



Educator Evaluation

Specialized Instructional Support Personnel (SISP) Rubric

Rubrics – defined in the regulations as “scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance” ([603 CMR 35.02](#)) – are a critical component of the Massachusetts educator evaluation framework and are required for every educator. Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall.

Structure of the SISP Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for teachers: *Curriculum, Planning, and Assessment*; *Teaching All Students*; *Family and Community Engagement*; and *Professional Culture*.
- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are three Indicators in Standard I of the teacher rubric: *Curriculum and Planning*; *Assessment*; and *Analysis*. There are 17 Indicators in total for teachers.
- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.
- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of performance in one of four categories: *Unsatisfactory*, *Needs Improvement*, *Proficient*, or *Exemplary*.

Use of the SISP Rubric

This rubric describes practice that is common across educators in professional support roles. To determine the educators to which this rubric applies, see Appendix ###. (coming soon)

The roles and responsibilities of educators to whom this rubric will be applied will vary. The Seekonk Public Schools Evaluation Committee has provided supplementary documents to support evaluators assigned to educators assessed using the SISP rubric. These materials provide detailed information based on an educator’s role and how the standards, elements, and indicators apply to their unique position. Evaluators must read and utilize these documents as part of the evaluation process.

Specialized Instructional Support Personnel Rubric

| <u>Standard I</u> Curriculum, Planning, and Assessment | <u>Standard II</u> Teaching All Students | <u>Standard III</u> Family and Community Engagement | <u>Standard IV</u> Professional Culture |
|---|---|--|--|
| <p>A. Curriculum and Planning Indicator</p> <ol style="list-style-type: none"> 1. Professional Knowledge 2. Child and Adolescent Development 3. Plan Development 4. Well Structured Lessons | <p>A. Instruction Indicator</p> <ol style="list-style-type: none"> 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs | <p>A. Engagement Indicator</p> <ol style="list-style-type: none"> 1. Family Engagement | <p>A. Reflection Indicator</p> <ol style="list-style-type: none"> 1. Reflective Practice 2. Goal Setting |
| <p>B. Assessment Indicator</p> <ol style="list-style-type: none"> 1. Variety of Assessment Methods 2. Adjustment to Practice | <p>B. Learning Environment Indicator</p> <ol style="list-style-type: none"> 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation | <p>B. Collaboration Indicator</p> <ol style="list-style-type: none"> 1. Learning Expectations 2. Student Support | <p>B. Professional Growth Indicator</p> <ol style="list-style-type: none"> 1. Professional Learning and Growth |
| <p>C. Analysis Indicator</p> <ol style="list-style-type: none"> 1. Analysis and Conclusions 2. Sharing Conclusions with Colleagues 3. Sharing Conclusions with Students and Families | <p>C. Cultural Proficiency Indicator</p> <ol style="list-style-type: none"> 1. Creates and Maintains a Respectful Environment | <p>C. Communication Indicator</p> <ol style="list-style-type: none"> 1. Culturally Proficient Communication | <p>C. Collaboration Indicator</p> <ol style="list-style-type: none"> 1. Professional Collaboration 2. Consultation |
| | <p>E. Expectations Indicator</p> <ol style="list-style-type: none"> 1. High Expectations 2. Access to Knowledge | | <p>D. Decision-Making Indicator</p> <ol style="list-style-type: none"> 1. Decision-making |
| | | | <p>E. Shared Responsibility Indicator</p> <ol style="list-style-type: none"> 1. Shared Responsibility |
| | | | <p>F. Professional Responsibility Indicator</p> <ol style="list-style-type: none"> 1. Judgment 2. Reliability and Responsibility |

Standard I: Curriculum, Planning, and Assessment

The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives

Indicator I-A. Curriculum & Planning

Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary¹ |
|---|--|---|---|--|
| I-A-1. Professional Knowledge | Demonstrates limited professional knowledge; relies heavily on outdated practices as opposed to current practices supported by research. | Demonstrates factual knowledge of the professional content and delivery and sometimes applies that knowledge to service students. | Demonstrates sound knowledge and understanding of professional content and delivery by consistently applying that knowledge to service students. | Demonstrates mastery of professional content and its delivery by consistently and effectively applying it in providing services to students and colleagues. Models this practice for others. |
| I-A-2. Plan Development | Develops or contributes to the development of plans that are not timely and/or not tailored to the needs of individual students; or, plans do not include appropriate supports or measurable outcomes that would enable students to meet the goals and objectives of the plan. | Develops or contributes to the timely development of plans that respond to some but not all relevant individual student needs, and/or plans that lack sufficient measurable outcomes or supports that enable students to meet all goals and objectives of the plan. | Develops or contributes to the timely development of well-structured plans with measurable outcomes that respond to all relevant individual student needs, and include supports that enable students to meet the goals or objectives of the plan. | Develops or contributes to the timely development of comprehensive, well-structured plans with measurable outcomes that respond to all relevant individual student needs, are coordinated with other plans relevant to those students, and include supports that enable students to meet all goals or objectives of the plan. Is able to model this element. |
| I-A-3. Well-Structured Units and Lessons | Develops lessons (which may include individual and group activities or sessions) with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping. | Develops lessons (which may include individual and group activities or sessions) with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping. | Develops well-structured lessons (which may include individual and group activities or sessions) with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping. | Develops well-structured and highly engaging lessons (which may include individual and group activities and sessions) with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element. |

¹ Exemplary practice in many elements includes the expectation that an educator model the practice for other educators. Modeling can occur in formal and informal ways, including but not limited to training, teaching, coaching, assisting, sharing, and/or demonstrating good practice. Where and when this expectation is appropriate, this level of expertise is denoted by "Models this practice for others."

Indicator I-B. Assessment

Uses a variety of informal and formal methods of assessment to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|---|---|---|--|
| I-B-1. Variety of Assessment Methods | Fails to select assessments and/or collect some data to measure student learning, growth, or development. | Selects assessments and/or collects some data to measure student learning, growth, or development, but uses a limited range of methods. | Strategically selects and administers assessments and/or collects data to measure student learning, growth, and/or development through a variety of methods, including informal and formal assessments where applicable. | Uses an integrated, comprehensive assessment system, including informal and formal assessment methods and common interim assessments where applicable, to measure student learning, growth, and development. Is able to model this element. |
| 1-B-2. Adjustment to Practice | Makes few adjustments to practice by identifying and/or implementing appropriate differentiated interventions, supports, and programs based on formal and informal assessments. | May organize and analyze some assessment results but only occasionally adjusts practice and identifies and/or implements appropriate differentiated interventions, supports, and programs for students. | Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions, supports, and programs for students. | Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions, supports, or programs for individuals and groups of students and appropriate modifications of plans. Is able to model this element. |

Indicator I-C. Analysis

Analyzes data from assessments, draws conclusions, and shares them appropriately.

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|--|--|---|---|
| I-C-1. Analysis and Conclusions | Does not analyze data and/or draw conclusions from data beyond completing minimal requirements. | Draws conclusions from a limited analysis of data to inform student learning, growth, and development. | Individually and with colleagues, draws appropriate conclusions about programs, plans, and practices from a thorough analysis of a wide range of data to improve student learning, growth, and development. | Individually and with colleagues, draws appropriate, actionable conclusions about programs, plans, and practices from a thorough analysis of a wide range of data that improve short- and long-term planning decisions. Is able to model this element. |
| I-C-2. Sharing Conclusions with Colleagues | Rarely shares conclusions with and/or seeks feedback from colleagues about student learning, development, and performance. | Only occasionally shares with colleagues conclusions about student progress and/or only occasionally seeks feedback from them about practices that will support improved student learning, development, and performance. | Regularly shares with appropriate colleagues (e.g., general education, special education, and English learner staff) conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning, development, and performance. | Proactively and regularly shares conclusions and insights about student progress with all appropriate colleagues. Seeks and applies feedback from them about instructional and assessment practices that will support improved student learning, development, and performance. Is able to model this element. |
| I-C-3 Sharing Conclusions with Students and Families | Rarely shares conclusions with and/or seeks feedback from students and/or families about student learning, development, and performance. | Only occasionally shares with students and/or families conclusions about student progress and/or only occasionally seeks feedback from them about practices that will support improved student learning, development, and performance. | Regularly shares with appropriate students and/or families conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning, development, and performance. | Proactively and regularly shares conclusions and insights about student progress with students and/or families. Seeks and applies feedback from them about instructional and assessment practices that will support improved student learning, development, and performance. |

Standard II: Teaching All Students

The teacher promotes the learning and growth of all students through instructional and clinical practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

Indicator II-A. Instruction

Uses instructional and clinical practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodation diverse learning styles, needs, interests, and levels of readiness.

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|---|--|---|---|
| II-A-1. Quality of Effort and Work | Establishes no or low expectations around student work, behavior, effort and/or offers limited supports to help students know what is expected of them; establishes inappropriately low expectations. | May state high expectations for student work, behavior, and effort, but provides few exemplars and rubrics, limited guided practice, and/or few other supports to help students know what is expected of them; may establish inappropriately low expectations. | Consistently defines high expectations for student work, behavior, and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice, and/or models appropriate behaviors. | Consistently demonstrates high expectations for student work, behavior, and the perseverance and effort required to produce it; supports students to set high expectations for themselves and for each other to produce high-quality work. Models this practice for others. |
| II-A-2. Student Engagement | Uses instructional and clinical practices that leave most students uninvolved and/or passive participants in the content of the lesson, activity, and/or session. | Uses instructional and clinical practices that motivate and engage some students in the content of the lesson, activity, and/or session, but leave others uninvolved and/or passive participants. | Consistently uses instructional and clinical practices that are likely to motivate and engage most students in the content of the lesson, activity, and/or session. | Consistently uses instructional and clinical practices that motivate and engage all students in the content of the lesson, activity, and/or session and independent work. Models this practice for others. |
| II-A-3. Meeting Diverse Needs | Uses limited and/or inappropriate practices to accommodate differences. | May use some appropriate inclusive practices to accommodate differences, but fails to address an adequate range of differences. | Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students' learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners. | Uses a variety of appropriate inclusive practices, such as tiered supports and scaffolded instruction, to address specific differences in individual students' learning needs, abilities, interests, and levels of readiness, creating structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Models this practice for others. |

Indicator II-B. Learning Environment

Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|--|---|---|---|
| II-B-1. Safe Learning Environment | Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning. | May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning. | Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented. | Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Models this practice for others. |
| II-B-2. Collaborative Learning Environment | Makes little effort to teach relationship and communication skills or facilitate student work in groups, or such attempts are ineffective. | Teaches some relationship and communication skills by providing some opportunities for students to work in groups and facilitating discourse when applicable. | Develops students' relationship and communication skills by providing opportunities for students to learn in groups with diverse peers and facilitating meaningful academic and social discourse when applicable. | Develops and reinforces students' relationship and communication skills by providing opportunities for students to learn in groups with diverse peers and facilitating meaningful academic and social discourse when applicable, such that students regularly seek out their peers as resources. Models this practice for others. |
| II-B.3. Student Motivation | Directs all learning experiences, providing few, if any, opportunities for students to take academic risks or challenge themselves to learn. | Creates some learning experiences that guide students to identify needs, ask for support, problem-solve, and challenge themselves to take academic risks. | Regularly creates learning experiences that guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; take academic risks; and challenge themselves to learn. | Creates a learning environment that consistently supports all students to identify strengths, interests, and needs; set and pursue learning goals; ask for support when appropriate; take academic risks; problem-solve; challenge themselves; and monitor their own progress. Models this practice for others. |

Indicator II-C. Cultural Proficiency

Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|--|---|--|---|
| II-C-1. Creates and Maintains a Respectful Environment | Establishes an environment in which students demonstrate limited respect for individual differences, and fails to identify and/or responds in inappropriate ways when conflicts arise. | Establishes an environment in which students generally demonstrate respect for individual differences; anticipates and responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others. | Establishes an environment in which students demonstrate respect for and affirm their own (self-awareness) and others' (social awareness) differences related to background, identity, language, strengths, and challenges, and responds appropriately if/when conflicts or misunderstandings arise related to such differences. | Establishes an environment in which students respect and affirm their own (self-awareness) and others' (social awareness) differences and are supported to share, explore, and initiate dialogue about differences and similarities related to background, identity, language, strengths, and challenges. Responds appropriately if/when conflicts or misunderstandings arise related to such differences. Models this practice for others. |

Indicator II-D. Expectations

Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--|--|--|--|---|
| II-D-1. High Expectations | Does not communicate specific academic and behavior expectations to students, and gives up on some students or communicates that some cannot master challenging material. | Occasionally communicates expectations for student work, effort, and behavior in the classroom, but inconsistently enforces these expectations and/or does little to counteract student misconceptions about innate ability. | Clearly communicates high standards for student work, effort, and behavior, and consistently reinforces the expectation that all students can meet these standards-through effective effort, rather than innate ability. | Effectively communicates high standards for student work, effort, and behavior such that students take ownership of meeting them; models and reinforces ways that students can master challenging material through effective effort, and successfully challenges misconceptions about innate ability. Models this practice for others. |
| II-D-2. Access to Knowledge | Rarely adapts instruction, materials, services, plans, communication and/or assessments to make curriculum/supports accessible to all students, including English learners and students with disabilities. | Occasionally adapts instruction, materials, services, plans, communication and/or assessments to make curriculum/supports accessible to all students, including English learners and students with disabilities. | Consistently adapts instruction, materials, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students, including English learners and students with disabilities. | Individually and with colleagues, consistently adapts instruction, materials, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students, including English learners and students with disabilities. Models strategies that lead students towards independence. Models this practice for others. |

Standard III: Family and Community Engagement

The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations

Indicator III-A. Engagement

Welcomes and encourages every family to become active participants in the classroom and school community.

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|---|---|--|---|
| III-A-1. Family Engagement | Does not welcome families to become participants in the classroom and school community or actively discourages their participation. | Makes limited attempts to involve families in school and/or classroom activities, meetings, and planning. | Uses a variety of culturally responsive practices and communication strategies to support every family to participate actively and appropriately in the classroom and/or school community. | Engages all families using a variety of culturally responsive practices and communication strategies that result in increased and/or more meaningful participation in the classroom and/or school community. Models this practice for others. |

Indicator III-B. Collaboration

Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|---|--|--|---|
| III-B-1. Learning Expectations | Does not inform families about learning, behavior, and/or wellness expectations. | Provides families with minimal information about expectations for student learning and behavior. | Consistently provides families with clear, user-friendly expectations for student learning, behavior, and/or wellness expectations. | Successfully communicates to families student learning, behavior, and/or wellness expectations and their purposes, such that they can be readily reinforced at home. Models this practice for others. |
| III-B-2. Student Support | Rarely, if ever, communicates with families on ways to support children at home or at school. | Sends home occasional suggestions on how families can support children at home or at school. | Regularly updates families and suggests strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency. | Regularly updates families and prompts most families to use one or more suggested strategies for supporting learning at school and home. Consistently seeks out feedback and evidence of impact. Models this practice for others. |

Indicator III-C. Communication

Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|--|--|---|--|
| III-C-1. Culturally Proficient Communication | Communicates with or responds to families only through report cards, and/or communicates with families inappropriately or disrespectfully; makes no effort to understand different home languages, cultures, and values. | Relies primarily on newsletters and other one-way media to communicate with families; usually responds promptly and respectfully to communications from families, but demonstrates inconsistent or little understanding of different home languages, cultures, and values. | Regularly communicates with families about student learning and performance, and invites and responds promptly to communications from families while demonstrating understanding of and respect for different home languages, cultures, and values. | Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about student learning and performance, while demonstrating understanding of and appreciation for different families' home language, culture, and values. Models this practice for others. |

Standard IV: Professional Culture

The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

Indicator IV-A. Reflection

Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--|--|---|---|--|
| IV-A-1. Reflective Practice | Demonstrates limited reflection on practice and/or use of insights gained to improve practice. | May reflect on the effectiveness of instruction/supports and interactions with students by oneself, but not with colleagues, and/or rarely uses insights to improve practice. | Regularly reflects on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning. | Regularly reflects on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues; uses and shares back with colleagues insights gained to improve practice and student learning. |
| IV-A-2. Goal Setting | Generally, participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach. | Proposes goals that are sometimes vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student learning data. | Proposes and monitors challenging and measurable goals that are based on thorough self-assessment and analysis of student learning data. | Individually and/or with colleagues proposes and monitors challenging, measurable goals that are based on thorough self-assessment and analysis of student learning data, and that elevate educator practice as well as student learning. Models this practice for others. |

Indicator IV-B. Professional Growth

Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|--|--|--|---|
| IV-B-1. Professional Learning and Growth | Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice. | Participates only in required professional development activities and/or inconsistently or inappropriately applies new learning to improve practice. | Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instructional and leadership responsibilities. | Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources in a way that builds expertise of self and other educators, and improves learning for most students; assumes different instructional and leadership responsibilities. |

Indicator IV-C. Collaboration

Collaborates effectively with colleagues on a wide range of tasks.

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|--|--|---|--|
| IV-C-1. Professional Collaboration | Rarely and/or ineffectively collaborates with colleagues on a wide range of tasks including district, school, department and/or grade level programming and initiatives. | Does not consistently collaborate with colleagues on a wide range of tasks including district, school, department and/or grade level programming and initiatives. | Consistently and effectively collaborates with colleagues on a wide range of tasks including district, school, department and/or grade level programming and initiatives. | Consistently and effectively collaborates with colleagues on a wide range of tasks including district, school, department and/or grade level programming and initiatives. Shares outcomes with stakeholders. Models this practice for others. |
| IV-C-2. Consultation | Does not demonstrate a faculty for using a problem-solving process and regularly provides inappropriate advice. Does not provide advice and expertise to general education teachers or other colleagues unless prompted to do so; and or fails to offer advice when appropriate. | Inconsistently uses a problem-solving process to collaborate and consult with colleagues. At times provides advise that is inappropriate or poorly formulated and/or implemented to effectively address student needs. | Consistently uses a problem-solving process to effectively collaborate and consult with colleagues through shared planning, implementation, and evaluation of appropriate and targeted academic, behavioral, health/wellness, and social/emotional interventions at the individual, classroom, or school level. | Is able to model and consistently use a problem-solving process to effectively collaborate and consult with colleagues through shared planning, implementation, and evaluation of successfully created appropriate and effective targeted academic, behavioral, health/wellness, and social/emotional interventions at the individual, classroom, or school level. |

Indicator IV-D. Decision-Making

Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|------------------------------------|--|---|--|--|
| IV-D-1. Decision-Making | Participates in planning and decision making at the school, department, and/or grade level only when asked and rarely contributes relevant ideas or expertise. | May participate in planning and decision making at the school, department, and/or grade level but rarely contributes relevant ideas or expertise. | Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level. | Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level that are critical to school improvement efforts. |

Indicator IV-E. Shared Responsibility

Shares responsibility for the performance of all students within the school.

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--|--|--|---|---|
| IV-E-1. Shared Responsibility | Rarely reinforces schoolwide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs. | Within and beyond the classroom, inconsistently reinforces schoolwide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs. | Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs. | Individually and with colleagues, develops strategies and actions that contribute to the learning and productive behavior of all students at the school, within and beyond the classroom. |

Indicator IV-F. Professional Responsibilities

Is ethical and reliable, and meets routine responsibilities consistently.

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|---|--|---|---|
| IV-F-1. Judgment | Demonstrates poor professional judgment, fails to adhere to the school or district code of ethics, and/or discloses confidential student information inappropriately. | Sometimes demonstrates questionable professional judgment or insufficient knowledge of the school or district's existing code of ethics, and/or inadvertently shares confidential information. | Demonstrates sound, professional judgment, adheres to the school or district's existing code of ethics, and protects student confidentiality appropriately. | Models sound, professional judgment, adheres to the school or district's existing code of ethics, and protects student confidentiality appropriately. |
| IV-F-2. Reliability & Responsibility | Frequently fails to meet routine responsibilities, professional deadlines/assignments; and/or regularly fails to adhere to district attendance policies. | Meets most routine responsibilities but occasionally misses professional deadlines/assignments; and/or inconsistently adheres to district attendance policies. | Consistently fulfills all professional responsibilities; is punctual and reliable; and adheres to district attendance policies. | Consistently fulfills all professional responsibilities to high standards. Models this practice for others, including students. |