WRSC-WAA Evaluation Agreement:

Appendix C. Specialized Instructional Support Administrator (SISA) Rubric

March 2018

Guide to the 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. This appendix contains the ESE Model School-Level Administrator Rubric.

Structure of the School-Level Administrator Rubric

- Standards: **Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for administrators:** *Instructional Leadership; Management and Operations; 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 five Indicators in Standard I of the School Administrator rubric, including** *Curriculum, Instruction,* **and** *Evaluation.*

- Elements: **The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further 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 teaching or administrative performance in one of four categories:** *Unsatisfactory, Needs Improvement, Proficient,* **or** *Exemplary.*

Note: Throughout the rubric, at the *Exemplary* level, a Specialized Instructional Support Administrator's (SISA) level of expertise is expected to manifest such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

Specialized Instructional Support Administrator (SISA) Rubric At-A-Glance

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture

A. Curriculum Indicator
  1. Professional Knowledge
  2. Child and Adolescent Development
  3. Plan Development
  4. Well-Structured Lessons
	A. Instruction Indicator
	  1. Quality of Effort and Work
	  2. Student Engagement
	  3. Meeting Diverse Needs
		A. Engagement Indicator
		  1. Parent/Family Engagement
			A. Reflection Indicator
			  1. Reflective Practice
			  2. Goal Setting

B. Assessment Indicator
  1. Variety of Assessment Methods
  2. Adjustment to Practice
	B. Learning Environment Indicator
	  1. Safe Learning Environment
	  2. Collaborative Learning Environment
	  3. Student Motivation
		B. Collaboration Indicator
		  1. Learning Expectations
		  2. Student Support
			B. Professional Growth Indicator
			  1. Professional Learning and Growth

C. Analysis Indicator
  1. Analysis and Conclusions
  2. Sharing Conclusions With Colleagues
  3. Sharing Conclusions With Students and Families
	C. Cultural Proficiency Indicator
	  1. Respects Differences
	  2. Maintains Respectful Environment
		C. Communication Indicator
		  1. Two-Way Communication
		  2. Culturally Proficient Communication
			C. Collaboration Indicator
			  1. Professional Collaboration
			  2. Consultation

	D. Expectations Indicator
	  1. Clear Expectations
	  2. High Expectations
	  3. Access to Knowledge
			D. Decision-Making Indicator
			  1. Decision-making

			E. Shared Responsibility Indicator 1. Shared Responsibility

			F. Professional Responsibilities Indicator
			  1. Judgment
			  2. Reliability and Responsibility

Educator Response Form

Standard I: Curriculum, Planning, and Assessment. *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 and Planning: Has strong knowledge specific to subject matter and/or professional responsibility, has a good grasp of child development and how students learn, and designs effective and rigorous plans for support consisting of well-structured lessons with measurable outcomes.				
I-A. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
I-A-1. Professional Knowledge	Demonstrates limited professional knowledge; relies heavily on outdated practices as opposed to current practices supported by research. Rarely engages students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices.	Demonstrates factual knowledge of the professional content and delivery and sometimes applies it to engage students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices.	**Demonstrates sound knowledge and understanding of professional content and delivery by consistently engaging students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices that enable students to acquire knowledge and skills.**	Demonstrates mastery of professional content and its delivery by engaging all students in academic, behavioral, and social/emotional learning experiences, through the use of educational and/or clinical practices, that enable students to synthesize knowledge and skills. Is able to model this element.
I-A-2. Child and Adolescent Development	Demonstrates little or no knowledge of child and adolescent development; typically develops one learning experience, and/or type of support or assistance for all students that does not adequately address intended outcomes.	Demonstrates general knowledge of child and adolescent development but does not apply this knowledge when providing differentiated learning experiences, support, and/or assistance that would enable all students—as opposed to just some—to move toward meeting intended outcomes.	**Demonstrates knowledge of students' developmental levels and the different ways these students learn or behave by providing differentiated learning experiences, support, and/or assistance that enable all students to progress toward meeting intended outcomes.**	Demonstrates expert knowledge of the developmental levels of individual students and students in the grade or subject more generally and uses this knowledge to differentiate and expand learning experiences, supports, and/or types of assistance, enabling all students to make significant progress toward meeting stated outcomes. Is able to model this element.

Educator Response Form

I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-3. Plan Development[1]	Does not provide support and assistance for educators and teams to develop 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.	Provides support and assistance for educators and teams to develop 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.	**Provides support and assistance for educators and teams to develop 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.**	Consistently Provides support and assistance for educators and teams to develop 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-4. Well-Structured Lessons	Does not provide support and assistance for educators and teams to develop lessons or develops lessons (which may include individual and group activities or sessions) with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping.	Provides support and assistance for educators and teams to develop 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.	**Provides support and assistance for educators and teams to develop 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.**	Consistently Provides support and assistance for educators and teams to develop 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.

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[1] "Plan" is used throughout this document to refer to a variety of plans, including but not limited to: lesson plans, unit plans, Individualized Education Programs (IEPs), Individualized Health Care Plans (IHCPs), Career Plans, and 504 Plans. The type of plan that an educator is responsible for depends on the educator being evaluated; both the educator and evaluator should understand and agree upon the definition relevant to the educator's role.

Educator Response Form

Indicator I-B.	Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.			
I-B. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
I-B-1. Variety of Assessment Methods	Does not utilize or administers assessments and/or collects only the data required by the school and/or measures only point-in-time student achievement or development.	May administer assessments and/or collect some data to measure student learning, growth, or development, but uses a limited range of methods.	**Administers assessments and/or collects data to measure student learning, growth, and/or development through a variety of methods, including informal and formal assessments and common interim 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.
I-B-2. Adjustment to Practice	Does not analyze and/or use assessment results 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.

Educator Response Form

Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.				
I-D. Elements	**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.	Occasionally draws conclusions from a limited analysis of data to inform student learning, growth, and development.	**Consistently with individuals, colleagues and families, 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 conclusion with colleagues about student progress and/or rarely seeks feedback from them about practices that will support improved student learning and/or development.	Occasionally shares conclusions with colleagues about student progress and/or seeks feedback from them about practices that will support improved student learning and/or development.	**Consistently shares with appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions about student progress and seeks feedback from them about practices that will support improved student learning and/or development.**	Establishes and implements a schedule and plan for regularly sharing with all appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions and insights about student progress. Seeks and applies feedback from them about practices that will support improved student learning and/or development. Is able to model this element.
I-C-3. Sharing Conclusions With Students and Families	Provides little or no feedback on student growth or progress except through minimally required reporting or provides inappropriate feedback that does not support students to grow and improve.	Provides some feedback about student growth or progress beyond required reports but rarely shares strategies for students to grow and improve.	**Based on assessment results and/or other data, consistently provides descriptive feedback and engages students and families in constructive conversation that focuses on student growth and improvement.**	Establishes early, constructive feedback loops with students and families that create a dialogue about student growth, progress, and improvement. Is able to model this element.
I-D-4. Alignment Review	Does not review alignment between judgment about practice and data about student learning when evaluating and rating educators.	Occasionally reviews alignment between judgment about practice and student learning data.	**Consistently reviews alignment between judgment about practice and student learning data and makes informed decisions about educator support and evaluation based upon this review.**	Studies alignment between judgment about practice and data about student learning when evaluating and rating educators and provides effective support to colleagues around this practice. Is able to model this element.

Educator Response Form

Standard II: Teaching All Students. *Promotes the learning and growth of all students through instructional 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 accommodate diverse learning styles, needs, interests, and levels of readiness.			
II-A. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
II-A-1. Quality of Effort and Work	Provides limited or no support and assistance to educators and teams. Develops no or low expectations for student work and behavior and/or offers few supports to help students know what is expected of them.	Provides support and assistance for educators and teams to develop high expectations for student work and behavior, but provides few exemplars and rubrics, or limited guided practice, and/or few other supports to help students know what is expected of them.	**Consistently provides support and assistance for educators and teams to develop high expectations for student work and behavior, and the perseverance and effort required to produce it; often provides exemplars, rubrics, or guided practice, and/or models appropriate behaviors.**	Consistently provides support and assistance for educators and teams to define high expectations for student work and behavior and effectively support students to set high expectations for each other to persevere and produce high-quality work. Is able to model this element.
II-A-2. Student Engagement	Provides limited or no support and assistance to educators and teams. Develops instructional and/or clinical practices that leave most students uninvolved and/or passive.	Provides support and assistance for educators and teams to develop instructional and/or clinical practices that motivate and engage some students but leave others uninvolved and/or passive.	**Consistently provides support and assistance for educators and teams to use instructional and clinical practices that are likely to motivate and engage most students during the lesson, activity, or session.**	Consistently provides support and assistance for educators and teams to uses instructional and clinical practices that typically motivate and engage most students during the lesson, activity, or session, and during independent work. Is able to model this element.
II-A-3. Meeting Diverse Needs	Provides limited or no support and assistance to educators and teams. Develops limited and/or inappropriate practices and/or supports to accommodate differences.	Provides support and assistance for educators and teams to develop some appropriate practices and/or supports to accommodate differences, but fails to address an adequate range of differences.	**Consistently provides support and assistance for educators and teams to develop appropriate practices, including tiered instruction, scaffolds, and other supports, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.**	Consistently provides support and assistance for educators and teams to use a varied repertoire of practices and/or supports to create structured opportunities for each student to meet or exceed expectations for growth and development. Is able to model this element.

Educator Response Form

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.			
II-B. Elements	**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. Is able to model this element.
II-B-2. Collaborative Learning Environment	Provides little or no support and assistance for educators and teams to develop to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective.	Inconsistently provides support and assistance for educators and teams to develop interpersonal, group, and communication skills and provides some opportunities for students to work in groups.	**Consistently provides support and assistance for educators and teams to develop students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.**	Consistently provides support and assistance for educators and teams to develop and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice.
II-B-3. Student Motivation	Directs all learning experiences, providing few, if any, opportunities for students to take risks or challenge themselves.	Provides support and assistance for educators and teams to develop some learning experiences that guide students to identify needs, ask for support, and challenge themselves to take risks.	**Consistently provides support and assistance for educators and teams to develop learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take risks; and challenge themselves to succeed.**	Consistently provides support and assistance for educators and teams to supports students to identify their strengths, interests, and needs; ask for support; take risks; challenge themselves; set learning goals; and monitor their own progress. Is able to model this element.

Educator Response Form

Indicator II-C.	Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.			
II-C. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
II-C-1. Respects Differences	Establishes an environment in which students demonstrate limited respect for individual differences.	Inconsistently provides support and assistance for educators and teams to establish an environment in which students generally demonstrate respect for individual differences.	**Consistently provides support and assistance for educators and teams to use strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.**	Consistently provides support and assistance for educators and teams to establish an environment in which students respect and affirm their own and others' differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges. Is able to model this element.
II-C-2. Maintains Respectful Environment	Minimizes or ignores conflicts and/or responds in inappropriate ways.	Inconsistently provides support and assistance for educators and teams to anticipate and respond appropriately to conflicts or misunderstandings but ignores and/or minimizes others.	**Consistently provides support and assistance for educators and teams to anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.**	A Consistently provides support and assistance for educators and teams to anticipate and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities in ways that lead students to be able to do the same independently. Is able to model this element.

Educator Response Form

Indicator II-D. Expectations: Plans and implements lessons and/or supports that set clear and high expectations and also make knowledge, information, and/or supports accessible for all students.				
II-D. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
II-D-1. Clear Expectations	Does not make specific standards for student work, effort, interactions, and behavior clear to students.	May communicate specific standards for student work, effort, interactions, and behavior, but inconsistently or ineffectively enforces them.	**Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.**	Clearly communicates and consistently enforces specific standards for student work, effort, interactions, and behavior Is able to model this element.
II-D-2. High Expectations	Communicates that some educators may not accomplish challenging goals.	Inconsistently supports educators and teams to set a goal for students that is challenging and reinforces that students need to work hard but does not model ways students can accomplish the goal through effective effort.	**Effectively models and reinforces ways that educators and teams can set and accomplish challenging goals through effective effort, rather than having to depend on innate ability.**	Effectively models and reinforces ways that educators and teams can consistently accomplish challenging goals through effective effort. Is able to model this element.
II-D-3. Access to Knowledge	Rarely adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility.	Occasionally supports educators to adapt instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility.	**Consistently Supports educators and teams to adapt instruction, services, plans, communication, and/or assessments to make curriculum/ supports accessible to all students for whom the educator has responsibility.**	Individually and with colleagues, consistently adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility.

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Indicator II-E.	Laws, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.			
II-E. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
II-E-1. Laws and Policies	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements but inconsistently complies with some laws or policies.	**Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements.**	Invests staff in understanding and complying with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Is able to model this element.
II-E-2. Ethical Behavior	Demonstrates lack of sound judgment reflecting integrity and fairness and/or does not adequately protect student, family, and/or staff confidentiality.	Generally demonstrates sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect student, family, and staff confidentiality appropriately.	**Reliably demonstrates sound judgment reflecting integrity and fairness; protects student, family, and staff confidentiality appropriately; and expects staff to do both as well.**	Reliably demonstrates sound judgment reflecting integrity and fairness; protects student, family, and staff confidentiality appropriately. Effectively supports all staff to do both as well. Is able to model this element.

Educator Response Form

Standard III: Family and Community Engagement. 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.			
III-A. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
III-A-1. Parent/Family Engagement	Does little to welcome families as members of the classroom or school community or tolerates an environment that is unwelcoming to some families.	Makes some attempts to welcome families as members of the classroom and school community but does not consistently use culturally sensitive practices.	**Uses culturally sensitive practices to ensure that all families are welcome and can contribute to the classroom, school and community's effectiveness.**	Uses culturally sensitive practices and successfully engages most families, ensuring that all families are welcome and can contribute to classroom, school, and community effectiveness. Is able to model this element.

Indicator III-B.	Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.			
III-B. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
III-B-1. Learning Expectations	Does not inform parents about learning, behavior, and/or wellness expectations.	Sends home only a list of rules/expectations and an outline of the student learning, behavior, or wellness plan for the year.	**Consistently provides parents with clear, user-friendly expectations for student learning, behavior, and/or wellness.**	Successfully conveys to all parents clear, user-friendly student learning, behavior, and wellness expectations. Is able to model this element.
III-B-2. Student Support	Rarely, if ever, communicates with parents on ways to support learning and development at home or at school.	Sends home occasional suggestions on how parents can support learning and development at home or at school.	**Consistently communicates with parents to create, share, and/or identify strategies for supporting learning and development at school and home.**	Communicates with all parents to share and/or identify strategies for supporting learning and development at school and home, successfully encourages most families to use at least one of these strategies, and seeks out evidence of their impact. Is able to model this element.

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Indicator III-C.	**Communication: Engages in regular, two-way, culturally proficient communication with families about student learning, behavior, and wellness.**			
III-C. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
III-C-1. Two-Way Communication	Rarely communicates with families except through required reports; rarely solicits or responds promptly to communications from families.	Relies primarily on sharing general information and announcements with families through one-way media and usually responds promptly to communications from families.	**Consistently uses two-way communication with families about student learning, behavior, and wellness; responds promptly and carefully to communications from families.**	Effectively uses a two-way system that supports frequent, proactive, and personalized communication with families about individual student learning, behavior, and wellness. Is able to model this element.
III-C-2. Culturally Proficient Communication	Makes few attempts to respond to different family cultural norms and/or responds inappropriately or disrespectfully.	May communicate respectfully and make efforts to take into account different families' home language, culture, and values, but does so inconsistently or does not demonstrate understanding and sensitivity to the differences.	**Consistently communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.**	Always communicates respectfully with families and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.

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Standard IV: Professional Culture. 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.			
IV-A. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
IV-A-1. Reflective Practice	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	Inconsistently reflect on the effectiveness of instruction, supports, and interactions with students but not with colleagues and/or rarely uses insights gained to improve practice.	**Consistently 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 outcomes.**	Always reflects on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues; uses and shares with colleagues insights gained to improve practice and student outcomes. Is able to model this element.
IV-A-2. Goal Setting	Does not participates in the goal-setting process and/or proposes goals that are vague or easy to reach.	Inconsistently proposes goals that are vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student data.	**Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough assessment and analysis of student data.**	Individually and with colleagues builds capacity to propose and monitor challenging, measurable goals based on thorough assessment and analysis of student data. Is able to model this element.

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.			
IV-B. Elements	**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.	Only participates in required professional development and learning 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 instruction and leadership responsibilities.**	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction, academic support, and leadership. Is able to model this element.

Educator Response Form

Indicator IV-C.   Collaboration: Collaborates effectively with colleagues on a wide range of tasks.

IV-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-1. Professional Collaboration	Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on student performance and/or development.	Does not consistently collaborate with colleagues in ways that support productive team effort.	**Consistently and effectively collaborates with colleagues through shared planning and/or informal conversation in such work as: analyzing student performance and development and planning appropriate interventions at the classroom or school level.**	Facilitates effective collaboration among colleagues through shared planning and/or informal conversation in such work as analyzing student performance and development and planning appropriate, comprehensive interventions at the classroom and school level. Is able to model this element.
IV-C-2. Consultation	Does not provide appropriate 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.	Provides advice and expertise to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for only some students for whom responsibility is shared, or sometimes provides advice that is inappropriate or poorly customized.	**Consistently provides appropriate advice and expertise that is customized to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for students for whom responsibility is shared.**	Utilizes a variety of means to regularly provide advice and expertise that is customized to support general education teachers and other colleagues to successfully create appropriate and effective academic, behavioral, and social/emotional learning experiences for students. Is able to model this element.

Indicator IV-D.   Decision-Making: Becomes involved in school-wide decision-making, and takes an active role in school improvement planning.

IV-D. Elements	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.**	In planning and decision-making at the school, department, and/or grade level, consistently contributes ideas and expertise that are critical to school improvement efforts. Is able to model this element.

Educator Response Form

Indicator IV-E. Shared Responsibility: Shares responsibility for the performance of all students within the school.

IV-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-E-1. Shared Responsibility	Rarely reinforces school-wide 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 school-wide 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 school-wide 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. Is able to model this element.

Indicator IV-F. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.

IV-F. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F-1. Judgment	Demonstrates poor, professional, judgment and/or discloses confidential student information inappropriately.	Sometimes demonstrates questionable, professional, judgment and/or inadvertently shares confidential information.	**Demonstrates sound, professional judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.**	Demonstrates sound, professional, judgment and acts appropriately to protect student confidentiality, rights and safety. Is able to model this element.
IV-F-2. Reliability & Responsibility	Frequently misses or is late to assignments and meetings, makes errors in records, and/or misses paperwork deadlines or is frequently late or absent.	Occasionally misses or is late to assignments and meetings, completes work late, and/or makes errors in records.	**Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.**	Consistently fulfills all professional responsibilities to high standards. Is able to model this element.