

DECATUR COUNTY COMMUNITY SCHOOLS

TEACHER EVALUATION HANDBOOK

2023-2024 Modified RISE

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INDIANA CODE

Indiana Code 20-28-11.5-4 requires school corporations to implement performance evaluations for each certified employee. The evaluation system must include the following components:

- Annual evaluation
- Rigorous measures of effectiveness, including observations and other performance indicators
- An annual designation of each certified employee in one of the following rating categories:
 - Highly effective
 - Effective
 - Improvement necessary
 - Ineffective
- An explanation of the evaluator's recommendations for improvement, if needed, and the time frame in which improvement is expected
- A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective
- Discussion of the evaluation between evaluator and certificated employee

Additional components required in the evaluation system (IC 20-28-11.5-6) include;

- A copy of the completed evaluation must be provided to the certified employee not later than seven (7) in person school days after the evaluation is conducted;
- If a certified employee receives a rating of ineffective or improvement necessary, the evaluator and the employee shall develop a remediation plan of not more than ninety (90) school days to correct the deficiencies noted in the evaluation. The remediation plan must require the use of the employee's license renewal credits in professional development activities intended to help the employee achieve an effective rating on the next performance evaluation;
- A teacher who receives a rating of ineffective may file a request for a private conference with the superintendent (or designee) not later than five (5) days after receiving notice that the teacher received a rating of ineffective;
- Superintendent shall discuss the plan with the teachers' representative before the school board;
- Evaluation will be explained to the school board in a public meeting before evaluations are conducted;
- A student may not be instructed for two (2) consecutive years by two (2) consecutive teachers each of whom was rated ineffective.

IC 20-28-6-7.5 and IC 20-28-6-8 defines the following **teacher categories**:

- **Established teacher** – a teacher under contract in a public school corporation by July 1, 2012. An established teacher remains in this category for the remainder of the teacher's employment with the school corporation. Any combination of three evaluation ratings of improvement necessary or ineffective within five (5) years may lead to dismissal for incompetence. Two (2) consecutive ineffective ratings may also lead to dismissal for incompetence.
- **Probationary teacher** – any teacher hired after July 1, 2012 until such time as the teacher has received a rating of effective or highly effective for at least three years in a five-year or shorter period. Two consecutive improvement necessary or ineffective evaluation rating may lead to dismissal.
- **Professional teacher** – a probationary teacher who has met the evaluation criteria to be rated effective or highly effective for three years in a five year period (or shorter) will become a professional teacher and will remain in this category unless the teacher receives an ineffective rating. At such time, the teacher becomes a probationary teacher subject to the criteria of the probationary teacher. Any combination of three (3) improvement necessary or ineffective ratings within five (5) years may lead to dismissal for incompetence.

Teacher Evaluation Handbook

CONTINUAL IMPROVEMENT OF EVALUATION PROCESSES AND PROCEDURES

Decatur County Community Schools Teacher Evaluation Handbook will be approached and embraced as a “living document.” The evaluation process will continuously seek to improve to better meet the needs of our teachers and students. Each year teachers and administrators will be surveyed to provide valuable information to improve this process.

It is important we implement a system to gain teacher input within the processes of the evaluation system. Only when we create feedback avenues for teachers to report on the quality of evaluations and feedback they are receiving will we maximize teacher effectiveness within our school corporation.

CORE BELIEFS ON TEACHER PERFORMANCE EVALUATIONS

Decatur County Community Schools’ Teacher Performance Evaluation is grounded on four core beliefs about teaching and learning; in order to be successful, educators must work within a culture of professional learners committed to meeting the educational needs of all students. The following beliefs shape all aspects of the evaluation process:

- Students will learn and perform best when stakeholders maintain high expectations.
- Curriculum & Instruction will be research or evidence-based with student achievement being measured to ensure continuous progress.
- Students will be provided opportunities to learn and achieve to their highest potential in order to develop their abilities to become exceptional collaborators, communicators, and critical/creative thinkers.
- School Leaders will expect and support ongoing improvement of teaching and student performance.

PURPOSE OF TEACHER PERFORMANCE EVALUATION SYSTEM

The evaluation system’s purpose and standards of instructional excellence will inform the types of outcomes and practices that will be assessed through the evaluation system, which in turn, will inform the methods and measures to be used. Research has shown that teachers are the most significant school-based factor in student achievement. It is essential to not only have a systematic approach to identify highly effective teachers but also to systematically provide data and feedback that can be used to improve teacher practice. All aspects of the evaluation process should have a student-centered focus.

Our evaluation system seeks to ensure we allow teachers to reach their full potential, retain the best teachers, and address consistently ineffective teachers fairly but decisively. The goals of our evaluation system are to:

- Boost effectiveness of all teachers through effective evaluation and targeted professional development;
- Retain the most effective teachers;
- Improve or dismiss persistently less effective teachers and replace them with more effective teachers;
- Differentiate teachers through the use of a comprehensive, credible teacher evaluation system that meaningfully demonstrates differences identified in the quality of instruction and student growth;
- Enhance performance and instructional effectiveness that improves student learning and results;
- Promote a positive environment for professional growth and student development;
- Establish collaborative professional goals that will improve teaching and learning;
- Engage each teacher actively through the use of self-assessment, reflection, presentation of artifacts, classroom demonstration(s), and data indicating student achievement and growth.

RATIONALE

The methods to be used within the Decatur County Community Schools Teacher Performance Evaluation system will set the stage for improved performance by teachers which throughout the research is highly correlated with improved student performance. In order to ensure success within the system, the process must reveal measures that will be utilized to provide real-time feedback, are accessible and easily understood, and have direct application to teacher practice in order to have an immediate impact on teaching and learning. Measures will be selected based on:

- Ability to accurately measure student progress
- Demonstrated impact on student achievement
- Demonstrated impact on teacher practice

Teachers and administrators will work collaboratively to discuss these measures in order to meet the demands set forth in the evaluation plan and will strive to improve teacher effectiveness and student academic achievement. The improvement of teacher performance comes from open lines of communication. Following an observation, if the teacher feels the evaluator should consider additional information that could impact a rating already given, then the teacher is encouraged to write a rebuttal to the observation. This will allow the evaluator to consider this information and reopen the observation if he/she feels it is warranted. If the evaluator and teacher cannot agree on the overall level of effectiveness, then every effort to allow a secondary evaluator to observe the teacher's performance will be made. The building principal or teacher can make the request for a secondary evaluator to observe the teacher to the Superintendent. It will be the right of the Superintendent to select the secondary evaluator.

IMPROVING THE QUALITY OF INSTRUCTION

By improving the quality of the evaluation system, DCCS is seeking to:

- Provide a more complete picture of teachers' impact on student learning;
- Contribute to greater confidence in the results of teacher evaluations;
- Provide more information for collaboration regarding student success;
- Contribute to teachers' professional growth;
- Create opportunities for teachers to learn from their colleagues; and
- Provide teachers with greater insights into how their instruction affects student learning.

In an effort to improve the instructional practices for all teachers, building principals will work with their teachers to focus professional development opportunities based on the needs of their teachers.

NEGATIVE IMPACT ON LEARNING

This evaluation system seeks to reform teaching in order to ensure negative impact on student learning does not occur within our school corporation. If a teacher is identified as negatively impacting student learning, then he or she will not be eligible to receive a summative rating of Effective or Highly Effective. Negative impact on student learning shall be defined as follows:

1. For classes measured by statewide assessments which are included in the growth model data (Language Arts and Mathematics grades 4-8), the IDOE shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact growth and achievement. Negatively impacting student learning is characterized by a significant decrease in student achievement and notably low levels of student growth. This measure will be calculated by the Department of Education. For a teacher to be determined as negatively impacting student learning both of the following criteria must be met:

- A. The mean scale score must decrease by at least 15 points from previous year.

B. The median growth percentile will be 15 or lower.

2. For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally, where data show a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state. Negative Impact for these classes would be evident if a teacher satisfies the following:

AVOID COMMON MISTAKES IN EVALUATION PROCESSES

Our evaluation system seeks to learn from common mistakes identified throughout the research and build an evaluation system in which evaluators are better able to judge whether teachers have met each performance expectation based on student behaviors and evidence of student learning. Ineffective teaching is reflected more in the progress of the students than in the behaviors of the teachers.

Each of the following past issues that have been identified within the research on evaluation systems has been addressed within this document.

Past Issues

DCCS ACTIONS TO AVOID THIS PROBLEM

Infrequent	Annual evaluations will require that teachers are provided consistent, timely, and constructive feedback throughout the year.
Unfocused	Evaluators will be trained for consistency so that teachers are evaluated as similarly as possible; the entire evaluation plan is detailed in order to better inform all stakeholders of expectations; data with the most confidence will be given the most weight; and the goals of DCCS's evaluation system are made clear.
Undifferentiated	The teacher effectiveness rubric provides insight to the various levels of expertise; data is considered based on individual teacher appropriateness; and multiple measures are used to determine teacher effectiveness.
Unhelpful	Mandated feedback will be provided that enables teachers to improve; collaborative effort between teachers and evaluators and remediation plans will be focused, differentiated, and timely.
Inconsequential	As set forth, evaluations will provide essential information gained as a means to recruit, retain, develop, and appropriately compensate.

ROLE OF THE EVALUATOR

Decatur County Community Schools is committed to ensuring all evaluators are properly trained to not only meet state requirements on evaluation training but also to exceed them. To assist, whenever possible, evaluators will work together to ensure the best outcomes for the students we serve. Evaluators will come from the Educational Leadership Team, which consists of Building Level Leadership and Central Office Leadership.

Measuring teacher professional practice through collecting, reviewing, and analyzing evidence requires trained evaluators and a collaborative effort with teachers. It is the goal of this evaluation process to ensure we have consistent processes among all evaluators. Observations require a substantial investment in training for evaluators to ensure this inter-rater reliability occurs, as well as training for teachers using the results to inform practice.

The following concepts will serve as the focus of evaluator training:

- Training should ensure evaluators are knowledgeable of key terminology and the importance of building and using a common language to describe quality instruction, differences between performance level descriptions/expectations on rubric, and discussion on how teachers are scored on rubric.

- Training in regards to best practices in classroom observation may also include, opportunities to simulate the observation experience with live classroom teaching or with videos of teaching to encourage debate on scoring of examples, instruction/practice on taking evidence-based notes in the classroom, instruction/practice on aligning evidence-based notes to rubric language.
- Evaluators must also be aware of observation processes and logistics, such as frequency, length, documentation, announced and/or unannounced observations or conferencing.
- Training should also focus on proper ways to give teachers feedback (written and verbal) that is timely, concrete, and actionable. Evaluators must engage teachers in critical conversations around performance and areas of improvement. Aligning feedback to professional development is a key component of training.
- Any person responsible for collecting and evaluating data on student learning measures should be trained on how to have conversations with teachers on collecting appropriate data and using the data to drive instruction. Also, training should incorporate a review of state assessments, use of growth model data, use of corporation assessments, and training on identifying, developing, or approving teacher created assessments for the purpose of evaluation.
- Any person responsible for assigning a summative evaluation rating should receive training on how all components come together to form the final teacher evaluation rating, proper discussion of summative ratings with teachers, how summative ratings translate into professional development or remediation plans, and how to formulate a plan for improvement with teachers.

If opportunities exist, evaluators will work together on evaluations. If this happens, one evaluator will serve as a primary evaluator and the other evaluator will be the secondary evaluator. Definitions of each position are below:

1. Primary Evaluator: The person chiefly responsible for the summative evaluation of a teacher. This evaluator is responsible for collecting evidence and reviewing the evidence collected by any secondary evaluators. Each teacher has only one primary evaluator.
2. Secondary Evaluator: An evaluator who may supplement the work of a primary evaluator by conducting observations, providing feedback or gathering evidence and artifacts of student learning. Each teacher may have more than one secondary evaluator.

FOCUS ON COACHING

Using evaluation results to support professional learning is likely the most significant phase of the evaluation cycle. An evaluation system's capacity to reliably identify teacher strengths and weaknesses is essential for accurately targeting professional development. Evaluation results can then be used to identify individual, school, and district-wide needs; target professional learning; gauge teacher growth; and identify potential mentors. Providing job-embedded, ongoing, individualized professional learning and support is necessary for teacher evaluation to have a positive impact on teacher practices.

DCCS strongly supports the following opportunities for teacher development:

- modeling (opportunities for teachers to visit other classroom teachers' rooms),
- creating professional learning communities (allows for reflection on instructional practices on specific skills or competencies),
- initiation of teacher rounds (departments or individual teachers are able to observe each other and give formative feedback, align level of expectations, and build culture and ownership on the level of instruction in their department) Each teacher will observe at least 2 other teachers within the school year. The primary evaluator and teacher will work together in order to identify who will be observed.

The interests of the teacher and areas the primary evaluator has targeted for the individual teacher will help in the selection process.

PROCESS-THE DCCS TEACHER EVALUATION PLAN

The **PLAN** includes the following expectations and requirements:

Annual- Performance evaluations for all certified staff will be conducted at least annually. A primary evaluator will conduct the annual summative evaluation.

Performance Level Ratings

- **Highly Effective:** A highly effective teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Effective:** An effective teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Improvement Necessary:** A teacher who is rated as improvement necessary requires a change in performance before he/she meets expectations. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated improvement necessary have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Ineffective:** An ineffective teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Feedback & PD

Teachers will be provided timely feedback. In addition, professional development will be tied to constructive and comprehensive feedback. Every effort by the administrative team will be made to provide professional development aimed at enhancing teacher skills based on trends identified within evaluation data. These trends will help facilitate the focal points for improvement. The following outline critical points regarding feedback and PD.

- Formal and Informal Walkthrough Observations will be a source of feedback for teachers throughout the school year. Every effort will be made by the evaluators to complete observations and provide feedback at least one calendar week prior to the last student day of the first semester and May 1st for second semester. If a situation arises making this guideline impossible, the primary evaluator will make the building representative aware of the reason and what plan the evaluator has put into place to finish the observations.
 - o Formal Observations

- Amount: minimum of 1 unannounced formal observation each semester
 - The first observation will be completed by at least one calendar week prior to the last student day of the first semester. The second semester observation will be completed by May 1st.
 - Length: minimum of 40 minutes
 - The formal observation will utilize the DCCS Teacher Effectiveness Rubric through Standards For Success Software (Appendix A)
 - Feedback will be presented within 7 working days
 - Each teacher will have a Domain 1: Purposeful Planning conference by the Friday following fall break.
 - Each teacher will have a Domain 3: Professional Commitment conference prior to the end of the school year.
 - Post-conference will be mandatory for the formal observations.
- There are no maximum limits on the number of conferences and/or observations. Additional observations and conferences may occur at any time when deemed necessary by the administration or at the request of the teacher. Administration will attempt to perform documented, informal walkthroughs throughout the buildings before starting formal observations and throughout the school year. Teachers may request administration to visit their classroom at any time during the school year. If results from the observations are not consistent or not enough evidence is collected to make a determination, then the principal and/or teacher reserves the right for additional observations. A teacher may request one additional observation per semester. No additional observations may be requested after May 1st, or later than 7 days following the feedback of the last formal observation unless the last observation was completed on May 1st. Improvement plans can be implemented for a teacher after either round of observations or when deemed necessary to aid in teacher growth and development.
 - A copy of the summative completed evaluation form, including any documentation related to the evaluation, must be provided to the certified staff no later than seven (7) working days after the end-of-year conference is conducted.
 - If a certified staff member receives 1-2 ratings of ineffective on one observation, the primary evaluator, certified staff member, and the mentor liaison shall develop a remediation plan (remediation plan template can be found in Appendix A and a sample remediation plan can be found in Appendix B). The mentor liaison will work with the building principal to establish a plan to elevate the teacher effectiveness to appropriate levels. The remediation plan guidelines are as follows:
 - Plan will not be more than forty-five (45) school days in length
 - An explanation of the evaluator's recommendations for improvement and the time in which improvement is expected will be discussed
 - The remediation plan will require the use of the certified staff's license renewal credits (PGP) in professional development activities intended to help the certified staff achieve at least an effective rating on the next performance evaluation.
 - The primary evaluator and mentor liaison will make every effort to break the remediation plan up into small parts to assist the teacher in being successful with the plan.
 - Decatur County Community Schools will make every effort for a student to not be instructed for two (2) consecutive years by two (2) consecutive teachers, each of whom was rated ineffective. If this situation cannot be avoided, parents will be notified according to State statute.
 - Decatur County Community Schools is committed to taking the time to differentiate the opportunities for all teachers to enhance their professional skills to better serve our students. The

use of evaluation information in order to create rewarding professional development opportunities for our staff, tied directly to their needs identified within the evaluation process, will be vital to our student learning outcomes.

- In addition to discussing the evaluation process throughout the school year, teachers will be given the opportunity through the discussion process to offer input into any possible revisions and/or additions they deem necessary in order to improve upon the Teacher Evaluation Handbook and the evaluation process.
- A teacher who receives a summative evaluation rating of ineffective may file a request for a private conference with the superintendent no later than five (5) working days after receiving notice of such rating. The teacher is entitled to a private conference with the superintendent.
- If a principal provides a teacher a written preliminary decision to either non-continue or cancel the teacher's contract, the teacher has five (5) working days to request a conference with the superintendent.
- Before August 1 of each year, DCCS School Corporation shall provide the results of the staff performance evaluations, including the number of certified staff placed in each performance category and teachers' college preparatory programs, to the IDOE. The results will not include names or any other personally identifiable information regarding the certified staff member. This timeline is pending necessary information from the State DOE.

PROFESSIONAL PRACTICES OVERVIEW (DCCS-EER)

The DCCS Educator Effectiveness Rubric (EER) will be utilized to score each certified teacher within the school corporation. This rubric is aligned with the research on what drives student achievement and ultimately seeks to shine a spotlight on great teaching, provide clear expectations for teachers, and support a fair/transparent evaluation of effectiveness. A copy of the DCCS EER can be found in Appendix A or can be obtained from the Decatur County Community Schools Central Office. The guidance counselors and technology integration specialist will be evaluated using a rubric that closely aligns with the responsibilities of their positions. For principals' and assistant principals' evaluations, the district will utilize the appropriate RISE evaluation rubric. The Superintendent will be rated based on the ISBA/IAPSS Indiana Superintendent Evaluation Rubric.

4 Domains of Educator Effectiveness Rubric

The professional practices identified within the DCCS EER are divided into four domains. The four domains are as follows:

DOMAIN 1: PURPOSEFUL PLANNING

Certificated employees 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.

1.1 Utilize Assessment Data to Plan

1.2 Create Standards Driven Lesson Plans and Assessments

DOMAIN 2: EFFECTIVE INSTRUCTION

Certificated employees 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.

2.1 Develop Student Understanding and Mastery of Lesson Objectives

2.2 Demonstrate and Clearly Communicate Content Knowledge to Students

- 2.3 Engage Students in Academic Content
- 2.4 Check for Understanding
- 2.5 Modify Instruction as Needed
- 2.6 Develop Higher Level of Understanding through Rigorous Instruction and Work
- 2.7 Maximize Instructional Time
- 2.8 Create Classroom Culture of Respect and Collaboration
- 2.9 Set High Expectations for Academic Success

DOMAIN 3: PROFESSIONAL COMMITMENT

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

- 3.1 Contribute to School Culture
- 3.2 Collaborate with Peers and Seek Professional Development
- 3.3 Advocate for Student Success
- 3.4 Engage Families in Student Learning

DOMAIN 4: CORE PROFESSIONALISM

- 1. Attendance
- 2. On-Time Arrival/Departure
- 3. Policies and Procedures
- 4. Respect

These indicators in Domain 4 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.

- Prior to a teacher having their overall rating negatively affected by the Core Professionalism Rubric component, a pattern of behavior must be documented by the primary evaluator and brought to the attention of the teacher.
- The evaluator should first provide the teacher a verbal and written warning outlining the action(s) that do not meet the standard.
- If the action(s) occur again, the evaluator should provide the teacher with a written reprimand outlining the actions of the teacher which do not meet standard and clear expectations of professional behavior outlined.
- If the action(s) occur a third time the primary evaluator will notify the teacher of his/her intent to indicate the teacher does not meet the Core Professionalism standard(s) and a deduction will be made ranging from .5 to 1 point.
- A teacher may request a conference with the superintendent or designee if the teacher is in disagreement with the primary evaluators rating and/or point deduction from the EER.
 - In cases of gross insubordination, disregard for student wellbeing or safety, or actions contrary to the expected ethics of the DCCS professional staff the primary evaluator will notify the superintendent immediately. The superintendent or designee will conference with the teacher and may impose a deduction of up to one point on the EER if so warranted.
 - Any instance that an administrator recommends a deduction the teacher can appeal the deduction with the superintendent within 48 hours of being notified.
 - For a deduction of any value to be official it has to be approved by the superintendent.

Overall Ratings for DCCS EER Domain

Each of these domains will be scored based on evidence collected within the evaluation process as either:

- Highly Effective (4)
- Effective (3)
- Improvement Necessary (2)
- Ineffective (1)

For each domain, all indicators will be scored and the average of indicators will be calculated. The following scale will be utilized to determine overall rating under each domain:

- 4.00-3.50 Highly Effective
- 3.49- 2.60 Effective
- 2.59- 1.75 Improvement Necessary
- 1.75- 1.00 Ineffective

The overall ratings for the DCCS EER will be determined from the following weights:

- Domain 1: Purposeful Planning = 10%
- Domain 2: Effective Instruction = 75%
- Domain 3: Professional Commitment = 15%

CONFERENCES

1. Each teacher will have a Domain 1: Purposeful Planning conference by the week after fall break.
2. Additional conferences may occur at the principal's discretion regarding observational feedback he/she chooses to give verbally to the teacher, prior to written feedback being given.
3. Each teacher will have a Domain 3: Professional Commitment conference prior to the end of the school year.*
4. A summative teacher effectiveness rubric conference will be held prior to the end of the school year in which the teacher will receive a final rating on teacher effectiveness rubric.
5. If the opportunity presents itself, two conferences may be merged within one conference time pending approval by both principal and teacher.

Teachers may forgo Domain 2 observation meetings in writing to building administration.

*Domain 1: Purposeful Planning and Domain 3: Professional Commitment Note:

Evaluators should collect material outside of the classroom to assess these domains. Teachers should also be proactive in demonstrating their proficiency in these areas. However, evidence collection in these two domains should not be a burden that detracts from quality instruction. Examples of evidence for these domains may include (but are not limited to):

- a. Domain 1: Purposeful Planning - lesson and unit plans, planned instructional materials and activities, assessments, and systems for record keeping.
- b. Domain 3: Professional Commitment - documents from team planning and collaboration, call-logs or notes from parent-teacher meetings, and attendance records from professional development or school-based activities/events.

Appendix B- Professional Remediation Plan (Sample)

Teacher Name – 2020-2021 School Year

Area(s) of Strength:

Administrator XXXX's strength is in her work ethic. She desires to do a good job in all her areas of responsibilities and is willing to work as hard as it takes in order to accomplish her goals. She often volunteers for committees, sponsorships, or other duties around the school.

Teacher _____

Area(s) in Need of Improvement:

	Problem Description w/ Evidence	Suggested Improvement Strategies	Evidence of Attainment w/ Timeline
Administrator	<p>Instructional & Assessment Strategies: XXXX appears to teach her content area with little to no differentiation of instructional or assessment strategies as evidenced by student feedback and administrative observation. This is a problem for the “non-traditional” learner or a student who has learning disabilities which would require modifications, accommodations, and/or individual attention. Students have indicated frustration with comprehending the material and receiving appropriate intervention strategies or delivery techniques which would provide another avenue of mastery. XXXX relies heavily on students maintaining notebooks and completing reports to demonstrate mastery. Assessments seem to be heavily reading dependant which can be prohibitive for some students. XXXX on occasion uses her classroom time for other, non-class related, work (i.e. committee, sponsorship.)</p>	<ol style="list-style-type: none"> 1. XXXX will collaborate with special education teachers in the creation of her weekly lesson plans to include appropriate learning and assessments strategies for special needs learners. 2. XXXX will use a minimum of two different instructional strategies (brief direct instruction followed by: project, small group, large group, kinesthetic, auditory, visual, manipulative, lab, etc) per 46 minute class period. The Best Practices book, research based resource guide from principal, or “Instruction for All Students” by Paula Rutherford may be referred to as a source of ideas. 3. XXXX will pre-teach all vocabulary with students. 4. XXXX will break chapters into manageable chunks, targeting power standards for those students on IEP's. 5. XXXX will use a minimum of three different types of assessments per unit/chapter. These can be formal or informal based upon the content. Homework will be assessed for mastery in addition to completion. 6. XXXX will be actively involved with students the entire 46 minutes of each class. 	<p>Lesson plans will be submitted each Friday for the remainder of the year to principal for the following week. Lesson plans will follow an agreed upon format which allows XXXX to identify the instructional strategies used in each lesson along with any modifications made for special needs learners.</p> <p>XXXX will provide copies of all assessments and rubrics to the administration along with a breakdown by grade received to show student mastery. Indicate those standards which you intend to remediate based upon poor or low performance. Remediation should take an alternative format than initial instruction and should be explained in weekly lesson plans as to where and when such remediation will take place.</p>
Teacher			
Administrator	<p>Compliance with IEP specifications: XXXX is perceived by some students and parents as having shown a lack of responsiveness to the needs of students on IEP's. In attempting to meet the requirements of some IEP in her own way, she has inadvertently minimized the impact of the modifications themselves.</p>	<ol style="list-style-type: none"> 1. XXXX will review the IEP of each student enrolled in her class. She will consult with special education teachers about the appropriate accommodations and modifications to be made for each student and implement those in her teaching strategies. These should be reflected in her lessons plans. 	<p>XXXX will provide a log of phone conversations, emails, or personal meetings with the special education teachers regarding each student on an IEP in her classes. These consultations should be done prior to March 24, 2012.</p>
Teacher			

Administrator	<p>Confidentiality Practices with Students - Relationships: XXXX has made informal comments to individual students and to groups of students which reflect a lack of respect for privacy or sensitivity to special needs learners as indicated by numerous parent and student complaints and observations by various employees.</p> <p>XXXX often times approaches students in what she perceives as a casual or friendly manner, but is perceived as harsh and abrasive by students.</p>	<ol style="list-style-type: none"> 1. XXXX is to refrain from discussing other students to her class. 2. XXXX will refrain from discussing sensitive personal issues with individual students within close proximity to others. 3. XXXX will review Article 7 of the Indiana code regarding ethical practices and confidentiality. 	<p>XXXX will maintain a log of private student conversations, indicating the appropriate nature and location of the conversations. This log may be reviewed by administration as needed.</p>
Teacher			

Resources Needed for Improvement Plan

Improvement Area	Administration	Teacher
Confidentiality	Provide XXXX a copy of Article 7.	

Signatures:

_____	_____	_____
Teacher	DCEA Rep	Administrator
_____	_____	_____
Date	Date	Date

Appendix C Teacher Evaluation Rubric

DOMAIN 1: PURPOSEFUL PLANNING

Teachers use Indiana Academic 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 student progress.

Indicators	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 1.1:</p> <p>Utilize, Track and Analyze Assessment Data to Plan</p>	<p><i>At Level 4, a teacher fulfills the criteria for Level 3 and a majority of Level 4 (i.e. 2 of the 3 indicators under Level 4).</i></p> <ul style="list-style-type: none"> ● Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding. ● Uses checks for understanding for additional data points. ● Uses data analysis of student progress to drive lesson planning for future instruction. 	<p>Teacher uses prior assessment data to formulate:</p> <ul style="list-style-type: none"> ● Achievement goals, unit plans, AND lesson plans. <p>Teacher uses an effective data tracking system for:</p> <ul style="list-style-type: none"> ● Recording student assessment/progress monitoring data. ● Analyzing student progress towards mastery and planning future lessons/units accordingly. 	<p>Teacher 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>Teacher uses an effective data tracking system for:</p> <ul style="list-style-type: none"> ● Recording student assessment/progress monitoring data. ● Maintaining a grading system. <p>Teacher may not:</p> <ul style="list-style-type: none"> ● Use data to analyze student progress towards mastery or to plan future lessons/units. 	<ul style="list-style-type: none"> ● Teacher rarely or never uses prior assessment data when planning. ● Teacher rarely or never uses a data tracking system to record student assessment/progress monitoring data and/or has no discernable grading system.
<p>Competency 1.2:</p> <p>Create Standards-Driven Lesson Plans and Assessments</p>	<p><i>At Level 4, a teacher fulfills the criteria for Level 3 and a majority of Level 4 (i.e. 2 of the 3 indicators under Level 4).</i></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 drive instruction. ● Creates and utilizes well--designed unit assessments that align with an end of year summative assessment (either national, state, district, or teacher created). 	<p>Based on unit plan, teacher plans daily lessons by:</p> <ul style="list-style-type: none"> ● Identifying lesson objectives that are aligned to state academic 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. ● Creating assessments before each unit begins for backwards planning. 	<p>Based on unit plan, teacher 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 not:</p> <ul style="list-style-type: none"> ● Design assignments that are meaningful or relevant. ● Plan formative assessments to measure progress towards mastery or inform instruction. ● Create assessments before each unit begins for backwards planning. 	<ul style="list-style-type: none"> ● Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, not identifying standards in the lessons, and lacking meaningful instructional strategies, or assignments.

DOMAIN 2: EFFECTIVE INSTRUCTION

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

Indicators	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1: Develop Student Understanding and Mastery of Lesson Objectives	Teacher is highly effective at developing student understanding and mastery of lesson objectives.	Teacher is effective at developing student understanding and mastery of lesson objectives.	Teacher needs improvement at developing student understanding and mastery of lesson objectives.	Teacher is ineffective at developing student understanding and mastery of lesson objectives.
	<p><i>At Level 4, a teacher fulfills the criteria for Level 3 and half of Level 4</i></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 the lesson. Students demonstrate through work or discourse that they understand this connection. 	<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. 	<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. 	<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 indicator 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.

Indicators	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.2:</p> <p>Demonstrate and Clearly Communicate Content Knowledge to Students</p>	<p>Teacher is highly effective at demonstrating and clearly communicating content knowledge to students.</p> <p><i>At Level 4, a teacher fulfills the criteria for Level 3 and a majority of Level 4 (i.e. 3 of the 4 indicators under Level 4).</i></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. • Teacher and students engage in discourse using developmentally appropriate language and explanations. 	<p>Teacher is effective at demonstrating and clearly communicating content knowledge to students.</p> <ul style="list-style-type: none"> • Teacher demonstrates content knowledge and delivers content that is factually correct. • Content 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 development. 	<p>Teacher needs improvement at demonstrating and clearly communicating 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 development. 	<p>Teacher is ineffective at 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 fail to build student understanding of key concepts. • Teacher continues with planned instruction, even when it is obvious that students do not understand 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 development.

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 indicator.
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.

Indicators	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.3:</p> <p>Engage Students in Academic Content</p>	<p>Teacher is highly effective at engaging students in academic content.</p> <p><i>At Level 4, a teacher fulfills the criteria for Level 3 and a majority of Level 4 (i.e. 3 of the 5 indicators under Level 4).</i></p> <ul style="list-style-type: none"> Teacher sustains the attention of the class by maintaining a dynamic presence. 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 available technology as a tool when appropriate to engage students in academic content. 	<p>Teacher is effective at engaging 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 reflect different learning modalities or intelligences. EL, Section 504, 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 needs improvement at engaging students in academic content.</p> <ul style="list-style-type: none"> Less 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 misses some opportunities to provide ways of differentiating content for student engagement. EL, Section 504, and IEP students are sometimes given the 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>Teacher is ineffective at engaging students in academic content.</p> <ul style="list-style-type: none"> Less 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. EL, Section 504, 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 with the content.

Notes:

- 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.
- Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity.
- 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.
- Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, and 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.

Indicators	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.4: Check for Understanding	Teacher is highly effective at checking for understanding.	Teacher is effective at checking for understanding.	Teacher needs improvement at checking for understanding.	Teacher is ineffective at checking for understanding.
	<p><i>At Level 4, a teacher fulfills the criteria for Level 3 and a majority of Level 4 (i.e. 3 of the 4 indicators under Level 4).</i></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. Teacher makes frequent use of strategies to monitor individual student understanding. Students monitor their own progress through self-- or peer--assessment. 	<ul style="list-style-type: none"> Teacher checks for understanding at almost all key moments (when checking is necessary) to inform instruction going forward. Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate “pulse” of the class’s understanding. 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 progress towards mastery of the objective(s) through formal or informal assessments (see note for examples). 	<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 for understanding, but is often unsuccessful in capturing an accurate “pulse” of the class’s understanding. 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 assess student’s progress towards mastery through formal or informal assessments. 	<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 an ineffective method repetitively to do so, thus rarely capturing an accurate “pulse” of the class’s understanding. 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 progress towards mastery.

Notes:

- 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.
- Examples of how the teacher may assess student understanding and mastery of objectives:
 - Checks for Understanding: thumbs up/down, cold--calling
 - Do Nows, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips

Indicators	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.5:</p> <p>Modify Instruction As Needed</p>	<p>Teacher is highly effective at modifying instruction as needed.</p> <p><i>At Level 4, a teacher fulfills the criteria for Level 3 and half of Level 4.</i></p> <ul style="list-style-type: none"> Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for ALL students (see notes). Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement. 	<p>Teacher is effective at modifying 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. Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged. 	<p>Teacher needs improvement at modifying 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 responds to misunderstandings by using only teacher-driven scaffolding techniques. Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding. 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. 	<p>Teacher is ineffective at modifying instruction as needed.</p> <ul style="list-style-type: none"> Teacher never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students. Teacher does not address student misunderstandings. Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding. 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.

Notes:

- In order to be effective at this indicator, a teacher must have at least scored a 3 on indicator 2.4 – in order to modify instruction as needed, one must first know how to check for understanding.
- 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.

Indicators	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.6: Develop Higher Level of Understanding through Rigorous Instruction and Work	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work.	Teacher is effective at developing a higher level of understanding through rigorous instruction and work.	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work.	Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work.
	<p><i>At Level 4, a teacher fulfills the criteria for Level 3 and a majority of Level 4 (i.e. 4 of the 7 indicators under Level 4).</i></p> <ul style="list-style-type: none"> Lesson is challenging and aligned to the developmental level of 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 differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs. Teacher highlights examples of recent student work that meets high expectations; 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. Students ask higher--order questions and make connections independently, demonstrating that they understand the content at a higher level. 	<ul style="list-style-type: none"> Lesson is challenging and aligned to the developmental level of almost all students. Teacher frequently develops higher-- level understanding through effective questioning. Lesson pushes almost all students forward due to basic differentiation of instruction based on students' level of understanding. Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning. Teacher helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks. 	<ul style="list-style-type: none"> Lesson is not always challenging and aligned to the developmental level of students. Some questions used may not be effective in developing higher--level understanding (too complex or confusing). Lesson pushes some students forward, but misses many 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. 	<ul style="list-style-type: none"> Lesson is not aligned with developmental level of students (may be too challenging or too easy). Teacher does not use questioning as a 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:

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") or Webb's Depth of Knowledge
- 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

2. 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.
- The relevance of higher--order understanding is taken into consideration for teachers working with primarily lower level students

Indicators	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.7:</p> <p>Maximize Instructional Time</p>	<p>Teacher is highly effective at maximizing instructional time.</p> <p><i>At Level 4, a teacher fulfills the criteria for Level 3 and a majority of Level 4 (i.e. 4 of the 6 indicators under Level 4).</i></p> <ul style="list-style-type: none"> ● Teacher maximizes use of the entire instructional period. ● Routines, transitions, and procedures are well executed. Students know what they are supposed to be doing and 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 from the 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 effective at maximizing instructional time.</p> <ul style="list-style-type: none"> ● Teacher seldom starts class late or ends class early. ● Routines, transitions, and procedures are well executed. Students know what they are supposed to be doing and with minimal prompting from the teacher. ● Students engaged in meaningful work except 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 needs improvement at maximizing instructional time.</p> <ul style="list-style-type: none"> ● Teacher consistently starts class late and/or ends class early. ● Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed or are not appropriate for students' developmental level. ● There are significant periods of time in which students are not engaged in meaningful work. ● 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>Teacher is ineffective at maximizing instructional time.</p> <ul style="list-style-type: none"> ● Much instructional time is lost because the teacher does not utilize class time effectively. ● 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 frequent 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 could 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.

Indicators	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.8:</p> <p>Create Classroom Culture of Respect and Collaboration</p>	<p>Teacher is highly effective at creating a classroom culture of respect and collaboration.</p>	<p>Teacher is effective at creating a classroom culture of respect and collaboration.</p>	<p>Teacher needs improvement at creating a classroom culture of respect and collaboration.</p>	<p>Teacher is ineffective at creating a classroom culture of respect and collaboration.</p>
	<p><i>At Level 4, a teacher fulfills the criteria for Level 3 and a majority of Level 4 (i.e. 2 of the 3 indicators under Level 4).</i></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. ● Students participate in each other's learning of content through collaboration during the lesson. 	<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. 	<ul style="list-style-type: none"> ● Students are generally respectful of their teacher and peers, but episodes of disrespect are apparent. ● Teacher inconsistently addresses inappropriate or disrespectful student interactions. ● 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 may praise positive behavior OR enforce consequences for negative behavior, but not both. ● Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others. 	<ul style="list-style-type: none"> ● Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior. ● Teacher does not address student interactions that are inappropriate or disrespectful. ● The classroom environment is chaotic, with no apparent established standards of conduct. ● 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 are one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this indicator.
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.

Indicators	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.9:</p> <p>Set High Expectations for Academic Success</p>	<p>Teacher is highly effective at setting high expectations for academic success.</p>	<p>Teacher is effective at setting high expectations for academic success.</p>	<p>Teacher needs improvement at setting high expectations for academic success.</p>	<p>Teacher is ineffective at setting high expectations for student success.</p>
	<p><i>At Level 4, a teacher fulfills the criteria for Level 3 and a majority of Level 4 (i.e. 2 of the 3 indicators under Level 4).</i></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. 	<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 of all students. 	<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 students. 	<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.

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: PROFESSIONAL COMMITMENT

Teachers develop and sustain the intense energy, leadership, and commitment necessary to ensure the achievement of all students.

Indicators	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 3.1:</p> <p>Contribute to School Culture</p>	<p><i>At Level 4, a teacher fulfills the criteria for Level 3 and a majority of Level 4 (i.e. 2 of the 3 indicators under Level 4).</i></p> <ul style="list-style-type: none"> ● Seek out and fulfill leadership roles. ● Go above and beyond in dedicating time for students and peers outside of class. ● Prioritize and dedicate time to help students and colleagues. 	<p>Teacher will:</p> <ul style="list-style-type: none"> ● Contribute ideas and expertise to further the schools' mission and initiatives. ● Meet all minimum expectations for certified staff in the use of the continuous improvement process. ● Dedicate time efficiently, when needed, to helping students and peers outside of class. ● Develop positive relationships across the school community with all stakeholder groups, including peers, parents, administrators, students and community members. 	<p>Teacher will:</p> <ul style="list-style-type: none"> ● Contribute occasional ideas and expertise to further the school's mission and initiatives. ● Meet some of the minimum expectations for all certified staff in the use of the continuous improvement process. <p>Teacher may not:</p> <ul style="list-style-type: none"> ● Dedicate time to help students and peers outside of class. ● Develop positive relationships across the school community with all stakeholder groups, including peers, parents, administrators, students and community members. 	<p>Teacher will:</p> <ul style="list-style-type: none"> ● Rarely or never contribute ideas aimed at improving school efforts. ● Meet four or less of the minimum expectations for all certified staff in the use of the continuous improvement process. <p>Teacher may not:</p> <ul style="list-style-type: none"> ● Dedicate time to help students and peers outside of class. ● Develop positive relationships across the school community with all stakeholder groups, including peers, parents, administrators, students and community members.
<p>Competency 3.2:</p> <p>Collaborate with Peers and Seek Professional Development</p>	<p><i>At Level 4, a teacher fulfills the criteria for Level 3 and a majority of Level 4 (i.e. 2 of the 3 indicators under Level 4).</i></p> <ul style="list-style-type: none"> ● Go above and beyond in seeking out opportunities to collaborate and/or mentor peers. ● Shares newly learned knowledge and practices with others. ● Seeks out opportunities to lead professional development sessions. 	<p>Teacher will:</p> <ul style="list-style-type: none"> ● Seek out and participate in regular opportunities to work with and learn from others. ● Actively pursue opportunities to improve knowledge. ● Seek out ways to implement new practices into instruction, when applicable. ● Welcome constructive feedback to improve practices. 	<p>Teacher will:</p> <ul style="list-style-type: none"> ● Participate in occasional opportunities to work with and learn from others. ● Attend all mandatory professional development opportunities. <p>Teacher may not:</p> <ul style="list-style-type: none"> ● Actively pursue optional professional development opportunities. ● Seek out ways to implement new practices into instruction. ● Accept constructive feedback well. 	<p>Teacher will:</p> <ul style="list-style-type: none"> ● Rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player. ● Rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning.

Indicators	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 3.3:</p> <p>Advocate for Student Success</p>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally will:</p> <ul style="list-style-type: none"> • Display commitment to the education of all the students in the school. 	<p>Teacher 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 will:</p> <ul style="list-style-type: none"> • Display commitment to the education of some students. <p>Teacher may not:</p> <ul style="list-style-type: none"> • Advocate for students' needs. 	<ul style="list-style-type: none"> • Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.
<p>Competency 3.4:</p> <p>Engage Families in Student Learning</p>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally will:</p> <ul style="list-style-type: none"> • Is available to address concerns in a timely and positive manner, when necessary, outside of required parent outreach events. 	<p>Teacher 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 will:</p> <ul style="list-style-type: none"> • Respond to contact from parents. • Engage in some forms of parent outreach required by the school. <p>Teacher may not:</p> <ul style="list-style-type: none"> • Proactively reach out to parents to engage them in student learning. 	<ul style="list-style-type: none"> • Teacher 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.

- Prior to a teacher having their overall rating negatively affected by the Core Professionalism Rubric component, a pattern of behavior must be documented by the primary evaluator and brought to the attention of the teacher.
- The evaluator should first provide the teacher a verbal and written warning outlining the action(s) that do not meet the standard.
- If the action(s) occur again, the evaluator should provide the teacher with a written reprimand outlining the actions of the teacher that do not meet standard and clear expectations of professional behavior outlined.
- If the action(s) occur a third time the primary evaluator will notify the teacher of his/her intent to indicate the teacher does not meet the Core Professionalism standard(s) and a deduction will be made ranging from .5 to 1 point.
- A teacher may request a conference with the superintendent or designee if the teacher is in disagreement with the primary evaluators rating and/or point deduction from the TER.
 - In cases of gross insubordination, disregard for student wellbeing or safety, or actions contrary to the expected ethics of the DCCS for professional staff, the primary evaluator will notify the superintendent immediately. The superintendent or designee will conference with the teacher and may impose a deduction of up to one point on the TER if so warranted.

	Indicator	Does Not Meet Standard	Meets Standard
1	Attendance	Individual demonstrates a pattern of inappropriate use of sick, personal, or unpaid leave days (i.e. Use of days before or after breaks, appointments on school days (and using entire day), Mondays and Fridays, unpaid days, and personal days a half--day at a time). (Approved FMLA leaves are excluded from the attendance rate requirement.)	Individual demonstrates a pattern of attendance that reflects a desire to be in the classroom as much as possible.
2	On--Time Arrival / Departure	Individual demonstrates a pattern of unexcused late arrivals and/or early departures (late arrivals or early departures that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual demonstrates a pattern of following contractual arrival and departure times.
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.

Appendix D Professional School Counselor Effectiveness Rubric

I. Overview

II. Effectiveness Rubric

- a. Domain 1: Academic Achievement
- b. Domain 2: Student Assistance Services
- c. Domain 3: Career Development
- d. Domain 4: Professional Leadership

III. Summary and Rating

Overview

What is the purpose of the Professional School Counselor Rubric?

The School Counselor Rubric was developed for three key purposes:

- **To shine a spotlight on great school counselors:** The rubric is designed to assist principals in their efforts to increase school counselor effectiveness.
- **To provide clear expectations for school counselors:** The rubric defines and prioritizes the actions that an effective school counselor uses to achieve gains in student achievement, and personal, social, and career development.
- **To support a fair and transparent evaluation of effectiveness:** The rubric provides the foundation for accurately assessing effectiveness along four domains.

Who developed the Professional School Counselor Effectiveness Rubric?

A representative group of counselors, administrators, and leaders from other youth-serving organizations, along with IDOE, contributed to the development of the rubric.

What research and evidence support the Professional School Counselor Effectiveness Rubric?

- American School Counselor Association (ASCA) National Model
- ASCA Counselor Standards
- Indiana Student Assistant Services, Article 4
- California Carmel Unified School District Evaluation
- Missouri School Counselor Evaluation
- New Hampshire School Counselor Evaluation
- North Carolina School Counselor Evaluation
- Centinela Valley Union High School District
- Indiana Program Standards for School Counselors
- Indiana Student Standards

How is the Professional School Counselor Effectiveness Rubric organized?

The rubric is divided into four domains.

- Domain 1: Academic Achievement
- Domain 2: Student Assistant Services
- Domain 3: Career Development
- Domain 4: Professional Leadership

Discrete indicators within each domain target specific areas that effective professional school counselors must focus upon.

How do we weigh different parts of the framework?

In reviewing the current research during the development of the professional school counselor rubric, the goal was not to create a school counselor evaluation tool that would try to be all things to all people. As such, the rubric focuses on evaluating the effectiveness of the school counselor through observable and data driven actions.

What is the process to use the Professional School Counselor Effectiveness Rubric?

- For any given indicator, the school counselor may receive a score of 1 through 4 (4 being highly effective).
- The school counselor will self-reflect and indicate the level of performance in each area.
- Discussion of each area will take place between the administrator and school counselor. Supporting data may be presented.
- The administrator will complete the final evaluation in conference with the school counselor.
- The comment section may be used to explain any N/O (not observed) ratings.
- A written summary may also be attached.

How do I ensure the effective implementation of the Professional School Counselor Effectiveness Rubric?

Even the best School Counselor Evaluation tool can be undermined by poor implementation. Successful implementation of the Professional School Counselor Effectiveness Rubric will require a focus on four core principles (modified from The new Teacher Project's *The Widget Effect*, 2009):

1. **Training and Support:** Administrators responsible for the evaluation of school counselors must receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance and provide constructive feedback and differentiated support.
2. **Accountability:** The differentiation of school counselor effectiveness must be a priority for district administrators and one for which they are held accountable. Even the best evaluation tool will fail if the information it produces is of no consequence.
3. **Credible distribution:** If the rubric is implemented effectively, ratings will not be ambiguous, surprising, or without clear justification. The performance distribution of school counselors must be monitored and a vehicle established to declare evaluations invalid if results are inflated.
4. **Decision-making:** Results from the school counselor evaluation must be fully integrated with other district systems and policies and a primary factor in employment decisions. This evaluation tool will assist in determining such issues as which school counselors receive tenure, how school counselors are assigned, retained, compensated and advanced, what professional development school counselors receive, and when and how school counselors are dismissed.

Friendly Disclaimer:

This is a working draft of the Professional School Counselor Effectiveness Rubric that is still in the process of revision and change. This rubric will undergo a pilot with input from administrators and counselors from around the state.

Academic Achievement

1.1 The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success. (1.1.HE.1)	The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration. (1.1.E.1)	The school counselor monitors student achievement but does not utilize the data to enhance student success. (1.1.IN.1)	The school counselor does not monitor academic achievement. (1.1.I.1)

1.2 The school counselor demonstrates knowledge of current trends in student development and academic achievement.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work. (1.2.HE.1)	The school counselor regularly engages in professional development. (1.2.E.1)	The school counselor sporadically engages in professional development. (1.2.IN.1)	The school counselor does not engage in professional development. (1.2.I.1)

1.3 The school counselor supports all students in making decisions, setting goals and taking appropriate action to achieve goals.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
The school counselor encourages all students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. (1.3.HE.1)	The school counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. (1.3.E.1)	The school counselor rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. (1.3.IN.1)	The school counselor does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. (1.3.I.1)
The counselor assists all students in identifying short-term and long-term goals and in developing appropriate action plans. (1.3.HE.2)	The counselor assists some students in identifying short-term and long-term goals and in developing appropriate action plans. (1.3.E.2)	The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans. (1.3.IN.2)	The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans. (1.3.I.2)

1.4 The school counselor engages all students in problem solving, critical thinking, and other activities.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
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The school counselor consistently provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.HE.1)	The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.E.1)	The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.IN.1)	The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.I.1)
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1.5 The school counselor utilizes and sequences guidance activities and materials to impact all students' academic achievement.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage all students in appropriate decision making. (1.5.HE.1)	Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making. (1.5.E.1)	Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making. (1.5.IN.1)	Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. (1.5.I.1)
Activities are logically sequenced within individual lessons. (1.5.HE.2)	The majority of activities are logically sequenced within individual lessons. (1.5.E.2)	Some activities are logically sequenced within individual lessons. (1.5.IN.2)	Activities are not logically sequenced within individual lessons. (1.5.I.2)

1.6 The school counselor supports all students in developmentally appropriate academic preparation essential for a wide variety of post- secondary options.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
The school counselor consistently guides all students in establishing challenging academic goals and understanding assessment results. (1.6.HE.1)	The school counselor generally guides students in establishing challenging academic goals and understanding assessment results. (1.6.E.1)	The school counselor rarely guides students in establishing challenging academic goals and understanding assessment results. (1.6.IN.1)	The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options. (1.6.I.1)
The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students interests and abilities. (1.6.HE.2)	The counselor assists some students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students interests and abilities. (1.6.E.2)	The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students interests and abilities. (1.6.IN.2)	(1.6.I.2)

Student Assistant Services

2.1 The school counselor assists all students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
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The school counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models appropriate behaviors. (2.1.HE.1)	The school counselor often encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors. (2.1.E.1)	The school counselor rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors. (2.1.IN.1)	The school counselor does not encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors. (2.1.I.1)
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2.2 The school counselor facilitates all students understanding of safety and survival skills and implements prevention programming to support students healthy physical, social, emotional, and academic development including stakeholder collabor

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
The school counselor consistently explains the students right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders. (2.2.HE.1)	The school counselor often explains the students right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify school and community resources; and implements any prevention programming for students. (2.2.E.1)	The school counselor rarely explains the students right to a safe and secure school environment, helps students to differentiate situations that require peer support, adult assistance and professional help, assists students to identify school and community resources, or implements any prevention programming for students. (2.2.IN.1)	The school counselor does not explain the students right to a safe and secure school environment, help students to differentiate situations that require peer support, adult assistance and professional help, help students to identify school and community resources, or implement any prevention programming for students. (2.2.I.1)

2.3 The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate. (2.3.HE.1)	The school counselor often addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate. (2.3.E.1)	The school counselor rarely addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate (2.3.IN.1)	The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals. (2.3.I.1)

2.4 The school counselor provides services to all students, fostering a clear understanding of diversity, ethnicity, and culture.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
The school counselor consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture. (2.4.HE.1)	The school counselor takes a multicultural or diverse perspective into consideration when providing services to students. (2.4.E.1)	The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of	The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students. (2.4.I.1)

diversity, ethnicity, and culture. (2.4.IN.1)

Career Development

3.1 The school counselor facilitates a comprehensive career program that is age- appropriate and aligned with local, state, and national standards.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
The school counselor facilitates age- appropriate career development, aligned with local, state, and national standards, utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences. (3.1.HE.1)	The school counselor facilitates age- appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used. (3.1.E.1)	The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards. (3.1.IN.1)	The school counselor does not facilitate age-appropriate career development. (3.1.I.1)

3.2 The school counselor facilitates all students understanding of the relationship between academics, personal qualities, education and training, and the world of work.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
The school counselor helps all students understand the relationship between educational achievement and career success, explains how work can help students achieve personal success and satisfaction, and demonstrates knowledge of student's background, skills, and interests. (3.2.HE.1)	The school counselor helps all students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. (3.2.E.1)	The school counselor rarely helps students understand the relationship between educational achievement and career success and rarely explain how work can help students achieve personal success and satisfaction. (3.2.IN.1)	The school counselor does not help students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction. (3.2.I.1)
Data include age-appropriate assessments, increasing awareness of interests, abilities, aptitude, and values. (3.2.HE.2)	The counselor promotes lifelong learning and employability skills. (3.2.E.2)	The counselor rarely promotes lifelong learning and employability skills. (3.2.IN.2)	The counselor does not promote lifelong learning and employability skills. (3.2.I.2)
The counselor uses this knowledge to meet student's needs and assist in career development, promoting lifelong learning and employ-ability skills. (3.2.HE.3)	Some data is utilized. (3.2.E.3)	Data is rarely utilized. (3.2.IN.3)	Data is not used. (3.2.I.3)

3.3 The school counselor supports all students in the application of strategies to achieve future success and satisfaction.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
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The counselor consistently helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. (3.3.HE.1)	The counselor helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. (3.3.E.1)	The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. (3.3.IN.1)	The counselor does not help students apply decision-making skills to career awareness, career planning, course selection or career transitions. (3.3.I.1)
Students are encouraged to use multiple research and informational resources to obtain career information. (3.3.HE.2)	Students are encouraged to use multiple research and informational resources to obtain career information. (3.3.E.2)	Students are rarely encouraged to use research and informational resources to obtain career information. (3.3.IN.2)	Students are not encouraged to use research and informational resources to obtain career information. (3.3.I.2)

3.4 The school counselor collaboratively analyzes data, utilizes research-based interventions and develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
The school counselor consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.HE.1)	The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.E.1)	The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.IN.1)	The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.I.1)

Professional Leadership

4.1 The school counselor establishes professional goals and pursues opportunities to grow professionally.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
The counselor's professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks. (4.1.HE.1)	Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community. (4.1.E.1)	Professional goals are sometimes established. The school counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community. (4.1.IN.1)	Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community. (4.1.I.1)

4.2 The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>

The school counselor provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders. (4.2.HE.1)	The school counselor provides consistent and effective leadership in the school counseling program and the school. (4.2.E.1)	The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style. (4.2.IN.1)	The school counselor provides no leadership either formal or informal in the counseling department, the school setting, or the community. (4.2.I.1)
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4.3 The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of student's needs.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. (4.3.HE.1)	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. (4.3.E.1)	The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others. (4.3.IN.1)	The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders. (4.3.I.1)
The school counselor demonstrates a direct impact of these collaborative activities on students. (4.3.HE.2)	(4.3.E.2)	(4.3.IN.2)	(4.3.I.2)

4.4 The school counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs.

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed. (4.4.HE.1)	The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed. (4.4.E.1)	The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy and procedure is questionable. (4.4.IN.1)	The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school. (4.4.I.1)

4.5 The school counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation).

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
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The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. (4.5.HE.1)	The school counseling program consistently builds the academic, career, and personal/social development of most students in the school, supporting at least some of this with student outcome data. (4.5.E.1)	The school counseling program serves some students and lacks data to support effectiveness. (4.5.IN.1)	The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness. (4.5.I.1)
The school counselor demonstrates student outcome data that are directly attributable to the school counseling program. (4.5.HE.2)	(4.5.E.2)	The school counselor is not demonstrating initiative to improve the school counseling program. (4.5.IN.2)	(4.5.I.2)

4.6 The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services. Note: This may include other school duties assigned by the administrator

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies. (4.6.HE.1)	The school counselor provides management activities that support the program's guidance, counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about students with school personnel, parents, and community agencies. (4.6.E.1)	The school counselor provides some, but not adequate, program management to the school counseling program. (4.6.IN.1)	The school counselor does not support the school counseling program with any program management activities. (4.6.I.1)
(4.6.HE.2)	(4.6.E.2)	The school counselor is inconsistent in supporting other educational or student services programs. (4.6.IN.2)	The school counselor is not involved or is minimally involved in providing support to other educational or student services programming through partnerships. (4.6.I.2)

Appendix E Special Education Teacher Rubric

DOMAIN 1: PURPOSEFUL PLANNING^{hide/show}

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.

1.1 Utilize Assessment Data To Plan

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
At Level 4, a teacher fulfills the criteria for Level 3 and additionally incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding (1.1.HE)	Teacher uses prior assessment data to formulate achievement goals, unit plans, AND lesson plans (1.1.E)	Teacher uses prior assessment data to formulate achievement goals, unit plans, OR lesson plans, but not all of the above (1.1.IN)	Teacher rarely or never uses prior assessment data when planning (1.1.I)

1.2 Set Ambitious And Measurable Achievement Goals

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
<i>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</i>	<i>Teacher develops an annual student achievement goal that is:</i>	<i>Teacher develops an annual student achievement goal that is:</i>	
Plans an ambitious annual student achievement goal (.HE.2)	Aligned to content standards (.E.2)	Not aligned to content standards (.IN.2)	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes (.I.2)
	Includes benchmarks to help monitor learning and inform interventions throughout the year (.E.3)	Does not include benchmarks to help monitor learning and inform interventions throughout the year (.IN.3)	
	Measurable (.E.4)		
	IEP goals aligned to Indiana Academic Standards (.E.5)		

1.3 Create Objective Driven Lesson Plans And Assessments

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
<i>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</i>	<i>Based on unit plan, teacher plans daily lessons by:</i>	<i>Based on unit plan, teacher plans daily lessons and:</i>	

Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction (1.3.HE.2)	Design assignments that are meaningful or relevant (1.3.E.2)	Does not design assignments that are meaningful or relevant (1.3.IN.2)	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments (1.3.I.2)
Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction (1.3.HE.3)	Utilizing Formative assessments that measure progress towards mastery and inform instruction (1.3.E.3)	Does not utilize formative assessments to measure progress towards mastery or inform instruction (1.3.IN.3)	
	Matching instructional strategies and activities/assignments to the lesson objectives (1.3.E.4)		
	Instruction based on IEP goals (1.3.E.5)		
	Evidence that the IEP is being implemented across all settings (1.3.E.6)		

1.4 Track Student Data And Analyze Progress

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
<i>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</i>	<i>Teacher uses an effective data tracking system for:</i>	<i>Teacher uses an effective data tracking system for:</i>	
Updates tracking system daily (1.4.HE.2)	Analyzing student progress towards mastery and planning future lessons/units accordingly (1.4.E.2)	Does not use data to analyze student progress towards mastery or to plan future lessons/units (1.4.IN.2)	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system (1.4.I.2)
Uses data analysis of student progress to drive lesson planning for the following day (1.4.HE.4)	Recording student assessment/ progress data (1.4.E.4)		
	Teacher monitors progress on goals (1.4.E.5)		
	Services are implemented as identified in IEP (1.4.E.6)		

DOMAIN 2: EFFECTIVE INSTRUCTION hide/show

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.

2.1 Develop Student Understanding And Mastery Of Lesson Objectives

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>	Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson (2.1.E.1)	Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable (2.1.IN.1)	Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson (2.1.I.1)
Students can explain what they are learning and why it is important, beyond repeating the stated objective (2.1.HE.2)	Objective is written in a student-friendly manner and/or explained to students in easy- to- understand terms (2.1.E.2)	Objective is stated, but not in a student-friendly manner that leads to understanding (2.1.IN.2)	There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students (2.1.I.2)
Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection (2.1.HE.3)	Importance of the objective is explained so that students understand why they are learning what they are learning (2.1.E.3)	Teacher attempts explanation of importance of objective, but students fail to understand (2.1.IN.3)	Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important (2.1.I.3)
	Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students (2.1.E.4)	Lesson generally does not build on prior knowledge of students or students fail to make this connection (2.1.IN.4)	There may be no effort to connect objective to prior knowledge of students (2.1.I.4)
	Lesson is well-organized to move students towards mastery of the objective (2.1.E.5)	Organization of the lesson may not always be connected to mastery of the objective (2.1.IN.5)	Lesson is disorganized and does not lead to mastery of objective (2.1.I.5)
	Lesson plan that incorporates differentiated instruction for all levels of instruction/student needs. (2.1.E.6)		
	Clearly identified objective (2.1.E.7)		
	TOR identifies relationship between lesson and IEP goals (2.1.E.8)		

NOTES

2.2 Demonstrate And Clearly Communicate Content Knowledge To Students

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>	Teacher demonstrates content knowledge and delivers content that is factually correct (2.2.E.1)	Teacher delivers content that is factually correct (2.2.IN.1)	Teacher may deliver content that is factually incorrect (2.2.I.1)
Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding (2.2.HE.2)	Content is clear, concise and well-organized (2.2.E.2)	Content occasionally lacks clarity and is not as well organized as it could be (2.2.IN.2)	Explanations may be unclear or incoherent and fail to build student understanding of key concepts (2.2.I.2)
Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest (2.2.HE.3)	Teacher restates and rephrases instruction in multiple ways to increase understanding (2.2.E.3)	Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding (2.2.IN.3)	Teacher continues with planned instruction, even when it is obvious that students are not understanding content (2.2.I.3)
Explanations spark student excitement and interest in the content (2.2.HE.4)	Teacher emphasizes key points or main ideas in content (2.2.E.4)	Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways (2.2.IN.4)	Teacher does not emphasize main ideas, and students are often confused about content (2.2.I.4)
Students participate in each others' learning of content through collaboration during the lesson (2.2.HE.5)	Teacher uses developmentally appropriate language and explanations (2.2.E.5)	Explanations sometimes lack developmentally appropriate language (2.2.IN.5)	Teacher fails to use developmentally appropriate language (2.2.I.5)
The teacher varies questions to meet and challenge students at their level of learning and students ask questions making connections independently, demonstrating that they (2.2.HE.6)	Teacher implements relevant instructional strategies learned via professional development (2.2.E.6)	Teacher does not always implement new and improved instructional strategies learned via professional development (2.2.IN.6)	Teacher does not implement new and improved instructional strategies learned via professional development (2.2.I.6)

2.3 Engage Students In Academic Content

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>	3/4 or more of students are actively engaged in content at all times and not off-task (2.3.E.1)	Fewer than 3/4 of students are engaged in content and many are off-task (2.3.IN.1)	Fewer than 1/2 of students are engaged in content and many are off-task (2.3.I.1)
Teacher provides ways to engage with content that significantly promotes student mastery of the objective (2.3.HE.2)	Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective (2.3.E.2)	Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content (2.3.IN.2)	Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content (2.3.I.2)

Teacher provides differentiated ways of engaging with content specific to individual student needs (2.3.HE.3)	Ways of engaging with content reflect different learning modalities or intelligences (2.3.E.3)	Teacher may miss opportunities to provide ways of differentiating content for student engagement (2.3.IN.3)	Teacher does not differentiate instruction to target different learning modalities (2.3.I.3)
The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do (2.3.HE.4)	Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged (2.3.E.4)	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 (2.3.IN.4)	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 (2.3.I.4)
Teacher effectively integrates technology as a tool to engage students in academic content (2.3.HE.5)	IEP students have the appropriate accommodations to be engaged in content (2.3.E.5)	IEP students are sometimes given appropriate accommodations to be engaged in content (2.3.IN.5)	IEP students are not provided with the necessary accommodations to engage in content (2.3.I.5)
	Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) (2.3.E.6)	Students may appear to actively listen, but when it comes time for participation are disinterested in engaging (2.3.IN.6)	Students do not actively listen and are overtly disinterested in engaging (2.3.I.6)
	-Evidence of use of Peer Reviewed and/or Research based strategies (2.3.E.7)		

NOTES

2.4 Check For Understanding

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>	Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) (2.4.E.1)	Teacher sometimes checks for understanding of content, but misses several key moments (2.4.IN.1)	Teacher rarely or never checks for understanding of content, or misses nearly all key moments (2.4.I.1)
Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) (2.4.HE.2)	Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding (2.4.E.2)	Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding (2.4.IN.2)	Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate (2.4.I.2)
Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking (2.4.HE.3)	Teacher uses wait time effectively both after posing a question and before helping students think through a response (2.4.E.3)	Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content (2.4.IN.3)	Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer (2.4.I.3)
	Teacher doesn't allow students to "opt-out" of checks for	Teacher sometimes allows students to "opt-out" of checks for understanding without	Teacher frequently allows students to "opt-out" of checks for understanding without

	understanding and cycles back to these students (2.4.E.4)	cycling back to these students (2.4.IN.4)	cycling back to these students (2.4.I.4)
	Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) (2.4.E.5)	Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments (2.4.IN.5)	Teacher rarely or never assesses for mastery at the end of the lesson (2.4.I.5)

NOTES

2.5 Modify Instruction As Needed

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>	Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students (2.5.E.1)	Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students (2.5.IN.1)	Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students (2.5.I.1)
Teacher anticipates student misunderstandings and preemptively addresses them (2.5.HE.2)	Teacher responds to misunderstandings with effective scaffolding techniques (2.5.E.2)	Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective (2.5.IN.2)	Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques (2.5.I.2)
Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement (2.5.HE.3)	Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful (2.5.E.3)	Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding (2.5.IN.3)	Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding (2.5.I.3)

NOTES

2.6 Develop Higher Level Of Understanding Through Rigorous Instruction And Work

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>	Lesson is accessible and challenging to almost all students (2.6.E.1)	Lesson is not always accessible or challenging for students (2.6.IN.1)	Lesson is not aligned with developmental level of students (may be too challenging or too easy) (2.6.I.1)
Lesson is accessible and challenging to all students (2.6.HE.2)	Teacher frequently develops higher-level understanding through effective questioning (2.6.E.2)	Some questions used may not be effective in developing higher-level understanding (too complex or confusing) (2.6.IN.2)	Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts (2.6.I.2)

Students are able to answer higher-level questions with meaningful responses (2.6.HE.3)	Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding (2.6.E.3)	Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding (2.6.IN.3)	Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding (2.6.I.3)
Students pose higher-level questions to the teacher and to each other (2.6.HE.4)	Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning (2.6.E.4)	While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate (2.6.IN.4)	Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts (2.6.I.4)
Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great (2.6.HE.5)	Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks (2.6.E.5)	Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying (2.6.IN.5)	Teacher gives up on students easily and does not encourage them to persist through difficult tasks (2.6.I.5)
Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments) (2.6.HE.6)			

NOTES

2.7 Maximize Instructional Time

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>	Students arrive on-time and are aware of the consequences of arriving late (unexcused) (2.7.E.1)	Some students consistently arrive late (unexcused) for class without consequences (2.7.IN.1)	Students may frequently arrive late (unexcused) for class without consequences (2.7.I.1)
Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher (2.7.HE.2)	Class starts on-time (2.7.E.2)	Class may consistently start a few minutes late (2.7.IN.2)	Teacher may frequently start class late (2.7.I.2)
Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) (2.7.HE.3)	Routines, transitions, and procedures are well- executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher (2.7.E.3)	Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed (2.7.IN.3)	There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times (2.7.I.3)
Students share responsibility for operations and routines and work well together to accomplish these tasks (2.7.HE.4)	Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) (2.7.E.4)	There is more than a brief period of time when students are left without meaningful work to keep them engaged (2.7.IN.4)	There are significant periods of time in which students are not engaged in meaningful work (2.7.I.4)

All students are on-task and follow instructions of teacher without much prompting (2.7.HE.5)	Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective (2.7.E.5)	Teacher may delegate lesson time inappropriately between parts of the lesson (2.7.IN.5)	Teacher wastes significant time between parts of the lesson due to classroom management (2.7.I.5)
Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson (2.7.HE.6)	Almost all students are on-task and follow instructions of teacher without much prompting (2.7.E.6)	Significant prompting from the teacher is necessary for students to follow instructions and remain on-task (2.7.IN.6)	Even with significant prompting, students frequently do not follow directions and are off-task (2.7.I.6)
	Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson (2.7.E.7)	Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem (2.7.IN.7)	Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson. (2.7.I.7)
	-Master schedule of service delivery (2.7.E.8)		
	-Effectively manages instructional resources (2.7.E.9)		

NOTES

2.8 Create Classroom Culture Of Respect And Collaboration

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>	Students are respectful of their teacher and peers (2.8.E.1)	Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms (2.8.IN.1)	Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior (2.8.I.1)
Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance (2.8.HE.2)	Students are given opportunities to collaborate and support each other in the learning process (2.8.E.2)	Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together (2.8.IN.2)	Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention (2.8.I.2)
Students reinforce positive character and behavior and discourage negative behavior amongst themselves (2.8.HE.3)	Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior (2.8.E.3)	Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both (2.8.IN.3)	Teacher rarely or never praises positive behavior (2.8.I.3)
	Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions (2.8.E.4)	Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others (2.8.IN.4)	Teacher rarely or never addresses negative behavior (2.8.I.4)

	Evidence of instruction on behavior goals across all settings (2.8.E.5)		
	Evidence of implementation of positive behavior management plan (2.8.E.6)		
	-Environmental supports are in place (2.8.E.7)		

NOTES

2.9 Set High Expectations For Academic Success

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>	Teacher sets high expectations for students of all levels (2.9.E.1)	Teacher may set high expectations for some, but not others (2.9.IN.1)	Teacher rarely or never sets high expectations for students (2.9.I.1)
Students participate in forming academic goals for themselves and analyzing their progress (2.9.HE.2)	Students are invested in their work and value academic success as evidenced by their effort and quality of their work (2.9.E.2)	Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging (2.9.IN.2)	Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments (2.9.I.2)
Students demonstrate high academic expectations for themselves (2.9.HE.3)	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) (2.9.E.3)	Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) (2.9.IN.3)	Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers (2.9.I.3)
Student comments and actions demonstrate that they are excited about their work and understand why it is important (2.9.HE.4)	Teacher celebrates and praises academic work (2.9.E.4)	Teacher may praise the academic work of some, but not others (2.9.IN.4)	Teacher rarely or never praises academic work or good behavior (2.9.I.4)
	High quality work of all students is displayed in the classroom (2.9.E.5)	High quality work of a few, but not all students, may be displayed in the classroom (2.9.IN.5)	High quality work is rarely or never displayed in the classroom (2.9.I.5)

NOTES

DOMAIN 3: TEACHER LEADERSHIPhide/show

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

3.1 Contribute To School Culture

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
<i>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</i>	<i>Teacher will:</i>	<i>Teacher does not:</i>	
Seek out leadership roles (3.1.HE.2)	Dedicate time efficiently, when needed, to helping students and peers outside of class (3.1.E.2)	Frequently dedicate time to help students and peers efficiently outside of class (3.1.IN.2)	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers (3.1.I.2)
Go above and beyond in dedicating time for students and peers outside of class (3.1.HE.3)	Contribute ideas and expertise to further the schools' mission and initiatives (3.1.E.3)		

3.2 Collaborate With Peers

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
<i>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</i>	<i>Teacher will:</i>	<i>Teacher does not:</i>	
Go above and beyond in seeking out opportunities to collaborate (3.2.HE.2)	Ask for assistance, when needed, and provide assistance to others in need (3.2.E.2)	Seek to provide other teachers with assistance when needed (3.2.IN.2)	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player (3.2.I.2)
Coach peers through difficult situations (3.2.HE.3)	Seek out and participate in regular opportunities to work with and learn from others (3.2.E.3)	Regularly seek out opportunities to work with others (3.2.IN.3)	
Take on leadership roles within collaborative groups such as Professional Learning Communities (3.2.HE.4)			

3.3 Seek Professional Skills And Knowledge

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
<i>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</i>	<i>Teacher will:</i>	<i>Teacher does not:</i>	
Regularly share newly learned knowledge and practices with others (3.3.HE.2)	Actively pursue opportunities to improve knowledge and practice (3.3.E.2)	Actively pursue optional professional development opportunities (3.3.IN.2)	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning (3.3.I.2)

Seek out opportunities to lead professional development sessions (3.3.HE.3)	Seek out ways to implement new practices into instruction, where applicable (3.3.E.3)	Seek out ways to implement new practices into instruction (3.3.IN.3)	
	Welcome constructive feedback to improve practices (3.3.E.4)	Accept constructive feedback well (3.3.IN.4)	
	Attend all mandatory professional development opportunities (3.3.E.5)		

3.4 Advocate For Student Success

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
<i>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</i>	<i>Teacher will:</i>	<i>Teacher does not:</i>	
Display commitment to the education of all the students in the school (3.4.HE.2)	Advocate for students' individualized needs (3.4.E.2)	Advocate for students' needs (3.4.IN.2)	Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs (3.4.I.2)
Make changes and take risks to ensure student success (3.4.HE.3)	Display commitment to the education of all his/her students (3.4.E.3)		
	Attempt to remedy obstacles around student achievement (3.4.E.4)		
	Appropriate Gen Ed teachers have copies of IEP or IEP at a Glance (3.4.E.5)	Provide gen ed teachers copies of IEP or IEP at a Glance (3.4.IN.5)	

3.5 Engage Families In Student Learning

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
<i>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</i>	<i>Teacher will:</i>	<i>Teacher does not:</i>	
Strives to form relationships in which parents are given ample opportunity to participate in student learning (3.5.HE.2)	Proactively reach out to parents in a variety of ways to engage them in student learning (3.5.E.2)	Proactively reach out to parents to engage them in student learning (3.5.IN.2)	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents (3.5.I.2)
Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events (3.5.HE.3)	Respond promptly to contact from parents (3.5.E.3)		

Engage in all forms of parent outreach required by the school (3.5.E.4)		
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DOMAIN 4: CORE PROFESSIONALISM hide/show

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.

4.1 Attendance

<u>Meets Standard</u>	<u>Does Not Meet Standard</u>
Individual has not demonstrated a pattern of unexcused absences. (Excused absences would include sick days, personal days, and other days allowed by contract or law for which a sub has been requested and the teacher's supervisor notified of the absence.) (4.1.M)	Individual has demonstrated a pattern of unexcused absences (4.1.DNM)

NOTES

4.2 On Time Arrival

<u>Meets Standard</u>	<u>Does Not Meet Standard</u>
Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) (4.2.M)	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) (4.2.DNM)

4.3 Policies And Procedures

<u>Meets Standard</u>	<u>Does Not Meet Standard</u>
Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, IEP compliance, etc) (4.3.M)	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, IEP compliance, etc) (4.3.DNM)

NOTES

4.4 Respect

<u>Meets Standard</u>	<u>Does Not Meet Standard</u>

Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner (4.4.M)	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner (4.4.DNM)
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Appendix F Speech and Language Pathologist Rubric

Domain 1: Planning and Preparation			
1A Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license			
Highly Effective	Effective	Improvement Necessary	Ineffective
Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license. (1A.HE.1)	Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license. (1A.E.1)	Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license. (1A.IN.1)	Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license. (1A.I.1)
1B Establishing goals for the therapy program appropriate to the setting and the students served			
Highly Effective	Effective	Improvement Necessary	Ineffective
Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers. (1B.HE.1)	Specialist's goals for therapy program are clear and appropriate to the situation in the school and to the age of the students. (1B.E.1)	Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students. (1B.IN.1)	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students. (1B.I.1)
1C Demonstrating knowledge of district, state, and federal regulations and guidelines			
Highly Effective	Effective	Improvement Necessary	Ineffective
Specialist's knowledge of special educational laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies. (1C.HE.1)	Specialist demonstrates thorough knowledge of special education laws and procedures. (1C.E.1)	Specialist demonstrates basic knowledge of special education laws and procedures. (1C.IN.1)	Specialist demonstrates little or no knowledge of special education laws and procedures. (1C.I.1)
1D Demonstrating knowledge of resources, both within and beyond the school and district			
Highly Effective	Effective	Improvement Necessary	Ineffective
Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community. (1D.HE.1)	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district. (1D.E.1)	Specialist demonstrates basic knowledge of resources for students available through the school or district. (1D.IN.1)	Specialist demonstrates little or no knowledge of resources for students available through the school or district. (1D.I.1)

1E Planning the therapy program, integrated with the regular school program, to meet the needs of individual students

Highly Effective	Effective	Improvement Necessary	Ineffective
Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program. (1E.HE.1)	Specialist has developed a plan that includes the important aspects of work in the setting. (1E.E.1)	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. (1E.IN.1)	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure. (1E.I.1)

1F Developing a plan to evaluate the therapy program

Highly Effective	Effective	Improvement Necessary	Ineffective
Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. (1F.HE.1)	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. (1F.E.1)	Special has a rudimentary plan to evaluate the therapy program. (1F.IN.1)	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important. (1F.I.1)

Domain 2: The Environment

2A Establishing rapport with students

Highly Effective	Effective	Improvement Necessary	Ineffective
Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship. (2A.HE.1)	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center. (2A.E.1)	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful. (2A.IN.1)	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center. (2A.I.1)

2B Organizing time effectively

Highly Effective	Effective	Improvement Necessary	Ineffective
Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules. (2B.HE.1)	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner. (2B.E.1)	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. (2B.IN.1)	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules. (2B.I.1)

2C Establishing and maintaining clear procedures for referrals

Highly Effective	Effective	Improvement Necessary	Ineffective
Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators. (2C.HE.1)	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone. (2C.E.1)	Specialist has established procedures for referrals, but the details are not always clear. (2C.IN.1)	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it. (2C.I.1)

2D Establishing standards of conduct in the treatment center

Highly Effective	Effective	Improvement Necessary	Ineffective
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Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior. (2D.HE.1)	Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful. (2D.E.1)	Standards of conduct appear to have been established for testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful. (2D.IN.1)	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment. (2D.I.1)
2E Organizing physical space for testing of students and providing therapy			
Highly Effective	Effective	Improvement Necessary	Ineffective
The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed. (2E.HE.1)	The testing and treatment center is well organized; materials are available when needed. (2E.E.1)	The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed. (2E.IN.1)	The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually available. (2E.I.1)
Domain 3: Delivery of Service			
3A Responding to referrals and evaluating student needs			
Highly Effective	Effective	Improvement Necessary	Ineffective
Specialist is proactive in responding to referrals and makes highly competent assessments of student needs. (3A.HE.1)	Specialist responds to referrals and makes thorough assessments of student needs. (3A.E.1)	Specialist responds to referrals when pressed and makes adequate assessments of student needs. (3A.IN.1)	Specialist fails to respond to referrals or makes hasty assessments of student needs. (3A.I.1)
3B Developing and implementing treatment plans to maximize students' success			
Highly Effective	Effective	Improvement Necessary	Ineffective
Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. (3B.HE.1)	Specialist's plans for students are suitable for them and are aligned with identified needs. (3B.E.1)	Specialist's plans for students are partially suitable for them, or sporadically aligned with identified needs. (3B.IN.1)	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments. (3B.I.1)
3C Communicating with families			
Highly Effective	Effective	Improvement Necessary	Ineffective
Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust. (3C.HE.1)	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions. (3C.E.1)	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions. (3C.IN.1)	Specialist fails to communicate with families and secure necessary permission for evaluation or communicates in an insensitive manner. (3C.I.1)
3D Collecting information; writing			

reports			
Highly Effective	Effective	Improvement Necessary	Ineffective
Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience. (3D.HE.1)	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience. (3D.E.1)	Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience. (3D.IN.1)	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience. (3D.I.1)

3E Demonstrating flexibility and responsiveness

Highly Effective	Effective	Improvement Necessary	Ineffective
Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent or teacher input. (3E.HE.1)	Specialist makes revisions in the treatment program when they are needed. (3E.E.1)	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change. (3E.IN.1)	Specialist adheres to the plan or program, in spite of evidence of its inadequacy. (3E.I.1)

Domain 4: Professional Responsibilities Hide/show

4A Reflecting on practice

Highly Effective	Effective	Improvement Necessary	Ineffective
Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies. (4A.HE.1)	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved. (4A.E.1)	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved. (4A.IN.1)	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving. (4A.I.1)

4B Collaborating with teachers and administrators

Highly Effective	Effective	Improvement Necessary	Ineffective
Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students. (4B.HE.1)	Specialist initiates contact with teachers and administrators to confer regarding individual cases. (4B.E.1)	Specialist is available to staff for questions and planning and provides background material when requested. (4B.IN.1)	Specialist is not available to staff for questions and planning and declines to provide background material when requested. (4B.I.1)

4C Maintaining an effective data management system

Highly Effective	Effective	Improvement Necessary	Ineffective
Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents. (4C.HE.1)	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed. (4C.E.1)	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed. (4C.IN.1)	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed. (4C.I.1)

4D Participating in a professional community

Highly Effective	Effective	Improvement Necessary	Ineffective
Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues. (4D.HE.1)	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. (4D.E.1)	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so. (4D.IN.1)	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects. (4D.I.1)

4E Engaging in professional development

Highly Effective	Effective	Improvement Necessary	Ineffective
Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. (4E.HE.1)	Specialist seeks out opportunities for professional development based on an individual assessment of need. (4E.E.1)	Specialist's participation in professional development activities is limited to those that are convenient or are required. (4E.IN.1)	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills. (4E.I.1)

4F Showing professionalism, including integrity, advocacy, and maintaining confidentiality

Highly Effective	Effective	Improvement Necessary	Ineffective
Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking leadership role with colleagues. (4F.HE.1)	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed. (4F.E.1)	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality. (4F.IN.1)	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality. (4F.I.1)