behavior - Students are given many opportunities to collaborate with counselor OR during these times do not work well together even with counselor intervention - Praises positive behavior - Addresses negative behavior

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.4A</p> <p>Set High Expectations for Academic Success</p>	<p>At Level 4, a counselor fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important 	<p>Counselor is consistent at setting high expectations for academic success:</p> <ul style="list-style-type: none"> - Sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work - Classroom, small group or individual setting is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Celebrates and praises academic work 	<p>Counselor seldom sets high expectations for academic success:</p> <ul style="list-style-type: none"> - May set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - May praise the work of some, but not others 	<p>There is no evidence counselor:</p> <ul style="list-style-type: none"> - Sets high expectations for students - Is unaware of students disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Ensures students are not afraid to take on challenges and risk failure due to frequently discouraging comments from the counselor or peers - Praises academic work or good behavior

DOMAIN 2B: EFFECTIVE COUNSELING SERVICES: Counselors use professional counseling skills in prevention, assessment, intervention and referral to remove barriers to student success.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.1B Follow laws, rules and policies, adhering to ethical standards, and respecting student confidentiality to help students overcome barriers to learning</p>	<p>At Level 4, a counselor fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Laws, rules, policies and ethical standards are reviewed on an annual basis 	<p>Counselor is consistent at following laws, rules and professional ethical standards and respecting student confidentiality:</p> <ul style="list-style-type: none"> - Professional conduct and integrity is exhibited - Ethical and legal codes are followed - Consultation and supervision are used when needed - Student interventions appear appropriate to the situation - Is effective at providing counseling, guidance, consultation, crisis intervention or referral as needed 	<p>Counselor needs some follows laws, rules and policies, adhering to ethical standards and respecting student confidentiality:</p> <ul style="list-style-type: none"> - Professional conduct and integrity is occasionally exhibited - Ethical and legal codes are followed - Consultation and supervision are needed but not sought - Student interventions appear questionable - Is only somewhat effective at providing counseling, guidance, consultation, crisis intervention or referral as needed 	<p>There is no evidence counselor:</p> <ul style="list-style-type: none"> - Practices professional conduct and integrity is lacking - Ethical and legal codes are followed - When consultation and supervision are needed they are not sought - Student interventions are appropriate - Is effective at providing counseling, guidance, consultation, crisis intervention or referral as needed

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.2B</p> <p>Provide counseling, guidance, consultation, crisis intervention or referral as needed</p>	<p>At Level 4, a counselor fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Works well with school staff and administrators to facilitate identification of students in need of services 	<p>Counselor consistently provides counseling, guidance, consultation, crisis intervention or referrals as needed:</p> <ul style="list-style-type: none"> - Diverse needs of students are addressed through appropriate counseling, guidance, consultation, crisis intervention or referral - Is proficient at delivering or referring students to receive appropriate service 	<p>Counselors seldom provides counseling, guidance, consultation, crisis intervention or referrals as needed:</p> <ul style="list-style-type: none"> - Some needs of students are addressed through counseling, guidance, consultation, crisis intervention or referral - Appropriateness of service is questionable - Is somewhat proficient at delivering or referring student to receive appropriate service 	<p>There is no evidence counselor:</p> <ul style="list-style-type: none"> - Adequately addressed needs of students through counseling, guidance, consultation, crisis intervention or referral - Provides appropriate services - Is not proficient at delivering or referring students to receive appropriate service

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.3B</p> <p>Develop student understanding of safety, survival and prevention skills</p>	<p>At Level 4, a counselor fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Delivers prevention training program to students 	<p>Counselor consistently develops student understanding of safety, survival and prevention skills:</p> <ul style="list-style-type: none"> - Assists students to identify safety concerns and needs, as needed - Students understand right to a safe and secure school environment - Students identify resources for peer, adult and/or community support - Prevention programming or interventions are utilized as necessary 	<p>Counselor seldom develops student understanding of safety, survival and prevention skills by:</p> <ul style="list-style-type: none"> - Helping students identify safety concerns and needs, as needed - Helping students understand they have a right to a safe and secure school environment - Helping students identify resources for peer, adult and/or community support - Providing prevention programming or interventions are utilized inconsistently 	<p>There is no evidence counselor:</p> <ul style="list-style-type: none"> - Helps students identify safety concerns and needs when needed - Helps students understand they have a right to a safe and secure school environment - Helps students identify resources for peer, adult and/or community support - Provides prevention programming or interventions exist
<p>2.4B</p> <p>Connect student learning to future plans</p>	<p>At Level 4, a counselor fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Counselor utilizes resources outside of the school setting frequently 	<p>Counselor consistently connects student learning to future plans:</p> <ul style="list-style-type: none"> - Helps students see connection between achievement and career and future success - Helps student learn about interests, abilities and aptitude - Provides age-appropriate career awareness, information, preparation or planning assistance to students aligned with local, state and national standards - Students practice decision-making skills to course selection and/or career planning 	<p>Counselor seldom connects student learning to future plans by:</p> <ul style="list-style-type: none"> - Helping students see connection between achievement and career and future success - Allowing only some students to learn about interests, abilities and aptitude - Providing minimal career awareness, information, preparation or planning assistance to students - Not allowing students to practice decision-making skills to course selection and/or career planning 	<p>There is no evidence counselor:</p> <ul style="list-style-type: none"> - Helps students see connection between achievement and career and future success - Learns about interests, abilities and aptitude of students - Provides career awareness, information, preparation or planning assistance to students - Provides students time to practice decision-making skills for course selection and/or career planning

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.5B</p> <p>Supports students in assessment interpretation and goal-setting</p>	<p>At Level 4, a counselor fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Assessment interpretation and goal-setting is systematic and well-planned 	<p>Counselor consistently interprets assessment results and student goal-setting:</p> <ul style="list-style-type: none"> - Assists students in interpreting and understanding assessment results - Helps students set challenging academic goals and/or make course plans based on results - Students apply knowledge of interests and aptitudes to goal-setting 	<p>Counselor seldom interprets assessment results and student goal-setting by:</p> <ul style="list-style-type: none"> - Assisting students in interpreting and understanding assessment results - Helping students make course plans - Applying knowledge of student interests and aptitudes to goal-setting 	<p>There is no evidence counselor:</p> <ul style="list-style-type: none"> - Assist students in interpreting and understanding assessment results - Assist students with making course plans - Encourages students to apply knowledge of interests and aptitudes to goal-setting

DOMAIN 3: COUNSELOR LEADERSHIP Counselors 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)
<p>3.1 Contribute to School Culture</p>	<p>At Level 4, a counselor fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Seeks out leadership roles - Goes above and beyond in dedicating time for students and peers 	<p>Counselor consistently will:</p> <ul style="list-style-type: none"> - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers 	<p>Counselor seldom will:</p> <ul style="list-style-type: none"> - Contribute ideas and expertise to further the school's mission and initiatives - Dedicate time to help students and peers efficiently outside of class 	<p>There is no evidence counselor:</p> <ul style="list-style-type: none"> - Dedicates time outside of class towards helping students and peers.
<p>3.2 Collaborate with Peers</p>	<p>At Level 4, a counselor fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Goes above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Takes on leadership roles within collaborative groups such as Professional Learning Communities 	<p>Counselor consistently will:</p> <ul style="list-style-type: none"> - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need 	<p>Counselor seldom will:</p> <ul style="list-style-type: none"> - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed - Seek to provide other counselors with assistance when needed - Regularly seek out opportunities to work with others 	<p>There is no evidence counselor:</p> <ul style="list-style-type: none"> - Is a team player and works well with others.
<p>3.3 Seek Professional Skills and Knowledge</p>	<p>At Level 4, a counselor fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Shares newly learned knowledge and practices with others - Seeks out opportunities to lead professional learning sessions 	<p>Counselor consistently will:</p> <ul style="list-style-type: none"> - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices, where applicable - Welcome constructive feedback to improve practices 	<p>Counselor seldom will:</p> <ul style="list-style-type: none"> - Attend all mandatory professional learning opportunities - Actively pursue optional professional learning opportunities - Seek out ways to implement new practices - Accept constructive feedback well 	<p>There is no evidence counselor:</p> <ul style="list-style-type: none"> - Attends professional learning opportunities - Shows interest in new ideas, programs, or classes to improve counseling and learning

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.4 Advocate for Student Success	<p>At Level 4, a counselor fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Displays commitment to the education of all the students in the school - Makes changes and take risks to ensure student success 	<p>Counselor consistently will:</p> <ul style="list-style-type: none"> - Display commitment to the education of all his/her students - Attempt to remove or remedy obstacles around student achievement - Advocate for students' individualized needs 	<p>Counselor seldom will:</p> <ul style="list-style-type: none"> - Display commitment to the education of all his/her students - Advocate for students' needs 	<p>There is no evidence counselor:</p> <ul style="list-style-type: none"> - Displays commitment to the education of his/her students - Does not accept failure as par for the course and advocates for students' needs
3.5 Engage Families in Student Learning	<p>At Level 4, a counselor fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary 	<p>Counselor consistently will:</p> <ul style="list-style-type: none"> - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school 	<p>Counselor seldom will:</p> <ul style="list-style-type: none"> - Respond to contact from parents - Engage in all forms of parent outreach required by the school - Proactively reach out to parents to engage them in student learning 	<p>There is no evidence counselor:</p> <ul style="list-style-type: none"> - Reaches out to parents and/or respond to contacts from parents

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. Counselors are expected to meet these standards. If they do not, it will affect their overall rating negatively.

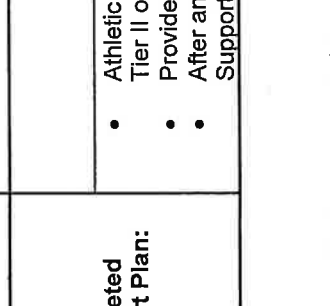
Indicator	Does Not Meet Standard	Meets Standard
1 Attendance	Individual demonstrates a pattern of unexcused absences	Individual has not demonstrated a pattern of unexcused absences
2 On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures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

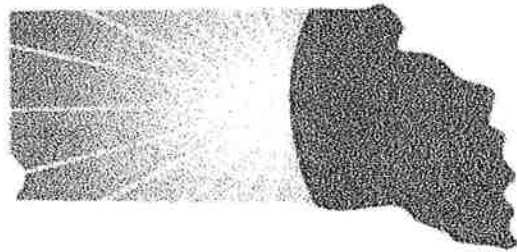
Athletic Director

Athletic Director

Timeline	Evaluation Components			
	Component 1: (Focus on Instructional Practices)	Component 2: Initial Feedback (Planning, Instruction, Leadership)	Component 3: Focused Feedback (Planning, Instruction, Leadership)	Component 4: Summative Observation Rating
Personnel	Athletic Directors	Optional only if needed	All Athletic Directors	All Athletic Directors
August	Unit Profile meeting Minimum one completed first quarter	Used for assistant principals as needed	X (for prior school year)	X (for prior school year)
September		Face to face meeting only if needed	Some portion must be completed in by end of 1st semester Optional face to face at end of first semester	
October		(2) One to be completed by the end of each semester		
November				
December				
End of 1 st Semester		X	X	
January				
February			Required face to face by end of second semester	
March				
April				
May 1				
End of Semester		X		
June 1			X	
July 31				X

FWCS System of Increasing Support to Improve Teacher Effectiveness

Activity:	Component 1: Unit Profile Focus on Practices (eWalk)	Component 2: INITIAL FEEDBACK Focus on: • Planning • Instruction • Leadership (eWalk)	Component 3: FOCUSED FEEDBACK Focus on: • Planning • Instruction • Leadership (eWalk)	Component 5: Final Summative Rating Determination (mVal)
Personnel:	All Athletic Directors	All Athletic Directors	All Athletic Directors	All Athletic Directors
Communication:	<ul style="list-style-type: none"> Review electronic Profile of school with data, evaluation, etc. with athletic director Discuss information collected from Profile and previous evaluation and placed in Tiers for support. Athletic Director sets appropriate goals based on data identifying school's athletic needs 	<ul style="list-style-type: none"> One completed each semester Face to face meeting (only if needed) Used as a component to Support Tier II and III athletic directors 	<ul style="list-style-type: none"> Email to athletic director after each section completed Data collected and returned to athletic director Some portion must be completed in first semester Face to face communication at end of year (optional at first semester), formal or informal Tier III athletic directors have minimum 2 focus feedback with one being completed by end of 1st semester 	<ul style="list-style-type: none"> Rating is chosen for each standard Mandatory face to face conversation with principal/ guidance coordinator regarding final rating
Length of Time:	<ul style="list-style-type: none"> Completed first quarter 	<ul style="list-style-type: none"> More frequently for Tier II and III 	<ul style="list-style-type: none"> Monthly conversations All year long data is collected and returned to athletic director Completed by June 1 	<ul style="list-style-type: none"> No additional observation required Paragraphs populated from Focused Feedback Completed by July 31
Targeted Support Plan:	 <p>Targeted Support Plan</p>			
Targeted Support Plan:	<ul style="list-style-type: none"> Athletic director should be given a Targeted Support Plan if in Tier II or III Provides support for all athletic directors at every rating level After an athletic director has successfully completed a Targeted Support Plan, they may be removed or given another 			



RISE

Evaluation and
Development System

Fort Wayne Community Schools
Athletic Director Effectiveness
Rubric
August 2015

Athletic Director Effectiveness Rubric

This rubric combines many of the professional requirements of an Athletic Director. It is organized around covering aspects of an Athletic Director's job performance.

DOMAIN 1: Program Management: Athletic Directors set annual goals, to organize, deliver and manage an effective school athletic program.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.1 Plan, Organize, Manage and Assess an Effective Athletic Program</p>	<p>At Level 4, an Athletic Director fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Follows all local, state and or national Athletic guidelines as expected -Follow all IHSAA by-laws, regulations and guidelines - Collaboratively develops a comprehensive, results-oriented plan with annual goals involving all stakeholders -Creates and monitors and an equitable athletic program that provides equitable practice schedule(s) and facilities usage 	<p>Athletic Director consistently:</p> <ul style="list-style-type: none"> - Follows most local, state and or national Athletic guidelines as expected. -Follow most IHSAA by-laws, regulations and guidelines. - Collaboratively develops a comprehensive, results-oriented plan with annual goals involving most stakeholders. -Creates a schedule that provides a practice schedule for all athletic teams 	<p>Athletic Director seldom:</p> <ul style="list-style-type: none"> - Follows some local, state and or national Athletic guidelines as expected. -Follow some IHSAA by-laws, regulations and guidelines. - Collaboratively develops a comprehensive, results-oriented plan with annual goals involving some stakeholders. -Creates a schedule with some inconsistencies and little flexibility 	<p>There is no evidence Athletic Director:</p> <ul style="list-style-type: none"> - Manages or follows any previously established by-laws or guidelines. -Develop or administers an effective plan. -Creates a schedule with inequities and no flexibility
<p>1.2 Provide Student Academic/ Behavior Support</p>	<p>At Level 4, an Athletic Director fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Consistently provides an avenue for staff, coaches and athletes to discuss their academic and behavioral support needs -Consistently encourages coaching teams to proactively work together to address students' academic and behavioral concerns in and out of season 	<p>Athletic Director consistently uses/monitors an effective data tracking system for:</p> <ul style="list-style-type: none"> - Providing an avenue for staff, coaches and athletes to discuss their academic and behavioral support needs -Encouraging coaching teams to proactively work together to address students' academic and behavioral concerns in and out of season 	<p>Athletic Director seldom uses/monitors a data tracking system for:</p> <ul style="list-style-type: none"> - Provides an avenue for staff, coaches and athletes to discuss their academic and behavioral support needs -Encouraging coaching teams to work together to address students' academic and behavioral concerns in season only 	<p>There is no evidence athletic director:</p> <ul style="list-style-type: none"> - Provide an avenue for staff, coaches and athletes to discuss their academic and behavioral support needs. -Encourage coaching teams to work together to address students' academic and behavioral concerns

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.3 Budget and Fundraising</p>	<p>At Level 4, an Athletic Director fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Encourages and monitors all fundraising initiatives for the athletic department -Takes advantage of every opportunity to acquire financial resources to support the school's athletic program -Skillfully manages the athletic budget to maximize the athletic program -The budget is transparent and distributed fairly and equitably 	<p>Athletic Director consistently:</p> <ul style="list-style-type: none"> -Utilization all financial resources (e.g. gate receipts) to benefit the athletic program -Manages the athletic program's budget to support the athletic programs initiatives -Ensures that the budget is transparent and distributed fairly 	<p>Athletic Director seldom will:</p> <ul style="list-style-type: none"> -Seek fundraising options -Manage the budget without few errors, and misses opportunities to support the programs initiative -Distributes the budget with justification 	<p>There is no evidence the athletic director:</p> <ul style="list-style-type: none"> -Works with the standard school budget, and pursues additional resources -recognizes errors in managing the budget and misses opportunities to secure additional financial resources -Maintains a budget that is transparent and can be accounted for
<p>1.4 Establish/ Monitor and Maintain Game Night Protocols</p>	<p>At Level 4, an Athletic Director fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Organizes event(s) details; including adequate staffing and supervision that ensures safety for all stakeholders 	<p>Athletic Director consistently:</p> <ul style="list-style-type: none"> -Provides leadership and general direction to the event staff -Plans events including facility set-up, operational planning involving the host facility and all visitors 	<p>Athletic Director seldom will:</p> <ul style="list-style-type: none"> -Provide details of events are organized in a timely manner. -Ensure adequate staffing; staff members don't have adequate information on role expectations 	<p>There is no evidence athletic director:</p> <ul style="list-style-type: none"> - Organize details or identifies basic resources needed to manage the event - Errors in details are recognized that result in frustration, miscommunication and an uncoordinated event

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.5 Community/ Booster Club Organization and Coordination	<p>At Level 4, an Athletic Director fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Supports and encourages coaches to create and maintain team specific booster organizations -Supports and encourages team specific fundraising efforts -Supports booster club efforts to connect to community and teams -Monitors efforts and coordinates initiatives leading to the success of all booster organizations -Creates opportunities for parents/guardians to be actively involved in the school athletic program 	<p>Athletic Director consistently:</p> <ul style="list-style-type: none"> -Supports and encourages coaches to create and maintain team specific booster organizations. -Supports and encourage team specific fundraising efforts -Supports booster club efforts to connect to community and teams -Monitors efforts and coordinates initiatives leading to the success of all booster organizations for parents/guardians to be actively involved in the school athletic program 	<p>Athletic Director seldom:</p> <ul style="list-style-type: none"> -Supports and encourage coaches to create and maintain team specific booster organizations -Supports and encourages team specific fundraising efforts. -Supports booster club efforts to connect to community and teams -Monitors efforts and coordinates initiatives leading to the success of all booster organizations -Creates opportunities for parents/guardians to be actively involved in the school athletic program 	<p>There is no evidence athletic director:</p> <ul style="list-style-type: none"> -Supports and encourage coaches to create and maintain team specific booster organizations -Supports and encourages team specific fundraising efforts -Supports booster club efforts to connect to community and teams -Monitor efforts or coordinate initiatives leading to the success of all booster organizations -Creates opportunities for parents/guardians to be actively involved in the school athletic program

DOMAIN 2: Development and Management of Personnel/Coaches: Athletic Directors recruits, hires, trains and evaluates athletic staff.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.1 Recruitment and Retention of Coaching Personnel</p>	<p>At Level 4, an Athletic Director fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Recruits and maintains a strong leadership team (i.e., staff/ coaches) - Develops and monitors the effectiveness of the school's athletic department -Accepts responsibility for achieving annual goals -Adheres to the FWCS hiring/volunteer guidelines 	<p>Athletic Director consistently recruits, hires and retains coaches by:</p> <ul style="list-style-type: none"> - Recruiting and maintaining a strong leadership team (i.e., staff/ coaches) - Developing and monitoring the effectiveness of the school's athletic department -Accepting responsibility for achieving annual goals -Adhering to the FWCS hiring/volunteer guidelines 	<p>Athletic Director seldom:</p> <ul style="list-style-type: none"> - Recruits and maintains a strong leadership team (i.e., staff/ coaches) - Develops and monitors the effectiveness of the school's athletic department -Accepts responsibility for achieving annual goals -Adheres to the FWCS hiring/volunteer guidelines 	<p>There is no evidence athletic director:</p> <ul style="list-style-type: none"> - Works as a team and seeks support or input from colleagues -Schedules appointments with coaches in advance instead of meeting just when coaches are available -Adheres to the FWCS hiring/volunteer guidelines
<p>2.2 Monitoring and Evaluation of Coaching Staff</p>	<p>At Level 4, an Athletic Director fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Follows the FWCS process/procedures for monitoring and evaluation of all coaching staff -Identifies and recognizes information necessary to enhance quality coaching -Tracks progress, gives feedback and provides supports to improve coach and athlete performance 	<p>Athletic Director consistently:</p> <ul style="list-style-type: none"> -Follows the FWCS process/procedures for monitoring and evaluation of all coaching staff -Identifies and recognizes information necessary to enhance quality coaching -Tracks progress, gives feedback and provides supports to improve coach and athlete performance 	<p>Athletic Director seldom:</p> <ul style="list-style-type: none"> -Follows the FWCS process/procedures for monitoring and evaluation of all coaching staff -Identifies and/or recognizes information necessary to enhance quality coaching -Tracks progress, gives feedback and provides supports to improve coach and athlete performance 	<p>There is no evidence athletic director:</p> <ul style="list-style-type: none"> -Follows the FWCS process/procedures for monitoring and evaluation of all coaching staff -Identifies or recognize information necessary to enhance quality coaching -Tracks progress, gives feedback or provides supports to improve coach and athlete performance

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.3 Sportsmanship Development</p>	<p>At Level 4, an Athletic Director fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Aligns developmentally appropriate workshops, training to ensure/promote that student athletes and parent/guardian are aware of FWCS sportsmanship expectations -Families feel welcome and respected by response to concerns -Gets parent/guardian actively involved in the school athletic program 	<p>Athletic Director consistently:</p> <ul style="list-style-type: none"> -Organizes ongoing workshops/training that develops/promotes positive sportsmanship for student athletes and parents/guardians -Makes families feel welcome -Listens to concerns, tries to get parent/guardian involved in appropriate ways 	<p>Athletic Director seldom:</p> <ul style="list-style-type: none"> -Provides conventional development training/workshops for student athletes and parent/guardian -Reaches out to parent/guardian and tries to understand their concerns 	<p>There is no evidence the athletic director:</p> <ul style="list-style-type: none"> -Provides training/workshops, leaving student athletes and parent/guardian mostly on their own to determine sportsmanship expectations -Makes effort to reach out to families and is defensive when parent/guardian expresses concern

DOMAIN 3: Facility and Equipment Maintenance: Athletic Director is responsible for the maintenance of all equipment in the athletic department.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Inventory Management	<p>At Level 4, an Athletic Director fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Establishes and maintains an equipment inventory for each sport -Coordinates the procurement of equipment in compliance with state and local guidelines 	<p>Athletic Director consistently:</p> <ul style="list-style-type: none"> -Establishes and maintains an equipment inventory for each sport -Coordinates the procurement of equipment in compliance with state and local guidelines 	<p>Athletic Director seldom:</p> <ul style="list-style-type: none"> -Establishes and maintains an equipment inventory for each sport -Coordinates the procurement of equipment in compliance with state and local guidelines 	<p>There is no evidence athletic director:</p> <ul style="list-style-type: none"> -Establishes or maintains an equipment inventory for each sport -Coordinates the procurement of equipment in compliance with state and local guidelines
3.2	Monitor Care and Maintenance of all Game and Practice Venues	<p>At Level 4, an Athletic Director fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Coordinates and monitors the quality and safety of all practice facilities -Ensures a safe, sanitary and secure environment in all locker rooms 	<p>Athletic Director consistently:</p> <ul style="list-style-type: none"> -Coordinates and monitors the quality and safety of all practice facilities -Ensures a safe, sanitary and secure environment in all locker rooms 	<p>Athletic Director seldom:</p> <ul style="list-style-type: none"> -Coordinates and monitors the quality and safety of all practice facilities -Ensures a safe, sanitary and secure environment in all locker rooms 	<p>There is no evidence athletic director:</p> <ul style="list-style-type: none"> -Coordinates or monitors the quality and safety of all practice facilities -Coordinate or monitors the quality and safety of all game facilities -Ensures a safe, sanitary and secure environment in all locker rooms
3.3	Establish and Maintain an Equitable Equipment Replacement System	<p>At Level 4, an Athletic Director fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Budgets program needs for the procurement of equipment -Plans a regular cycle for uniform and equipment replacement 	<p>Athletic Director consistently:</p> <ul style="list-style-type: none"> -Budgets program needs for the procurement of equipment -Plans a regular cycle for uniform and equipment replacement 	<p>Athletic Director seldom:</p> <ul style="list-style-type: none"> -Budgets program needs for the procurement of equipment -Plans a regular cycle for uniform and equipment replacement 	<p>There is no evidence athletic director:</p> <ul style="list-style-type: none"> -Budgets program needs for the procurement of equipment -Plans a regular cycle for uniform and equipment replacement

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. Assistant principals are expected to meet these standards. If they do not, it will affect their overall rating negatively.

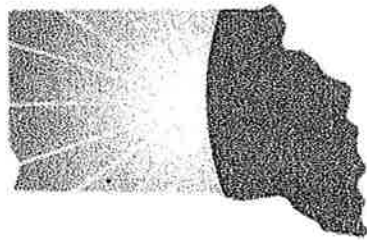
Indicator	Does Not Meet Standard	Meets Standard
1 Attendance	Individual demonstrates a pattern of unexcused absences	Individual has not demonstrated a pattern of unexcused absences
2 On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures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

Principal

Principal

Principal				
Timeline	Evaluation Components			
	Component 1:	Component 2: Initial Feedback	Component 3: Focused Feedback	Component 4: Summative Observation Rating
Personnel	All Principals	All Principals	All Principals	All Principals
August	Unit Profile meeting minimum one completed first quarter	Used for principals as needed	X <small>(for prior school year)</small>	X <small>(for prior school year)</small>
September		Face to face meeting only if needed	Some portion must be completed in by end of 1st semester Optional face to face at end of first semester	
October		(2) one to be completed by the end of each semester		
November				
December				
End of 1 st Semester		X	X	
January				
February			Required face to face by end of second semester	
March				
April				
May 1				
End of Semester		X		
June 1			X	
July 31				X

FWCS System of Increasing Support to Improve Principal Effectiveness			
Activity:	Unit Profile 1: Focus on Instructional Practices (eWalk)	Component 2: INITIAL FEEDBACK Focus on: • Planning • Instruction • Leadership (eWalk)	Component 3: FOCUSED FEEDBACK Focus on: • Planning • Instruction • Leadership (eWalk)
Personnel:	All Principals	All Principals	All Principals
Communication:	<ul style="list-style-type: none"> Electronic Profile of school with data, evaluation, etc. Profile provided to principal 	<ul style="list-style-type: none"> One completed each semester Face to Face meeting (only if needed) Used as a component to Support Tier II and III principals 	<ul style="list-style-type: none"> Email to principal after each section completed Data collected and returned to principal Some portion <u>must</u> be completed in first semester Face to face communication at end of year (optional at first semester), formal or informal Tier III principals have minimum 2 focus feedback with one being completed by end of 1st semester
Length of Time:	<ul style="list-style-type: none"> Minimum one completed first quarter to discuss Profile 	<ul style="list-style-type: none"> More frequently for Tier II and III principals 	<ul style="list-style-type: none"> Monthly conversations All year long data is collected and returned to principal Must be completed by June 1
Targeted Support Plan:			
	<ul style="list-style-type: none"> Principal should be given a TSP if Tier II or III Provides support for all principals at <u>every</u> rating level After a principal has successfully completed a Targeted Support Plan, they may be removed or given another to address another issue 	<ul style="list-style-type: none"> Principals with Needs Improvement or Ineffective should have a Targeted Support Plan completed before they leave at the end of the school year with a conference with the supervisor explaining the expectations for the next school year 	
			Component 4: Final Summative Rating Determination (mVal) <ul style="list-style-type: none"> Rating is chosen for each standard Mandatory face to face conversation with principal regarding final rating
			<ul style="list-style-type: none"> No additional observation required Paragraphs populated from Focused Feedback Completed by July 31



RISE

Evaluation and
Development System

Indiana Department of Education

Fort Wayne Community Schools
Principal Effectiveness Rubric
August 2015

This applies to all athletic directors

DOMAIN 1: Teacher Effectiveness

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Human Capital Manager				
1.1 Hiring and Retention	<p>At Level 4, a Principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - 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, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture) 	<p>Principal consistently recruits, hires, and supports teachers:</p> <ul style="list-style-type: none"> - 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 	<p>Principal seldom recruits, hires, and supports effective teachers:</p> <ul style="list-style-type: none"> - Uses teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor - Demonstrates ability to increase some teachers' effectiveness - Applies the school's vision/mission to HR decisions 	<p>Principal shows no evidence of recruiting, hiring, or supporting effective teachers who share the school's vision/mission by:</p> <ul style="list-style-type: none"> -Using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions -Demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings - Applying the school's vision/mission to HR decisions.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Evaluation and support of teachers	<p>At Level 4, a Principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Monitors the use of time of support/evaluation procedures to consistently improve the support/evaluation process 	<p>Principal prioritizes and consistently supports and observes teachers:</p> <ul style="list-style-type: none"> - Creates the time and/or resources necessary to ensure the accurate support/evaluation of every teacher in the building - Uses teacher observations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher observation/evaluation results and building-level performance - Follows processes and procedures outlined in the corporation evaluation plan for all staff members 	<p>Principal seldom applies teacher observations:</p> <ul style="list-style-type: none"> - Creates sufficient time and/or resources necessary to ensure the accurate support/evaluation of every teacher in the building - Uses teacher observation/evaluations to partially differentiate the performance of teacher - Follows most processes and procedures outlined in the corporation support/evaluation plan for all staff members 	<p>Principal show no evidence of prioritizing and applying teacher observations:</p> <ul style="list-style-type: none"> - Creating the time and/or resources necessary to ensure the accurate support/evaluation of every teacher in the building - Using teacher observation to differentiate the performance of teachers - Following all processes and procedures outlined in the corporation evaluation plan for staff members
1.3 Professional Learning	<p>At Level 4, a Principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Creates learning opportunities in which highly effective teachers support their peers; - Monitors the impact of implemented learning opportunities on student achievement; - Efficiently and creatively orchestrates professional learning opportunities in order to maximize time and resources dedicated to learning opportunities. 	<p>Principal consistently orchestrates professional learning opportunities:</p> <ul style="list-style-type: none"> - Provides learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher observation results - Provides learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc. - Provides differentiated learning opportunities to teachers based on observation results 	<p>Principal seldom orchestrates aligned professional learning opportunities tuned to staff needs:</p> <ul style="list-style-type: none"> - Provides generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data; - Provides learning opportunities with little variety of format; - Provides differentiated learning opportunities to teachers in some measure based on observation results. 	<p>Principal shows no evidence of orchestrating and aligning professional learning opportunities tuned to staff needs:</p> <ul style="list-style-type: none"> - Implementing quality professional learning opportunities related to or informed by student academic performance data - Providing a variety of learning opportunities - Providing professional learning opportunities based on observation results

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.4 Leadership and Talent Development</p>	<p>At Level 4, a Principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Encourages and supports teacher leadership and progression on career ladders - Systematically providing opportunities for emerging leaders to distinguish themselves and gives them the authority to complete the task - Recognizes and celebrates emerging leaders 	<p>Principal consistently develops leadership and talent:</p> <ul style="list-style-type: none"> - Designs and implements succession plans (e.g. career ladders) leading to every position in the school - Provides formal and informal opportunities to mentor emerging leaders - Promotes support and encouragement of leadership and growth as evidenced by creation of assignment to leadership positions or learning opportunities 	<p>Principal seldom develops leadership and talent:</p> <ul style="list-style-type: none"> - Designs and implements succession plans (e.g. career ladders) leading to some leadership positions in the school - Provides formal and informal opportunities for mentoring, but does not include all, emerging leaders - Provides support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders 	<p>Principal Shows no evidence of developing leadership and talent:</p> <ul style="list-style-type: none"> - Designing and implementing succession plans (e.g. career ladders) leading to positions in the school - Providing mentorship to emerging leaders - Providing support and encouragement of leadership and growth - Assigning responsibilities without allocating necessary authority
<p>1.5 Delegation</p>	<p>At Level 4, a Principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Encourages and supports staff members to seek out responsibilities - Monitors and supports staff in a fashion that develops their ability to manage tasks and responsibilities 	<p>Principal consistently delegates tasks and responsibilities appropriately:</p> <ul style="list-style-type: none"> - Seeks out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness - Monitors the progress towards success of those to whom delegations have been made - Provides support to staff members as needed 	<p>Principal seldom delegates tasks and responsibilities:</p> <ul style="list-style-type: none"> - Seeks out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness - Monitors completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion - Provides support, but not always as needed 	<p>Principal Shows no evidence of delegating tasks and responsibilities appropriately by:</p> <ul style="list-style-type: none"> - Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; - Monitoring completion of or progress toward delegated task and/or responsibility - Providing support

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.6 Strategic Assignment</p>	<p>At Level 4, a Principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses 	<p>Principal consistently uses staff placement to support instruction:</p> <ul style="list-style-type: none"> - Strategically assigns teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students - Strategically assigns support staff to teachers and classrooms as necessary to support student achievement 	<p>Principal seldom uses staff placement to support instruction:</p> <ul style="list-style-type: none"> - Holds student academic needs as the first priority in assignment when considering employee assignments 	<p>Principal shows no evidence of using staff placement to support instruction:</p> <ul style="list-style-type: none"> - Assigning teachers and staff to employment positions on qualifications, such as license or education, and consider other determiners directly related to student learning or academic needs
<p>1.7 Addressing teachers who are in need of improvement or ineffective</p>	<p>At Level 4, a Principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Stays in frequent communication with teachers on remediation plans to ensure necessary support - Tracks remediation plans in order to inform future decisions about effectiveness of certain supports 	<p>Principal consistently addresses teachers in need of improvement or ineffective:</p> <ul style="list-style-type: none"> -Develops targeted support plans with teachers rated as ineffective or in need of improvement -Monitors the success of targeted support plans - Follows statutory and contractual language in counseling out or recommending non-renewal for ineffective teachers. 	<p>Principal seldom addresses teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> - Monitors the success of remediation plans - Follows statutory and contractual language in counseling out or recommending non-renewal for ineffective teachers. 	<p>Principal shows no evidence of addressing teachers in need of improvement or ineffective:</p> <ul style="list-style-type: none"> - Developing targeted support plans with teachers rated as ineffective or in need of improvement - Monitoring the success of targeted support plans - Following statutory and contractual language in counseling out or recommending for dismissal ineffective

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Instructional Leadership					
1.8	Mission and vision	<p>At Level 4, a Principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Defines long, medium, and short-term application-of the vision and/or mission - Monitors and measuring progress toward the school's vision and/or mission; - Frequently revisits and discusses the vision and/or mission to ensure appropriateness and rigor - Cultivates complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups 	<p>Principal seldom supports a school-wide instructional vision and/or mission:</p> <ul style="list-style-type: none"> - Creates a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely, instructional goal(s) - Defines specific instructional and behavioral actions linked to the school's vision and/or mission - Ensures all key decisions are aligned to the vision and/or mission - Cultivates commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students 	<p>Principal seldom supports a school-wide instructional vision and/or mission:</p> <ul style="list-style-type: none"> - Creates a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely, instructional goal(s) - Makes significant key decisions without alignment to the vision and/or mission - Cultivates a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students 	<p>Principal shows no evidence of supporting a school-wide instructional vision and/or mission:</p> <ul style="list-style-type: none"> - Adopting a school-wide instructional vision and/or mission - Defining a school-wide instructional vision and/or mission that is applied - Implementing a school-wide instructional vision cultivating commitment to ownership of the vision and/or mission, as evidenced by student and teacher awareness
1.9	Classroom Observations	<p>At Level 4, a Principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Creates systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the teachers to be an absolute priority - Monitors the impact of feedback provided to teachers 	<p>Principal consistently uses classroom observations to support student academic achievement:</p> <ul style="list-style-type: none"> - Visits all teachers frequently (announced and unannounced) to observe instruction - Analyzes student performance data with teachers to drive instruction and evaluate instructional effectiveness - Provides prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data 	<p>Principal seldom uses classroom observations to support student academic achievement by:</p> <ul style="list-style-type: none"> - Visits teachers to observe instruction - Analyzes student performance data to drive instruction evaluate instructional quality - Provides consistent or effective feedback to teachers and/or that is aimed at improving 	<p>Principal Shows no evidence of using classroom observations to support student academic achievement:</p> <ul style="list-style-type: none"> - Visiting teachers to observe instruction - Analyzing student performance data or deriving meaning from analysis of data - Providing feedback to teachers or providing feedback to teachers that is completely unrelated to student outcomes

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.10 Teacher collaboration	<p>At Level 4, a Principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Monitors collaborative efforts to ensure a constant focus on student learning; -Tracks best collaborative practices to solve specific challenges - Holds collaborating teams accountable for their results 	<p>Principal consistently supports teacher collaboration:</p> <ul style="list-style-type: none"> - Establishes a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods - Encourages teamwork, reflection, conversation, sharing, openness, and collective problem solving - Aligns teacher collaborative efforts to the school's vision/mission 	<p>Principal seldom supports teacher collaboration:</p> <ul style="list-style-type: none"> - Establishes a culture of collaboration with clear or explicit focus on student learning and achievement - Supports and encourages teamwork and collaboration in a varied number of ways - Aligns teacher collaborative efforts to instructional practices 	<p>Principal shows no evidence of supporting teacher collaboration:</p> <ul style="list-style-type: none"> - Establishing or supporting a culture of collaboration through establishing systems such as common planning periods - Encouraging teamwork, openness, and collective problem solving by providing staff with information pertaining to problems and/or ignoring their feedback - Aligning teacher collaborative efforts to the school's vision/mission

DOMAIN 2: Leadership Actions

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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Personal Behavior					
2.1	Professionalism	<p>At Level 4, a Principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Articulates and communicates appropriate behavior to all stakeholders, including parents and the community - Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times 	<p>Principal consistently displays professionalism:</p> <ul style="list-style-type: none"> -Models professional, ethical, and respectful behavior -Expects students and colleagues to display professional, ethical, and respectful behavior 	<p>Principal seldom supports professionalism:</p> <ul style="list-style-type: none"> - Models professionalism and the lack of understanding of professional expectations is evidenced by acting counter to these expectations - Holds students and colleagues to professional, ethical, and respectful behavior expectations 	<p>Principal shows no evidence of supporting professionalism:</p> <ul style="list-style-type: none"> - Modeling professionalism, and modeling behaviors that meet professional expectations; - Holding students and colleagues to professional, ethical, and respectful behavior expectations
2.2	Time management	<p>At Level 4, a Principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Monitors progress toward established yearly, monthly, weekly, and daily priorities and objectives -Monitors use of time to identify areas that are not effectively utilized 	<p>Principal consistently manages time effectively:</p> <ul style="list-style-type: none"> -Establishes yearly, monthly, weekly, and daily priorities and objectives -Identifies and consistently prioritizes activities with the highest-leverage on student achievement 	<p>Principal seldom manages time effectively:</p> <ul style="list-style-type: none"> -Establishes short-term and long-term objectives that are clearly aligned and connected by intermediate objectives - Prioritizes activities related to student achievement 	<p>Principal shows no evidence of managing time effectively:</p> <ul style="list-style-type: none"> - Establishing timely objectives or priorities - Prioritizing activities related to student achievement

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.3 Using feedback to improve student performance</p>	<p>At Level 4, a Principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Develops and implements systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance - Identifies the most efficient means through which feedback can be generated - Establishes "feedback loops" in which those who provide feedback are kept informed of actions taken based on that feedback 	<p>Principal consistently uses feedback to improve student performance:</p> <ul style="list-style-type: none"> - Solicits feedback and help from all key stakeholders - Acts on feedback to shape strategic priorities to be aligned to student achievement 	<p>Principal seldom uses feedback to improve student performance:</p> <ul style="list-style-type: none"> - Accepts feedback from any stakeholder when it is offered and does not actively seek out such input - Acts upon feedback to shape strategic priorities aligned to student achievement. 	<p>Principal shows no evidence of using feedback to improve student performance:</p> <ul style="list-style-type: none"> - Accepting or valuing feedback - Applying feedback to shape priorities
<p>2.4 Initiative and persistence</p>	<p>At Level 4, a Principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Exceeds typical expectations to accomplish ambitious goals - Identifies, communicates, and addresses the school's most significant obstacles to improving student achievement - Engages with key stakeholders at the district level, and within the local community to create solutions to the school's most significant obstacles to improving student achievement 	<p>Principal consistently displays initiative and persistence:</p> <ul style="list-style-type: none"> - Achieves expected goals - Takes on voluntary responsibilities that contribute to school success - Takes risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement - Seeks out potential partnerships with groups and organizations with the intent of improving student achievement 	<p>Principal seldom displays initiative and persistence:</p> <ul style="list-style-type: none"> - Achieves expected goals - Takes on additional, voluntary responsibilities that contribute to school success - Takes risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement - Seeks out potential partnerships with groups and organizations with the intent of increasing student achievement 	<p>Principal shows no evidence of displaying initiative and persistence:</p> <ul style="list-style-type: none"> - Achieving expected goals - Taking on additional, voluntary responsibilities that contribute to school success - Taking risks to support students in achieving results - Seeking out potential partnerships

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Building Relationships				
2.5 Culture of Urgency	<p>At Level 4, a Principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Ensures the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement 	<p>Principal consistently creates an organizational culture of urgency:</p> <ul style="list-style-type: none"> -Aligns the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations -Leads a relentless pursuit of these expectations 	<p>Principal <i>seidorn</i> creates an organizational culture of urgency:</p> <ul style="list-style-type: none"> -Aligns major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders - Leads a pursuit of these expectations 	<p>Principal shows no evidence of creating an organizational culture of urgency:</p> <ul style="list-style-type: none"> - Aligning efforts of students and teachers to a shared understanding of academic and behavior expectations - Identifying the efforts of students and teachers, thus unable to align these efforts
2.6 Communication	<p>At Level 4, a Principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -To the extent possible, messaging key concepts in real time -Tracks the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate - Monitors the success of different approaches of communicating to identify the most appropriate channel of communicating in specific situations 	<p>Principal consistently skillfully and clearly communicates:</p> <ul style="list-style-type: none"> - Messages key concepts, such as the school's goals, needs, plans, success, and failures - Interacts with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc. - Utilizes a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc. 	<p>Principal <i>seidorn</i> skillfully and clearly communicates:</p> <ul style="list-style-type: none"> -Messages key concepts -Interacts with a variety of stakeholders but not yet reaching all invested groups and organizations -Utilizes a variety number of means and approaches to communication 	<p>Principal shows no evidence of skillfully and clearly communicating by:</p> <ul style="list-style-type: none"> - Messaging key concepts - Interacting with key stakeholders and reaching out to several key groups and organizations - Utilizing a variety of means or approaches to communication or effectively utilizing several means of communication

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.7 Forging consensus for change and improvement</p>	<p>At Level 4, a Principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Guides others through change and addresses resistance to that change; -Monitors the success of strategies and revises based on strengths and weaknesses; -Creates cultural changes that reflect and support building a consensus for change 	<p>Principal consistently creates a consensus for change and improvement:</p> <ul style="list-style-type: none"> - Uses effective strategies to work toward a consensus for change and improvement -Systematically manages and monitors the change processes -Secures cooperation from key stakeholders in planning and implementing change and driving improvement 	<p>Principal seldom creates a consensus for change and improvement:</p> <ul style="list-style-type: none"> - Identifies areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement - Manages change and improvement processes and building systems and allies necessary to support the process - Asks for feedback even though not yet successful in securing cooperation in delivering input from all stakeholders 	<p>Principal shows no evidence of creating a consensus for change and improvement by:</p> <ul style="list-style-type: none"> - Identifying areas in which agreement and/or consensus is necessary - Managing or developing a process for change and/or improvement - Seeking out feedback or securing cooperation – makes unilateral, arbitrary decisions

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Culture of Achievement				
2.8 High Expectations	<p>At Level 4, a Principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Incorporates community members and other partner groups into the establishment and support of high academic and behavior expectations - Benchmarks expectations based on school improvement plan - Creates systems and approaches for monitoring the level of academic and behavior expectations - Encourages a culture in which students are able to clearly articulate their diverse personal academic goals 	<p>Principal consistently creates and supports high academic and behavior expectations:</p> <ul style="list-style-type: none"> - Empowers teachers and staff to set high and demanding academic and behavior expectations for every student - Empowers students to set high and demanding expectations for themselves - Ensures that students are consistently learning, respectful, and on task - Sets clear expectations for student academics and behavior and establishing consistent practices across classrooms - Ensures the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs 	<p>Principal seldom creates and supports high academic and behavioral expectations:</p> <ul style="list-style-type: none"> - Sets clear expectations for student academics and behavior and occasionally fails to hold students to these expectations - Sets expectations and fails to empower students and/or teachers to set high expectations for student academic and behavior 	<p>Principal shows no evidence of creating or supporting high academic and behavior expectations:</p> <ul style="list-style-type: none"> - acknowledging poor academic performance and/or student behavior as not acceptable - Setting high expectations or addressing realistic or attainable goals
2.9 Academic Rigor	<p>At Level 4, a Principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Creates systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements 	<p>Principal consistently establishes academic rigor:</p> <ul style="list-style-type: none"> - Creates ambitious academic goals and priorities that are accepted as fixed and immovable 	<p>Principal seldom establishes academic rigor:</p> <ul style="list-style-type: none"> - Creates academic goals that are nearing the rigor required to meet the school's academic goals 	<p>Principal Shows no evidence of establishing academic rigor by:</p> <ul style="list-style-type: none"> - Creating academic goals or priorities that are not ambitious - Setting and not giving up on ambitious academic goals
2.10 Data usage in teams	<p>At Level 4, a Principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Data is transparent and communicated to all stakeholders; - Monitoring the use of data in formulating action plans to identify areas where additional data is needed 	<p>Principal consistently utilizes data by:</p> <ul style="list-style-type: none"> - Orchestrating timely team collaboration for data analysis - Develops and supports others in formulating action plans for immediate implementation that are based on data analysis 	<p>Principal seldom utilizes data by:</p> <ul style="list-style-type: none"> - Supports and/or orchestrates team collaboration for data analysis - Develops and supports others in formulating action plans for implementation that are based on data analysis 	<p>Principal Shows no evidence of utilizing data by:</p> <ul style="list-style-type: none"> - Organizing efforts to analyze data - Applying data analysis to develop action plans

Core Professionalism Rubric

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

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



Appendix Two

1. Human Resources System of Support overview;
2. *System of Support* Definition of Terms.



WE ARE YOUR SCHOOLS

FORT WAYNE COMMUNITY SCHOOLS

MEMO

TO: All Building Level Evaluators
FROM: Kathy Carr
SUBJECT: FWCS *System of Support*
DATE: August 6, 2016

The FWCS *System of Support* will be in effect on the first teacher work day. The goal of the FWCS *System of Support* is to support and encourage professional growth to ensure that each teacher is providing effective instruction to all students.

Please select the appropriate rubric for each teacher and follow the guidelines for completing Snapshots, Initial and Focused Feedback observations per each rubric. Always select the same rubric for the same teacher each time you complete an observation:

Classroom Teacher – Teacher that provides instructional services to students and ensures that all students meet the Indiana Common Core Standards.

Special Education Teacher/Therapist – Teacher that provides instruction and or support services based on individual student IEP's.

Non-Classroom Teacher – Teacher that works in varied settings as they support adults and students in non-traditional settings. (District Resource Teacher, Secondary Media Specialist, Student Learning Advocates).

Building/District Coach – Teachers that provide support services to ensure teachers continually improve their ability to provide instructional services to students.

Special Education District Coach/Resource Teacher – provide support to special education teachers and students to ensure instructional and support service compliance with IEP's. (Completed by SE Dept.)

As the impact of evaluations is now related to compensation it is critical that the process is completed with fidelity, honesty, and professionalism. While you may include input from other administrators, it is essential that you review all evidence collected by secondary evaluators, as the Unit Head you are the primary evaluator and ultimately responsible for the contents of the Focused Feedback and the Summative Observation Rating. Teachers should be emailed copies of all observations in a timely manner and face to face meetings should be held to discuss concerns, expectations and successes.

Please contact me if you need assistance or have questions regarding anything related to the FWCS *System of Support*.

Have a great school year!

Human Resources

1200 South Clinton Street • Fort Wayne, IN 46802 • Phone: 260.467.2132 • Fax: 260.467.1973



System of Support Definition of Terms

System of Support – The FWCS system of providing increasing support to improve teacher effectiveness.

Snapshots – (all teachers) Focuses on instructional practices for all teachers and classrooms; short visits will occur one to four times per week; teachers will be emailed results of the observation after each visit.

Initial Feedback – (per rubric) Focuses on planning, instruction and leadership and is used as a component to gain more information about needed supports. This is used after a series of snapshots, indicating there may be a need for improvement/recognition in a specific area. Visits may last as long as appropriate; teacher will be emailed results of the observation and a face to face meeting will be scheduled if completed.

Focused Feedback – (all teachers) Focuses on planning, instruction and leadership domains that are completed throughout the school year. Every teacher should have some portion of the Focused Feedback completed regarding their observation during first and second semester. Every teacher should be able to see documentation about their instruction. It is critical that portions of this form be completed all year long. Observation must be completed by May 1; teacher will be emailed results from the observation after each visit. Face to face communication must occur by the last day of the school year (optional at first semester).

Targeted Support Plan – (as needed) Provides support for all teachers at every rating level. A TSP may be developed at any time at the unit head's discretion. After a teacher has successfully completed a TSP, they may be given another TSP to address another immediate need or if all goals have been successfully met, the plan may be discontinued. Any teacher with an Improvement Necessary or Ineffective rating must have a TSP completed prior to the end of the school year including a conference with the unit head explaining the expectations for the next school year.

Effectively – Successfully produces a desired or intended result.

Consistently - Able to maintain a particular standard or repeat a particular task with minimal variation.

Seldom – Not often, with fairly long intervals between each occurrence.

No Evidence of – No proof of existence, the objects or information used to prove are not present.

Insubordination – Refusal to complete/follow through on a district/school expectation/directive.



Human Resources

System of Support Definition of Terms

Incompetence – Inability/lack of skill to complete/follow through on a district/school expectation/directive.

All Means All - On a rubric, each item in a given competency category must be present before moving to the next category.

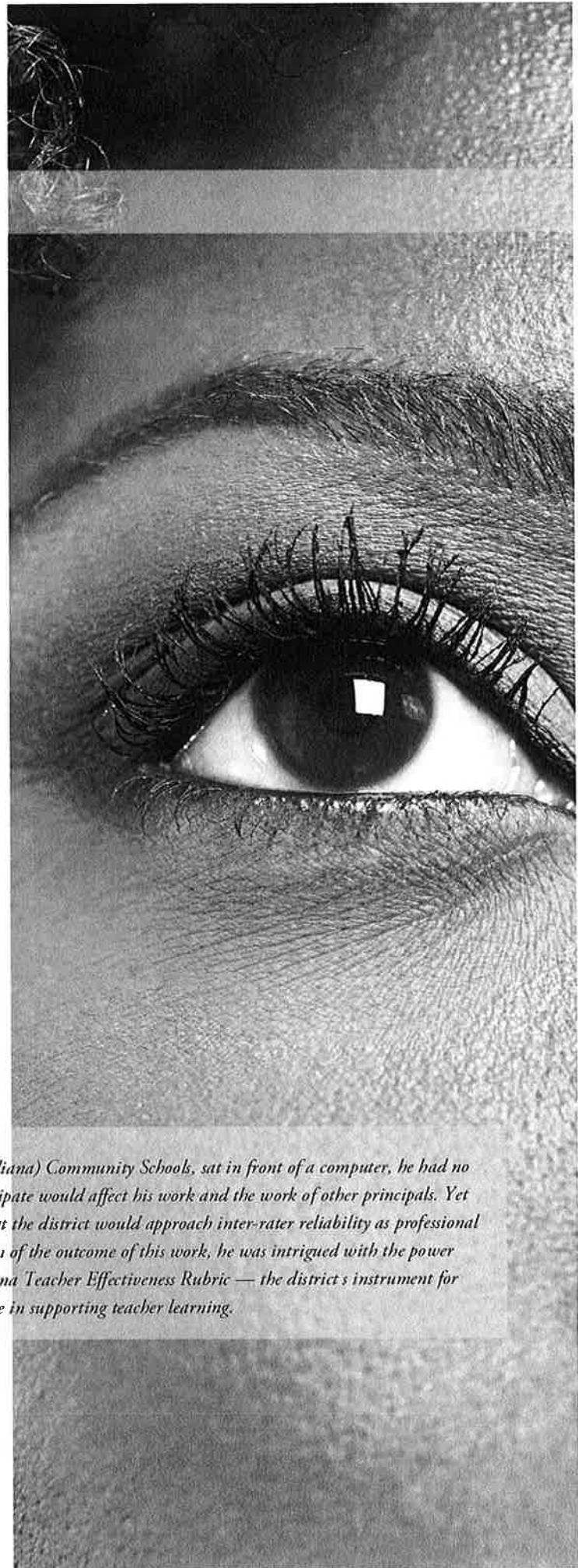
Appendix Three

1. *Journal of Staff Development* article highlighting the District process and research base;
2. The Inter-rater Reliability Leadership Team RISE Rubric Definitions;
3. *Forced Agreement* Protocol.

DO YOU SEE WHAT I SEE?

DISTRICT DESIGNS LEARNING PLAN TO DEVELOP A CLEAR VISION OF EFFECTIVE INSTRUCTION

As Larry Gerardot, a principal in Fort Wayne (Indiana) Community Schools, sat in front of a computer, he had no idea how the new project in which he had been asked to participate would affect his work and the work of other principals. Yet he knew that Fort Wayne Community Schools had decided that the district would approach inter-rater reliability as professional learning, starting with the principals. Though he was uncertain of the outcome of this work, he was intrigued with the power of principals working and learning together on the RISE Indiana Teacher Effectiveness Rubric — the district's instrument for evaluating instructional practice — and improving his practice in supporting teacher learning.



By Kay Psencik, C. Todd Cummings, and Larry Gerardot

The district leadership team of Fort Wayne Community Schools, Indiana's largest school district, has focused on becoming a learning organization for many years, due primarily to the leadership of Superintendent Wendy Robinson (Hirsh, Psencik, & Brown, 2014). Valuing professional learning, she partnered with organizations such as The Wallace Foundation and Learning Forward and consulted Michael Fullan's work to build leadership capacity. She wanted to ensure the district focused on developing a skilled and committed district and principal leadership core to achieve the district's moral purpose.

In 2010, as one of its major initiatives, the district implemented the RISE Indiana Teacher Effectiveness Rubric — a principal and teacher evaluation system to clarify for teachers and administrators what highly effective, rigorous instruction really looks like. The district uses the rubric, which was developed by Indiana Department of Education and guided by Charlotte Danielson's Framework for Teaching, to evaluate classroom teachers' instructional practice.

The rubric's 24 measures cover four major domains: purposeful planning, effective instruction, teacher leadership, and core professionalism.

At the same time, the district received a Teacher Incentive Fund grant to provide stipends for teachers based on student performance data and their evaluation. The evaluation carried 60% of the weight in determining stipends. As a result, the district paid nearly \$8 million in teacher effectiveness stipends in 2012-14.

District leaders began to analyze the teacher evaluations to determine whether principals were rating teachers across the district with the same lenses. They wanted to be sure that principals were observing instruction in the same way and in agreement on ratings teachers received. Data from five years of implementation of the RISE Indiana Teacher Effectiveness Rubric showed principals were all over the map in scoring instruction.

Through data analysis, they found that not all principals had a clear or common understanding of the rubric's elements. They also realized that the district had little professional learning in place for principals that focused on teacher evaluation.

STEPS IN THE PROCESS

Establish a theory of change and logic model.



Establish a leadership team.



Develop clear definition of terms from the RISE Indiana Teacher Effectiveness Rubric.



Establish exemplars.



Hire external partners to provide video and manage teacher ratings.



Hire external partner to make 12 videos for the district of exemplar teachers.



Engage the entire principal corps and district leaders in defining terms.



Establish inter-rater agreements among the leadership team members.



Establish norms for videos.



Begin conversations.



Establish protocols to guide conversations and bring principals to rater agreement.



Test to identify areas of agreement and discrepancies.



Support.

DEVELOPING CLARITY

District leaders determined that principals needed professional learning with an emphasis on inter-rater reliability — especially in purposeful planning and effective instruction, the first two of the rubric’s domains.

Modeling their work after the Measures of Effective Teaching project (Bill & Melinda Gates Foundation, 2012), district leaders sought a process that would meet the unique needs of the district and work toward ensuring principal rater agreement. They realized that the most effective way to do this work is to increase principals’ conversations about high-quality instruction.

This focus deepens the district’s efforts at becoming a learning system. The district leadership team has established a clear vision and definition of standards-driven professional learning to ensure that all in the organization are learning in powerful ways. Team members know that if they are to achieve their moral purpose — educating all students to high standards — they need to engage teachers and principals in a cycle of continuous improvement.

The district superintendent and district leadership team believe professional learning is the central process for continuous improvement. Leaders focused their work on inter-rater reliability to establish effective approaches to engaging principals in deep conversations around instruction and key elements of the RISE Indiana Teacher Effectiveness Rubric.

District leaders knew they must start with a clear vision of inter-rater reliability and build an effective change process that made sense to everyone in the organization in order to develop this process with fidelity, so they did their homework and lined up strategic partners to buttress the work.

THE RESEARCH

As a starting point, district leaders relied heavily on the work of the Measures of Effective Teaching project and one of its principal authors, Tom Kane. Kimball & Milanowski (2009) and Graham, Milanowski, & Miller (2012) found that quality observation verified by a well-trained observer added validity to the evaluation process and that adding even a second observer creates even stronger ratings. Consequently, inter-rater reliability is an essential learning design to support principal and teacher learning that results in highly effective instruction every day for every child.

In addition to the research, district leaders drew on support from the Harvard University Strategic Data Project in the Center for Educational Policy Review. Having access to Measures of Effective Teaching project’s principal authors Tom Kane and Andrew Ho helped guide early theoretical underpinnings.

PARTNERSHIPS

Realizing that the process would need key partners to ensure success, the district selected Empirical Education’s Calibration

GUIDING ASSUMPTIONS

- Establishing clear guidelines and thorough, intense practice through experience with peers strengthens inter-rater reliability and observer agreement. If observers and raters have clear and concise instructions about how to rate behavior and can come to agreement about this rating, this agreement increases consistent ratings across the district.
- When using qualitative data using two or more observers, developing inter-rater reliability and observer agreement ensures that results generated will be useful in understanding the effectiveness of all teachers based on common vocabulary and can be used to design professional learning.
- If even one of the observers is erratic on his or her scoring system, the entire system may be jeopardized as perceptions of others may interfere with its effectiveness.
- Developing inter-rater reliability and observer agreement is more about having clear distinguishing descriptors, exemplars, and conversations than about simple agreement.

and Certification Engine as the vehicle to host videos and the calibration tests. The district also chose Edivate — from School Improvement Network — to create videos of a diverse group of teachers to highlight teachers teaching at a highly effective level.

Learning Forward senior consultant Kay Psencik provides district leadership with the tools to build an inter-rater reliability process grounded in the principles of professional learning and guided by a framework that includes KASAB (knowledge, attitudes, skills, aspirations, and behavior), theory of change, and logic model.

ESTABLISHING EXPECTATIONS

The district leadership team considered several statistical approaches during the design phase. What the district really wanted was absolute agreement among all principals when they observed lessons. The team established the expectations and percentage of agreement as a standard all principals must meet.

Those expectations include:

- In order to become a trainer, principal leaders had to develop 90% agreement on all elements in planning and instruction (domains 1 and 2 of the rubric).
- To receive certification, principals and raters must agree at a minimum of 85% of all elements in planning and instruction. For example, there are five components in the purposeful planning category. The group of observers of a common teacher plan and observed video lesson must agree on an exact rating with the norm established by the leader-

ship team on four of those five elements.

- The team will discuss any discrepancy for any element. Team members will share their thinking and, using their observation notes, the definitions, and the rubric, they will work toward coming to agreement about its rating.
- Ultimately, every principal will meet the standard through taking a test and matching the norms established by the principal leadership team.

ASSESSMENTS

Principals pretested for agreement before engaging in the learning process to determine significant areas of agreement and disagreement. Facilitators monitor progress by giving assessments regularly throughout the learning sessions so that they focus on the needs of the learners and differentiate instruction.

Principals are required to be certified to rate teachers. If a principal is unable to reach the standards of agreement required, the district provides intense coaching and support and a certified second evaluator for the school.

Principals who don't meet the standard have multiple opportunities to learn and meet the certification requirement.

THE LEARNING PROCESS

At the first meeting of the leadership team, Gerardot became excited about the work. He knew it would be a challenge to do the work well, but he believed that if they could do a great job, it would have a significant impact on teaching and learning in the district.

As he became clear about the work to be done, he and his teammates jumped right in. He realized that the first task was to analyze the terms in the rubric and consider those that might be troublesome. The team found many words that might be easily interpreted in different ways and some that had multiple definitions. Furthermore, he knows that the team's work was to develop a definition of terms that would mirror the district's purpose and definition of rigorous instruction.

First, the district established a clear purpose for the learning process and worked to ensure that everyone understood it. The purpose of this program is to establish a professional learning and certification system for all principals and assistant principals to ensure reliable use of the rubric.

The process includes six steps:

1. Ensure everyone knows the purpose and process of the work.
2. Develop precise and clear definitions of terms unclear in the district's rubric.
3. Develop a training manual for a group of trainers to ensure consistency.
4. Establish ongoing districtwide collaboration and support.
5. Clarify certification procedures.
6. Establish post-certification support and monitoring.

The superintendent, the cabinet, district leaders for this project, and the facilitator developed the district's proposed

initiatives to improve the inter-rater reliability of classroom observation rating. These included a train-the-trainer approach and developing a user's manual for the rubric. In a vision statement, district leaders laid out the program design and described the implementation of the program.

The district's goal was to ensure that every principal engaged in conversation about the rubric, the definitions, and their observations of instruction by July 2015 and was certified by June 2016. Because of the short timeline, several components of the project needed to be managed at the same time. The district needed to hire a consultant to guide the process, identify an effective certification calibration engine and use it effectively, and create videos showing highly effective teachers, as well as launch a stringent professional learning program for all district administrators.

The district established a district leadership team of principals from all school levels. The team also included district leaders responsible for teacher evaluation as well as those responsible for curriculum, assessment, and instruction. The district set criteria for this team, approved that criteria through the superintendent's cabinet, and requested the principals to join the group.

This leadership team defined the terms in the rubric and sought exemplars to be sure all were seeing with the same eyes. As the leadership team became proficient in identifying terms and recognizing those indicators in video of lessons, the group turned to ways to engage the entire administrative team.

The team sought feedback from the larger community of administrators, then used the feedback to make revisions. The goal was to develop as clearly articulated definitions as possible so that people could see the definition in the same way.

The principals became engaged in the process and could see the value of the work they were doing together. As Gerardot reported, "I shared this process with my teachers, and they are so excited about this work. They are eager to deepen their understanding of the definition because we all want to improve our practice."

At the same time that principals were working on definitions, district leaders contracted with School Improvement Network to create 12 teaching videos mirroring the terms being defined by the principal leadership team. The leadership team set criteria for the selection of these teachers, balancing the list by race, gender, and sexual orientation in order to capture the widest view of the district. Most importantly, the teachers had to be rated highly effective on the rubric.

Once the principal leadership team was satisfied with its definitions, the work of calibration began. This team began observing videos and, using the rubric and their definitions, they rated teachers in the videos on each element in the first two domains of the rubric.

The process of viewing the videos, scoring the elements, discussing the rationale for the ratings, and working toward consensus proved to be time-consuming. The leadership team

spent one day a month viewing the videos and hosting the essential conversations around their observations. The leadership team had to meet that standard of agreeing on 90% of the elements in each domain.

As the principals in the district leadership team began to use the definitions while viewing video of classroom teachers instead of just the rubric, they had an aha moment. One principal reported, “When we just used the rubric, we were all over the place in our ratings — there was no agreement. We have used just the rubric for five years, and we were in a habit of just using the rubric. Our facilitators had to remind us to pay attention to the rubric term definitions that we had been working on for almost eight months. When we used the definitions, we realized we were in closer agreement on our ratings.”

The district principal leadership team viewed video after video, stopped and discussed each element, working toward agreement, and continued the process until the team met the standards of agreement.

After celebrating their success, the team began viewing video and establishing the norms all other principals would have to meet. They realized they were still learning.

Once the videos were normed, the principal leadership team began to host afternoon sessions with all principals to give them the opportunity to work through the same processes and to have the same conversations the team had been having. They began with observing video, scoring that video in domains 1 and 2 using the definitions as well as the rubric, and hosting conversations.

They held multiple afternoon meetings at elementary, middle, and high school levels. Two principals worked together at each level. They created a protocol to engage all principals in the conversation and work toward agreement. They were all working toward their first assessment date 12 months later. Everyone began to deepen their understanding of the elements and what they looked like. They were beginning to wear the same glasses.

On July 14, 2015, almost 12 months after the start of the work, all principals and assistant principals met to take their preassessment and engage in meaningful conversations around the instruction they were observing. All principals in the district were at 65% absolute agreement on all elements. Sessions for the next school year will focus on areas where they were not in agreement. After 10 months of deep conversations, they will take their full test.

PERCEIVED INITIAL IMPACT

Participants say that having collegial conversations around definitions, constructing common meaning regarding instruction and the rubric, and engaging with vertically aligned teams have already impacted their system of support for teachers. They report:

- Increased precision and quality of feedback comments;
- More consistent ratings across all forms of feedback;

- Greater clarity and understanding in the relationship between domains 1 and 2; and
- Better understanding on the part of teachers and coaches of the terms and vocabulary in the rubric.

CHALLENGES

Participants encountered several challenges:

- **Staying focused on this process as professional learning and not certification.** The district did not choose to just certify the principals, but to ensure there was ample time for learning from each other. However, when principals know they will be tested and certified through the process, they naturally concern themselves with that process rather than what they are learning. The leadership team is key to ensuring that principals stay focused on their own learning and the learning of their peers.
- **Ensuring that all principals can distinguish between evaluation and rater agreement.** Evaluation of teacher effectiveness has many components. Principals do multiple drop-in observations and view artifacts in the classroom, such as unit designs and student work, to make a final rating. The classroom formal observation is only one component. Inter-rater agreement is a focus on the lenses the principal uses to see the rubric in the classroom.
- **Developing precision in observations and descriptive language to distinguish differences in observations and move toward agreement.**

LESSONS LEARNED

By engaging in this process, participants came to understand a few key concepts.

Definition of terms matters. The rubric gives principals and teachers clarity around quality instruction, but terms in the documents often have multiple meanings and lack clarity of vision. When principals come to agreement about what the terms mean, and then have multiple opportunities to discuss what those terms look like while viewing lessons, they begin to see together.

Collaboration time matters. Principals spend many hours evaluating teachers. They really value time together to discuss their observations and work together toward common agreement about their observations. The leadership team is adamant about ensuring that all principals have extensive time to work with each other, discuss video lessons together, and learn from each other. They requested and were granted longer time than planned to engage their peers in the same level of conversation and dialogue that the leadership team had experienced.

Principals were concerned that the process would be rushed and they would not have the same rich experience as the leadership team. They appealed to the cabinet for longer working time and multiple windows to certify. This request led to many

Continued on p. 23

est and curiosity to validate and encourage. Then ask teachers to describe ideas in more detail so you can picture how it would transpire in the classroom. When time permits, have teachers use you as a mock audience to teach the content or skill. This short trial run can help uncover vague language or plans that lack specifics. In many cases, it will also reveal critical sequences in the teaching process that were missing altogether.

RICHER OPPORTUNITIES FOR LEARNING

Diligently and consistently modeled and implemented, practical unpacking strategies can help an educator community develop shared understanding of underlying ideas, uncover gaps in grasp of instructional practices, and prepare lessons with improved clarity and richer opportunities for student learning.

A central goal of communication is to cohere — “to coalesce fragments of information back together into a single understanding” (Atkinson, 2003). This definition describes well one of the most difficult tasks of teaching. And it’s actually the origin of the word communication: to “make common” or “bring together.”

Vague words produce underdeveloped conceptions, limit-

ing teacher growth and understanding of practice and leaving students with ambiguous ideas. Well-defined and specified language paves the way for purposeful classroom interaction, minimizes unproductive struggle, and creates opportunities to learn.

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Do you see what I see?

Continued from p. 18

afternoons of rich conversations with their peers.

Leadership matters. The final, most important lesson from the project was how principals took over the leadership and facilitation. From writing the protocol and implementation to planning for the districtwide assessment, leadership team members were vocal advocates for the power of a thoughtful, reflective, conversational process.

NEXT STEPS

As the district moves closer toward rater agreement among all principals, it plans to take other approaches.

First, the district will work with teachers to understand the definitions and use them with precision in their collaboration to design curriculum maps, units of study, assessments, and lessons to match the descriptors in the first two domains.

The district will also work to develop inter-rater agreement among those who evaluate principals and program directors.

Finally, the district will work to ensure that the conversations principals are having around quality instruction continue through ongoing professional learning and district leadership meetings.

One principal sums up the impact of the professional learning on his work: “I learned today that I need to pay more attention to the rubric and the definitions when I do my observations,” said Chad Hasong, principal of North Side High School. “I had begun to make assumptions about what this

rubric says, and this work is going to reshape the way I observe teachers and give them feedback.”

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Strategic Initiatives

Inter-rater Reliability Leadership Team RISE Rubric Definitions- 3/23/15

1.1	Terms from Highly Effective and Effective	Definition		Notes
	Differentiated instruction	<p>Differentiation: The teacher modifies his/her planning and instruction to meet the individual student's needs. Differentiated strategies may be based on student attributes including; data informed readiness to learn, interests, and learning styles.</p> <p>Modification can be made in process, product, content, and lesson assessment. (Marzano, Educational Reform)</p>		<p>Mentioned in 1.2; 1.4; 2.3; 2.5; 2.6</p> <p>See District Resources: PDF High Ability Tier 1</p>
	Rigor(ous)	<p>Rigor: Rigor in FWCS ensures personalized, critical, flexible, creative and thorough thinking for all adults and students that is</p> <ul style="list-style-type: none"> • Results-oriented and standards-driven; • Collaborative and Reflective; • Relevant to the learner; • Appropriately and personally challenging; and • Stimulating and engaging in a supportive culture of high expectations for all. 		
1.2	Ambitious, meaningful	<p>Ambitious: Requiring persistent, challenging effort. Teachers will set attainable goals aligned to content standards or in conjunction with the principal and goal based on course and individual classroom outcomes and student's levels of readiness to learn and monitored throughout the year</p> <p>Taking each student from where they are to significantly achieve a challenging goal.</p>		
	Benchmarks	<p>Benchmark: a target to measure ongoing progress throughout the year.</p>		



Strategic Initiatives

Inter-rater Reliability Leadership Team RISE Rubric Definitions- 3/23/15

	Interventions	Intervention: action planned to deliberately cause a desirable outcome for each student.		
1.3	Well-designed	<p>Well-Designed: Intentional, data-driven, rigorous and student-centered all the while maximizing instructional time</p> <p>Backward Planning: designing rigorous informal and formal assessments and instructional plans aligned with the end achievement targets.</p>		
1.4	<p>Informal/Formative Assessments for learning</p> <p>Summative Assessments for learning</p>	<p>Informal/Formative Assessment for learning: Informal/Formative Assessment = assessment for immediate feedback that guides next instructional steps and helps teachers and students identify their strengths and target areas that need continued support.</p> <p>Summative assessment-assessment of learning: Summative assessments evaluate student learning at the end of an instructional unit by measuring it against the standards or objectives.</p>		<p>Examples of formative assessments include asking students to:</p> <ul style="list-style-type: none"> draw a concept map in class to represent their understanding of a topic submit one or two sentences identifying the main point of a lecture turn in a research proposal for early feedback (Exit Slip) <p>Examples of summative assessments include:</p> <ul style="list-style-type: none"> • a final project • a paper • a senior recital • a midterm exam <p>Story about effective use</p>

Inter-rater Reliability Leadership Team RISE Rubric Definitions- 3/23/15

				of summative assessments
1.5	<p>Data-analysis</p>	<p>Data-analysis: The teacher is daily identifying patterns in student learning using data.</p>		<p>Attendance, behavior, disproportionality, standardized testing, historical data, etc., informal, formative, and summative assessments, such as common unit assessments of learning.</p>
	<p>Tracking System</p>	<p>Tracking systems: An effective process for collecting student data to track student growth standard by standard, skill by skill to facilitate the analysis of what students know and do not know, to revise teacher work, differentiate instruction, and to group and regroup students.</p>		
2.1	<p>Mastery</p>	<p>Mastery: Successfully demonstrate the desired outcome without support and apply the knowledge and skills into new or more complex learning</p>		
2.2	<p>Higher-Order Questions</p>	<p>Higher-Order Questions: Students' questions lead others to apply, analyze, synthesize, and evaluate information, ideas, concepts, instead of simply recalling facts; higher-order questions promote critical, extended thinking.</p>	<p>Small groups are given higher-order question stems (Blooms and DOK) in groups, the teacher asks students to create questions using these stems, and knowledge of the given topic. These questions are then shared whole group and discussed in a review practice. Similarly, single</p>	<p>Would students eventually be expected to ask such questions unprompted and without the use of the stems? I believe many of our teachers still use the stems as scaffolding in their own lesson design. Good question—we need</p>



Strategic Initiatives

Inter-rater Reliability Leadership Team RISE Rubric Definitions- 3/23/15

		<p>Student Collaboration</p> <ul style="list-style-type: none"> • Each student plays an active role as both learner and teacher. • Students work together toward a common goal. • Students are self-directed learners/researchers. • Students are thinking critically. <p>Developmentally appropriate language</p> <p>The teacher's use of language is accessible and student-centered; challenging, but achievable with sufficient adult support. (IRA, NAEYC, 1998)</p>	<p>examples may be chosen for a variety of uses including PSLs and exit slips.</p>	<p>to think about this and make revisions in our exemplar.</p> <p>Student collaboration is itself a learned process/procedure. Successful student collaboration is achieved within the framework of a set procedure put into place by the classroom teacher and student collaboration is only successful if the students are operating within that procedure. Student collaboration procedures should be based on constructivist principles.</p>
<p>2.3</p>	<p>Actively engaged</p>	<p>Engagement: Students associate the task with a result or product that has meaning and value for the student. Students will persist in the face of difficulty and will learn at high and profound levels. (Schlechty, 1994)</p>	<p>Posted daily objectives written in student friendly language: "We can..." As opposed to standards language. Teacher-Directed Learning You will see students...</p> <ul style="list-style-type: none"> • Paying attention (alert, tracking with their eyes) • Taking notes • Listening (as opposed to chatting, or sleeping) • Asking questions (content related) • Responding to questions • Following requests (participating) 	



Strategic Initiatives

Inter-rater Reliability Leadership Team RISE Rubric Definitions- 3/23/15

			<ul style="list-style-type: none">• Reacting (smiling, laughing, etc.) <p>Student-Directed Learning You see students individually or in small groups...</p> <ul style="list-style-type: none">• Reading critically (with pen in hand)• Writing to learn, creating, planning, problem solving, discussing, debating, and asking questions• Performing/presenting, inquiring, exploring, explaining, evaluating, and experimenting• Interacting with other students, gesturing and moving	
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Strategic Initiatives

Inter-rater Reliability Leadership Team RISE Rubric Definitions- 3/23/15

	<p>Significantly promote student mastery</p>	<p>Significantly Promotes Student Mastery: The teacher exhibits high expectations for all students and</p> <ul style="list-style-type: none"> • Has set goals with students • Uses data to plan next step • Provides frequent feedback • Provides appropriate scaffolding when needed <p>Technology integration: Use technology effectively as a learning tool in classroom practices. Successful technology integration is achieved when the use of technology is:</p> <ul style="list-style-type: none"> • Routine and transparent • Accessible and readily available for the task at hand • Supporting the curricular goals, and helping the students to effectively reach their goals <p>Learning modalities: are the sensory channels or pathways through which individuals give, receive, and store information. Perception, memory, and sensation comprise the concept of modality. The modalities or senses include visual, auditory, tactile/kinesthetic, smell, and taste. Researchers, including Reiff, Eisler, Barbe, and Stronck have concluded that in a classroom, the students would be approximately:</p>	<p>Examples: computers, mobile devices like tablets, digital cameras, software applications, the Internet, etc</p>	
	<p>Effectively integrates technology</p>			
	<p>Learning Modalities</p>			



Strategic Initiatives

Inter-rater Reliability Leadership Team RISE Rubric Definitions- 3/23/15

	<p>25-30% visual</p> <p>25-30% auditory</p> <p>15% tactile/kinesthetic</p> <p>25-30% mixed modalities</p> <p>Recognizing these differences in learning modalities, the teacher plans a variety of approaches to learning to meet their needs.</p>	<p>Multiple Intelligences: Howard Gardner of Harvard has identified seven distinct intelligences. This theory has emerged from recent cognitive research and "documents the extent to which students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways," according to Gardner (1991). Gardner's Multiple Intelligences</p>	<p>VISUAL/SPATIAL - children who learn best visually and organizing things spatially. They like to see what you are talking about in order to understand. They enjoy charts, graphs, maps, tables, illustrations, art, puzzles, costumes - anything eye catching.</p> <p>VERBAL/LINGUISTIC - children who demonstrate strength in the language arts: speaking, writing, reading, listening. These students have always been successful in traditional classrooms because their intelligence lends itself to traditional teaching.</p> <p>MATHEMATICAL/LOGICAL - children who display an aptitude for numbers, reasoning and problem</p>
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Strategic Initiatives

Inter-rater Reliability Leadership Team RISE Rubric Definitions- 3/23/15

			<p>oriented and outgoing, and do their learning cooperatively in groups or with a partner. These children may have typically been identified as "talkative" or "too concerned about being social" in a traditional setting.</p> <p>NATURALIST - children who love the outdoors, animals, field trips. More than this, though, these students love to pick up on subtle differences in meanings. The traditional classroom has not been accommodating to these children.</p> <p>EXISTENTIALIST - children who learn in the context of where humankind stands in the "big picture" of existence. They ask "Why are we here?" and "What is our role in the world?" This intelligence is seen in the discipline of philosophy. (Gardner, 1991)</p>	
2.4	<p>Check for understanding</p>	<p>Check for understanding: The teacher uses a variety of methods and informal/formative assessments to determine students' progress toward mastery and inform future instruction.</p> <p>How do you know that students know?</p>	<p>Examples: Clock Partners - Schedule appointments to work in pairs and share</p> <p>This gets students up, moving around, and interacting with each student they may not usually spend time.</p> <p>3-2-1 3 things I learned about:</p>	<p>Here, meaningful work relates to work to be done by students when the teacher is unavailable. The planning for this time and the work aligned can only be successfully completed with prior explicit instruction revolving around classroom procedures.</p>



Strategic Initiatives

Inter-rater Reliability Leadership Team RISE Rubric Definitions- 3/23/15

			<p>2 questions I still have: 1 thing I understand completely Whip Around Students list three thoughts/statements. All students stand. The teacher randomly calls students to share; if their topic is called they sit. Teacher continues until all students are sitting.</p>	<p>Respond to misunderstandings; make changes to the instruction; Anticipate student misunderstandings Activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or 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</p>
	Systematically assess	Systematically Assess: With regularity, for all individuals – checking for understanding		
2.5	Scaffolding	Scaffolding: The teacher provides successive levels of temporary support that help students reach higher levels of skill acquisition that they would not be able to achieve without assistance.		
2.6	Rigorous instruction and work	Rigor: Rigor in FWCS ensures personalized, critical, flexible, creative and thorough thinking for all adults and students that is <ul style="list-style-type: none"> • Results-oriented and standards-driven; • Collaborative and Reflective; • Relevant to the learner; • Appropriately and personally challenging; and Stimulating and engaging in a supportive		



Strategic Initiatives

Inter-rater Reliability Leadership Team RISE Rubric Definitions- 3/23/15

2.7	Engaged in <u>meaningful</u> work	<p>culture of high expectations for all.</p> <p>Meaningful work: work that is rigorous, valuable, and relevant to the student, ensuring learning of state standards.</p> <p>Relevant: students understand why they are learning what they are learning and can connect it to their life.</p>		
2.8	Unprompted student collaboration	<p>Unprompted Student Collaboration: Students help each other understand the goals, knowledge and skills of the lesson without direction of the classroom teacher.</p> <p>Unprompted student collaboration is an expected and normal routine in the classroom where the rules are established when and how it is appropriate to participate in unprompted student collaboration.</p>		Unprompted student collaboration needs to be taught – trained as to when it is appropriate, what is should look like (scope of the conversation) and how much collaboration the “giving” student does and what is expected of the student that is “receiving” collaborative help.
2.9	High Expectations	<p>Respect: Treating everyone the way you want to be treated at all times. And recognizing others for who they are.</p> <p>Seeks to understand and value someone's rights, wishes, culture, beliefs, and uniqueness.</p> <p>High Expectations: Teachers demonstrate their belief that all students can succeed and they never give up on them.</p> <p>Teachers design lessons that engage all students in rigorous, collaborative, interdisciplinary, inquiry-based curriculum resulting in college and career success for all students.</p>	<p><i>“Regardless of your experiences, in my classroom you will be successful!”</i></p> <p>No excuses mentality</p>	
	Safe	<p>Safe: The teacher creates an environment in which all students are willing to take chances</p>		



Strategic Initiatives

Inter-rater Reliability Leadership Team RISE Rubric Definitions- 3/23/15

		or unafraid to fail in order to learn and achieve success. The teacher fosters a community culture in which all students are free from ridicule, put-downs, and sarcasm.		
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FRENCH, JENNIFER L

Pay Unit: 0221 PORTAGE
Transportation Area:

Board Date: 09/12/2016
Board Action: 13 Teacher-Board Action (Change)
Board Status: R Replacement

SSN: 303-98-6622 Employee ID: 00005330 Class: C Employee FTE: 1.00 Race: 5
Address: 5315 COVENTRY PKWY
FORT WAYNE IN 46804 260 4131641
College: 1051 BALL STATE UNIVERSITY
Degree: Bachelors Degree

Date of Hire: 09/18/2002 -Annual Salary- -Contract Salary- -ISTR/PERF Retirement- --Termination--- -Allowed Exp- -Hours Above-
Assigned Date: 08/18/2006 .00 I 000306536 96 Date: 14.0
Probation Date: Reason:

Entered By: SZCZKS01
Note:

Job	Fund Unit	Position	Job FTE	C	P	W	T	A	C	D	Sc	Gr	Step	Days /Hrs	Rate	Nbr Weeks	Max Step
Current	0100 0221 PORTAGE	TEACHER MIDDLE SCHOOL	1.00	R	P	L	04	80	01	1.2	.00	.00	.000	.00	.000	40	21.5
	From: 08/11/2016 To: 06/01/2017	Job Nbr: 00201592	48928.00														
	ASN/PCT: 1: 01631 .96 2: 43611 .04 3: .00 4: .00	Ed Comp: .00 Additional: .00															
	Grade: GRADE 06	Subject: LANGUAGE ARTS (FORMERLY EFUND: 0100 Unit: 0221 FTE: 0.50)															
	Grade: GRADE 06	Subject: SOCIAL STUDIES (Fund: 0100 Unit: 0221 FTE: 0.50)															
Add Job	0100 0221 PORTAGE	LEAD TEACHER SECONDARY	1.00	I	L	54	28	01	.0	.00	.00	.000	.000	.00	.000	38	1.0
	From: 09/17/2016 To: 06/09/2017	Job Nbr: 00206288	3050.00														
	ASN/PCT: 1: 28141 1.00 2: .00 3: .00 4: .00	Ed Comp: .00 Additional: .00															

Approved By: _____



FORT WAYNE COMMUNITY SCHOOLS

Protocol for Examining Inter-rater Reliability RISE Rubric Definitions of Terms and Discussion: *Forced Agreement*

Purpose:

The purpose of the Inter-rater Reliability Project is to support principals' effective usage of the FWCS *System of Support for Adults* evaluation components and the *FWCS Teacher Effectiveness Rubric* and ensure reliable and valid ratings for classroom teachers' effectiveness and improved student achievement.

Outcome:

Area Principals will use the new *FWCS System of Support for Adults* **definitions, rubric**, as well as the **Calibration and Certification Engine (CCE)** to reflect agreement on **Domains I and II** competencies when viewing a video.

Process:

1. Divide into area groups with a Leadership Team facilitator. (15 Minutes)
 - a. Review the definition of terms established by the District's Inter-rater Reliability Leadership Team. These definitions are not the team's definitions, but everyone's definitions.
 - b. Follow these fundamental rules:
 - i. If the competency is not present, give a rating of 1. Do not leave anything competency blank.
 - ii. Follow the instructions for rating provided by the IRR Leadership team for each competency. (If 4 out of 5 indicators are evident, at level 3 give the teacher a 3.)
 - iii. Do not make assumptions or give someone the benefit of the doubt. Rates based on what you observe.
 - iv. Rate every competency in the two domains. Do not skip a competency.
 - c. Watch the entire video from the CCE. Using the RISE rubric with a focus on the definitions, what (1-4) rating would you give the teacher in the video on each competency in both Domain I and II? (60 Minutes)

- d. Write down and finalize your individual ratings. (10 Minutes)
- e. As a group, chart your pre-discussion score. (5 Minutes)
- f. Discuss the ratings you gave with your group one competency at a time. (45 Minutes)
 - i. Were there similarities in your ratings?
 - ii. Were there differences?
 - iii. What accounted for those similarities or differences?
 - iv. After our conversations, would you or would you not make a change in your rating and if so, what would it be and why?
- g. At the end of your discussion, reach a consensus as to the score for each competency.
- h. Closure "*What are we hearing?*" (5 Minutes)

Domain 1:

1.1	Utilize Assess. data to plan	1 - 4	<input type="checkbox"/>	<input type="text"/>
1.2	Set ambitious & meas. goals	1 - 4	<input type="checkbox"/>	<input type="text"/>
1.3	Standards based units and asse	1 - 4	<input type="checkbox"/>	<input type="text"/>
1.4	Objective-driven lessons and a	1 - 4	<input type="checkbox"/>	<input type="text"/>
1.5	track sudent data/analyze prog	1 - 4	<input type="checkbox"/>	<input type="text"/>

Domain 2:

2.1	Dev. understanding and mastery	1 - 4	<input type="checkbox"/>	<input type="text"/>
2.2	Demo. & communicate content	1 - 4	<input type="checkbox"/>	<input type="text"/>
2.3	Engage students in academic co	1 - 4	<input type="checkbox"/>	<input type="text"/>
2.4	Check for understanding	1 - 4	<input type="checkbox"/>	<input type="text"/>
2.5	Modify instructions as needed	1 - 4	<input type="checkbox"/>	<input type="text"/>
2.6	High level understanding/rigor	1 - 4	<input type="checkbox"/>	<input type="text"/>
2.7	Maximize instructional time	1 - 4	<input type="checkbox"/>	<input type="text"/>
2.8	Culture of respect and collabo	1 - 4	<input type="checkbox"/>	<input type="text"/>
2.9	Set high exp. for academic suc	1 - 4	<input type="checkbox"/>	<input type="text"/>