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Indiana Superintendent of Public Instruction

Evaluation Plan Submission Coversheet 2015-2016

Indiana Code 20-28-11.5-8(d) requires each school corporation to submit its staff performance evaluation plan to the department and requires the IDOE to publish the plans on its website. This cover sheet aims to provide a reference for teachers, administrators, parents, and other stakeholders of the components of performance evaluation plans for each school corporation required by [Indiana Code 20-28-11.5](#). Per Indiana's ESEA Flexibility Waiver, the IDOE will review each evaluation plan for the requirements of IC 20-28-11.5 and provide districts feedback on the review. In order to provide quick feedback, the district will need to ensure that each requirement list the corresponding page number(s).

In the chart below, please reference the page number(s) in your document which clearly display compliance with the requirement. If the plan has multiple documents with duplicate page numbers, please refer to the documents by A, B, C, D etc with the page number following: For example: A-23, B-5, etc.

Your plan may include many other sections not listed below. This sheet is not exhaustive but should encapsulate the main components of your plan. Once completed, please attach this cover sheet to the evaluation plan document you will submit. The whole document, including this cover sheet, needs to be combined into one PDF for submission. All information must be included in **ONE** PDF as you will only be able to upload one document.

School Corporation Name	Indianapolis Public Schools		
School Corporation Number	5385		

Annual Evaluations			
Requirement	Statute	Examples of Relevant Information	Reference Page Number
<input type="checkbox"/> Annual performance evaluations for each certificated employee	IC 20-28-11.5-4 (c) (1)	Plan and metrics to evaluate all certificated employees, including teachers, administrators, counselors, principals and superintendents.	Section: Guidelines Parts I, II, and III Pages 1-10 Section: Guidelines

			<p>Part III, P. 3 #3, a, b</p> <p>Section: Timelines Pages 11-15</p> <p>Section: Appendix T – Principal & Assistant Principal Evaluations Pages 340-376</p> <p>Section: Appendix U Central Office – Pages 377-381</p> <p>Section: Appendix V – Superintendent Evaluation – Page 382</p>
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Objective Measures of Student Achievement and Growth

Requirements	Statute	Examples of Relevant Information	Reference Page Number
<input type="checkbox"/> Objective measures of student achievement and growth significantly inform all certificated employees evaluations.	IC 20-28-11.5-4 (c) (2)	Weighting of student achievement in final summative evaluation for all certificated employees Protocol for including objective measures of student achievement and growth	Section: Final Summative Evaluation Page 23 (Middle section) & Page 25 Section: Measures of Student Learning Pages 27-31
<input type="checkbox"/> Student performance results from statewide assessments inform evaluations of employees whose responsibilities include teaching tested subjects.	IC 20-28-11.5-4 (c) (2)	Student and/or School Wide Growth data (individual growth measure for teachers in grades 4-8) Other Statewide Assessments incorporated into evaluations	Section: School-wide Learning Measures Page 22 Section: Assessment Guidelines Pages 56-60
<input type="checkbox"/> Methods of assessing student growth in evaluations of employees who do not teach tested subjects.	IC 20-28-11.5-4 (c) (2)	Student Learning Objectives Other Student Learning Measures for non-tested subjects Student Learning Measures for Non-Teaching Staff School-wide learning measures/A-F	Section: Measures of Student Learning Pages 27-31 Section: Evaluation Groups 4, 5 and 6 – Pages 30-31
<input type="checkbox"/> Student assessment results from locally developed assessments and other test measures in evaluations for certificated employees.	IC 20-28-11.5-4 (c) (2)	Student Learning Objectives or other student learning measures such as school-wide letter grade A-F	Section: Measures of Student Learning Pages 27-31 Section: School-wide Learning Measures Page 22

Rigorous Measures of Effectiveness

Requirements	Statute	Examples of Relevant Information	Reference Page Number
<input type="checkbox"/> Rigorous measures of effectiveness, including observations and other performance indicators.	IC 20-28-11.5-4 (c) (3)	Observation Rubrics allowing for detailed description at each level of performance for each indicator. <ul style="list-style-type: none"> • Teacher • Other Certificated Staff • Principals • District-Level Certificated Staff Other measures used for evaluations	Section: Final Summative Evaluation Page 23 Section: Measures of Student Learning Pages 28-31 Section: Appendices D – S pages 72-339 Section: Appendix T – Principal & Assistant Principal Evaluations Pages 340-376 Section: Appendix U Central Office – Pages 377-381 Section: Appendix V – Superintendent Evaluation – Page 382

Designation in Rating Category

Requirements	Statute	Examples of Relevant Information	Reference Page Number
<input type="checkbox"/> A summative rating as either highly effective, effective, improvement necessary, or ineffective.	IC 20-28-11.5-4 (c) (4) and (6)	Definition of performance categories Summative scoring process that yields placement into each performance category	Section: Ratings of Certified Employees Page 20 Section: Evaluation Rating Scale – page 21 Section: Final Summative Evaluation Rating Pages 23-26
<input type="checkbox"/> A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4 (c) (4) and (6)	Description of modifying final summative rating for negative growth Definition of negative impact on student growth for classes not measured by statewide assessments	Section: Final Summative Evaluation Rating Page 23-26 Section: Groups for non measured statewide assessments – pages 29-31 Section: Measures of Student Learning Pages 27-31

<input type="checkbox"/> All evaluation components, including but not limited to student performance data and observation results, factored into the final summative rating.	IC 20-28-11.5-4 (c) (4) and (6)	Process for determining summative rating Scoring Student Learning Measures Weights of evaluation components Process for tracking data and managing documentation	Section: Final Summative Evaluation Page 23-26 Section: Measures of Student Learning Pages 27-31 Section: Standard For Success (on line data tracking system) – Appendix B pages 63-69 Section: Student Learning Objectives Process – pages 32-42 Section: Student Learning Objectives Mid-Year Check – pages 43-45
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Evaluation Feedback			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
<input type="checkbox"/> Recommendations for improvement and the time in which improvement is expected.	IC 20-28-11.5-4 (c) (5) IC 20-28-11.5-4 (d)	Process for delivering feedback on evaluations Process for tying evaluation results to professional development	Section: Appendix B pages 63-69 Section: IPS Teacher Evaluation Process – Step 4 pages 16 Step 5 – page 17 Step 6 - page 17 Step 7 - pages-17-18 Step 9 – page 18 Step 10 – page 18 Step 11 – pages 18-19 Section: Guidelines Part I, #2, a Pages 1 Part III #1. a-d Page 2 Part III #4, a Page 3 Section: Student Learning Objectives Training Powerpoint – pages 46-55

Evaluation Plan Discussion			
Requirements	Statute	Examples of Relevant Information	Reference Page Number

<input type="checkbox"/> Evaluation Plan must be in writing and explained prior to evaluations are conducted.	IC 20-28-11.5-4 (e) (1) and (2)	Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted. Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one.	Section: Certified Evaluation Timelines - Steps 1, 2, 3 and 4 page 12
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Evaluators

Requirements	Statute	Examples of Relevant Information	Reference Page Number
<input type="checkbox"/> Only individuals who have received training and support in evaluation skills may evaluate certificated employees.	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	Description of Evaluator Training Description of who will serve as evaluators Process for determining evaluators	Section: Guidelines Part III, #3, a, b Pages 3 Section: Timelines Evaluation On-line Program Training Aug: 18,, 19, 20 Page 12 Section: Timelines - Step 2 Certified Staff RISE Evaluation System - Sept. 4 Page 12 Section: Appendix A Teacher Evaluation Notification Form pages 61-62 Section: Timelines Step 3 page 12
<input type="checkbox"/> Teachers acting as evaluators (which are optional) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	Description of who will serve as evaluators Process for determining evaluators	Teachers will not be acting as evaluators per our teacher contract

<input type="checkbox"/> All evaluators receive training and support in evaluation skills	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	Description of evaluator training and ongoing training	Section: Guidelines Part III, 3b Page 3 Section: Timelines Step 2 and Step 4 page 12
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Feedback and Remediation Plans

Requirements	Statute	Examples of Relevant Information	Reference Page Number
<input type="checkbox"/> All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6	System for delivering summative evaluation results to employees	Section: Guidelines Part III, #9, a, b, c, d #10, a, b, c Pages 6-8 Section: Timelines Pages 13-14
<input type="checkbox"/> Remediation plans assigned to teachers rated as ineffective or improvement necessary.	IC 20-28-11.5-6	Remediation plan creation and timeframe Process for tying evaluation results to professional development	Section: Guidelines Part III, #5, a, b, Pages 4 Section: Timelines Pages 11-15
<input type="checkbox"/> Remediation plans include the use of employee's license renewal credits.	IC 20-28-11.5-6	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	Section: Guidelines Part III, #5, a, b, Pages 4
<input type="checkbox"/> Means by which teachers rated as ineffective can request a private conference with the superintendent.	IC 20-28-11.5-6	Process for teachers rated as ineffective to request conference with superintendent	Section: Guidelines Part III, #10, c, Pages 7-8

Instruction Delivered by Teachers Rated Ineffective

Requirements	Statute	Examples of Relevant Information	Reference Page Number
The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two	IC 20-28-11.5-7	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	Section: Guidelines Part III, #11, a, c Pages 8

<input type="checkbox"/> consecutive teachers rated as ineffective.			
<input type="checkbox"/> The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable.	IC 20-28-11.5-7	Description of how parents will be informed of the situation	Section: Guidelines Part III, #11, b. Pages 8-9

Indianapolis Public Schools
myIPS
Certified Staff
Evaluation
System
2015 - 2016



Indianapolis Public Schools

IPS RISE Certified Staff Evaluation System Guidelines

Part I: RISE Evaluation and Development System

1. The Indiana Teacher Evaluation Cabinet, a diverse group of educators from around the state, developed RISE over the course of a year.

2. RISE Teacher Evaluation looks at two components:

a. Professional Practice – Teacher Effectiveness Rubric - TER

Includes:

- Pre-Observation Conference

- Teacher Evidence submitted for Domains 1 and 3

- Observations (both Formal and Informal)

- Post-Observation Conferences

- Final Summative Evaluation

b. Student Learning Evidence

Includes:

- Individual Growth Model Data – for Grades 4 – 8

- Schoolwide Learning Measure - Grade of A – F that the building

- receives from IDOE

- Student Learning Objectives – objectives set by the teacher (and

- agreed upon with the principal) that students in her selected class will

- achieve by the end of the school year

3. Benefits of RISE

a. It captures what we should be doing in every classroom every day.

b. Feedback on Measure of Student Learning will result in more standards-driven teaching.

c. The rubric can be used for planning lessons on a day-to-day basis to reflect on a teacher's instruction and to improve a teacher's practice.

d. It gives teachers more frequent feedback that is more relevant and helpful to improve their practices in the classroom.

e. Teachers also agreed that both observation feedback (79%) and the rubric/framework (68%) promoted student learning.



4. The Indiana Teacher Evaluation Cabinet, a diverse group of educators from around the state, developed RISE over a course of a year. (Please note that after discussion with the Indianapolis Education Association (IEA), Indianapolis Public Schools (IPS) chose to modify the RISE system to better meet the district's needs- See Part II).

Part II: IPS RISE

1. In the spring of 2011, the Indiana legislature passed IC 20-28-11.5, a new law relating to the evaluation of all certified teaching staff and administrators. Prior to this legislation, evaluation systems around the state varied greatly in quality and consistency. The new law introduced three main requirements of all evaluation systems:
 - Every teacher must receive an evaluation annually;
 - Every evaluation system must include four performance categories: Highly Effective, Effective, Improvement Necessary, and Ineffective; and
 - Every evaluation system must incorporate measures of student growth and achievement as a *significant* portion of a teacher's evaluation.

2. IPS chose to adopt a modified version of RISE – IPS RISE
 - a. Committee of IEA members and IPS administrators have been meeting over the past few years to develop the modified RISE system called IPS RISE.
 - b. The committee chose to make minor edits to the RISE system, but adhered to the minimum requirements listed below:
 - i. Professional Practice Components
 - ii. Measures of Student Learning
 - iii. Summative Scoring

Part III: Components of IPS RISE

1. Observations
 - a. At least two (2) "Short Observations" - at least 15 minutes in length.
 - b. At least one (1) "Long Observations" – at least 40 minutes in length.
 - c. Short Observations will be done throughout the school year
 - d. Long Observations – one in the first semester and one in the second semester ONLY if the teacher has an Ineffective or Needs Improvement rating on the Mid-Year Evaluation review.

2. Timelines for Conducting Certified Staff Evaluations
 - a. See attached document entitled "TIMELINES" on pages 10-13 of this document for a detailed description of all timelines to be followed by all evaluators.

3. Evaluators
 - a. All teachers will be assigned a "Primary Evaluator"
 - Teachers must be notified in writing the name of the primary evaluator will be by September 4 (See Appendix A)
 - Primary Evaluators assigned to all certified staff will be their immediate administrative supervisor.
 - b. All Primary Evaluators and Secondary Evaluators MUST be trained in the RISE Evaluation System
 - All evaluators must be certified administrators
 - All evaluators must be trained by the certified trainer
 - All evaluators must complete the training sessions to be able to evaluate certified staff.
 - Primary Evaluators must complete all of the "Long Observations"
 - Certified staff can be observed on any of their Short Evaluations by another IPS RISE trained administrator (secondary evaluator) other than their Primary Evaluator.
4. Evaluation Forms
 - a. IPS will use the online evaluation program called "Standards for Success" System.
 - Forms on this on-line evaluation system include:
 - Observation Form
 - Mid-Year Evaluation (for those who have a TER score that indicates "Needs Improvement" or "Ineffective")
 - Teacher Effectiveness Rubric Summative Evaluation
 - Final Summative Evaluation Rating
 - b. Student Learning Objective (SLO) Forms
 - Staff in designed groups will be required to write Student Learning Objectives
 - The following forms can be used to guide the writing of the Student Learning Objectives. The following forms can be found on IPS Online under IPS Divisions, click on Office of Human Resources, click on the Folder – IPS-RISE Information 2015-2016, click on the Folder – IPS-RISE Writing SLO Information.
 - Form 1 – Determine Students' Starting Points
 - Form 2 – Worksheet-Class Student Learning Objectives
 - Form 3 – Set Student Learning Objectives (Class)
 - Form 4 – Set Student Learning Objectives (Targeted)
 - Form 5 – Evaluator Approval of Student Learning Objectives
 - Information for the SLO's (Class Learning Objectives and/or Targeted Learning Objectives) must be entered into the Standard For Success program (under Student Learning Objective section)
 - Certified Staff SLO's must be approved in the Standard For Success program by the primary evaluator by the designed timeline.

5. Remediation Plans
 - a. Intervention Plans
 - An Intervention Plan should be written if deficiencies are noted on any and all observations (short and long observations) where improvement is needed
 - Intervention Plan written and implemented
 - Intervention Plan should be from 3 to 8 weeks in length.
 - Intervention Plans are to only cover a **maximum** of two (2) indicators at a time to work on for improvement at a time.
 - Plans to be developed by primary evaluator and teacher and representation from the IEA if the teacher requests
 - It should include areas of concern/deficiencies.
 - No more than two areas of concern maximum should be addressed on a plan at one given time
 - It should include:
 - GOAL
 - Action Steps
 - Benchmarks and Data
 - Evidence of achievement
 - What assistance will be provided and when feedback will be given to the staff member
 - What Professional Development will be given to help improve this teacher's performance.
 - Intervention Plan must be reviewed at the end of the time period established and a determination is made to...
 - Continue the Intervention Plan as written
 - Revise the Intervention Plan and continue it
 - Discontinue the Intervention Plan because deficiencies have been corrected and it is no longer needed
 - Teachers with an Intervention Plan can use professional development activities they attend for license renewal credits as part of meeting their Intervention Plan.
 - b. Performance Improvement Plan
 - A Performance Improvement Plan should be written if a teacher receives an Ineffective or Needs Improvement rating on their preliminary and/or Final Teacher Effectiveness Rubric (TER).
 - Must be written for teachers who have been rated Ineffective or Needs Improvement
 - Must be written by the primary evaluator and teacher and an IEA representative (if teacher requests)
 - The Professional Development Plan must address areas of deficiencies. It is to include
 - GOAL(s) to address the competencies where a rating of "2" or "1" has been noted in their final observation

6. Measures of Student Learning

- Action Steps
- Benchmarks and Data
- Evidence of achievement
- What assistance will be provided
- What Professional Development will be given to help improve this teacher's performance?
- Progress towards goals must be formally discussed during a mid-year conference, at which point the evaluator and teacher discuss the teacher's performance thus far and adjust individual goals as necessary.
- The Professional Development goals must be directly tied to areas of improvement within the Teacher Effectiveness Rubric.
- Teachers with Professional Development Plans are required to use license renewal credits for all professional development activities they attend as part of meeting their goal
- Must be completed and signed by teacher and primary Evaluator by the last day of the certified staff member's school year.

a. Each teacher's summative evaluation score is to be based on the following two components:

- Professional Practice – Assessment of Instructional knowledge and skills
- Measure: Indiana Teacher Effectiveness Rubric (TER)
- Student Learning – Contribution to student academic progress
- Measure: Individual Growth Model (IGM)
- Measure: School-wide Learning Measure (SWL)
- Measure: Student Learning Objectives (SLO)
- Measure: Survey (Parent, Student and/or Peer surveys)
- b. Certified Staff will be divided into six (6) groups which determine the components that will be used to determine the Final Evaluation Score (see attached document of details on SLO Groups).
- Group 1 – Certified staff that teach a class where half of the class is taught has Individual Growth Model (IGM) data
- Group 2 – Certified staff that has fewer than half of classes taught (but at least one) have Individual Growth Model (IGM) data
- Group 3 – Certified staff has no Individual Growth Model (IGM), but work with students and is assigned to a building.
- Group 4 – Certified staff has NO individual Growth Model (IGM) data, works with some students, some peers, but students are assigned by program, rather than boundary building to a particular building.

- a. Each grade level at the elementary level and each course at the secondary level will be given a list of assessments that can be used to help measure student learning.
- b. If the assessments are not state or common corporation assessments, they have been written by teachers under the direction of the Curriculum Content Directors. If classroom assessments are used for measuring student learning, the teacher and the evaluator must mutually agree them upon with input from the Curriculum Content Director.
- c. Content directors created a crosswalk between the pacing guides and the IPS RISE Teacher Effectiveness Rubric to help support how teachers demonstrate evidence for each of the competencies within the rubric.
- d. The IPS RISE Teacher Evaluation Rubric will be a component of the content area professional development sessions during the school year's PD opportunities.

8. Assessments to measure student learning

- Step 1: Select Quality Assessments
- Step 2: Determine Students' starting Points
- Step 3: Write Student Learning Objectives
- Step 4: Track Progress and Refine Instruction
- Step 5: Review Results and Score

The Evaluation Subcommittee members along with the content directors have determined the assessments that will be used to measure the students learning outcomes.

There are five steps to writing a Student Learning Objectives (SLO).
 A goal that targets students beginning the class at a low level of preparedness.
 Targeted Student Learning Objective
 A mastery goal based on students' starting point for a class, covering all of the IN content standards for the course.
 Class Student Learning Objective
 Most teachers will set two student learning objectives this upcoming year around one class of students.

7. Student Learning Objectives

- Student learning objectives are targets of student growth and achievement set at the start of the school year that teachers and students work towards achieving throughout the year.
- Most teachers will set two student learning objectives this upcoming year around one class of students.
- Class Student Learning Objective
 A mastery goal based on students' starting point for a class, covering all of the IN content standards for the course.
 Targeted Student Learning Objective
 A goal that targets students beginning the class at a low level of preparedness.
 There are five steps to writing a Student Learning Objectives (SLO).
 Step 1: Select Quality Assessments
 Step 2: Determine Students' starting Points
 Step 3: Write Student Learning Objectives
 Step 4: Track Progress and Refine Instruction
 Step 5: Review Results and Score

- Group 5 - Certified staff has NO individual Growth Model (IGM) data, works with students not assigned to a particular IPS building, students are assigned by program, rather than by boundary school or are being served by itinerant teachers.
- Group 6 - Certified staff has NO Individual Growth Model (IGM) data, works with students, and assigned to a particular IPS building.

9. Final IPS RISE Summative Evaluation
 - a. All certified staff will receive a Preliminary Final IPS RISE Summative Evaluation (see pages 15-17 in this document).
 - b. The Final Summative will not be completed until the State releases Individual Growth Model (IGM) and School-wide Learning Measures (SWL) information.
 - c. The certified staff member is to sign off on the Preliminary Professional Practice-Teacher Effectiveness Rubric Evaluation section (TER) and Student Learning Objectives section by the last working day of the school year.
 - d. The totally completed and signed Final Summative Evaluation (containing the remaining sections of School-wide Learning Measures and Individual Growth Model data (where applicable) are released by IDOE at the beginning of the next school year.

10. End of Academic Year (June)
 - a. Certified staff with Effective or Highly Effective rating on the Teacher Effectiveness Rubric
 - Primary evaluator must hold an end of year conference with employees who have shown a record of effectiveness who will have a continuing contract. Discussion of the evaluation evidence collected via observations throughout the year as well as any initial student learning data will be discussed. Evaluators will not have all the material to complete the total Summative Evaluation**, but based on observations there will be ample material with which to have a productive discussion. This conference will give a teacher a strong sense of their current performance as well as general ideas for improvement in the coming year.
 - b. Certified staff with Ineffective or Needs Improvement rating on the Teacher Effectiveness Rubric by May 13.
 - Primary evaluator must hold an end of year conference with employees who have an Ineffective or Needs Improvement rating on the Teacher Effectiveness Rubric. Discussion of the evaluation evidence collected via observations throughout the year as well as any initial student learning data will be discussed. Deficiencies will be discussed and a Performance Improvement Plan should be written to address these deficiencies. The primary evaluator and teacher must set goals. These goals must be monitored and revised as necessary. The Professional Development goals must be directly tied to areas of improvement within the Teacher Effectiveness Rubric. Teachers with Professional Development Plans are required to use license renewal credits for all professional development activities they attend as part of meeting their goal. This Plan must be completed and signed by teacher and primary Evaluator by June 3.
 - c. Certified staff who are eligible for cancellation or non-renewal of contracts due to reduction in force, probationary status, or incompetence*.

- a. By statute a school corporation is assigned an Ineffective teacher if a student is assigned an Ineffective teacher
- b. If this occurs, the school's administrator will send a written letter home to the parents informing them of the assignment of this teacher to their child. They will be given options to choose from in the letter as to whether they want to have their child remain with this teacher or be assigned to another teacher.
- c. To avoid such a situation from occurring IPS will do the following:

****Note: Final Summative will not be completely finished until the state releases Individual Growth Model (IGM) and School-wide Learning Measure (SWL) data. Teacher is to sign off on the completed Final Summative Evaluation sections of Professional Practice and Student Learning Objective sections. The totally completed Final Summative Evaluation containing the remaining sections of School-wide Learning Measures and Individual Growth Model data (where applicable) will be finalized when the teacher returns to school in August. The final signature will be done on the Final Evaluation when both sections (Professional Practice + Measures of Student Learning) scores are completed.**

- Certified staff member can request a conference with the superintendent after they receive their cancellation or non-renewal of contract notice (IC 20-28-7.5.2). The Superintendent must hold this conference with the certified staff member within 10 days of receipt of this request.
- Evidence collected (including, but not limited to observation notes, student data [formative and summative throughout the year] student work, lesson plans, and other assessments) throughout the school year can be used to document the poor performance rating. **Note on "incompetence": IC 20-28-7.5-1(e) (4) permits a corporation to immediately terminate a teacher contract for "incompetence". Incompetence includes (but NOT limited to) a teacher's receipt of ineffective designations on two consecutive performance evaluations (IC 20-28-7.5-1(e)(4)(A)) or an Ineffective designation or Improvement Necessary rating in three years of any five year period (IC 20-28-7.5-1(e)(4)(B)).*
- Certified staff member can request a conference with the superintendent after they receive their cancellation or non-renewal of contract notice (IC 20-28-7.5.2). The Superintendent must hold this conference with the certified staff member within 10 days of receipt of this request.

11. Notification of parents if a student is assigned an Ineffective teacher

- Ensure struggling teachers receive support throughout the year to improve. If the teacher is not improving after being provided targeted supports, IPS will exit the teacher in the Spring rather than having him/her return in the fall.
- If IPS has a teacher in danger of receiving an Ineffective rating based on evidence collected thus far who will be returning in the fall, IPS will flag this teacher when scheduling students to ensure no student has the possibility of receiving an Ineffective teacher two years in a row.

12. Certified Staff who will use the IPS RISE system

- a. All certified IPS staff members
- This includes the following:
 - * Classroom teachers
 - * Social Workers
 - * Inclusion Teachers
 - * Counselors
 - * Compliance Monitors
 - * Occupational Therapists
 - * Title I teachers
 - * Vocational Ed Teachers
 - * Arts Teachers
 - * Day Adult Teachers
 - * Satellite Teachers
 - * Behavior Specialists
 - * Off Campus Instructors
 - * Content Coordinators
 - * Instructional Coaches/Interventionist
 - * Psychologists
 - * All Special Education Teachers
 - * Nurses
 - * Speech Therapists
 - * Physical Therapists
 - * ESL Teachers
 - * Foreign Language Teachers
 - * Arts Teachers (Art, Music, Band, P.E.)
 - * Turnaround Specialists
 - * Evaluation Team Specialists
 - * TOSA's
 - * Reading Teachers
 - * Media Specialist

13. How is IPS making its determinations and decisions regarding the IPS RISE system?

- a. An evaluation subcommittee of IEA and IPS Administrators on the District Discussion Committee have been meeting and working on the IPS RISE system throughout the past two years. The members on the committee were:

IEA
Ann Wilkins (UNISERV DIRECT)
Rhondalyn Cornett (Elem Teacher)
Abby Taylor (Elem Teacher)
Sherell Smith (Alternative Ed)
Jennifer Rutherford

IPS
Denise Kent
Jesse Pratt
Stanley Law
Greg Newlin
Bridgette Robinson
Mindy Schlegel
Tanasha Franklin
Joan Harrell (Consultant)

14. Training of Certified Staff

- a. A folder will be set up on IPS Online in the section called Inside IPS that will contain the updated information concerning IPS RISE, RISE Handbook, RISE Student Learning Outcomes Handbook, and other resources that teachers can access and become familiar with.
- b. Training Workshops
 - All certified staff must be trained in the components and timelines of the IPS RISE Evaluation System. This can be at the building level or district level.
 - Trainer of Trainer model will be used throughout the school year to train and update certified staff during monthly staff meetings.

15. Expectations for ALL Certified Staff members at the beginning of the school year

- a. Make sure you are trained in the IPS RISE Evaluation System
- b. Check the IPS RISE section in the IPS Online
- c. Visit the RISE Evaluation Model website
Go to: <http://www.riseindiana.org>
Click on "Getting Started" tab along the top banner
Scroll down to "Rise Teacher Modules"
View the different short modules to get more detailed information and direction on a variety of RISE topics
- d. Visit the RISE Evaluation Model website
Go to: <http://www.riseindiana.org>
Click on "Getting Started" tab along the top banner
Scroll down to "Rise Teacher Modules"
View the different short modules to get more detailed information and direction on a variety of RISE topics specifically developed for teachers
- e. Download the RISE Handbook and familiarize yourself with the RISE Evaluation Development System
Go to: <http://www.riseindiana.org>
Click on "How Does RISE Work?"
Under the first paragraph there is a link to "Download the RISE Handbook (PDF)"
Scroll down further and there are other links you can click on to give you information on the other components of the RISE Evaluation Development System

Certified Staff Evaluation Timelines





2015-2016

Certified Staff Evaluation Timeline

NOTE: Information shaded in blue denotes additional steps for certified staff showing evidence of struggling (needing improvement or ineffectiveness).

STEP	DESCRIPTION	WHO	DEADLINE	SUGGESTED TIMING	NOTES
1	New Administrator Training on the IPS RISE Evaluation System and Standard For Success software program	District Trainer	RISE 9/11 & 9/14 SFS 8/19 5pm 8/20 2pm		Should take place before new administrators' first short observation.
2	Administrator Training for Certified Staff Training on Standard For Success	District Trainer	8/18 9am 8/19 4pm 8/20 1pm		3 options for principals to attend
3	Written notification to certified staff of primary evaluator and list delivered to HR	Evaluator	9/4/15	8/4/15 – 9/4/15	
4	Certified Staff Training on the IPS RISE Evaluation System and Standard For Success software program	Building Administrator	9/4/15	8/24/15 – 9/4/15	Should take place before first short observation.
5	First Short Observation	Evaluator	10/2/15	8/17/14 - 10/2/15	

STEP	DESCRIPTION	WHO	DEADLINE	SUGGESTED TIMING	NOTES
6	Student Learning Objectives (SLO) Development	Certified Personnel	10/2/15	9/15/15 – 10/2/15	SLO development can begin earlier than the suggested timing if needed.
7	First Review & Approval of staff-provided evidence for Domains 1 and 3	Certified Personnel & Evaluator	10/19/15	8/7/15 – 10/19/15	At least 3 indicators must have at least 2 pieces of evidence documented in the Standard For Success software program. Evidence must be titled, described, rated by the employee and approved by the Evaluator.
8	Student Learning Objectives (SLO) Approval	Evaluator	10/30/15	10/2/15 – 10/30/15	SLOs must be entered into Standard For Success and approved by Evaluator in the system.
9	First Long Observation	Evaluator	12/17/15	10/20/15 - 12/17/15	For staff showing evidence of struggling (needs improvement or ineffectiveness) during first short observation.
10	Mid-Year Evaluation Conference & Develop Intervention Plan	Certified Personnel & Evaluator	12/17/15	10/25/15 – 12/17/15	An Intervention Plan should be written for all certified personnel who show evidence of needing improvement or ineffectiveness at mid-year. INTERVENTION PLANS MUST BE IMPLEMENTED THE SECOND SEMESTER.
11	Second Review & Approval of staff-provided evidence for Domains 1 and 3	Certified Personnel & Evaluator	1/4/16	10/20/15 – 1/4/16	At least ANOTHER 3 INDICATORS must have at least 2 pieces of evidence documented in the Standard For Success software program. Evidence must be titled, described, rated by the employee and approved by the Evaluator.

STEP	DESCRIPTION	WHO	DEADLINE	SUGGESTED TIMING	NOTES
12	Review of SLO Progress	Certified Personnel & Evaluator	1/29/16	1/4/16 - 1/29/16	
13	First Long Observation	Evaluator	2/5/16	10/20/15 - 2/5/16	For staff showing evidence of performing effectively or highly effectively during first short observation.
14	Monitor Intervention Plans	Evaluator	3/4/16	1/4/16 - 3/4/16	
15	Second Long Observation	Certified Personnel & Evaluator	3/4/16	1/4/16 - 3/4/16	This is only required for certified personnel who are on an Intervention Plan.
16	Third Review & Approval of staff-provided evidence for Domains 1 and 3	Certified Personnel & Evaluator	4/6/16	1/4/16 - 4/6/16	At least ANOTHER 3 INDICATORS must have at least 2 pieces of evidence documented in the Standard For Success software program. Evidence must be titled, described and rated by the employee and approved by the Evaluator.
17	Fourth Review & Approval of staff-provided final evidence for Domains 1 and 3	Certified Personnel & Evaluator	5/29/16	4/6/16 - 5/29/16	The last 3 INDICATORS (that have not been documented) must have at least 2 pieces of evidence documented in the Standard For Success software program. Evidence must be titled, described and rated by the employee and approved by the Evaluator
18	Second Short Observation	Certified Personnel & Evaluator	5/31/16	2/8/16 - 5/31/16	
19	Complete Preliminary Final Summative Evaluations (TER and SLO scores) in the Standard For Success	Evaluator	6/8/16	5/22/16 - 6/8/16	

20	Develop Performance Improvement Plan	Certified Personnel & Evaluator	6/10/16	5/31/16 – 6/10/16	An Improvement Plan must be developed for staff when TER score indicates "Improvement Needed" or "Ineffective."
21	Upload and send scanned copies of the SIGNED Preliminary Final Summative Evaluations, completed Intervention Plans (only go to HR if not completed successfully) and /or Performance Improvement Plans to HR.	Evaluator	6/19/16	6/8/16 – 6/19/16	

IPS Teacher Evaluation Process Guidelines

Step 1: Written notification to certified staff of primary evaluator

- Copies of the evaluation tool shared with certified staff
- Discussion of the Teacher Effectiveness Rubric
- Documentation of notification must be kept by the primary evaluator
- A list from each school with teachers' names and their primary evaluator must be sent to HR (HR will give a copy to IEA)

- Evaluators
 - Primary Evaluators
 - Principals, Assistant Principals, Deans
- Possible Additional Evaluators
 - Academic Improvement Officers (AIOs)
 - Can only complete short observations

Step 2: First Short Observation

- Must be at least 15 minutes in length, but no longer than 39 minutes.
- Standards for Success time clock must be turned on in order to document beginning and ending times of the observation.
- Copy of observation notes to be e-mailed to teacher within three (3) working days from the observation.
- Post conference five (5) working days after receipt of observation notes is encouraged and must be given if requested, but not mandatory except if deficiencies (improvement necessary or ineffective) have been noted in the observation.

Step 3: Student Learning Objective (SLOs)

- Required for Groups 1, 2, 3, and 4
- Teachers write SLOs
- Teacher and evaluator will meet and agree upon the SLOs
- Teacher and evaluator will both sign-off on agreed upon SLOs

Step 4: First Semester Long Observation

- Must be at least 40 minutes in length.
- Written documentation of observation given to teacher within 3 working days.
- Post-Conference MUST be held within 5 working days after observation.

Step 5: Mid-Year Evaluation Conference & Develop Intervention Plan
Note: Required for teachers with rubric scores between 1.0 – 2.49 (“Needs Improvement” or “Ineffective”) at mid-year.

- Mid-Year Conference MUST be held
 - For teachers who have received an “Improvement Needed” or “Ineffective” rating in their first semester rubric teacher evaluation rubric total score
 - For teachers who are currently on an Intervention Plan
 - If deficiencies are noted in either one or both indicators on Domain 4 – Core Professionalism
- Mid-Year Conference will be used to
 - Write an Intervention Plan (using the IPS Intervention Plan template) for the second semester which addresses the competencies where a rating of “2” (Needs Improvement) or “1” (Ineffective) have been noted in their first semester observations.

1. The Intervention Plan should include:

- a. Goal – state the goal the teacher will work to achieve.
 - b. Domain and Competency – list the domain number and competency number being addressed.
 - c. Action Steps – include specific and measurable steps the teacher will take to improve. Must also include measurable steps that the administrator will do in order to support the teacher.
 - d. Benchmarks and Data – set benchmarks to check the progress throughout the improvement timeline (should be no more than 2 to 4 weeks in length). Also include the data that provides documentation that the teacher’s progress is adequate at each benchmark.
 - e. Evidence of Achievement – list how you will know that the goal has been met.
2. The plan must be jointly developed by the Primary Evaluator and the teacher.
3. The teacher can request that an IEA Representative of their choice be present as the Intervention Plan is being developed and signed.

Step 6: Review teachers’ evidence for Domains 1 and 3 located in Standard for Success –under “Artifacts”

Step 7: Review of SLO Progress

- Mid-Year SLO review forms will be completed by the teacher

- Evaluator holds conference with teacher to review the progress being made by the teacher on their SLOs
- Evaluator and teacher will sign-off on the Mid-Year SLO form.
- Secondary teachers who have a new class for second semester must:
 - Write a new SLO for this semester class
 - Required for Groups 1, 2, 3, and 4
 - Teachers write SLOs
 - Teacher and evaluator will meet and agree upon the SLOs
 - Teacher and evaluator will both sign-off on agreed upon SLOs

Step 8: Monitor Intervention Plans

Note: Required for teachers with rubric scores between 1.0 – 2.49 (“Needs Improvement” or “Ineffective”) at mid-year.

- Review progress after designed time period
- Revise Intervention Plan or extend same plan

Step 9: Second Long Observation

Note: Required for teachers with rubric scores between 1.0 – 2.49 (“Needs Improvement” or “Ineffective”) at mid-year.

- Must be at least 40-45 minutes in length.
- Written documentation of observation given to teacher within 3 working days
- Post-Conference MUST be held within 5 working days after observation notes have been given to the teacher.
- Review of the teacher’s Intervention Plan will also be discussed and one of the following will be done
 - Revise the Intervention Plan and continue to implement it for the next 4-9 weeks
 - Determine if the Intervention Plan has been successfully completed and improvement noted.

Step 10: Second Short Observation

Note: Required for teachers with rubric scores between 1.0 – 2.49 (“Needs Improvement” or “Ineffective”) at mid-year.

- Must be at least 15 minutes in length to observe the deficiencies in the Intervention Plan.
- Copy of observation notes to be e-mailed to teacher within 3 working days from the observation
- Post conference 5 working days after observation is mandatory to discuss any deficiencies that have been noted or to determine if the improvements were accomplished to an “Effective” level.

Step 11: Collect Final Evidence for Domains 1 and 3

- Review teachers' evidence for Domains 1 and 3 located in Standard for Success – Artifacts.
 - Each teacher will complete the "End of Year Review-Class Learning Objective" and/or "End of Year Review-Targeted Learning Objective".
 - Evaluator and teacher will conference to review the results of the teacher's SLO as documented on the SLO End of Year Review forms and determine the final grade to be entered into the Final Summative Evaluation on the Standards for Success system.
- Step 12: Performance Improvement Plan**
- Performance Improvement Plan must be developed by the Primary evaluator and teacher and an IEA representative, if the teacher requests.
- Step 13: Complete Final Summative Evaluations**
- Step 14: Submission to HR**
- Submit copies of these signed (Incomplete and completed) Final Summative Evaluations, Intervention Plans and Performance Improvement Plans to HR.

Ratings of Certified Employees



IPS RISE will be using the following rating categories for all certified employees:

(A) Highly Effective: A *highly effective* teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, by competencies reasonably believed to be highly correlated with positive student learning outcome. The highly effective teacher's students have generally exceeded expectations for academic growth and achievement based on the guidelines suggested by the Indiana Department of Education.

(B) Effective: An *effective* teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, by competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective teacher's students have generally achieved an acceptable rate of academic growth and achievement based on the guidelines suggested by the Indiana Department of Education.

(C) 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 competencies reasonably believed to be highly correlated with positive student learning outcomes. 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.

(D) Ineffective: An *ineffective* teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations in competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.



Evaluation Rating Scale

Ineffective	Improvement Necessary	Effective	Highly Effective
1.0 Points	1.75 Points	2.5 Points	3.5 Points
4.0 Points			

Note: Borderline points always round up.

Final Summative Rating

Ineffective

Effective

Improvement Necessary

Highly Effective



School-wide Learning Measures

A - F Categories

IPS will use the following scale for assessing the School-wide Learning Measures

A = 4 points

B = 3 points

C = 2 points

D = 1 point

F = 0 points

FINAL SUMMATIVE EVALUATION

Name: _____

School Year: _____

Employee Effectiveness Rubric (EER)

	Rating	Weight	Weighted Rating
DOMAIN 1: PURPOSEFUL PLANNING	4.00	X 0.1	0.40
DOMAIN 2: EFFECTIVE INSTRUCTION	2.67	X 0.75	2.00
DOMAIN 3: TEACHER LEADERSHIP	2.60	X 0.15	0.39
DOMAIN 4: CORE PROFESSIONALISM			0.00
Final EER Score			2.79

Finalization Worksheet - Group 2

Component	Raw Score	Weight	Weighted Score
Employee Effectiveness Rubric	2.79	X 0.60	1.67
Individual Growth Model	3.00	X 0.20	0.60
Student Learning Outcome	3.00	X 0.15	0.45
School-Wide Learning Measure	4.00	X 0.05	0.20
Sum of the Weighted Scores			2.92
Final Rating			Effective

Rating	Range
Highly Effective	3.50 to 4.00
Effective	2.50 to 3.49
Improvement Necessary	1.75 to 2.49
Ineffective	less than 1.75

FY 2014/2015
Finalization Worksheet
Printed: August 30, 2015 at 7:29pm



Indianapolis Public Schools
Indianapolis, Indiana

Staff Signature _____

Date _____

Administrator's Signature _____

Date _____

FINALIZATION WORKSHEET

Finalization Worksheet - 2015/2016

Employee Effectiveness Rubric:
[Click Here to Calculate EER](#)

Not Yet Assigned

60.0%

Not Yet Assigned

86%

0.00

Student Learning Objectives:

0.0

10.0%

0.0

14%

0.00

School-wide Learning Measure:

0.0

5.0%

0.0

Individual Growth Model Data:

0.0

25.0%

0.0

Final Rating:

0.00

Ineffective

Estimated Score:

0.00

EER + SLO

Range

Rating

3.50 to 4.00

Highly Effective

2.50 to 3.49

Effective

1.75 to 2.49

Improvement Necessary

less than 1.75

Ineffective

Share Data With 103_teacher Sandbox

- Share All Finalization Data, Comments, and Scores (0.00)
- Share Comments and Estimated Score EER + SLO (0.00)
- Share Comments and EER Score Only (0.00)
- Do Not Share Any Finalization Data At This Time

- Finalization is still in progress
- Denote 103_teacher Sandbox as "Finalized" for the year.
- 103_teacher Sandbox cannot be "Finalized" this year due to:

Update Scores and Return to Staff Member's Profile

- Save and View as PDF

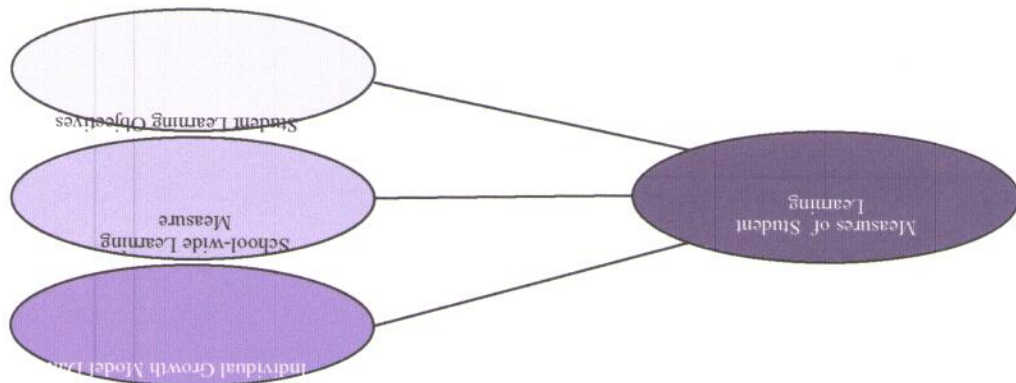
* EER + SLO percentages are calculated automatically using the weight of the EER & SLO against themselves.

Measures of

Student Learning

Section II – IPS-RISE Evaluation System

Measures of Student Learning



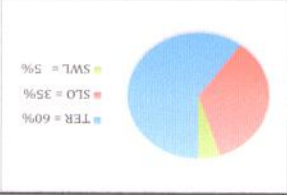
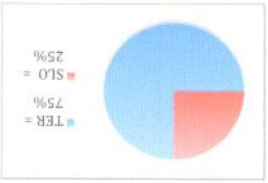

Each teacher's summative evaluation score will be based on the following two components and measures:

- 1) Professional Practice – Assessment of Instructional knowledge and skills
 - Measure: Indiana Teacher Effectiveness Rubric (TER)
- 2) Student Learning – Contribution to student academic progress
 - Measure: Individual Growth Model (IGM)
 - Measure: School-wide Learning Measure (SWL)
 - Measure: Student Learning Objectives (SLO)
 - Measure: Survey (Parent Survey and/or Student Survey and/or Peer Survey)

All certified staff members are placed in one of five groups. The group selection is based upon the level and/or type of teaching job description the certified staff member is assigned for the school year.

IPS - RISE Evaluation Groups

Group	Description	Components of Certified Final Evaluation Score	Certified Staff in Group
Group 1	<p>Certified staff that teach a class where half of class is taught has Individual Growth Model (IGM) data</p>	<p>Teacher Effectiveness Rubric - 60% Individual Growth Model (IGM) - 25% Student Learning Objectives Class Learning Objective 5% Targeted Learning Objective - 5% School-wide Learning - 5%</p> 	<p>Elementary 4 - 6th Grade Teachers 7/8 Non-Departmentalized Teachers ELA 7 & 8 Grade Teachers Math 7 & 8 Grade Teachers Reading 7 & 8 Grade Teachers Title I Math 7 & 8 Grade Teachers</p>
Group 2	<p>Certified staff that have fewer than half of classes taught (but at least one) have Individual Growth Model (IGM) data</p>	<p>Teacher Effectiveness Rubric - 60% Individual Growth Model (IGM) - 20% Student Learning Objectives - 15% Class Learning Objective Targeted Learning Objective School-wide Learning - 5%</p> 	<p>Self-Contained 4 - 8 Grade Teachers Math Teachers with less than 1/2 Individual Growth Model ELA Teachers with less than 1/2 IGM Title I 4-6 Grade Teachers</p>
Group 3	<p>Certified staff has NO Individual Growth Model (IGM) data, but work with students and is assigned to a building.</p>	<p>Teacher Effectiveness Rubric - 60% Student Learning Objectives - 35% Write either... Class Learning Objective - 17.5% Targeted Learning Objective - 17.5% OR Targeted Learning Objective #1 - 17.5% Targeted Learning Objective #1 - 17.5% School-wide Learning Measure - 5%</p>	<p>Building-Based Pre-School Teachers Elementary Kindergarten - 3rd Grade Teachers Elementary Foreign Language Teachers High School Teachers ESL/ELL Teachers Non-ELA Middle School Teachers Non-Math Middle School Teachers AVID Teachers Special Ed Inclusion Teachers Special Ed Self-Contained Teachers Elementary & Secondary Art Teachers Elementary & Secondary Music Teachers</p>

<p>Elementary & Secondary P.E. Teachers 6 - 12 Band Teachers Vocational Teachers Speech Therapists Special Ed. Coaches-Secondary Level K-8 Media Specialists Secondary Interventionists TOSA (Teachers on Special Assignment) Significant Disabilities/Autism Teachers Building-Based Deaf-Hard of Hearing Teachers</p>	 <p>TER = 60% SLO = 35% SWL = 5%</p>	<p>Certified staff has</p>	
<p>Off-Campus Instruction Teachers Day Adult Teachers Alternative Education Teachers</p>	 <p>TER = 75% SLO = 25%</p>	<p>NO Individual Growth Model (IGM) data, works with some students, some peers, but students are assigned by program, rather than boundary building to a particular building.</p>	<p>Group 4</p>
<p>District Interventionists Elementary Interventionists (Coaches) K-6 Media Specialist Alternative Education Teachers Community Based Preschool Teachers Special Ed. Elementary Coaches Roots Teachers Roots Therapists Satellite Teachers Itinerant Deaf-Hard of Hearing Teachers Orthopedic Impaired Teachers Visually Impaired Teachers Marion Co. Jail and Juvenile Teachers Psychologists Specialized Social Worker (Kay Christensen) PVC Evaluation Team Spec. Ed. Compliance Monitors Kaleidoscope Teachers Kaleidoscope Social Workers Spec. Ed. Coordinators (Not Administrators) Private School Evaluation Team Audiologists Nurses Arches/Search/Project Site Teachers AV ID Coordinator Turnaround Specialists ELA Coordinator</p>	<p>Surveys from students, peers and parents - 25% Teacher Effectiveness Rubric - 75%</p>  <p>TER = 75% SURVEYS = 25%</p>	<p>Certified staff has No Individual Growth Model (IGM) data, works with students not assigned to a particular IPS building, students are assigned by program, rather than by boundary school or are being served by itinerant teachers.</p>	<p>Group 5</p>
<p>Lead Counselors Guidance Counselors Social Workers Behavior Specialists Secondary Media Specialists</p>	<p>Teacher Effectiveness Rubric - 90% School-wide Learning Measure - 10%</p>	<p>Certified staff has No Individual Growth Model (IGM) data, works with students, and</p>	<p>Group 6</p>

Student Learning Objectives (SLO's)

All teachers are required to write TWO Student Learning Objectives. These two may be one Class Student Learning Objective and ONE Targeted Student Learning Objective OR TWO Targeted Student Learning Objectives.

IPS RISE Definition of Student Learning Objective

Student learning objectives are targets of student growth and achievement set at the start of the school year that teachers and students work towards throughout the year.

- All teachers will set two student learning objectives this upcoming year around a group of students.

1. Class Student Learning Objective

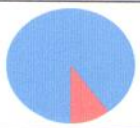
A mastery goal is based on students' starting point for a class, covering all of the Indiana content standards for the course.

2. Targeted Student Learning Objective

A goal that targets students beginning the class at a low level of preparedness.

There are five steps to writing a Student Learning Objectives (SLO)
Step 1: Select Quality Assessments
Step 2: Determine Students' starting Points
Step 3: Write Student Learning Objectives
Step 4: Track Progress and Refine Instruction
Step 5: Review Results and Score

PLEASE NOTE: The district and content directors have determined which Quality Assessments will be used for each grade level, content area, visual arts, etc. for writing the Student Learning Objectives. Please refer to the "Assessments for SLO Document".

All certified staff who are to have an SLO, but were hired into IPS after the October 2nd date to write the SLO.			assigned to a particular IPS building.	
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Student Learning Objectives

us
25

WRITING YOUR SLO - Powerpoint explaining the process step-by-step

IPS -RISE Measures of Student Learning Document - Groups are listed on pages 2 -3

IPS - RISE Steps to Writing SLO

IPS - RISE Step 1 Data Gathering

IPS - RISE SLO Assessment Guidelines

IPS - RISE - Step 2 Determining Students Starting Points (Form #2)

IPS - RISE - Worksheet for help with Step 2

IPS - RISE - SAMPLE Worksheet for Step 2

IPS - RISE - Step 3 - Write a Class Learning Objective (Form #3)

IPS - RISE - Step 3 - Write a Targeted Learning Objective (Form #4)

Please note: If a teacher does not have a class to write a Class Learning Objective they are to write two (2) Targeted Learning Objectives

IPS - RISE - Step 4 and 5 (Form #5) - Meet and discuss your learning objectives with your evaluator. After the evaluator and teacher have agreed upon the learning objectives goals to

IPS - RISE DOCUMENTS FOR WRITING SLO'S

be met, information for the two Learning Objectives MUST BE ENTERED into the Standards for Success Evaluation Program on line.

Administrative approval of the learning objectives will be completed in the SFS system.

Step 1: Gathering Data

a. Determine the assessment you will use to measure your achievement of your SLO's. Use the IPS - SLO Assessment Guidelines to help you determine the assessment.

b. Administer the assessment to the students.

c. Score assessments for each student and make a spreadsheet or some other form of analysis of the data.

d. Go to Step 2

IPS -RISE
Step 2: Determine Students' Starting Points

Grade Level/Subject

Teacher:

Evaluator Name

Possible Sources of Baseline Data	Evidence Collected	Level of Preparedness
<p>--Results from the Beginning of Year Assessment identified by the district approved assessment chart --Prior year district assessments that assess knowledge and skills that are pre-requisites to the current subject/course (DIBELS-EOY SRI-EOY --Results of tests from other subjects such as ISTEP, as long as the test assessed pre-requisite knowledge and skills. --Students' grades in previous classes in similar subject or course. --Present grades in the class --Previous Teacher Professional Input --Previous year final grades --Participation Grades --Scrimmage data --Attendance Data --Predictor test data --Discipline Data --Participation grades --Results of Intervention strategies --Performance assessments writing essays a speech conducting experiments reading out loud other --Student IEP Information other --Other --Other</p>		<p>High (Students prerequisite skills or knowledge are ahead of where they need to be starting this course/subject.)</p> <p>Medium (Students prerequisite skills or knowledge are where they need to be starting this course/subject.)</p> <p>Low (Students prerequisite skills or knowledge are below where they should be starting this course/subject)</p>

qwIPs -RISE
Step 2: Determine Students' Starting Points

Grade Level/Subject

Teacher:

Evaluator Name

<p>High (Students prerequisite skills or knowledge are ahead of where they need to be starting this course/subject.)</p>	<p>Caleb</p>
<p>Medium (Students prerequisite skills or knowledge are where they need to be starting this course/subject.)</p>	<p>Stephanie Austin Luis Guadalupe Jazmen Reyeonna Christiana Ocativio Andre Valencia</p>
<p>Low (Students prerequisite skills or knowledge are below where they should be starting this course/subject)</p>	<p>Rafael Erika Jharroo Kevin Rosa Biana Antonio Kyren</p>

Possible Sources of Baseline Data

- Results from the Beginning of Year Assessment identified by the district approved assessment chart
- Prior year district assessments that assess knowledge and skills that are pre-requisites to the current subject/course
- (DIBELS-EOY
- SRI-EOY
- Results of tests from other subjects such as ISTEP, as long as the test assessed pre-requisite knowledge and skills.
- Students' grades in previous classes in similar subject or course.
- Present grades in the class
- Previous Teacher Professional Input
- Previous year final grades
- Participation Grades
- Scrimmage data
- Attendance Data
- Predictor test data
- Discipline Data
- Participation grades
- Results of Intervention strategies
- Performance assessments
- writing essays
- a speech
- conducting experiments
- reading out loud
- other
- Student IEP Information
- Other
- Other

Step 2 Worksheet Class Student Learning Objectives

Performance Level	Suggested Guidelines	Number of Students Chosen from each category	Final Proposition of Students
Highly Effective	All student in the high + All medium levels + Most of the students in low level of preparedness	High: Medium: Low:	/ students (approximately %)
Effective	All student in the high + Almost all students medium levels + Many of the students in low level of preparedness	High: Medium: Low:	/ students (approximately %)
Improvement Necessary	Most student in the high + Most medium levels + Few of the students in low level of preparedness	High: Medium: Low:	/ students (approximately %)
Ineffective	Few or no students achieve content mastery		Fewer than /

Step 2 Worksheet Class Student Learning Objectives

Performance Level	Suggested Guidelines	Number of Students Chosen from each category	Final Proportion of Students
Highly Effective	All student in the high + All medium levels + Most of the students in low level of preparedness	High: 1 Medium: 15 Low: 6	22/24 students (approximately 91%)
Effective	All student in the high + Almost all students medium levels + Many of the students in low level of preparedness	High: 1 Medium: 14 Low: 5	20/24 students (approximately 83%)
Improvement Necessary	Most student in the high + Most medium levels + Few of the students in low level of preparedness	High: 1 Medium: 14 Low: 3	18/24 students (approximately 75%)
Ineffective	Few or no students achieve content mastery		Fewer than 18/24

Step 3: Set Student Learning Objective (Class)

Teacher(s): _____

Grade Level/Subject/Period: _____

Pre-Work: Step 1	Approved Assessment	Assessment:
	Approved Mastery Score	Score:
Pre-Work: Step 2	Level of Student Preparedness	High - Medium - Low -

Highly Effective	(4)	Based on students' starting points, the teacher moved an exceptional number of students to achieve content mastery.	Class Objective Rubric	Class Objective Defined
Effective	(3)	Based on students' starting points, the teacher moved a significant number of the students to achieve content mastery.	Class Objective Rubric	Class Objective Defined
Improvement Necessary (2)	(2)	Based on students' starting points, the teacher moved a less than significant number of students to achieve content mastery.	Class Objective Rubric	Class Objective Defined
Ineffective (1)	(1)	Based on students' starting points, the teacher moved few students to achieve content mastery.	Class Objective Rubric	Class Objective Defined

Use the following directions to write your class learning objective:

- 1) Complete the Pre-Work section using the information from Step 1 and Step 2 approved forms.
- 2) Look at numbers of students in the different Levels of Preparedness. Use the following guidance to determine what # or % of students at each level will achieve the content mastery score determined in Step 1:
 - A "Highly Effective" teacher should have all students in the high and medium levels of preparedness and most of the students in the low level of preparedness achieve content mastery.
 - An "Effective" teacher should have all students in the high level, almost all the students in the medium level, and many students in the low level of preparedness achieve content mastery.
 - An "Improvement Necessary" teacher should have most students in the high and medium, and few students in the low level of preparedness achieve content mastery.
 - An "Ineffective" teacher should have few or no students in the high, medium, and low level of preparedness achieve content mastery.
- 3) Draft objective across performance levels (Ex. "Effective": 80% of students will score an 85/100 or above o the end of course assessment; "Highly Effective": 90% of students will score an 85/100 or above, etc.)

Step 3: Set Student Learning Objective (Targeted)

Teacher(s): _____

Grade Level/Subject/Period: _____

Ineffective (1)	Improvement Necessary (2)	Effective (3)	Highly Effective (4)	Targeted Objective Rubric
<p>The teacher has not met the expectation described in the Student Learning Objective and has demonstrated an insufficient impact on student learning.</p>	<p>The teacher has not fully met the expectation described in the Student Learning Objective, but has demonstrated some impact on student learning.</p>	<p>The teacher has met the expectation described in the Student Learning Objective and/or has demonstrated a considerable impact on student learning.</p>	<p>The teacher has surpassed expectations described in the Student Learning Objective and/or demonstrated an outstanding impact on student learning.</p>	<p>Targeted Objective The teacher has surpassed expectations described in the Student Learning Objective and/or demonstrated an outstanding impact on student learning.</p>
<p>Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2</p> <p>Targeted IN Content Standards:</p> <p>Growth and/or Achievement Goal:</p>				<p>Targeted Objective Defined</p>

Use the following directions to write your targeted learning objective:

1. The targeted learning objective should be directed at students who start the course at the lowest level of preparedness. These students were identified in Step 2. If no students are categorized in this level, the teacher should choose another sub-group of students to target.
2. The objective may cover all content standards, or a specific subset of content standards. Based on the identified needs of the chosen student population, specify the content standards you will address with this objective.
3. Determine the best assessment(s) you have available for the specified group of students and standards. Make sure the assessment meets the approval criteria and that an evaluator has signed off on its use.
4. Based on student needs and available assessments, determine whether this objective should focus on growth, achievement, or both. Like the class objective, it can be a mastery goal adjusted for students' starting points.
5. Draft objective based on what it means to be "effective" in this context. In other words, what does it mean to have achieved "significant mastery or progress" with this group of students? (Ex. Identified students will master the specified course "power" objectives on the end of course assessments)

Steps 4 and 5: HAVE A DISCUSSION WITH EVALUATOR AND ENTER THE AGREED UPON INFORMATION INTO THE STANDARD FOR SUCCESS PROGRAM

Form #5

Teacher(s): _____

Evaluator: _____

Class Learning Objective Assessment:

Highly Effective	(4)	Exceptional number of students achieve content mastery	Class Learning Objective
Effective	(3)	Significant number of students achieve content mastery	
Improvement Necessary (2)		Less than significant number of students achieve content mastery	
Ineffective	(1)	Few students achieve content mastery	

Evaluator Feedback:

Targeted Learning Objective Assessment:

Highly Effective	(4)	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	Targeted Learning Objective
Effective	(3)	Met goal or otherwise demonstrated significant student mastery or progress	
Improvement Necessary (2)		Did not fully meet goal, but showed some student mastery or progress.	
Ineffective	(1)	Did not meet goal, little to no student mastery or progress.	

Targeted Population: Students who start the course/subject at the lowest level of preparedness as identified in Step 2.

Targeted IN Content Standards:
Growth and/or Achievement Goal:

Evaluator Feedback:

Student Learning Objectives

Mid-Year Check

<p>Mid-Course Check-In: Review student learning data supplied by the teacher.</p>	
<p><i>Prior to the mid-course check-in:</i></p>	
<p>The teacher should:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collect important interim student learning data related to the Student Learning Objectives and complete the <i>Mid-Course Check-In Form</i>. Both should be submitted to the evaluator 48 hours before the review (2 school days). <input type="checkbox"/> Schedule the mid-course check-in. <input type="checkbox"/> Review the <i>Mid-Course Check-In Form</i> and examine all available formative student learning outcomes that relate to the Class or Targeted Learning Objective. 	<p>The evaluator should:</p>
<p><i>During the mid-course check-in:</i></p>	
<p>Review the <i>Mid-Course Check-In Form</i> and available formative student learning data. The evaluator should ask questions that will help him/her gauge the current level of student learning, as well discuss the ways in which he/she can support the teacher's efforts to promote academic achievement.</p>	
<p><i>After the mid-course check-in:</i></p>	
<p>The teacher should continue to monitor progress towards Learning Objectives, and the evaluator should follow through with the support strategies discussed in the mid-course check-in.</p>	

* It is recommended for time efficiency that all Student Learning Objective conferences, when possible, are scheduled in conjunction with observation or other conferences.

Teacher _____
Grade Level/Subject/Period _____

Evaluator: _____

Date of mid-course progress check-in: _____

In preparation for the mid-course progress check-in, please complete this questionnaire and submit it to your evaluator at least two school-days before the check-in. Your honesty is appreciated and will encourage a productive conversation about your students' performance and areas for improvement. You may attach your responses to this form or write them here directly.

1) How are your students progressing toward your Student Learning Objectives? How do you know?

2) Which students are struggling/exceeding expectations? What are you doing to support them?

3) What additional resources do you need to support you as you work to achieve your Student Learning Objectives?

4) Are there any student attendance issues substantial enough to affect your Student Learning Objectives?

Please return this form to your primary evaluator, along with any interim student learning data related to the Student Learning Objectives you would like to discuss during the check-in at least two school days prior to the date of the check-in.

Student Learning Objectives

Training Powerpoint

A mastery goal based on students' starting points covering all of the Indiana content standards for the course.

A Class Learning Objective

- Groups 1, 2, 3 and 4 are required to write student learning objectives.
- Teachers select 1 course/period to focus on this year.
- Two parts to the SLO
 - Class Learning Objective
 - Targeted Learning Objective

Student Learning Objective (SLO)

Writing Your Student Learning Objective SLO

A Targeted Learning Objective

- A goal that targets students beginning the class at a low level of preparedness.
- May not include all standards for the course

Five Steps in the IPS-RISE Student Learning Objectives Process

- Step 1: Select Quality Assessments
- Step 2: Determine Students' Starting Points
- Step 3: Write Student Learning Objectives
- Step 4: Track Progress and Refine Instruction
- Step 5: Review Results and Score

Step 1: Using Quality Assessments

- IPS has created an assessment matrix to identify assessment that can be used for Student Learning Objectives.
- The assessments have been identified and/or created.

The Student Groups

- **High Level of Preparedness**
 - Students who start the course (subject) having exceptional mastery of pre-requisite knowledge and skills.
- **Medium Level of Preparedness**
 - Students who are appropriately prepared to meet the demands of the course (subject).
- **Low Level of Preparedness**
 - Students who have yet to master pre-requisite knowledge or skills needed for this course (subject).

Other Data Points to Consider

- Results from ISTEP or ECA from previous grade level
- Prior year district assessments such as DIBELS, SRI (EOY)
- Student's grade in pre-requisite class or grade
- Performance assessments
- Attendance data
- Discipline data
- Professional input from a previous teacher

Step 2: Determine Each Student's Starting Point

- Strongly encouraged to use 2 or 3 data points to "group" your students.
- First - place students based on the results of the district assessment - use Worksheet B.
- Now use 1 or 2 other data points to support this placement or to move a student to a new placement.

What does the TER Say?

Whether a teacher earns a Highly Effective, Effective, Improvement Necessary, or Ineffective rating for the SLO depends on the extent to which he or she moves students from their starting points to achieve content mastery.

Step 3: Writing a Student Learning Objective

- Remember there are 2 parts to the SLO
 - Class Learning Objective
 - covering **all** of the Indiana content standards for the course.
 - Targeted Learning Objective
 - covering a **subset** of the Indiana content standards for the course.

Level of Proficiency	Evidence Collected	Teacher Score on the Evidence Data
High Students demonstrate skills to the highest level of proficiency and are able to transfer skills to new situations.	Journal Portfolio Project Performance Assessment Peer Review Self-Reflection Formative Assessment Classroom Observation Exit Ticket Formative Assessment Classroom Observation Peer Review Self-Reflection Formative Assessment	4 (SLO + results from 4+ evidence data) 3 (SLO + results from 3+ evidence data) 2 (SLO + results from 2+ evidence data) 1 (SLO + results from 1+ evidence data) 0 (SLO + results from 0+ evidence data)
Medium Students demonstrate skills to the middle level of proficiency and are able to transfer skills to new situations.	Journal Portfolio Project Performance Assessment Peer Review Self-Reflection Formative Assessment Classroom Observation Exit Ticket Formative Assessment Classroom Observation Peer Review Self-Reflection Formative Assessment	3 (SLO + results from 3+ evidence data) 2 (SLO + results from 2+ evidence data) 1 (SLO + results from 1+ evidence data) 0 (SLO + results from 0+ evidence data)
Low Students demonstrate skills to the lowest level of proficiency and are unable to transfer skills to new situations.	Journal Portfolio Project Performance Assessment Peer Review Self-Reflection Formative Assessment Classroom Observation Exit Ticket Formative Assessment Classroom Observation Peer Review Self-Reflection Formative Assessment	2 (SLO + results from 2+ evidence data) 1 (SLO + results from 1+ evidence data) 0 (SLO + results from 0+ evidence data)

Most, Many, Few...

The number of students selected from each level of preparedness is **not strictly defined**. It is expected that teachers – who know their students best – **use their professional judgment** to determine how many students from each category most appropriately represent "most", "many", or "few". The teacher should use his/her knowledge to help write their objective and discuss this with their evaluator.

Writing the Class Objective

- Locate your completed form in which you grouped your students.
- Follow the formulas on the next page to determine how many students from each group need to show mastery for you to be considered: Highly Effective, Effective, Needs Improvement or Ineffective.

Teacher Effectiveness Rubric (TER) for SLO – Class Objective

Class Objective	Based on students' starting points, the teacher moved an optional number of students to mastery.	Based on students' starting points, the teacher moved a significant number of students to adhere to content mastery.	Based on students' starting points, the teacher moved a significant number of students to adhere to content mastery.	Based on students' starting points, the teacher moved a significant number of students to adhere to content mastery.
(4) Highly Effective	Based on students' starting points, the teacher moved a significant number of students to adhere to content mastery.	Based on students' starting points, the teacher moved a significant number of students to adhere to content mastery.	Based on students' starting points, the teacher moved a significant number of students to adhere to content mastery.	Based on students' starting points, the teacher moved a significant number of students to adhere to content mastery.
(3) Effective (E)	Based on students' starting points, the teacher moved a significant number of students to adhere to content mastery.	Based on students' starting points, the teacher moved a significant number of students to adhere to content mastery.	Based on students' starting points, the teacher moved a significant number of students to adhere to content mastery.	Based on students' starting points, the teacher moved a significant number of students to adhere to content mastery.
(2) Needs Improvement	Based on students' starting points, the teacher moved a significant number of students to adhere to content mastery.	Based on students' starting points, the teacher moved a significant number of students to adhere to content mastery.	Based on students' starting points, the teacher moved a significant number of students to adhere to content mastery.	Based on students' starting points, the teacher moved a significant number of students to adhere to content mastery.
(1) Ineffective (I)	Based on students' starting points, the teacher moved a significant number of students to adhere to content mastery.	Based on students' starting points, the teacher moved a significant number of students to adhere to content mastery.	Based on students' starting points, the teacher moved a significant number of students to adhere to content mastery.	Based on students' starting points, the teacher moved a significant number of students to adhere to content mastery.

Example: Imaginary Class

Effective

- 27 students in the class
- The students fell in the groups as follows:
 - 3 in high
 - 7 in medium
 - 17 in low
- To be **Effective**: $3 + 5 + 8 = 16$
- So 16 students or 59% need to demonstrate mastery of content at the end of the year.

Example: Imaginary Class:

Highly Effective

- 27 students in the class
- The students fell in the groups as follows:
 - 3 in high
 - 7 in medium
 - 17 in low
- To be **Highly Effective**: $3 + 7 + 9 = 19$
- So 19 students or 70% need to demonstrate mastery of content at the end of the year.

Formulas

- Highly Effective:** ALL students in high + MOST students in medium + MOST students in low
- Effective:** ALL students in high + MOST students in medium + MANY students in low
- Needs Improvement:** MOST students in high + MOST students in medium + FEW students in low
- Ineffective:** FEW or NO students achieve content mastery.

Worksheet
Class Student Learning Objectives

Level	Performance	Expected Outcomes	Number of Students	Final Proportion
High: Effective	all students in the high + all students in the low	level of objectives	Level: (2) / (3)	Quantitative: 2/3
Medium	all students in the high + all students in the low	level of objectives	Level: (2) / (3)	Quantitative: 2/3
Low	all students in the high + all students in the low	level of objectives	Level: (2) / (3)	Quantitative: 2/3
High: Effective	all students in the high + all students in the low	level of objectives	Level: (2) / (3)	Quantitative: 2/3
Medium	all students in the high + all students in the low	level of objectives	Level: (2) / (3)	Quantitative: 2/3
Low	all students in the high + all students in the low	level of objectives	Level: (2) / (3)	Quantitative: 2/3
High: Effective	all students in the high + all students in the low	level of objectives	Level: (2) / (3)	Quantitative: 2/3
Medium	all students in the high + all students in the low	level of objectives	Level: (2) / (3)	Quantitative: 2/3
Low	all students in the high + all students in the low	level of objectives	Level: (2) / (3)	Quantitative: 2/3

Example: Imaginary Class: Ineffective

- 27 students in the class
- The students fell in the groups as follows:
 - 3 in high
 - 7 in medium
 - 17 in low
- To be **Ineffective**: $1 + 2 + 3 = 6$
- So 6 students or 22% need to demonstrate mastery of content at the end of the year.

Example: Imaginary Class: Needs Improvement

- 27 students in the class
- The students fell in the groups as follows:
 - 3 in high
 - 7 in medium
 - 17 in low
- To be **Needs Improvement**: $2 + 4 + 5 = 11$
- So 11 students or 41% need to demonstrate mastery of content at the end of the year.

Teacher Effectiveness Rubric for SLO - Targeted Objective

Highly Effective (4)	The teacher has surpassed expectations described in the Student Learning Objectives and/or demonstrated a considerable impact on student learning.
Effective (3)	The teacher has met the expectations described in the Student Learning Objectives and has demonstrated an outstanding impact on student learning.
Needs Improvement (2)	The teacher has not fully met the expectations described in the Student Learning Objectives and has demonstrated an insufficient impact on student learning.
Ineffective (1)	The teacher has not met the expectations described in the Student Learning Objectives and has demonstrated an insufficient impact on student learning.

Writing your Targeted Learning Objective

- The Targeted Learning Objective focuses on the teacher's effort to focus on the lowest performing students.
- Identify key skills that will best prepare the students to move forward and increase success in this content area.
- The targeted learning objective may be a mastery or a growth goal.

Write your Class Learning Objective

Step 2: Evaluate Approval of Student Learning Objectives

Teacher(s) _____

Evaluator _____

Class Learning Objective Assessment _____

Targeted Objective	Class Learning Objective	Targeted Objective	Class Learning Objective

Class Learning Objectives Approved Class Learning Objectives Approved

Work Sessions

- **Step 1:** Group your students based on the district assessment and other data (Golden Rod each category. (White)
- **Step 2:** Determine the number of students in Objective using the Worksheet. (Blue)
- **Step 3:** Write your Targeted Student Learning Objective using the sheet provided. (Orange)
- **Step 4:** Record your Class and Targeted SLO onto the Evaluator Approval page. (Hot Pink)
- **Step 5:** Share with your evaluator for approval.

Targeted Objective	Targeted Population	Targeted In Content Standard	Growth and/or Mastery Goal
Highly Effective (4)	The teacher has the opportunity to describe the objectives in the Student Learning Objectives and/or demonstrated on student learning outcomes impact on student learning	The teacher has not described in the Student Learning Objectives and has demonstrated an outstanding impact on student learning	
Effective (3)	The teacher has not described in the Student Learning Objectives and/or demonstrated on student learning outcomes impact on student learning	The teacher has not described in the Student Learning Objectives and has demonstrated an outstanding impact on student learning	
Needs Improvement (2)	The teacher has not described in the Student Learning Objectives and/or demonstrated on student learning outcomes impact on student learning	The teacher has not described in the Student Learning Objectives and has demonstrated an outstanding impact on student learning	
Unsatisfactory (1)	The teacher has not described in the Student Learning Objectives and/or demonstrated on student learning outcomes impact on student learning	The teacher has not described in the Student Learning Objectives and has demonstrated an outstanding impact on student learning	

Example: Targeted Learning Objective

Targeted Objective	Targeted Population	Targeted In Content Standard	Growth and/or Mastery Goal
Highly Effective (4)	The teacher has the opportunity to describe the objectives in the Student Learning Objectives and/or demonstrated on student learning outcomes impact on student learning	The teacher has not described in the Student Learning Objectives and has demonstrated an outstanding impact on student learning	
Effective (3)	The teacher has not described in the Student Learning Objectives and/or demonstrated on student learning outcomes impact on student learning	The teacher has not described in the Student Learning Objectives and has demonstrated an outstanding impact on student learning	
Needs Improvement (2)	The teacher has not described in the Student Learning Objectives and/or demonstrated on student learning outcomes impact on student learning	The teacher has not described in the Student Learning Objectives and has demonstrated an outstanding impact on student learning	
Unsatisfactory (1)	The teacher has not described in the Student Learning Objectives and/or demonstrated on student learning outcomes impact on student learning	The teacher has not described in the Student Learning Objectives and has demonstrated an outstanding impact on student learning	

Student Learning Objectives

Assessment Guidelines



Student Learning Objectives (SLO's) Assessment Guidelines

2015-2016

Grade	Subject	Beginning Data	Middle Progress Data	End Progress Data
Elementary				
Preschool	Developmental Domains	Work Sampling System	Work Sampling System	Work Sampling System
	ELA	DIBELS- BOY Pre-Test	DIBELS- MOY Teacher Created Test	DIBELS- EOY Post-Test
	Math	mClass- BOY Pre-Test	mClass- MOY Teacher Created Test	mClass- EOY Post-Test
1st Grade	ELA	DIBELS- BOY Pre-Test	DIBELS- MOY Teacher Created Test	DIBELS- EOY Post-Test
	Math	mClass- BOY Pre-Test	mClass- MOY Teacher Created Test	mClass- EOY Post-Test
2nd Grade	ELA	DIBELS- BOY Pre-Test	DIBELS- MOY Teacher Created Test	DIBELS- EOY Post-Test
	Math	mClass- BOY Pre-Test	mClass- MOY Teacher Created Test	mClass- EOY Post-Test
3rd Grade	ELA	SRI- BOY Pre-Test Benchmark A	SRI- MOY Teacher Created Test Benchmark 2 & 3	SRI- EOY Post-Test ISTEP
	Math	Pre-Test Benchmark A	Teacher Created Test Benchmark 2 & 3	Post-Test ISTEP
4th Grade	ELA	SRI- BOY Pre-Test Benchmark A	SRI- MOY Teacher Created Test Benchmark 2 & 3	SRI- EOY Post-Test ISTEP
	Math	Pre-Test Benchmark A	Teacher Created Test Benchmark 2 & 3	Post-Test ISTEP
	Science	Pre-Test Pre-Test	Teacher Created Test Benchmark Science	Post-Test ISTEP
5th Grade	ELA	SRI- BOY Pre-Test Benchmark A	SRI- MOY Teacher Created Test Benchmark 2 & 3	SRI- EOY Post-Test ISTEP
	Math	Pre-Test Benchmark A	Teacher Created Test Benchmark 2 & 3	Post-Test ISTEP
	Social Studies	Pre-Test Benchmark A	Teacher Created Test Benchmark Soc. Studies	Post-Test ISTEP



Student Learning Objectives (SLO's) Assessment Guidelines

2015-2016

6 th Grade			
ELA	SRI- BOY Pre-Test Benchmark A	SRI- MOY Teacher Created Test Benchmark 2 & 3	SRI- EOY Post-Test ISTEP
Math	Pre-Test Benchmark A	Teacher Created Test Benchmark 2 & 3	Post-Test ISTEP
Science	Pre-Test Benchmark	Teacher Created Test Benchmark Science	Post-Test ISTEP
Secondary			
7 th Grade			
ELA	SRI- BOY Pre-Test Benchmark A	SRI- MOY Teacher Created Test Benchmark 2 & 3	SRI- EOY Post-Test ISTEP
Math	Pre-Test Benchmark A	Teacher Created Test Benchmark 2 & 3	Post-Test ISTEP
Science	Pre-Test	Teacher Created Test	Post-Test
Social Studies	Pre-Test Acuity A	Teacher Created Test Benchmark Soc. Studies	Post-Test ISTEP
8 th Grade			
ELA	SRI- BOY Pre-Test Benchmark A	SRI- MOY Teacher Created Test Benchmark 2 & 3	SRI- EOY Post-Test ISTEP
Math	Pre-Test Benchmark A	Teacher Created Test Benchmark 2 & 3	Post-Test ISTEP
Science	Pre-Test	Teacher Created Test	Post-Test
Social Studies	Pre-Test	Teacher Created Test	Post-Test
English			
English 9	Pre-Test	Teacher Created Test	Post-Test
English 10	Pre-Test Benchmark A	Teacher Created Test Benchmark 2 & 3	Post-Test ECA
English 11	Pre-Test	Teacher Created Test	Post-Test
English 12	Pre-Test	Teacher Created Test	Post-Test
Mathematics			
Algebra I	Pre-Test Benchmark A	Teacher Created Test Benchmark 2 & 3	Post-Test ECA
Algebra II	Pre-Test	Teacher Created Test	Post-Test
Geometry	Pre-Test	Teacher Created Test	Post-Test
Pre-Calculus	Pre-Test	Teacher Created Test	Post-Test
Calculus	Pre-Test	Teacher Created Test	Post-Test



Student Learning Objectives (SLO's)

Assessment Guidelines

2015-2016

Social Studies	US History	Pre-Test	Teacher Created Test	Post-Test
	Government	Pre-Test	Teacher Created Test	Post-Test
	Geography/History of World	Pre-Test	Teacher Created Test	Post-Test
	Economics	Pre-Test	Teacher Created Test	Post-Test
	World History/Civilization	Pre-Test	Teacher Created Test	Post-Test
Science	Biology	Pre-Test	Teacher Created Test	Post-Test
	Chemistry	Pre-Test	Teacher Created Test	Post-Test
	Physics I	Pre-Test	Teacher Created Test	Post-Test
	ICP	Pre-Test	Teacher Created Test	Post-Test
	Earth & Space Science	Pre-Test	Teacher Created Test	Post-Test
	Anatomy & Physiology	Pre-Test	Teacher Created Test	Post-Test
	Spanish I	Pre-Test	Teacher Created Test	Post-Test
	Spanish III	Pre-Test	Teacher Created Test	Post-Test
	French I	Pre-Test	Teacher Created Test	Post-Test
	Chinese I	Pre-Test	Teacher Created Test	Post-Test
Foreign Language	Latin I	Pre-Test	Teacher Created Test	Post-Test
	Russian I	Pre-Test	Teacher Created Test	Post-Test
	Japanese I	Pre-Test	Teacher Created Test	Post-Test
	Elementary	Pre-Test (based on established skill rubric)	Teacher Created Test	Post-Test (based on established skill rubric)
	Middle School	Pre-Test (Pacer-Fitness gram)	Teacher Created Test	Post-Test (Pacer-Fitness gram)
Physical Education	High School	Pre-Test (Personal Fitness Plan)	Teacher Created Test	Post-Test (Personal Fitness Plan)
	Elementary (4 th Grade)	Music Achievement Test (MAT)- BOY	Music Achievement Test (MAT)- MOY	Music Achievement Test (MAT)- EOY
	Middle School	Indiana State School Music Association Pre-Test Division V, Grade 1 -BOY	Indiana State School Music Association Division V, Grade 1 -MOY	Indiana State School Music Association Post-Test Division V, Grade 1 -EOY
	High School	Indiana State School Music Association Pre-Test Division III, Grade 3 -BOY	Indiana State School Music Association Division III, Grade 3-MOY	Indiana State School Music Association Post-Test Division III, Grade 3 -EOY
	Music Theory (11 th Grade)	Terry Eder Pre-Test	Terry Eder, Interval/Sevenths Test	Terry Eder Post-Test
Instrumental Music	Elementary School	Teacher Created Test	Teacher Created Test	Teacher Created Test
	Middle School	Teacher Created Test	Teacher Created Test	Teacher Created Test



Student Learning Objectives (SLO's) Assessment Guidelines

2015-2016

	High School	Teacher Created Test	Teacher Created Test	Teacher Created Test	Teacher Created Test
Visual Arts	Elementary (Grade 3)	Teacher Created Test	Teacher Created Test	Teacher Created Test	Teacher Created Test
	Secondary (Beginning Art)	Teacher Created Test	Teacher Created Test	Teacher Created Test	Teacher Created Test
	Art Course (Other)	Teacher Created Test	Teacher Created Test	Teacher Created Test	Teacher Created Test
All Grades					
ESL Students	Elementary, Middle, and High Schools	ACCESS- Previous Year Scores	Teacher Created Test	Teacher Created Test	ACCESS- EOY

Appendix A
Teacher Evaluation Notification
Form



Teacher Evaluation Notification

2015-2016

This document serves to confirm my acknowledgement that I will be formally evaluated during the 2015-2016 school year by _____.

I am aware that I will be evaluated using the IPS RISE Evaluation and Development System.

I recognize that the evaluation process will be managed by my administrator through the Standard for Success online program to which I will also have access.

I also understand that other IPS administrators may participate in the evaluation process, observe my professional practices, and contribute evidence they have collected which may be used in my final evaluation.

Information about the Indiana RISE program development, including the RISE Teacher Effectiveness Rubric and handbooks can be found at www.riseindiana.org.

Information about the IPS RISE program with district specific information is accessible on IPS Online: IPS Online > Inside IPS: IPS Divisions > Office of Human Resources > Content > IPS-RISE Information

Teacher's Signature

Date

Administrator's Signature

Date

“Standards For Success”

On-Line Program

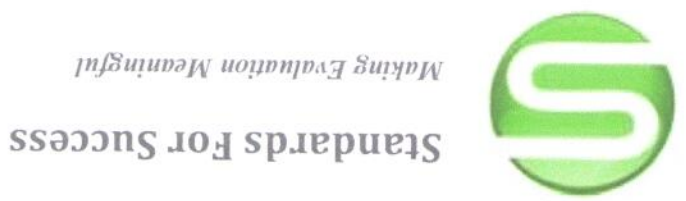
The Evaluation Process

Appendix B

- Observations ready for review or approval
 - Observations that have been reopened for changes
 - Learning Objective / Goal Settings ready for review or approval
 - Artifacts that have been uploaded
- This program each day will email to administrators and certified staff and alert them to...
- Jump To tool allows to you navigate to staff members quickly
 - Number of rubric indicators that a particular staff member is less than effective on. Click on the number to view the actual indicators they need to work on
 - Detailed or summary view of completed observations – color coded so you know the outcome of the observation and can look for trends of improvement
 - Details of open observations including type of observation, where you are at in the process of that observation, which administrator is facilitating the observation, and when that step is due
 - Sort by name, date last evaluated, total observations completed, who has open observations, and who needs the most professional assistance
 - View the whole staff, staff assigned to another administrator below you, or other custom created groups of staff (i.e. Math Teachers)
 - The program has an excellent communication process. School administrator will be able to...

Standard For Success is an online customizable teacher evaluation system. The Indianapolis Public Schools is currently using this on-line system in the 2015-2016 school year.

Standards For Success allows school administrators to perform online and in-class performance based teacher observations. Standards for success streamlines the observation process all the way up to the main administrative staff.



- Mid-year reports ready for review
- Pre and post observation forms ready for review
- Professional Development Tasks that have been started
- Unread comments
- Staff added to your account
- Support tickets that have been answered
- Observations, Artifacts, Professional Development Tasks – each has a two way comment section that will allow you to keep a recorded dialog between you and your staff member
- Artifacts can be uploaded by staff or admin and coded directly to the observation rubric.

Updating the Certified Staff Groups

Sign into SFS

Click on "Utilities" on the navigation black bar on the top

Under "Utilities" click on "Modify Staff Finalization Category Placements"

Utilities

- Grant "Evaluator" Status to Non-Administrators
- Edit Staff Member - Assign Rubrics/Instruments, Specify Number of Observations
- Manage Primary and Secondary Evaluators
- Create and Edit Staff Groupings
- Log in as Sandbox Personnel
- Approve Professional Points
- Copy Observation
- Modify Staff Finalization Category Placements
- Enter Scores - Student Learning Objectives (2015/2016)
- Enter Scores - Individual Growth Model Data (2015/2016)
- Enter Scores - School-wide Learning Measure (2015/2016)
- Enter Scores - Survey (2015/2016)
- Upload and Manage Forms

Your staff list should be displayed like example displayed below

Staff Finalization Categories

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
60.0%	60.0%	60.0%	75.0%	75.0%	90.0%
10.0%	15.0%	35.0%	25.0%	0.0%	0.0%
5.0%	5.0%	5.0%	0.0%	0.0%	10.0%
25.0%	20.0%	0.0%	0.0%	0.0%	0.0%
0.0%	0.0%	0.0%	25.0%	0.0%	0.0%

Accept Changes

Change All to Select if Applicable

RAMBRUSTER, JEANNE	<input checked="" type="radio"/> Group 1	<input type="radio"/> Group 2	<input type="radio"/> Group 3	<input type="radio"/> Group 4	<input type="radio"/> Group 5	<input type="radio"/> Group 6
BAKER, LAURA	<input checked="" type="radio"/> Group 1	<input type="radio"/> Group 2	<input type="radio"/> Group 3	<input type="radio"/> Group 4	<input type="radio"/> Group 5	<input type="radio"/> Group 6
BATTIATO, ANGELA	<input type="radio"/> Group 1	<input checked="" type="radio"/> Group 2	<input type="radio"/> Group 3	<input type="radio"/> Group 4	<input type="radio"/> Group 5	<input type="radio"/> Group 6
BOREM, SARAH	<input type="radio"/> Group 1	<input checked="" type="radio"/> Group 2	<input type="radio"/> Group 3	<input type="radio"/> Group 4	<input type="radio"/> Group 5	<input type="radio"/> Group 6
BUJARSKY, SHERRY	<input checked="" type="radio"/> Group 1	<input type="radio"/> Group 2	<input type="radio"/> Group 3	<input type="radio"/> Group 4	<input type="radio"/> Group 5	<input type="radio"/> Group 6
COFFMAN, CHELSEA	<input type="radio"/> Group 1	<input type="radio"/> Group 2	<input checked="" type="radio"/> Group 3	<input type="radio"/> Group 4	<input type="radio"/> Group 5	<input type="radio"/> Group 6
COOPER, JULIANNA	<input checked="" type="radio"/> Group 1	<input type="radio"/> Group 2	<input type="radio"/> Group 3	<input type="radio"/> Group 4	<input type="radio"/> Group 5	<input type="radio"/> Group 6

Check each teachers group that is clicked.
If it is correct, go to the next teacher.

If the teacher is in the wrong group, click on the circle in front of the correct group that the teacher should be in

(The teacher should have a blue dot highlighted in front of the correct group #)

NOTE: Refer to the document entitled "IPS-RISE Evaluation Groups" for Description of list of staff in each group

When all teachers are in the correct group, click on the green box "Accept Changes"

Accept Changes

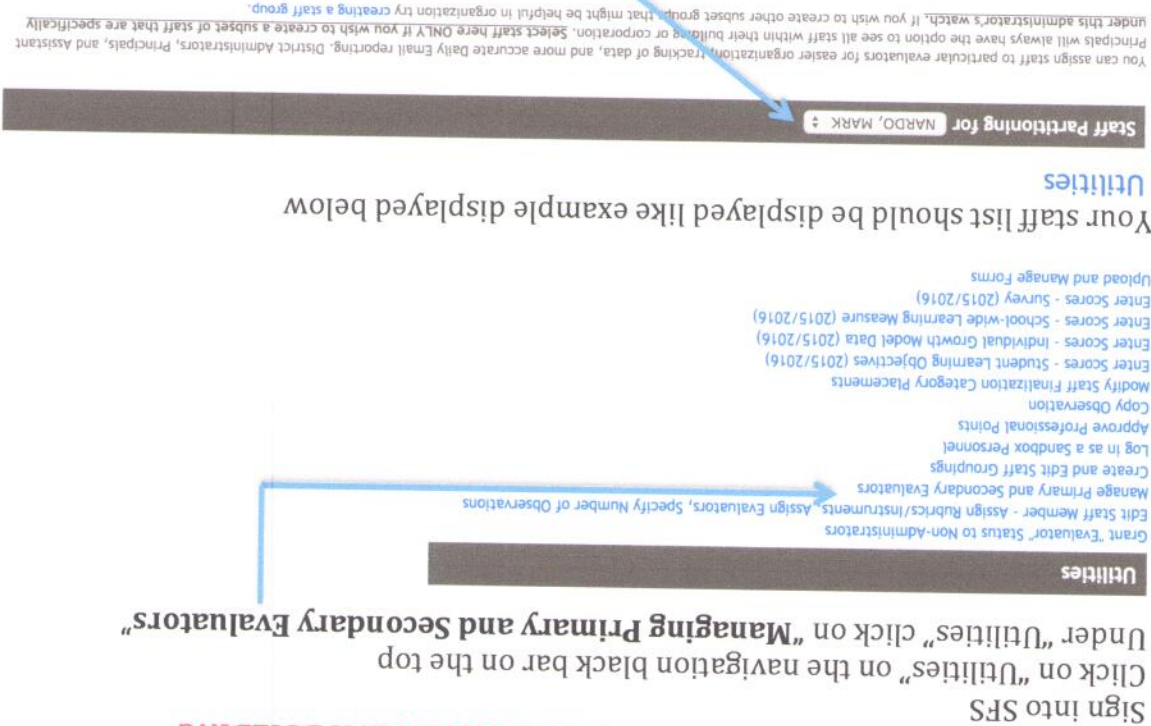
Updating the Primary and Secondary Evaluators

DIRECTIONS FOR ONLY ONE PRIMARY EVALUATOR IN A BUILDING

Sign into SFS

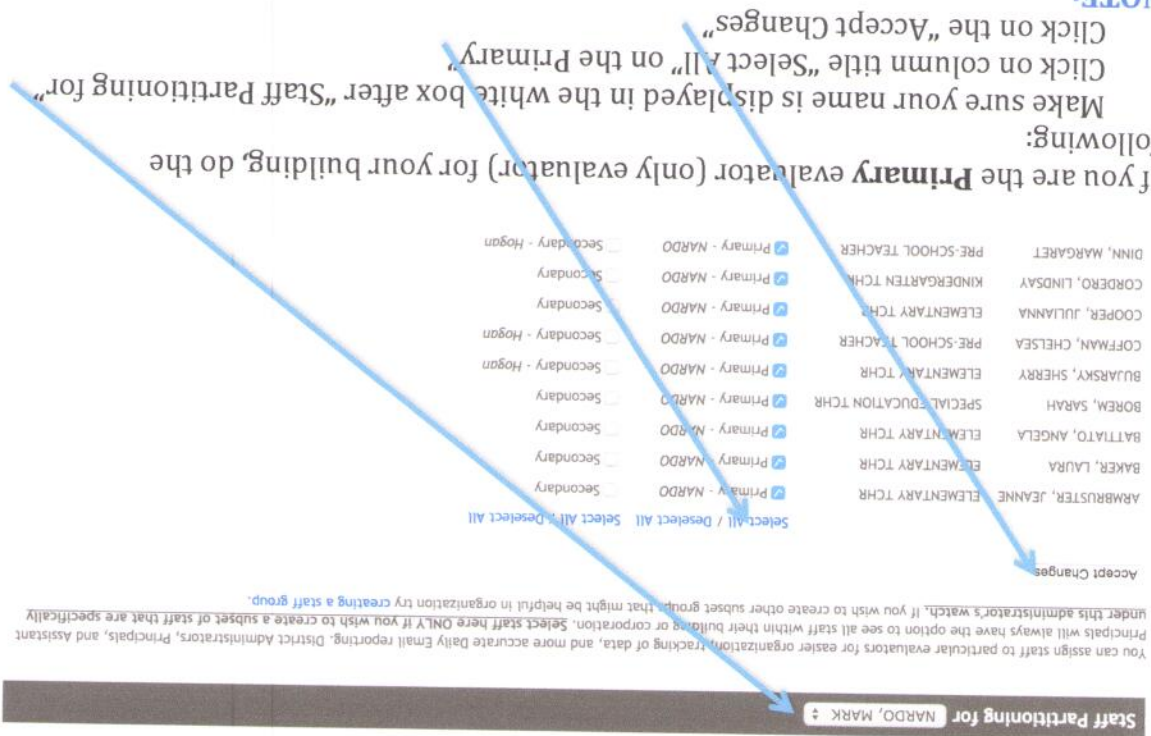
Click on "Utilities" on the navigation black bar on the top

Under "Utilities" click on "Managing Primary and Secondary Evaluators"



Utilities

Your staff list should be displayed like example displayed below



If you are the **Primary** evaluator (only evaluator) for your building, do the following:

NOTE:

If you want to add a secondary evaluator for any teacher, please do the following: Have the person who will be the secondary evaluator, go into program and follow the directions above to get to this screen.

The secondary evaluator's name should be in the white box after "Staff Partitioning for":

Secondary Evaluator should click on the circle in the "Secondary" evaluator column next to the teacher's name(s) they will be the secondary evaluator.

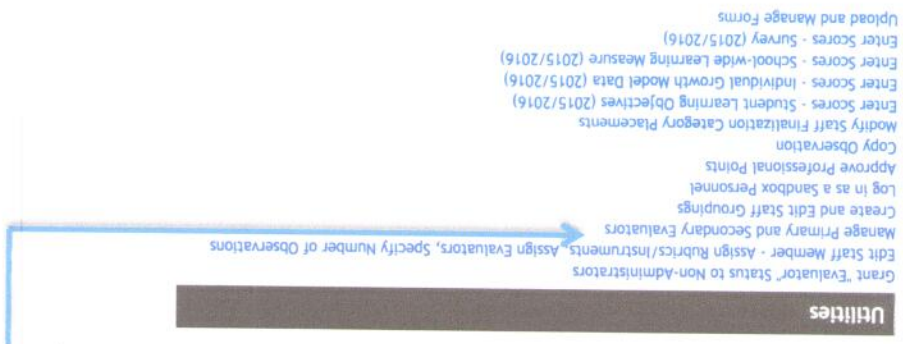
Click "Accept Changes" button.

DIRECTIONS FOR MORE THAN ONE PRIMARY EVALUATOR IN A BUILDING (Assistant Principals, Deans, Supervisors, etc.)

Sign into SFS

Click on "Utilities" on the navigation black bar on the top

Under "Utilities" click on "Managing Primary and Secondary Evaluators"



Your staff list should be displayed like example displayed below

Staff Partitioning for AKRIDGE, JOYCE
⌵

You can assign staff to particular evaluators for easier organization, tracking of data, and more accurate Daily Email reporting. District Administrators, Principals, and Assistants under this administrator's watch. If you wish to create other subset groups that might be helpful in organization try creating a staff group.

Name	Level	Role	Status	Action
KARD, JANET	Primary - ELY	ART TCHR	<input type="checkbox"/>	Select All / Deselect All Select All / Deselect All
AKRIDGE, JOYCE	Primary	ELEMENTARY SCHOOL PRINCIPAL	<input type="checkbox"/>	
JAMES, AMY	Primary - ELY	MIDDLE SCHOOL TCHR	<input type="checkbox"/>	
BENNETT, REBEKAH	Primary - MCKINNEY	3rd Grade teacher	<input checked="" type="checkbox"/>	
BRICKLEY, WENDY	Primary - MCKINNEY	ELEMENTARY TCHR	<input type="checkbox"/>	
COLBY, CORY	Primary - ELY	ELEMENTARY TCHR	<input checked="" type="checkbox"/>	
CORBETT, JULIE	Primary - ELY	ELEMENTARY TCHR	<input type="checkbox"/>	
Crawford, William	Primary - AKRIDGE	PHYSICAL EDUCATION TCHR	<input checked="" type="checkbox"/>	
DORSEY, PAHELIA	Primary - ELY	PHYSICAL EDUCATION TCHR	<input type="checkbox"/>	
DRAY, KRISTI	Primary - MCKINNEY	TITLE 1 TEACHER	<input type="checkbox"/>	
FAULNER, AMANDA	Primary - MCKINNEY	ELEMENTARY TCHR	<input type="checkbox"/>	

Click on the arrow in the white box next to "Staff Partitioning for" and select the name of the primary evaluator.

In the "Primary" column, click on circle next to the names of the teachers they will be the PRIMARY evaluator.

In the "Secondary" column click on the names you will be the secondary evaluator (if you want to be able to do short observations for any staff member, please click ALL the names in this column that you are NOT the Primary evaluator)

Click "Accept Changes" to save this information.

CONTINUE FOR THE REMAINING EVALUATORS...

For the next evaluator in your building, continue this process of assigning the Primary evaluator by changing the name in the white box using the drop down arrow.

For this evaluator click the circle next to the names you will be the primary evaluator and in the secondary column click the names you will be the secondary evaluator.

Click "Accept Changes" to save this information.

Appendix C

Intervention Plans

and

Performance Improvement Plan



INTERVENTION PLAN

Name _____

Date _____

Intervention Growth Plan Goal #1

Overall Goal:

Action Steps:

Include specific and measurable steps you will take to improve.

Benchmarks and Data:

Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.

Evidence of Achievement:

How do you know that your goal has been met?

(Domain: 2
Competency: _____)

Action Step 1	Benchmarks and Data						Evidence of Achievement:
Action Step 2							

Primary Evaluator's Signature/Date _____

Teacher's Signature/Date _____

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Teacher Effectiveness Rubric

Appendix D



Indianapolis Public Schools

Teacher

Effectiveness

Rubric 2.0

Modified July 2013



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DOMAIN 1: PURPOSEFUL PLANNING

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.1</p> <p>Utilize Assessment Data to Plan</p>	<p>*Teacher fulfills most of the criteria for Level 3 and additionally understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction.</p> <p>**Teacher fulfills most of the criteria for Level 3 and additionally prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.</p>	<p>1.1.1 Teacher consistently uses prior assessment data to formulate achievement goals AND lesson plans.</p> <p>1.1.2 Teacher consistently incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding.</p> <p>1.1.3 Unit assessments are developed prior to instruction to measure student learning.</p> <p>1.1.4 Effectively utilizes the results of multiple assessments (i.e. district core program assessments, state assessment results, teacher designed assessments) to determine students' learning needs, align and modify instruction and design teaching strategies.</p> <p>1.1.5 Consistently and effectively uses assessment tools for both formative and summative purposes to inform, guide and adjust instruction.</p> <p>1.1.6 Consistently and effectively uses diagnostic, formative, and summative</p>	<p>1.1.1 Teacher occasionally uses prior assessment data to formulate achievement goals OR lesson plans, but not both.</p> <p>1.1.2 Teacher occasionally incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding.</p> <p>1.1.3 Occasionally drafts unit tests as instruction proceeds.</p> <p>1.1.4 Occasionally utilizes the results of one assessment (i.e. district core program assessments, state assessment results, or teacher designed assessments) to determine students' learning needs, align and modify instruction and design teaching strategies.</p> <p>1.1.5 Occasionally uses either a formative or summative assessment tool to inform, guide and adjust instruction.</p> <p>1.1.6 Occasionally uses diagnostic, formative and/or summative</p>	<p>1.1.1 Teacher rarely or never uses prior assessment data when planning.</p> <p>1.1.2 Teacher rarely or never incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding.</p> <p>1.1.3 Rarely or never drafts unit tests as instruction proceeds.</p> <p>1.1.4 Rarely or never utilizes the results of one assessment (i.e. district core program assessments, state assessment results, or teacher designed assessments) to determine students' learning needs, align and modify instruction and design teaching strategies.</p> <p>1.1.5 Rarely or never uses an either a formative or summative assessment tool to inform, guide and adjust instruction.</p> <p>1.1.6 Rarely or never uses diagnostic, formative and/or summative</p>

		assessment data to inform instructional modifications for individual students.	assessment data to inform instructional modifications for individual students.	assessment data to inform instructional modifications for individual students
		1.1.7 Consistently and systematically assesses every student's mastery of the lesson content at the end of each lesson through formal or informal assessments.	1.1.7 Occasionally may not assess some students' mastery of the lesson content at the end of each lesson through formal or informal assessments.	1.1.7 Rarely or never assesses some students' mastery of the lesson content at the end of each lesson through formal or informal assessments.
		1.1.8 Consistently and effectively aligns student assessment with established state standards and district benchmarks.	1.1.8 Occasionally may not align student assessment with established state standards and district benchmarks.	1.1.8 Rarely or never aligns student assessments with established state standards and district benchmarks.
		1.1.9 Consistently and effectively collaborates with others to develop common assessments, which will evaluate mastery of grade level standards.	1.1.9 Occasionally collaborates with others to develop common assessments, which will evaluate mastery of grade level standards.	1.1.9 Rarely or never collaborates with others to develop common assessment, which will evaluate mastery of grade level standards.
		1.2.1 Teacher consistently is able to develop a required annual student achievement goal(s) that is measurable (SLO's).	1.2.1 Teacher occasionally develops a required annual student achievement goal(s) that is measurable (SLO's).	1.2.1 Teacher rarely or never develops a required annual student achievement goal(s) that is measurable (SLO's).
1.2	**Teacher fulfills most of the criteria for Level 3 and additionally plans an <u>ambitious</u> annual student achievement goal.	1.2.2 Teacher consistently develops student achievement goal(s) that is aligned to content standards.	1.2.2 Teacher occasionally develops student achievement goal(s) that may not always be aligned to content standards.	1.2.2 Teacher develops student achievement goal(s) that rarely or never aligned to content standards and are extremely general and not helpful for planning purposes.
Sets Ambitious and Measurable Achievement Goals	***Teacher fulfills most of the criteria for Level 3 and additionally students know what they are going to learn, what they will be held accountable for and the criteria for success and can verbally articulate this information when asked.	1.2.3 Teacher develops student achievement goal(s) that consistently includes benchmarks to help monitor learning and inform interventions throughout the year.	1.2.3 Teacher occasionally develops student achievement goal(s) that may not include benchmarks to help monitor learning and inform interventions throughout the year.	1.2.3 Teacher develops student achievement goal(s) that rarely or never include benchmarks to help monitor learning and inform interventions throughout the year.
		1.2.4 Teacher consistently sets short	1.2.4 Teacher does not consistently	1.2.4 Teacher rarely or never sets

	<p>****Teacher fulfills most of the criteria for Level 3 and additionally teacher designs and sequences short-term goals to support long term goals appropriate to content and aligned with state and district standards</p>	<p>and long term instructional goals.</p> <p>1.2.5 Goals consistently permit viable methods of assessment.</p> <p>1.2.6 Teacher consistently designs and sequences short term lesson objectives to support instructional goals.</p>	<p>set short and long term instructional goals.</p> <p>1.2.5 Goals occasionally permit viable methods of assessment.</p> <p>1.2.6 Teacher occasionally designs and sequences short term lesson objectives to support instructional goals.</p>	<p>short and long term instructional goals.</p> <p>1.2.5 Goals rarely or never permit viable methods of assessment.</p> <p>1.2.6 Teacher rarely or never designs and sequences short term lesson objectives to support instructional goals.</p>
<p>1.3</p> <p>Develop Standards-Based Unit Plans and Assessments</p>	<p>*Teacher fulfills most of the criteria for Level 3 and additionally creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created).</p> <p>**Teacher fulfills most of the criteria for Level 3 and additionally anticipates student reaction to content.</p> <p>***Teacher fulfills most of the criteria for Level 3 and additionally makes sure the allocation of time per unit is flexible and/or reflects level of difficulty of each lesson.</p> <p>****Teacher fulfills most of the criteria for Level 3 and additionally the students always know what they are going to learn, what they will be held accountable for and the criteria for success at the beginning of each lesson and can articulate this information from the beginning of the lesson.</p>	<p>1.3.1 Based on achievement goals, teacher plans lessons by identifying content standards that students will master in each lesson.</p> <p>1.3.2 Based on achievement goals, teacher consistently creates assessments before each lesson begins for backwards planning.</p> <p>1.3.3 Based on achievement goals, teacher consistently allocates an instructionally appropriate amount of time for each lesson.</p> <p>1.3.4 Objectives are consistently clear and written in the form of student learning in lesson plans.</p> <p>1.3.5 Students always know what they are going to learn, what they will be held accountable for and the criteria for success at the beginning of each lesson.</p>	<p>1.3.1 Based on achievement goals, occasionally plans lessons by identifying content standards that students will master in each lesson.</p> <p>1.3.2 Based on achievement goals, teacher occasionally creates assessments before each unit begins for backwards planning.</p> <p>1.3.3 Based on achievement goals, teacher inconsistently allocates an instructionally appropriate amount of time for each lesson.</p> <p>1.3.4 Unit objectives are occasionally not clear and not always written in the form of student learning in plans.</p> <p>1.3.5 Students occasionally know what they are going to learn, what they will be held accountable for and/or the criteria for success at the beginning of each lesson</p>	<p>1.3.1 Based on achievement goals, teacher rarely or never plans lessons by identifying content standards that students will master in each unit.</p> <p>1.3.2 Based on achievement goals, teacher rarely or never creates assessments before each lesson begins for backwards planning.</p> <p>1.3.3 Based on achievement goals, teacher rarely or never allocates an instructionally appropriate amount of time for each lesson.</p> <p>1.3.4 Lesson objectives are rarely or never clear and not always written in the form of student learning in unit lesson.</p> <p>1.3.5 Students rarely or never know what they are going to learn, plans rarely or never let students know what they will be held accountable for and the criteria for each lesson</p>

<p>1.4</p> <p>Create Objective-Driven Lesson Plans and Assessments</p>	<p>*Teacher fulfills most of the criteria for Level 3 and additionally incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction.</p>	<p>1.4.1 Based on standards being taught, teacher consistently plans daily lessons by identifying lesson objectives that are aligned to state content standards.</p> <p>1.4.2 Consistently plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction.</p> <p>1.4.3 Based on standards being taught, teacher consistently plans daily lessons by matching instructional strategies as well as designing meaningful and relevant activities/assignments to the lesson objectives.</p> <p>1.4.4 Based on standards being taught, teacher consistently plans daily lessons by designing formative assessments that measure progress towards mastery and to inform instruction.</p>	<p>1.4.1 Based on standard(s) being taught, teacher occasionally plans daily lessons by identifying lesson objectives, but the objectives may not be aligned to state content standards</p> <p>1.4.2 Occasionally plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction.</p> <p>1.4.3 Based on standards being taught, teacher inconsistently matches and designs instructional strategies and activities/ assignments to the lesson objectives.</p> <p>1.4.4 Based on standards being taught, teacher occasionally, but not always, plans or designs formative assessments to measure progress towards mastery or to inform instruction.</p>	<p>1.4.1 Based on standard(s) being taught, teacher rarely or never plans daily lessons or if planned they are thrown together at the last minute thus lacking meaningful objectives that are not aligned to state content standards</p> <p>1.4.2 Rarely or never plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction.</p> <p>1.4.3 Based on unit plan, teacher rarely or never matches and designs instructional strategies and/or activities/ assignments to the lesson objectives.</p> <p>1.4.4 Based on standards being taught, teacher rarely or never plans or designs formative assessments to measure progress towards mastery or inform instruction.</p>
<p>1.5</p> <p>Track Student Data and Analyze Progress</p>	<p>*Teacher fulfills most of the criteria for Level 3 and additionally uses daily checks for understanding for additional data points.</p> <p>**Teacher fulfills most of the criteria for Level 3 and additionally updates</p>	<p>1.5.1 Teacher throughout the school year consistently uses an effective data tracking system for recording all student assessment and progress data.</p> <p>1.5.2 Teacher consistently maintains</p>	<p>1.5.1 Teacher occasionally uses an effective data tracking system for recording selected student assessment and / or progress data.</p> <p>1.5.2 Teacher occasionally maintains</p>	<p>1.5.1 Teacher rarely or never uses an effective data tracking system for recording student assessment and/or progress data.</p> <p>1.5.2 Teacher rarely or never</p>

<p>tracking system daily or weekly.</p> <p>***Teacher fulfills most of the criteria for Level 3 and additionally uses data analysis of student progress from formal and informal assessments to drive lesson planning for the following day.</p> <p>****Teacher fulfills most of the criteria for Level 3 and additionally tracking system has the following: organized logically, easy to read, accurate data information, students identified, data sectioned off by quarters, easy to explain to parents, maintains privacy of student records and performance.</p>	<p>the on-line IPS grading system aligned to student learning goals.</p> <p>1.5.3 Teacher consistently has a grading system that appropriately aligns with student learning goals and/or grade level standards based assignments.</p> <p>1.5.4 Teacher always uses an effective data tracking system for analyzing student progress towards mastery and planning future lessons accordingly.</p> <p>1.5.5 Teacher consistently maintains a grade book aligned to grade level standards based assignments.</p>	<p>the on-line IPS grading system aligned to student learning goals.</p> <p>1.5.3 Teacher occasionally uses a grading system that appropriately aligns with student learning goals and/or grade level standards based assignments.</p> <p>1.5.4 Teacher occasionally uses an effective data tracking system for analyzing student progress towards mastery of some data and planning for some future lessons.</p> <p>1.5.5 Teacher inconsistently maintains a grade book aligned to the IPS grade level standards based assignments.</p>	<p>maintains the on-line IPS grading system aligned to student learning goals.</p> <p>1.5.3 Teacher rarely or never has a grading system that appropriately aligns with student learning goals and/or grade level standards based assignments.</p> <p>1.5.4 Teacher rarely or never uses an effective data tracking system for analyzing student progress towards mastery of some data and/or planning for some future lessons.</p> <p>1.5.5 Teacher rarely or never maintains a grade book aligned to the grade level standards based assignments.</p>
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DOMAIN 2: EFFECTIVE INSTRUCTION

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.1:</p> <p>Develop student understanding and mastery of lesson objectives</p>	<p>*Teacher fulfills most of the criteria for Level 3 and additionally teacher is highly effective at developing student understanding and mastery of lesson objectives for each lesson.</p> <p>**Teacher fulfills most of the criteria for Level 3 and additionally students can explain what they are learning when asked by anyone and also tell why it is important, beyond repeating the stated objective.</p> <p>***Teacher fulfills most of the criteria for Level 3 and additionally teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection.</p>	<p>2.1.1 Teacher is consistently effective at developing student understanding and mastery of lesson objectives.</p> <p>2.1.2 Lesson objective is consistently specific, measurable, and aligned to standards.</p> <p>2.1.3 Lesson objective(s) consistently conveys what students are learning and what they will be able to do by the end of the lesson.</p> <p>2.1.4 Objective(s) is consistently stated and posted in a student-friendly manner and explained to students in easy-to-understand terms.</p> <p>2.1.5 Teacher consistently references the objective so that students understand why they are learning what they are learning.</p>	<p>2.1.1 Teacher is occasionally effective at developing student understanding and mastery of lesson objectives.</p> <p>2.1.2 Lesson objective occasionally may not be specific and/or measurable, and/or aligned to standards.</p> <p>2.1.3 Lesson objective occasionally conveys what students are learning and what they will be able to do by the end of the lesson.</p> <p>2.1.4 Objective is occasionally stated and written, but not in a student-friendly manner that leads to understanding.</p> <p>2.1.5 Teacher occasionally references objective, but students sometimes fail to understand why they are learning what they are learning.</p>	<p>2.1.1 Teacher is rarely or never effective at developing student understanding and mastery of lesson objectives.</p> <p>2.1.2 Lesson objective is missing more than one component, rarely or never specific and/or measurable, and/or aligned to standards</p> <p>2.1.3 Lesson objective is rarely or never clear about what students are learning or what students will be able to do by the end of the lesson.</p> <p>2.1.4 Objective is rarely or never stated or written in a student-friendly manner and it rarely or never leads to students' understanding.</p> <p>2.1.5 Teacher rarely or never discusses the importance of the objective or there may not be a clear understanding amongst students as to why the objective is important.</p>
		<p>2.1.6 Lesson consistently builds on students' prior knowledge of key concepts and skills and makes this connection evident to students.</p> <p>2.1.7 Lesson is consistently well-organized to move students towards mastery of the objective</p>	<p>2.1.6 Lesson occasionally fails to build on prior knowledge of students and occasionally students fail to make the connection.</p> <p>2.1.7 Occasionally the organization of a lesson is connected to mastery of the objective.</p>	<p>2.1.6 Rarely or never is an effort made to connect objective to prior knowledge of students.</p> <p>2.1.7 Rarely or never is the lesson organized and leading to mastery of the objective.</p>

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.2</p> <p>Demonstrates and Clearly Communicate Content Knowledge to Students</p>	<p>*Teacher fulfills most of the criteria for Level 3 and additionally teacher is highly effective at demonstrating and clearly communicating content knowledge to students.</p> <p>**Teacher fulfills most of the criteria for Level 3 and additionally fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding.</p> <p>*** Teacher fulfills most of the criteria for Level 3 and additionally effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest.</p> <p>****Teacher fulfills most of the criteria for Level 3 and additionally the teacher's explanations spark student excitement and interest in the content.</p> <p>*****Teacher fulfills most of the criteria for Level 3 and additionally students participate in each other's learning of content through collaboration during the lesson.</p>	<p>2.2.1 Teacher is consistently effective at demonstrating and clearly communicating content knowledge to students.</p> <p>2.2.2 Teacher consistently demonstrates content knowledge and delivers content that is factually correct.</p> <p>2.2.3 Content is consistently clear, concise and well-organized.</p> <p>2.2.4 Teacher consistently restates and rephrases instruction in multiple ways to increase understanding.</p> <p>2.2.5 Teacher consistently emphasizes key points or main ideas in content.</p> <p>2.2.6 Teacher consistently uses developmentally appropriate language and explanations.</p> <p>2.2.7 Teacher consistently and effectively implements relevant instructional strategies learned via professional development activities.</p> <p>2.2.8 Teacher consistently and regularly implements a variety of</p>	<p>2.2.1 Teacher occasionally needs improvement at demonstrating and clearly communicating content knowledge to students.</p> <p>2.2.2 Teacher occasionally demonstrates content knowledge and delivers content some of which is not factually correct.</p> <p>2.2.3 Content occasionally lacks clarity and is not as well organized as it could be.</p> <p>2.2.4 Teacher occasionally fails to restate or rephrase instruction in multiple ways to increase understanding.</p> <p>2.2.5 Teacher occasionally does not adequately emphasize main ideas, and students are sometimes confused about key points or the main ideas in content.</p> <p>2.2.6 Teachers explanations occasionally lack developmentally appropriate language</p> <p>2.2.7 Teacher does not always implement new and improved instructional strategies learned via professional development activities.</p> <p>2.2.8 Teacher occasionally implements subject-specific instructional strategies</p>	<p>2.2.1 Teacher is rarely or never effective at demonstrating and clearly communicating content knowledge to students.</p> <p>2.2.2 Teacher rarely or never demonstrates content knowledge or delivers content that is factually correct.</p> <p>2.2.3 Content knowledge is rarely or never clear or coherent and rarely or never builds student understanding of key concepts.</p> <p>2.2.4 Teacher continues with planned instruction, even when it is obvious that students do not understand content.</p> <p>2.2.5 Teacher rarely or never emphasizes main ideas, and students are often confused about key points and/or the main ideas in content.</p> <p>2.2.6 Teacher rarely or never uses developmentally appropriate language</p> <p>2.2.7 Teacher rarely or never implements new and improved instructional strategies learned via professional development activities.</p> <p>2.2.8 Teacher rarely or never implements subject- specific</p>

	teach.	subject-specific instructional strategies to enhance student content knowledge.	to enhance student content knowledge.	instructional strategies to enhance student content knowledge.
		2.2.9 Teacher consistently and regularly highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.	2.2.9 Teacher occasionally highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.	2.2.9 Teacher rarely or never understands key concepts and ideas in the discipline, and therefore presents content in an unconnected way.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3 Engage Students in Academic Content	<p>*Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally is always highly effective at engaging all students in academic content.</p> <p>**Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally provides ways to engage all students with content that significantly promotes student mastery of the objective.</p> <p>***Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally provides differentiated ways of engaging all the students with content specific to individual student needs.</p> <p>****Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally the lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have</p>	<p>2.3.1 Teacher is consistently effective at engaging students in academic content.</p> <p>2.3.2 Three-fourths (3/4) or more of students are actively engaged in content at all times and not off-task.</p> <p>2.3.3 Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective</p> <p>2.3.4 Teacher consistently differentiates content based on the different learning modalities or intelligences and consistently seeks out ways of differentiating content for student engagement.</p> <p>2.3.5 Most of the students have the prerequisite skills necessary to fully engage in content and teacher</p>	<p>2.3.1 Teacher occasionally effective at engaging students in academic content.</p> <p>2.3.2 Less than 3/4 of students are engaged in content and many are off-task.</p> <p>2.3.3 Teacher may occasionally provide multiple ways of engaging students, but occasionally may not be aligned to lesson objective or mastery of content.</p> <p>2.3.4 Teacher occasionally differentiates content based on the different learning modalities or intelligences and occasionally also miss opportunities to provide ways of differentiating content for student engagement.</p> <p>2.3.5 Some students may not have the prerequisite skills necessary to fully engage in content and teacher</p>	<p>2.3.1 Teacher is rarely or never effective at engaging students in academic content.</p> <p>2.3.2 Less than 1/2 of students are engaged in content and most or all are off-task.</p> <p>2.3.3 Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are rarely or never aligned to the lesson objective or mastery of content.</p> <p>2.3.4 Teacher rarely or never differentiates instruction to target different learning modalities or intelligences and rarely or never seeks out ways to differentiating content for student engagement.</p> <p>2.3.5 Most students do not have the prerequisite skills necessary to fully engage in content and teacher rarely</p>

	something else meaningful to do.	<p>consistently adjusts lesson accordingly to accommodate for student whose prerequisite skills and knowledge are not developed to engage in the content.</p> <p>2.3.6 All ELL and IEP students have the appropriate accommodations to be engaged in content.</p> <p>2.3.7 All or almost all students work hard and are deeply active rather than being passive / receptive in the learning activities going on during classroom instruction.</p> <p>2.3.8 Teacher consistently and effectively integrates technology as a tool to engage students in academic content at least weekly.</p>	<p>occasionally attempts to modify instruction for these students is limited or not always effective</p> <p>2.3.6 ELL and IEP students are sometimes given the necessary and appropriate accommodations to be engaged in content.</p> <p>2.3.7 Some students may appear to be actively listening, but when it comes time for participation are disinterested in engaging in the learning activities.</p> <p>2.3.8 Teacher occasionally and inconsistently integrates technology as a tool to engage students in academic content.</p>
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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)
<p>Competency 2.4</p> <p>Check for Understanding</p>	<p>*Teacher fulfills most of the criteria for Level 3 as observed during the year and additionally checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking.</p> <p>**Teacher fulfills most of the criteria for Level 3 as observed during the year and additionally accepts only high quality student responses (those that reveal understanding or lack thereof).</p>	<p>2.4.1 Teacher is consistently effective at checking for understanding in instructional lessons.</p> <p>2.4.2 Teacher consistently checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward).</p> <p>2.4.3 Teacher consistently uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding.</p>	<p>2.4.1 Teacher occasionally checks for understanding in instructional lessons.</p> <p>2.4.2 Teacher occasionally checks for understanding of content, but misses several key moments to do so.</p> <p>2.4.3 Teacher may use more than one type of check for understanding, but occasionally unsuccessful in capturing an accurate "pulse" of the class's understanding.</p>

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.5:</p> <p>Modify Instruction As Needed</p>	<p>*Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally teacher anticipates student misunderstandings and preemptively addresses them</p> <p>** Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally teacher is able to modify instruction to respond to all misunderstandings without taking away from the flow of the lesson or losing engagement.</p>	<p>2.5.1 Teacher is consistently effective at modifying instruction as needed.</p> <p>2.5.2 Teacher consistently makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students.</p> <p>2.5.3 Teacher consistently responds to misunderstandings with effective scaffolding techniques which includes student-driven techniques which are more effective in re-explaining a concept</p> <p>2.5.4 Teacher doesn't give up, but consistently continues to address misunderstanding with different 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. if the first try is not successful.</p>	<p>2.5.1 Teacher occasionally is effective at modifying instruction as needed.</p> <p>2.5.2 Teacher occasionally attempts to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students.</p> <p>2.5.3 Teacher occasionally responds to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective.</p> <p>2.5.4 Teacher occasionally uses a particular technique for responding to a misunderstanding, even when it is not succeeding.</p>	<p>2.5.1 Teacher is rarely or never effective at modifying instruction as needed</p> <p>2.5.2 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.</p> <p>2.5.3 Teacher rarely or never responds to misunderstandings by using teacher-driven scaffolding techniques</p> <p>2.5.4 Teacher repeatedly uses the same technique to respond to misunderstandings even when it is not succeeding and rarely or never aware of the other techniques that could be used to help students with their misunderstandings.</p>

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.6:</p> <p>Develop Higher Level of Understanding through Rigorous Instruction and Work</p>	<p>*Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally all students are able to answer higher-level questions with meaningful responses.</p> <p>**Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally all students pose higher-level questions to the teacher and to each other.</p> <p>***Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great.</p> <p>****Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally encourages all students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments).</p>	<p>2.6.1 Teacher is consistently effective at developing a higher level of understanding through rigorous instruction and work.</p> <p>2.6.2 Lesson is consistently accessible and challenging to almost all students.</p> <p>2.6.3 Teacher frequently develops higher-level understanding through activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent").</p> <p>2.6.4 Lesson consistently pushes almost all students forward due to differentiation of instruction based on each student's level of understanding.</p> <p>2.6.5 Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning. Teacher consistently asks students to explain their reasoning and asks students to apply a new skill or concept in a different context.</p> <p>2.6.6 Teacher consistently shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks.</p>	<p>2.6.1 Teacher occasionally is effective in developing a higher level of understanding through rigorous instruction and work.</p> <p>2.6.2 Lesson is occasionally accessible and/or challenging for students.</p> <p>2.6.3 Occasionally some questions used may not be effective in developing higher-level understanding (too low level or too complex or confusing)</p> <p>2.6.4 Lesson occasionally pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding</p> <p>2.6.5 While students occasionally may have some opportunity to meaningfully practice and to apply concepts, instruction is more teacher-directed than appropriate.</p> <p>2.6.6 Teacher occasionally may encourage students to work hard, but may not persist in efforts to have students keep trying.</p>	<p>2.6.1 Teacher rarely or never is effective at developing a higher level of understanding through rigorous instruction and work.</p> <p>2.6.2 Lesson is rarely or never accessible for students and is rarely or never aligned with developmental level of students (may be too challenging or too easy).</p> <p>2.6.3 Teacher rarely or never uses questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts.</p> <p>2.6.4 Lesson rarely or never pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding.</p> <p>2.6.5 Lesson is almost always teacher directed. Students rarely or never have opportunities to meaningfully practice or to apply concepts.</p> <p>2.6.6 Teacher gives up on students easily and rarely or never encourages them to persist through difficult tasks.</p>

		<p>2.6.7 Teacher makes the students use higher level thinking skills to explain why they are learning something or to summarize the main idea in all instructional lessons.</p> <p>2.6.8 Teacher consistently uses challenging tasks rather than questions to create a higher-level of understanding in all instructional lessons.</p>	<p>2.6.7 Teacher occasionally provides opportunities for the students use higher level thinking skills to explain why they are learning something and/or to summarize the main idea, but not in all instructional lessons.</p> <p>2.6.8 Teacher occasionally tries to give students challenging tasks rather than using questions to create a higher-level of understanding, but is inconsistent in doing this in instructional lessons.</p>	<p>2.6.7 Teacher rarely or never provides opportunities for the students use higher level thinking skills to explain why they are learning something and/or to summarize the main idea.</p> <p>2.6.8 Teacher rarely or never gives students challenging tasks to create a higher-level of understanding in instructional lessons.</p>
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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.7:</p> <p>Maximize Instructional Time</p>	<p>**Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally routines, transitions, and procedures are well executed. All students know what they are supposed to be doing and when without prompting from the teacher.</p>	<p>2.7.1 Teacher is consistently effective at maximizing instructional time.</p> <p>2.7.2 Students always arrive on-time and are aware of the consequences of arriving late (unexcused).</p> <p>2.7.3 Class consistently starts on-time every time each day.</p> <p>2.7.4 Routines, transitions, and procedures are well executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher.</p>	<p>2.7.1 Teacher occasionally effective at maximizing instructional time.</p> <p>2.7.2 Some students occasionally arrive late (unexcused) for class without receiving any consequences for being late.</p> <p>2.7.3 Class occasionally may start a few minutes late.</p> <p>2.7.4 Routines, transitions, and procedures are in place, but occasionally require significant teacher direction or prompting to be followed.</p>	<p>2.7.1 Teacher rarely or never effective at maximizing instructional time.</p> <p>2.7.2 Students may frequently arrive late (unexcused) for class without receiving any consequences for being late.</p> <p>2.7.3 Teacher rarely or never starts class on time.</p> <p>2.7.4 There is rarely or never any routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times.</p> <p>2.7.5 There are significant periods of time in which students are not engaged in meaningful work.</p>
	<p>**Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally students share responsibility for operations and routines and work well together to accomplish these tasks.</p>	<p>2.7.5 Consistently students are engaged in meaningful work even when teacher is taking time to do routine tasks (for example, taking attendance).</p>	<p>2.7.5 Occasionally there is more than a brief period of time when students are left without meaningful work to keep them engaged.</p>	

	<p>****Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally all students are on-task and follow instructions of teacher without much prompting</p> <p>***** Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson.</p>	<p>2.7.6 Teacher consistently delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective.</p> <p>2.7.7 Almost all students are on-task and follow instructions of teacher without much prompting</p> <p>2.7.8 Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson.</p>	<p>2.7.6 Teacher occasionally may delegate lesson time inappropriately between parts of the lesson.</p> <p>2.7.7 Significant prompting from the teacher is necessary for students to follow instructions and remain on-task.</p> <p>2.7.8 Disruptive behaviors and off-task conversations occasionally 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>	<p>2.7.6 Teacher wastes significant time between parts of the lesson due to classroom management issues.</p> <p>2.7.7 Even with significant prompting, students rarely or never follow directions and are off-task.</p> <p>2.7.8 Disruptive behaviors and off-task conversations are common and frequently or always cause the teacher to have to make adjustments to the lesson.</p>
<p>Competency 2.8:</p> <p>Create Classroom Culture of Respect and Collaboration</p>	<p>*Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally all students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance.</p> <p>**Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally <i>all</i> students reinforce positive character and behavior and discourage negative behavior amongst themselves.</p>	<p>2.8.1 Teacher is consistently effective at creating a classroom culture of respect and collaboration.</p> <p>2.8.2 Students are always consistently respectful of their teacher and peers</p> <p>2.8.3 Students are consistently given opportunities to collaborate and support each other in the learning process.</p> <p>2.8.4 Teacher consistently reinforces positive character and behavior and uses consequences appropriately to discourage negative behaviors.</p> <p>2.8.5 Teacher has a good rapport with</p>	<p>2.8.1 Teacher occasionally is effective creates a classroom culture of respect and collaboration.</p> <p>2.8.2 Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms</p> <p>2.8.3 Students are occasionally given opportunities to collaborate, but may not always be supportive of each other or may occasionally need significant assistance from the teacher to work together.</p> <p>2.8.4 Teacher may occasionally praises positive behavior and occasionally enforces consequences for negative behavior, but not both.</p> <p>2.8.5 Teacher occasionally focuses on</p>	<p>2.8.1 Teacher is rarely or never effective at creating a classroom culture of respect and collaboration.</p> <p>2.8.2 Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior</p> <p>2.8.3 Students are not given many opportunities to collaborate OR during these times rarely or never work well together even with teacher intervention.</p> <p>2.8.4 Teacher rarely or never praises positive behavior.</p> <p>2.8.5 Teacher rarely or never</p>

	students, and consistently shows genuine interest in their thoughts and opinions.	the behavior of a few students, while ignoring the behavior (positive or negative) of others.	addresses negative behaviors.
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Competency	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 fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally <i>all</i> students participate in forming academic goals for themselves and analyzing their progress.</p> <p>**Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally all students demonstrate high academic expectations for themselves.</p> <p>***Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally <i>all</i> student comments and actions demonstrate that they are excited about their work and understand why it is important.</p>	<p>2.9.1 Teacher is effective at setting high expectations for academic success.</p> <p>2.9.2 Teacher consistently sets high expectations for students at all levels demonstrated through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.</p> <p>2.9.3 Students are consistently invested in their work and value academic success as evidenced by their effort and quality of their work.</p> <p>2.9.4 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).</p> <p>2.9.5 Teacher celebrates and consistently praises academic work and good behaviors of students.</p>	<p>2.9.1 Teacher needs improvement at setting high expectations for academic success.</p> <p>2.9.2 Teacher occasionally may set high expectations for some, but not other students.</p> <p>2.9.3 Students are occasionally invested in their work, but may occasionally spend time off-task or give up when work is challenging.</p> <p>2.9.4 Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily).</p> <p>2.9.5 Teacher occasionally praises the academic work or good behavior of some students, but not others.</p>	<p>2.9.1 Teacher is ineffective at setting high expectations for student success.</p> <p>2.9.2 Teacher rarely or never sets high expectations for students</p> <p>2.9.3 Students rarely or never demonstrate interest or investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments.</p> <p>2.9.4 Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers.</p> <p>2.9.5 Teacher rarely or never praises academic work or good behavior.</p>

		<p>2.9.6 High quality work of all students is consistently displayed in the classroom.</p>	<p>2.9.6 High quality work of a few, but not all students, may be displayed in the classroom.</p>	<p>2.9.6 High quality work is rarely or never displayed in the classroom</p>
<p>2.10 Classroom Management</p>	<p>Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally all interactions with students reflect genuine respect and caring for individual students as well as groups of students.</p> <p>** Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally the monitoring of all student behaviors is subtle and preventive while most of the time the students monitor their own and their peer's behavior, correcting one another respectfully.</p>	<p>2.10.1 Students are consistently well-behaved, and on task.</p> <p>2.10.2 Teacher and students establish clear rules for learning and behavior.</p> <p>2.10.3 Teacher is consistently alert to student behaviors.</p> <p>2.10.4 Teacher is consistently responsive to misbehaviors in an appropriate manner which respects the student's dignity at all times.</p> <p>2.10.5 Teacher uses several techniques such as social approval, contingent activities, and consequences to maintain appropriate student behavior.</p> <p>2.10.6 Consistently overlooks inconsequential behavior.</p> <p>2.10.7 Teacher consistently deals with individual students who have caused disruptions rather than the entire class.</p> <p>2.10.8 Teacher consistently attends to disruptions quickly and firmly.</p>	<p>2.10.1 Students are mostly well-behaved, and on task, occasionally some minor learning disruptions may occur.</p> <p>2.10.2 Teacher occasionally establishes rules for learning and behavior.</p> <p>2.10.3 Teacher is occasionally alert to student behaviors.</p> <p>2.10.4 Teacher is occasionally responsive to misbehaviors in an appropriate manner and occasionally does not respect the student's dignity.</p> <p>2.10.5 Teacher occasionally uses some techniques such as social approval, contingent activities, and consequences to maintain appropriate student behavior.</p> <p>2.10.6 Occasionally overlooks some inconsequential behavior, but other times addresses it stopping the lesson.</p> <p>2.10.7 Occasionally deals with individual students who have caused disruptions, but occasionally addresses the entire class.</p> <p>2.10.8 Occasionally attends to disruptions quickly and firmly.</p>	<p>2.10.1 Students are rarely or never well-behaved, and/or on task, minor learning disruptions frequently or always occur.</p> <p>2.10.2 Teacher rarely or never establishes rules for learning and behavior.</p> <p>2.10.3 Teacher is rarely or never alert to student behaviors.</p> <p>2.10.4 Teacher is rarely or never responsive to misbehaviors in an appropriate manner and rarely or never respects the student's dignity.</p> <p>2.10.5 Rarely or never uses some techniques such as social approval, contingent activities, and consequences to maintain appropriate student behavior.</p> <p>2.10.6 Rarely or never overlooks some inconsequential behavior and if addresses them stops the lesson.</p> <p>2.10.7 Rarely or never deals with individual students who have caused disruptions, but frequently or always addresses the entire class.</p> <p>2.10.8 Rarely or never attends to disruptions quickly and firmly.</p>

Competencies	Highly Effective (4)	Effective (3)	Improvement Needed (2)	Ineffective (1)
<p>2.11 Classroom Procedures</p>	<p>*Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally students are productively engaged at all times, with students assuming responsibility for productivity with no loss of instructional time.</p> <p>** Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally students assume considerable responsibility for the efficient and smooth operation of the classroom.</p> <p>*** Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally makes sure all learning is equally accessible to all student</p>	<p>2.11.1 Small group work is consistently well organized, and students are productively engaged in learning while unsupervised by the teacher.</p> <p>2.11.2 Transitions consistently occur with little loss of time.</p> <p>2.11.3 Efficient systems for performing non-instructional duties are consistently in place, resulting in minimal loss of instructional time.</p> <p>2.11.4 Routines for handling materials and supplies occur consistently, with little loss of instructional time.</p> <p>2.11.5 Classroom is consistently safe, and learning is consistently accessible to all students.</p>	<p>2.11.1 Small group work is occasionally well organized, and students are occasionally productively engaged in learning while unsupervised by the teacher.</p> <p>2.11.2 Transitions occasionally occur with some loss of time.</p> <p>2.11.3 Efficient systems for performing non-instructional duties are occasionally in place, resulting in some loss of instructional time.</p> <p>2.11.4 Routines for handling materials and supplies occur occasionally, with some loss of instructional time.</p> <p>2.11.5 Classroom is occasionally safe, and learning is sometimes not accessible to all students.</p>	<p>2.11.1 Small group work is rarely or never well organized, and students are rarely or never productively engaged in learning while unsupervised by the teacher.</p> <p>2.11.2 Transitions rarely or never occur with much loss of time.</p> <p>2.11.3 Efficient systems for performing non-instructional duties are rarely or never in place, resulting in a high amount of instructional time lost.</p> <p>2.11.4 Routines for handling materials and supplies occur consistently, with little loss of instructional time.</p> <p>2.11.5 Classroom is rarely or never safe, and learning is rarely or never accessible to all students.</p>

DOMAIN 3: Teacher Leadership

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1 Contribute to School Culture	<p>*Teacher fulfills most of the criteria for Level 3 and additionally seeks out leadership roles.</p> <p>**Teacher fulfills the criteria for Level 3 and additionally goes above and beyond in dedicating and volunteering time for students and peers outside of class.</p>	<p>3.1.1 Consistently and regularly contributes ideas and expertise to further the schools' mission and initiatives.</p> <p>3.1.2 On a regular basis consistently dedicates time efficiently, when needed, to helping students and peers outside of class.</p>	<p>3.1.1 Occasionally contributes ideas and expertise to further the school's mission and initiatives.</p> <p>3.1.2 Occasionally dedicates time to help students and peers efficiently outside of class.</p>	<p>3.1.1 Rarely or never contributes ideas aimed at improving school efforts.</p> <p>3.1.2 Dedicates little or no time outside of class towards helping students and peers.</p>
3.2 Collaborate with Peers	<p>** Teacher fulfills the criteria for Level 3 and additionally coaches peers through difficult situations.</p> <p>*** Teacher fulfills the criteria for Level 3 and additionally takes on leadership roles within collaborative groups such as Professional Learning Communities, Learning Log Meetings and/or STPT meetings.</p>	<p>3.2.1 Consistently seeks out and participates in regular opportunities to work with and learn from others.</p> <p>3.2.2 Consistently asks for assistance, when needed, and provides assistance to others in need.</p>	<p>3.2.1 Sometimes participate in occasional opportunities to work with and learn from others and asks for assistance when needed.</p> <p>3.2.2 Sometimes seeks to provide other teachers with assistance when needed and/or sometimes seeks out opportunities to work with others.</p>	<p>3.2.1 Rarely or never participates in opportunities to work with others and/or ask for assistance when needed.</p> <p>3.2.2 Works in isolation and is not a team player.</p>
3.3 Seek Professional Skills and Knowledge	<p>*Teacher fulfills the criteria for Level 3 and additionally regularly share newly learned knowledge and practices with others.</p> <p>**Teacher fulfills the criteria for Level 3 and additionally Seek out opportunities to lead professional development sessions</p>	<p>3.3.1 Actively and consistently pursues all opportunities to improve knowledge and practice.</p> <p>3.3.2 Consistently and regularly seeks out ways to implement new practices into instruction, where applicable.</p>	<p>3.3.1 Occasionally attends mandatory professional development opportunities, and doesn't always actively pursue optional professional development opportunities.</p> <p>3.3.2 Occasionally seeks out ways to implement new practices into instruction</p>	<p>3.3.1 Rarely or never attends professional development opportunities.</p> <p>3.3.2 Rarely or never shows interest in new ideas, programs, or classes to improve teaching and learning.</p>

Appendix E

Special Ed. Teacher Effectiveness Rubric



Indianapolis Public Schools

Special Ed. Teacher

Effectiveness

Rubric

Modified July 2013

Revised Teacher Rubric with Special Education Additions

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DOMAIN 1: PURPOSEFUL PLANNING

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.1</p> <p>Utilize Assessment Data to Plan</p>	<p>*Teacher fulfills most of the criteria for Level 3 and additionally understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction.</p> <p>**Teacher fulfills most of the criteria for Level 3 and additionally prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning</p>	<p>1.1.1 Teacher consistently uses prior assessment data to formulate achievement goals AND lesson plans.</p> <p>1.1.2 Teacher consistently incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding.</p> <p>1.1.3 Unit assessments are developed prior to instruction to measure student learning.</p> <p>1.1.4 Effectively utilizes the results of multiple assessments (i.e. district core program assessments, state assessment results, teacher designed assessments) to determine students' learning needs, align and modify instruction and design teaching strategies.</p> <p>1.1.5 Consistently and effectively uses assessment tools for both formative and summative purposes to inform, guide and</p>	<p>1.1.1 Teacher occasionally uses prior assessment data to formulate achievement goals OR lesson plans, but not both.</p> <p>1.1.2 Teacher occasionally incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding.</p> <p>1.1.3 Occasionally drafts unit tests as instruction proceeds.</p> <p>1.1.4 Occasionally utilizes the results of one assessment (i.e. district core program assessments, state assessment results, or teacher designed assessments) to determine students' learning needs, align and modify instruction and design teaching strategies.</p> <p>1.1.5 Occasionally uses either a formative or summative assessment tool to inform, guide and adjust instruction.</p>	<p>1.1.1 Teacher rarely or never uses prior assessment data when planning</p> <p>1.1.2 Teacher rarely or never incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding.</p> <p>1.1.3 Rarely or never drafts unit tests as instruction proceeds.</p> <p>1.1.4 Rarely or never utilizes the results of one assessment (i.e. district core program assessments, state assessment results, or teacher designed assessments) to determine students' learning needs, align and modify instruction and design teaching strategies.</p> <p>1.1.5 Rarely or never uses an either a formative or summative assessment tool to inform, guide and adjust instruction.</p>

<p>adjust instruction.</p>	<p>1.1.6 Consistently and effectively uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.</p> <p>1.1.7 Consistently and systematically assesses every student's mastery of the lesson content at the end of each lesson through formal or informal assessments.</p> <p>1.1.8 Consistently and effectively aligns student assessment with established state standards and district benchmarks.</p> <p>1.1.9 Consistently and effectively collaborates with others to develop common assessments, which will evaluate mastery of grade level standards.</p> <p>1.1.10 The Special Education Teacher uses multiple valid assessments to determine the Present Level of Academic Achievement (PLAAP) to develop and measure IEP goal progress.</p>	<p>1.1.6 Occasionally uses diagnostic, formative and/or summative assessment data to inform instructional modifications for individual students.</p> <p>1.1.7 Occasionally may not assess some students' mastery of the lesson content at the end of each lesson through formal or informal assessments.</p> <p>1.1.8 Occasionally may not align student assessment with established state standards and district benchmarks.</p> <p>1.1.9 Occasionally collaborates with others to develop common assessments, which will evaluate mastery of grade level standards.</p> <p>1.1.10 The Special Education Teacher occasionally uses multiple valid assessments to determine the Present Level of Academic Achievement (PLAAP) to develop and measure IEP goal progress.</p>	<p>1.1.6 Rarely or never uses diagnostic, formative and/or summative assessment data to inform instructional modifications for individual students.</p> <p>1.1.7 Rarely or never assesses some students' mastery of the lesson content at the end of each lesson through formal or informal assessments.</p> <p>1.1.8 Rarely or never aligns student assessments with established state standards and district benchmarks.</p> <p>1.1.9 Rarely or never collaborates with others to develop common assessment, which will evaluate mastery of grade level standards.</p> <p>1.1.10 The Special Education Teacher rarely or never uses multiple valid assessments to determine the Present Level of Academic Achievement (PLAAP) to develop and measure IEP goal progress.</p>
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		<p>1.1.11 The Special Education teacher consistently works with colleagues to develop, use and evaluate assessments to measure student progress on IEP goals.</p>	<p>1.1.11 The Special Education Teacher occasionally works with colleagues to develop, use and evaluate assessments to measure student progress on IEP goals.</p>	<p>1.1.11 The Special Education Teacher rarely or never works with colleagues to develop, use and evaluate assessments to measure student progress on IEP goals.</p>
<p>1.2 Sets Ambitious and Measurable Achievement Goals</p>	<p>*Teacher fulfills most of the criteria for Level 3 and additionally plans an <u>ambitious</u> annual student achievement goal.</p> <p>**Teacher fulfills most of the criteria for Level 3 and additionally goals set are valuable and clear, and student learning is consistently maximized.</p> <p>***Teacher fulfills most of the criteria for Level 3 and additionally students know what they are going to learn, what they will be held accountable for and the criteria for success and can verbally articulate this information when asked.</p> <p>****Teacher fulfills most of the criteria for Level 3 and additionally teacher designs and sequences short-term goals to</p>	<p>1.2.1 Teacher consistently is able to develop a required annual student achievement goal(s) that is measurable (SLO's).</p> <p>1.2.2 Teacher consistently develops student achievement goal(s) that is aligned to content standards.</p> <p>1.2.3 Teacher consistently develops student achievement goal(s) that consistently includes benchmarks to help monitor learning and inform interventions throughout the year.</p> <p>1.2.4 Teacher consistently sets short and long term instructional goals.</p> <p>1.2.5 Goals consistently permit viable methods of assessment.</p>	<p>1.2.1 Teacher occasionally develops a required annual student achievement goal(s) that is measurable (SLO's).</p> <p>1.2.2 Teacher occasionally develops student achievement goal(s) that may not always be aligned to content standards.</p> <p>1.2.3 Teacher occasionally develops student achievement goal(s) that may not include benchmarks to help monitor learning and inform interventions throughout the year.</p> <p>1.2.4 Teacher does not consistently set short and long term instructional goals.</p> <p>1.2.5 Goals occasionally permit viable methods of assessment.</p>	<p>1.2.1 Teacher rarely or never develops a required annual student achievement goal(s) that is measurable (SLO's).</p> <p>1.2.2 Teacher develops student achievement goal(s) that rarely or never aligned to content standards and are extremely general and not helpful for planning purposes.</p> <p>1.2.3 Teacher develops student achievement goal(s) that rarely or never include benchmarks to help monitor learning and inform interventions throughout the year.</p> <p>1.2.4 Teacher rarely or never sets short and long term instructional goals.</p> <p>1.2.5 Goals rarely or never permit viable methods of assessment.</p>

	support long term goals appropriate to content and aligned with state and district standards	1.2.6 Teacher consistently designs and sequences short term lesson objectives to support instructional goals.	1.2.6 Teacher occasionally designs and sequences short term lesson objectives to support instructional goals.	1.2.6 Teacher rarely or never designs and sequences short term lesson objectives to support instructional goals.
1.3	*Teacher fulfills most of the criteria for Level 3 and additionally creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created).	1.3.1 Based on achievement goals, teacher consistently plans lessons by Identifying content standards that students will master in each lesson.	1.3.1 Based on achievement goals, occasionally plans lessons by Identifying content standards that students will master in each lesson.	1.3.1 Based on achievement goals, teacher rarely or never plans lessons by Identifying content standards that students will master in each unit.
Develop Standards-Based Unit Plans and Assessments	**Teacher fulfills most of the criteria for Level 3 and additionally anticipates student reaction to content. ***Teacher fulfills most of the criteria for Level 3 and additionally makes sure the allocation of time per unit is flexible and/or reflects level of difficulty of each lesson. ****Teacher fulfills most of the criteria for Level 3 and additionally the students always know what they are going to learn, what they will be held accountable for and the criteria for success at the beginning of each lesson and can articulate	1.3.2 Based on achievement goals, teacher consistently creates assessments before each lesson begins for backwards planning. 1.3.3 Based on achievement goals, teacher consistently allocates an instructional appropriate amount of time for each lesson. 1.3.4 Objectives are consistently clear and written in the form of student learning in lesson plans. 1.3.5 Students always know what they are going to learn, what they will be held accountable for and the criteria for success at the beginning of each lesson.	1.3.2 Based on achievement goals, teacher occasionally creates assessments before each unit begins for backwards planning. 1.3.3 Based on achievement goals, teacher inconsistently allocates an instructional appropriate amount of time for each lesson. 1.3.4 Unit objectives are occasionally not clear and not always written in the form of student learning in plans. 1.3.5 Students occasionally know what they are going to learn, what they will be held accountable for and/or the criteria for success at the beginning of each lesson.	1.3.2 Based on achievement goals, teacher rarely or never creates assessments before each lesson begins for backwards planning. 1.3.3 Based on achievement goals, teacher rarely or never allocates an instructional appropriate amount of time for each lesson. 1.3.4 Lesson objectives are rarely or never clear and not always written in the form of student learning in unit lesson. 1.3.5 Students rarely or never know what they are going to learn, plans rarely or never let students know what they will be held accountable for and the criteria for each lesson.

	this information from the beginning of the lesson.	1.3.6. All student IEP goals are clearly aligned to the state standards, and demonstrate significant growth.	1.3.6. Student IEP goals are occasionally clear and aligned to the state standards, to demonstrate significant growth.	1.3.6. Student IEP goals are rarely or never clear and aligned to the state standards, to demonstrate significant growth.
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<p>1.4</p> <p>Create Objective-Driven Lesson Plans and Assessments</p>	<p>*Teacher fulfills most of the criteria for Level 3 and additionally incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction.</p>	<p>1.4.1 Based on standards being taught, teacher consistently plans daily lessons by identifying lesson objectives that are aligned to state content standards.</p> <p>1.4.2 Special Education teacher consistently plans and collaborates with the General Education teacher for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction.</p>	<p>1.4.1 Based on standard(s) being taught, teacher occasionally plans daily lessons by identifying lesson objectives, but the objectives may not be aligned to state content standards.</p> <p>1.4.2 Special Education teacher occasionally plans and collaborates with the General Education teacher for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction.</p>	<p>1.4.1 Based on standard(s) being taught, teacher rarely or never plans daily lessons or if planned they are thrown together at the last minute thus lacking meaningful objectives that are not aligned to state content standards.</p> <p>1.4.2 Special Education teacher rarely or never plans and collaborates with the General Education teacher for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction.</p>
		<p>1.4.3 Based on standards being taught, teacher consistently plans daily lessons by matching instructional strategies as well as designing meaningful and relevant activities/assignments to the lesson objectives.</p>	<p>1.4.3 Based on standards being taught, teacher inconsistently matches and designs instructional strategies and activities/ assignments to the lesson objectives.</p>	<p>1.4.3 Based on unit plan, teacher rarely or never matches and designs instructional strategies and/or activities/ assignments to the lesson objectives.</p>

		<p>1.4.4 Based on standards being taught, teacher consistently plans daily lessons by designing formative assessments that measure progress towards mastery and to inform instruction.</p> <p>1.4.5 Based on standards taught, the Special Education teacher consistently identifies appropriate accommodations and specialized instruction for each student based on his/her IEP.</p> <p>1.4.6 Special Education teacher consistently plans with the General Education teacher and uses a variety of co-teaching models for effective delivery of instruction.</p> <p>1.4.7 The Special Education teacher provides consistent evidence that the IEP is being implemented across all settings.</p>	<p>1.4.4 Based on standards being taught, teacher occasionally, but not always, plans or designs formative assessments to measure progress towards mastery or to inform instruction.</p> <p>1.4.5 Based on standards taught, the Special Education teacher occasionally but not always identifies appropriate accommodations and specialized instruction for each student based on his/her IEP.</p> <p>1.4.6 Special Education teacher occasionally but not always plans with the General Education teacher and uses a variety of co-teaching models for effective delivery of instruction.</p> <p>1.4.7 The Special Education teacher occasionally provides evidence that the IEP is being implemented across all settings.</p>	<p>1.4.4 Based on standards being taught, teacher rarely or never plans or designs formative assessments to measure progress towards mastery or inform instruction.</p> <p>1.4.5 Based on standards taught, the Special Education teacher rarely or never identifies appropriate accommodations and specialized instruction for each student based on his/her IEP.</p> <p>1.4.6 Special Education teacher rarely or never plans with the General Education teacher and uses a variety of co-teaching models for effective delivery of instruction.</p> <p>1.4.7 The Special Education teacher rarely or never provides evidence that the IEP is being implemented across all settings.</p>
<p>1.5 Track Student Data and Analyze Progress</p>	<p>*Teacher fulfills most of the criteria for Level 3 and additionally uses daily checks for understanding for additional data points.</p>	<p>1.5.1 Teacher throughout the school year consistently uses an effective data tracking system for recording all student assessment and progress data.</p>	<p>1.5.1 Teacher occasionally uses an effective data tracking system for recording selected student assessment and / or progress data.</p>	<p>1.5.1 Teacher rarely or never uses an effective data tracking system for recording student assessment and/or progress data.</p>

<p>**Teacher fulfills most of the criteria for Level 3 and additionally updates tracking system daily or weekly.</p> <p>***Teacher fulfills most of the criteria for Level 3 and additionally uses data analysis of student progress from formal and informal assessments to drive lesson planning for the following day.</p> <p>****Teacher fulfills most of the criteria for Level 3 and additionally tracking system has the following: organized logically, easy to read, accurate data information, students identified, data sectioned off by quarters, easy to explain to parents, maintains privacy of student records and performance.</p>	<p>1.5.2 Teacher consistently maintains the on-line IPS grading system aligned to student learning goals.</p> <p>1.5.3 Teacher consistently has a grading system that appropriately aligns with student learning goals and/or grade level standards based assignments.</p> <p>1.5.4 Teacher always uses an effective data tracking system for analyzing student progress towards mastery and planning future lessons accordingly.</p> <p>1.5.5 Teacher consistently maintains a grade book aligned to grade level standards based assignments.</p>	<p>1.5.2 Teacher occasionally maintains the on-line IPS grading system aligned to student learning goals.</p> <p>1.5.3 Teacher occasionally uses a grading system that appropriately aligns with student learning goals and/or grade level standards based assignments.</p> <p>1.5.4 Teacher occasionally uses an effective data tracking system for analyzing student progress towards mastery of some data and planning for some future lessons.</p> <p>1.5.5 Teacher inconsistently maintains a grade book aligned to the IPS grade level standards based assignments.</p>	<p>1.5.2 Teacher rarely or never maintains the on-line IPS grading system aligned to student learning goals.</p> <p>1.5.3 Teacher rarely or never has a grading system that appropriately aligns with student learning goals and/or grade level standards based assignments.</p> <p>1.5.4 Teacher rarely or never uses an effective data tracking system for analyzing student progress towards mastery of some data and/or planning for some future lessons.</p> <p>1.5.5 Teacher rarely or never maintains a grade book aligned to the grade level standards based assignments.</p>
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DOMAIN 2: EFFECTIVE INSTRUCTION

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1:	*Teacher fulfills most of the criteria for Level 3 and additionally teacher is highly effective at developing student understanding and mastery of lesson objectives for each lesson.	2.1.1 Teacher is consistently effective at developing student understanding and mastery of lesson objectives.	2.1.1 Teacher is occasionally effective at developing student understanding and mastery of lesson objectives.	2.1.1 Teacher is rarely or never effective at developing student understanding and mastery of lesson objectives.
Develop student understanding and mastery of lesson objectives	**Teacher fulfills most of the criteria for Level 3 and additionally students can explain what they are learning when asked by anyone and also tell why it is important, beyond repeating the stated objective.	2.1.2 Lesson objective is consistently specific, measurable, and aligned to standards.	2.1.2 Lesson objective occasionally may not be specific and/or measurable, and/or aligned to standards.	2.1.2 Lesson objective is missing more than one component, rarely or never specific and/or measurable, and/or aligned to standards
	***Teacher fulfills most of the criteria for Level 3 and additionally teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection.	2.1.3 Lesson objective(s) consistently conveys what students are learning and what they will be able to do by the end of the lesson.	2.1.3 Lesson objective occasionally conveys what students are learning and what they will be able to do by the end of the lesson.	2.1.3 Lesson objective is rarely or never clear about what students are learning or what students will be able to do by the end of the lesson.
		2.1.4 Objective(s) is consistently stated and posted in a student-friendly manner and explained to students in easy-to-understand terms.	2.1.4 Objective is occasionally stated and written, but not in a student-friendly manner that leads to understanding.	2.1.4 Objective is rarely or never stated or written in a student-friendly manner and it rarely or never leads to students' understanding.
		2.1.5 Teacher consistently references the objective so that students understand why they are learning what they are learning.	2.1.5 Teacher occasionally references objective, but students sometimes fail to understand why they are learning what they are learning.	2.1.5 Teacher rarely or never discusses the importance of the objective or there may not be a clear understanding amongst students as to why the objective is important.
		2.1.6 Lesson consistently builds on students' prior knowledge of key concepts and skills and makes this connection evident to students.	2.1.6 Lesson occasionally fails to build on prior knowledge of students and occasionally students fail to make the connection.	2.1.6 Rarely or never is an effort made to connect objective to prior knowledge of students.

		<p>2.1.7 Lesson is consistently well-organized to move students towards mastery of the objective</p>	<p>2.1.7 Occasionally the organization of a lesson is connected to mastery of the objective.</p>	<p>2.1.7 Rarely or never is the lesson organized and leading to mastery of the objective.</p>
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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.2</p> <p>Demonstrates and Clearly Communicate Content Knowledge to Students</p>	<p>*Teacher fulfills most of the criteria for Level 3 and additionally teacher is highly effective at demonstrating and clearly communicating content knowledge to students.</p> <p>**Teacher fulfills most of the criteria for Level 3 and additionally fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding.</p> <p>*** Teacher fulfills most of the criteria for Level 3 and additionally effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest.</p> <p>****Teacher fulfills most of the criteria for Level 3 and additionally the teacher's explanations spark student excitement and interest in the content.</p> <p>*****Teacher fulfills most of the criteria for Level 3 and additionally students participate in each other's learning of content through collaboration during the lesson.</p>	<p>2.2.1 Teacher is consistently effective at demonstrating and clearly communicating content knowledge to students.</p> <p>2.2.2 Teacher consistently demonstrates content knowledge and delivers content that is factually correct.</p> <p>2.2.3 Content is consistently clear, concise and well organized.</p> <p>2.2.4 Teacher consistently restates and rephrases instruction in multiple ways to increase understanding.</p> <p>2.2.5 Teacher consistently emphasizes key points or main ideas in content.</p> <p>2.2.6 Teacher consistently uses developmentally appropriate language and explanations.</p> <p>2.2.7 Teacher consistently and effectively implements relevant</p>	<p>2.2.1 Teacher occasionally needs improvement at demonstrating and clearly communicating content knowledge to students.</p> <p>2.2.2 Teacher occasionally demonstrates content knowledge and delivers content some of which is not factually correct.</p> <p>2.2.3 Content occasionally lacks clarity and is not as well organized as it could be.</p> <p>2.2.4 Teacher occasionally fails to restate or rephrase instruction in multiple ways to increase understanding.</p> <p>2.2.5 Teacher occasionally does not adequately emphasize main ideas, and students are sometimes confused about key points or the main ideas in content.</p> <p>2.2.6 Teachers explanations occasionally lack developmentally appropriate language</p> <p>2.2.7 Teacher does not always implement new and improved</p>	<p>2.2.1 Teacher is rarely Or never effective at demonstrating and clearly communicating content knowledge to students.</p> <p>2.2.2 Teacher rarely or never demonstrates content knowledge or delivers content that is factually correct.</p> <p>2.2.3 Content knowledge is rarely or never clear or coherent and rarely or never builds student understanding of key concepts.</p> <p>2.2.4 Teacher continues with planned instruction, even when it is obvious that students do not understand content.</p> <p>2.2.5 Teacher rarely or never emphasizes main ideas, and students are often confused about key points and/or the main ideas in content.</p> <p>2.2.6 Teacher rarely or never uses developmentally appropriate language</p> <p>2.2.7 Teacher rarely or never implements new and improved</p>

	<p>*****Teacher fulfills most of the criteria for Level 3 and additionally students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level.</p> <p>*****Teacher fulfills most of the criteria for Level 3 and additionally displays extensive content knowledge of all the subjects they teach.</p>	<p>instructional strategies learned via professional development activities.</p> <p>2.2.8 Teacher consistently and regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge.</p> <p>2.2.9 Teacher consistently and regularly highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.</p>	<p>instructional strategies learned via professional development activities.</p> <p>2.2.8 Teacher occasionally implements subject-specific instructional strategies to enhance student content knowledge.</p> <p>2.2.9 Teacher occasionally highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.</p>	<p>instructional strategies learned via professional development activities.</p> <p>2.2.8 Teacher rarely or never implements subject-specific instructional strategies to enhance student content knowledge.</p> <p>2.2.9 Teacher rarely or never understands key concepts and ideas in the discipline, and therefore presents content in an unconnected way.</p>
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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.3</p> <p>Engage Students in Academic Content</p>	<p>*Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally is always highly effective at engaging all students in academic content.</p> <p>**Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally provides ways to engage all students with content that significantly promotes student mastery of the objective.</p>	<p>2.3.1 Teacher is consistently effective at engaging students in academic content.</p> <p>2.3.2 Three-fourths (3/4) or more of students are actively engaged in content at all times and not off-task.</p> <p>2.3.3 Teacher consistently provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective</p>	<p>2.3.1 Teacher occasionally effective at engaging students in academic content.</p> <p>2.3.2 Less than 3/4 of students are engaged in content and many are off-task.</p> <p>2.3.3 Teacher may occasionally provide multiple ways of engaging students, but occasionally may not be aligned to lesson objective or mastery of content.</p> <p>2.3.4 Teacher occasionally differentiates content based on the different learning modalities or intelligences and occasionally also miss opportunities to provide ways of differentiating content for student engagement.</p> <p>2.3.5 Some students may not have the prerequisite skills necessary to fully engage in content and teacher occasionally attempts to modify instruction for these students is limited or not always effective</p>	<p>2.3.1 Teacher is rarely or never effective at engaging students in academic content.</p> <p>2.3.2 Less than 1/2 of students are engaged in content and most or all are off-task.</p> <p>2.3.3 Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are rarely or never aligned to the lesson objective or mastery of content.</p> <p>2.3.4 Teacher rarely or never differentiates instruction to target different learning modalities or intelligences and rarely or never seeks out ways to differentiating content for student engagement.</p> <p>2.3.5 Most students do not have the prerequisite skills necessary to fully engage in content and teacher rarely or never makes an effort to adjust instruction for these students.</p>
	<p>****Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally the lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do.</p>	<p>2.3.4 Teacher consistently differentiates content based on the different learning modalities or intelligences and consistently seeks out ways of differentiating content for student engagement.</p> <p>2.3.5 Most of the students have the prerequisite skills necessary to fully engage in content and teacher consistently adjusts lesson accordingly to accommodate for student whose prerequisite skills and knowledge are not developed to engage in</p>		

routinely	the content.	<p>2.3.6 All ELL and IEP students have the appropriate accommodations to be engaged in content.</p> <p>2.3.7 All or almost all students work hard and are deeply active rather than being passive / receptive in the learning activities going on during classroom instruction.</p> <p>2.3.8 Teacher consistently and effectively integrates technology as a tool to engage students in academic content at least weekly.</p> <p>2.3.9 The Special Education teacher consistently uses assistive technology and resources to support instruction with strategies that align with the student's IEP.</p> <p>2.3.10 The Special Education teacher consistently delivers instruction through small group or flexible grouping that meets the individual needs of the students based upon on-going</p>	<p>2.3.6 ELL and IEP students are occasionally given the necessary and appropriate accommodations to be engaged in content.</p> <p>2.3.7 Some students may appear to be actively listening, but when it comes time for participation are disinterested in engaging in the learning activities.</p> <p>2.3.8 Teacher occasionally and inconsistently integrates technology as a tool to engage students in academic content.</p> <p>2.3.9 The Special Education teacher occasionally uses assistive technology and resources to support instruction with strategies that align with the student's IEP.</p> <p>2.3.10 The Special Education teacher occasionally and inconsistently delivers instruction through small group or flexible grouping that meets the individual needs of the</p>	<p>2.3.6 ELL and IEP students rarely or never provided with the necessary and appropriate accommodations to be engaged in content.</p> <p>2.3.7 Most or all students are rarely or never actively listening and are overtly disinterested in engaging in the learning activities.</p> <p>2.3.8 Teacher rarely or never integrates technology as a tool to engage students in academic content.</p> <p>2.3.9 The Special Education teacher rarely or never uses assistive technology and resources to support instruction with strategies that align with the student's IEP.</p> <p>2.3.10 The Special Education teacher rarely or never delivers instruction through small group or flexible grouping that meets the individual needs of the students based upon on-going</p>
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		data collection and their IEP.	students based upon on-going data collection and their IEP.	data collection and their IEP.
		2.3.11 The Special Education teacher consistently incorporates routine daily living activities based on the students' level of independence in the low incidence classroom.	2.3.11 The Special Education teacher occasionally incorporates routine daily living activities based on the students' level of independence in the low incidence classroom.	2.3.11 The Special Education teacher rarely or never incorporates routine daily living activities based on the students' level of independence in low the incidence classroom.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.4	*Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking.	2.4.1 Teacher is consistently effective at checking for understanding in instructional lessons. 2.4.2 Teacher consistently checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward).	2.4.1 Teacher occasionally checks for understanding in instructional lessons. 2.4.2 Teacher occasionally checks for understanding of content, but misses several key moments to do so.	2.4.1 Teacher is rarely or never checks for understanding in instructional lessons. 2.4.2 Teacher rarely or never checks for understanding of content and misses nearly all key moments to do so.
Check for Understanding	**Teacher fulfills most of the criteria			

	<p>for Level 3 as <i>observed during the year</i> and additionally accepts only high quality student responses (those that reveal understanding or lack thereof).</p> <p>***Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally <i>always</i> uses open-ended questions to help surface common misunderstandings and to help assess student mastery of material at a range of both lower and higher-order thinking.</p>	<p>2.4.3 Teacher consistently uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding.</p> <p>2.4.4 Teacher uses wait time effectively both after posing a question and before helping students think through a response.</p> <p>2.4.5 Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students.</p> <p>2.4.6 Teacher consistently and systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments.</p> <p>2.4.7 Learning activities are consistently analyzed and paced to accommodate student differences.</p> <p>2.4.8 Monitoring consistently and frequently occurs through questioning techniques and checking students' performances as they are engaged in learning activities.</p> <p>2.4.9 Monitoring techniques consistently address higher order</p>	<p>2.4.3 Teacher may use more than one type of check for understanding, but is occasionally unsuccessful in capturing an accurate "pulse" of the class's understanding.</p> <p>2.4.4 Teacher occasionally provides enough wait time after posing a question for students to think and responds before helping with an answer or moving forward with content.</p> <p>2.4.5 Teacher occasionally allows students to "opt-out" of checks for understanding without cycling back to these students</p> <p>2.4.6 Teacher occasionally assesses student mastery at the end of the lesson through formal or informal assessments.</p> <p>2.4.7 Occasionally some learning activities are analyzed and paced to accommodate student differences.</p> <p>2.4.8 Monitoring Occasionally occurs through questioning techniques and checking students' performances as they are engaged in learning activities.</p> <p>2.4.9 Monitoring techniques occasionally address higher order thinking skills when appropriate.</p>	<p>2.4.3 Teacher rarely or never checks for understanding or uses only one ineffective method repetitively to do so, thus rarely or never capturing an accurate "pulse" of the class's understanding.</p> <p>2.4.4 Teacher rarely or never uses wait time and 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.</p> <p>2.4.5 Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students</p> <p>2.4.6 Teacher rarely or never assesses students for mastery at the end of the lesson through formal or informal assessments.</p> <p>2.4.7 Rarely or never are learning activities are analyzed and paced to accommodate student differences.</p> <p>2.4.8 Monitoring rarely or may never occurs through questioning techniques and checking students' performances as they are engaged in learning activities.</p> <p>2.4.9 Monitoring techniques rarely or never address higher order thinking skills when appropriate.</p>
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		<p>thinking skills when appropriate.</p> <p>2.4.10 Pre-teaching and re-teaching consistently occurs when necessary and includes a variety of re-teaching strategies and approaches.</p>	<p>2.4.10 Pre-teaching and re-teaching occurs when necessary and occasionally includes a variety of re-teaching strategies and approaches.</p>	<p>2.4.10 Pre-teaching and re-teaching rarely or never occurs when necessary and rarely or never includes a variety of re-teaching strategies or approaches.</p>
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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.5:</p> <p>Modify Instruction As Needed</p>	<p>*Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally teacher anticipates student misunderstandings and preemptively addresses them</p> <p>** Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally teacher is able to modify instruction to respond to all misunderstandings without taking away from the flow of the lesson or losing engagement.</p>	<p>2.5.1 Special Education teacher in collaboration with the General Education teacher consistently modifies instruction and makes appropriate accommodations as needed.</p> <p>2.5.2 Teacher consistently makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students.</p> <p>2.5.3 Teacher consistently responds to misunderstandings with effective scaffolding techniques which includes student-driven techniques which are more effective in re-explaining a concept</p> <p>2.5.4 Teacher doesn't give up, but consistently continues to address misunderstanding with different 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. if the first try is not successful.</p> <p>2.5.5 The Special Education teacher consistently uses student</p>	<p>2.5.1 Special Education teacher in collaboration with the General Education teacher occasionally but not always modifies instruction and makes appropriate accommodations as needed.</p> <p>2.5.2 Teacher occasionally attempts to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students.</p> <p>2.5.3 Teacher occasionally responds to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective.</p> <p>2.5.4 Teacher occasionally uses a particular technique for responding to a misunderstanding, even when it is not succeeding.</p> <p>2.5.5 The Special Education teacher occasionally uses student</p>	<p>2.5.1 Special Education teacher in collaboration with the General Education teacher rarely or never modifies instruction and makes appropriate accommodations as needed.</p> <p>2.5.2 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.</p> <p>2.5.3 Teacher rarely or never responds to misunderstandings by using teacher-driven scaffolding techniques</p> <p>2.5.4 Teacher repeatedly uses the same technique to respond to misunderstandings even when it is not succeeding and rarely or never aware of the other techniques that could be used to help students with their misunderstandings.</p> <p>2.5.5 The Special Education teacher rarely or never uses student</p>

		<p>performance data in order to individualize and deliver specialized instruction that measures progress on IEP goals.</p> <p>2.5.6 The Special Education teacher consistently monitors accommodations and modifications included in the student's IEP so that they are appropriate, and if necessary, revise them based on evidence.</p>	<p>performance data in order to individualize and deliver specialized instruction that measures progress on IEP goals.</p> <p>2.5.6 The Special Education teacher occasionally monitors accommodations and modifications included in the student's IEP so that they are appropriate, and if necessary, revise them based on evidence.</p>	<p>performance data in order to individualize and deliver specialized instruction that measures progress on IEP goals.</p> <p>2.5.6 The Special Education teacher rarely monitors accommodations and modifications included in the student's IEP so that they are appropriate, and if necessary, revise them based on evidence.</p>
<p>Competency</p>	<p>Highly Effective (4)</p>	<p>Effective (3)</p>	<p>Improvement Necessary (2)</p>	<p>Ineffective (1)</p>
<p>Competency 2.6:</p> <p>Develop Higher Level of Understanding through Rigorous Instruction and Work</p>	<p>*Teacher fulfills most of the criteria for Level 3 as observed during the year and additionally all students are able to answer higher-level questions with meaningful responses.</p> <p>**Teacher fulfills most of the criteria for Level 3 as observed during the year and additionally all students pose higher-level questions to the teacher and to each other.</p> <p>***Teacher fulfills most of the criteria for Level 3 as observed during the year and additionally teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great.</p> <p>****Teacher fulfills most of the</p>	<p>2.6.1 Teacher is consistently effective at developing a higher level of understanding through rigorous instruction and work.</p> <p>2.6.2 Lesson is consistently accessible and challenging to almost all students.</p> <p>2.6.3 Teacher frequently develops higher-level understanding through activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent").</p> <p>2.6.4 Lesson consistently pushes almost all students forward due to differentiation of instruction based on each student's level of understanding.</p>	<p>2.6.1 Teacher occasionally is effective in developing a higher level of understanding through rigorous instruction and work.</p> <p>2.6.2 Lesson is occasionally accessible and/or challenging for students.</p> <p>2.6.3 Occasionally some questions used may not be effective in developing higher-level understanding (too low level or too complex or confusing)</p> <p>2.6.4 Lesson occasionally pushes some students forward, but misses other students due to lack of differentiation</p>	<p>2.6.1 Teacher rarely or never is effective at developing a higher level of understanding through rigorous instruction and work.</p> <p>2.6.2 Lesson is rarely or never accessible for students and is rarely or never aligned with developmental level of students (may be too challenging or too easy).</p> <p>2.6.3 Teacher rarely or never uses questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts.</p> <p>2.6.4 Lesson rarely or never pushes any students forward. Teacher does not differentiate instruction based on</p>

	criteria for Level 3 as observed during the year and additionally encourages all students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments).	<p>2.6.5 Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning. Teacher consistently asks students to explain their reasoning and asks students to apply a new skill or concept in a different context.</p> <p>2.6.6 Teacher consistently shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks.</p> <p>2.6.7 Teacher makes the students use higher level thinking skills to explain why they are learning something or to summarize the main idea in all instructional lessons.</p> <p>2.6.8 Teacher consistently uses challenging tasks rather than questions to create a higher-level of understanding in all instructional lessons.</p>	<p>based on students' level of understanding</p> <p>2.6.5 While students occasionally may have some opportunity to meaningfully practice and to apply concepts, instruction is more teacher-directed than appropriate.</p> <p>2.6.6 Teacher occasionally may encourage students to work hard, but may not persist in efforts to have students keep trying.</p> <p>2.6.7 Teacher occasionally provides opportunities for the students use higher level thinking skills to explain why they are learning something and/or to summarize the main idea, but not in all instructional lessons.</p> <p>2.6.8 Teacher occasionally tries to give students challenging tasks rather than using questions to create a higher-level of understanding, but is inconsistent in doing this in instructional lessons.</p>	students' level of understanding.
Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.7:	*Teacher fulfills most of the criteria for Level 3 as observed during the year and additionally routines, transitions, and procedures are well executed. All students know what they are	2.7.1 Teacher is consistently effective at maximizing instructional time. 2.7.2 Students always arrive on time and are aware of the consequences of	2.7.1 Teacher occasionally effective at maximizing instructional time. 2.7.2 Some students occasionally arrive late (unexcused) for class	2.7.1 Teacher rarely or never effective at maximizing instructional time. 2.7.2 Students may frequently arrive late (unexcused) for class without
Maximize Instructional Time				

<p>supposed to be doing and when without prompting from the teacher.</p> <p>**Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally students are always engaged in meaningful work while waiting for the teacher (for example, during attendance).</p> <p>***Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally students share responsibility for operations and routines and work well together to accomplish these tasks.</p> <p>****Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally all students are on-task and follow instructions of teacher without much prompting</p> <p>***** Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson.</p>	<p>arriving late (unexcused).</p> <p>2.7.3 Class consistently starts on-time every time each day.</p> <p>2.7.4 Routines, transitions, and procedures are well executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher.</p> <p>2.7.5 Consistently students are engaged in meaningful work even when teacher is taking time to do routine tasks (for example, taking attendance).</p> <p>2.7.6 Teacher consistently delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective.</p> <p>2.7.7 Almost all students are on-task and follow instructions of teacher without much prompting</p> <p>2.7.8 Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson.</p>	<p>without receiving any consequences for being late.</p> <p>2.7.3 Class occasionally may start a few minutes late.</p> <p>2.7.4 Routines, transitions, and procedures are in place, but occasionally require significant teacher direction or prompting to be followed.</p> <p>2.7.5 Occasionally there is more than a brief period of time when students are left without meaningful work to keep them engaged.</p> <p>2.7.6 Teacher occasionally may delegate lesson time inappropriately between parts of the lesson.</p> <p>2.7.7 Significant prompting from the teacher is necessary for students to follow instructions and remain on-task.</p> <p>2.7.8 Disruptive behaviors and off-task conversations occasionally 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>	<p>receiving any consequences for being late.</p> <p>2.7.3 Teacher rarely or never starts class on time.</p> <p>2.7.4 There is rarely or never any routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times.</p> <p>2.7.5 There are significant periods of time in which students are not engaged in meaningful work.</p> <p>2.7.6 Teacher wastes significant time between parts of the lesson due to classroom management issues.</p> <p>2.7.7 Even with significant prompting, students rarely or never follow directions and are off-task.</p> <p>2.7.8 Disruptive behaviors and off-task conversations are common and frequently or always cause the teacher to have to make adjustments to the lesson.</p>
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Competency	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 fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally all students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance.</p> <p>**Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally <i>all</i> students reinforce positive character and behavior and discourage negative behavior amongst themselves.</p>	<p>2.8.1 Teacher is consistently effective at creating a classroom culture of respect and collaboration.</p> <p>2.8.2 Students are always consistently respectful of their teacher and peers</p> <p>2.8.3 Students are consistently given opportunities to collaborate and support each other in the learning process.</p> <p>2.8.4 Teacher consistently reinforces positive character and behavior and uses consequences appropriately to discourage negative behaviors.</p> <p>2.8.5 Teacher has a good rapport with students, and consistently shows genuine interest in their thoughts and opinions.</p>	<p>2.8.1 Teacher occasionally is effective creates a classroom culture of respect and collaboration.</p> <p>2.8.2 Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms</p> <p>2.8.3 Students are occasionally given opportunities to collaborate, but may not always be supportive of each other or may occasionally need significant assistance from the teacher to work together.</p> <p>2.8.4 Teacher may occasionally praises positive behavior and occasionally enforces consequences for negative behavior, but not both.</p> <p>2.8.5 Teacher occasionally focuses on the behavior of a few students, while ignoring the behavior (positive or negative) of others.</p>	<p>2.8.1 Teacher is rarely or never effective at creating a classroom culture of respect and collaboration.</p> <p>2.8.2 Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior</p> <p>2.8.3 Students are not given many opportunities to collaborate OR during these times rarely or never work well together even with teacher intervention.</p> <p>2.8.4 Teacher rarely or never praises positive behavior.</p> <p>2.8.5 Teacher rarely or never addresses negative behaviors.</p>

Competency	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 fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally <i>all</i> students participate in forming academic goals for themselves and analyzing their progress.</p> <p>**Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally all students demonstrate high academic expectations for themselves.</p> <p>***Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally <i>all</i> student comments and actions demonstrate that they are excited about their work and understand why it is important.</p>	<p>2.9.1 Teacher is effective at setting high expectations for academic success.</p> <p>2.9.2 Teacher consistently sets high expectations for students at all levels demonstrated through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.</p> <p>2.9.3 Students are consistently invested in their work and value academic success as evidenced by their effort and quality of their work.</p> <p>2.9.4 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).</p> <p>2.9.5 Teacher celebrates and consistently praises academic work and good behaviors of students.</p> <p>2.9.6 High quality work of all students is consistently displayed in the classroom.</p> <p>2.9.7 The Special Education teacher consistently instructs students to self-advocate and assume developmentally-appropriate</p>	<p>2.9.1 Teacher needs improvement at setting high expectations for academic success.</p> <p>2.9.2 Teacher occasionally may set high expectations for some, but not other students.</p> <p>2.9.3 Students are occasionally invested in their work, but may occasionally spend time off-task or give up when work is challenging.</p> <p>2.9.4 Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily).</p> <p>2.9.5 Teacher occasionally praises the academic work or good behavior of some students, but not others.</p> <p>2.9.6 High quality work of a few, but not all students may be displayed in the classroom.</p> <p>2.9.7 The Special Education teacher occasionally instructs students to self-advocate and assume developmentally-appropriate</p>	<p>2.9.1 Teacher is ineffective at setting high expectations for student success.</p> <p>2.9.2 Teacher rarely or never sets high expectations for students</p> <p>2.9.3 Students rarely or never demonstrate interest or investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments.</p> <p>2.9.4 Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers.</p> <p>2.9.5 Teacher rarely or never praises academic work or good behavior.</p> <p>2.9.6 High quality work is rarely or never displayed in the classroom</p> <p>2.9.7 The Special Education teacher rarely or never instructs students to self-advocate and assume developmentally-appropriate</p>

		responsibility for their learning.	responsibility for their learning.	responsibility for their learning.
<p>2.10 Classroom Management</p>	<p>*Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally all interactions with students reflect genuine respect and caring for individual students as well as groups of students.</p> <p>** Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally the monitoring of all student behaviors is subtle and preventive while most of the time the students monitor their own and their peer's behavior, correcting one another respectfully.</p>	<p>2.10.1 Students are consistently well behaved, and on task.</p> <p>2.10.2 Teacher and students establish clear rules for learning and behavior.</p> <p>2.10.3 Teacher is consistently alert to student behaviors.</p> <p>2.10.4 Teacher is consistently responsive to misbehaviors in an appropriate manner which respects the student's dignity at all times.</p> <p>2.10.5 Teacher uses several techniques such as social approval, contingent activities, and consequences to maintain appropriate student behavior.</p> <p>2.10.6 Consistently overlooks inconsequential behavior.</p> <p>2.10.7 Teacher consistently deals with individual students who have caused disruptions rather than the entire class.</p>	<p>2.10.1 Students are mostly well behaved, and on task, occasionally some minor learning disruptions may occur.</p> <p>2.10.2 Teacher occasionally establishes rules for learning and behavior.</p> <p>2.10.3 Teacher is occasionally alert to student behaviors.</p> <p>2.10.4 Teacher is occasionally responsive to misbehaviors in an appropriate manner and occasionally does not respect the student's dignity.</p> <p>2.10.5 Teacher occasionally uses some techniques such as social approval, contingent activities, and consequences to maintain appropriate student behavior.</p> <p>2.10.6 Occasionally overlooks some inconsequential behavior, but other times addresses it stopping the lesson.</p> <p>2.10.7 Occasionally deals with individual students who have caused disruptions, but occasionally addresses the entire class.</p>	<p>2.10.1 Students are rarely or never well behaved, and/or on task, minor learning disruptions frequently or always occur.</p> <p>2.10.2 Teacher rarely or never establishes rules for learning and behavior.</p> <p>2.10.3 Teacher is rarely or never alert to student behaviors.</p> <p>2.10.4 Teacher is rarely or never responsive to misbehaviors in an appropriate manner and rarely or never respects the student's dignity.</p> <p>2.10.5 Rarely or never uses some techniques such as social approval, contingent activities, and consequences to maintain appropriate student behavior.</p> <p>2.10.6 Rarely or never overlooks some inconsequential behavior and if addresses them stops the lesson.</p> <p>2.10.7 Rarely or never deals with individual students who have caused disruptions, but frequently or always addresses the entire class.</p>

		<p>2.10.8 Teacher consistently attends to disruptions quickly and firmly.</p> <p>2.10.9 The Special Education teacher consistently and clearly communicates students individualized behavior plans to all necessary school personnel.</p> <p>2.10.10 The Special Education teacher consistently collaborates with the General Education teacher a plan for classroom rules, routines and roles in addressing individual student issues.</p>	<p>2.10.8 Occasionally attends to disruptions quickly and firmly.</p> <p>2.10.9 The Special Education teacher occasionally communicates students individualized behavior plans to all necessary school personnel.</p> <p>2.10.10 The Special Education teacher occasionally collaborates with the General Education teacher a plan for classroom rules, routines and roles in addressing individual student issues.</p>	<p>2.10.8 Rarely or never attends to disruptions quickly and firmly.</p> <p>2.10.9 The Special Education teacher rarely or never communicates students individualized behavior plans to all necessary school personnel.</p> <p>2.10.10 The Special Education teacher rarely or never collaborates with the General Education teacher a plan for classroom rules, routines and roles in addressing individual student issues.</p>
<p>2.11 Classroom Procedures</p>	<p>*Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally students are productively engaged at all times, with students assuming responsibility for productivity with no loss of instructional time.</p> <p>** Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally students assume considerable responsibility for the efficient and smooth operation of the classroom.</p> <p>*** Teacher fulfills most of the criteria for Level 3 as <i>observed</i></p>	<p>2.11.1 Small group work is consistently well organized, and students are productively engaged in learning while unsupervised by the teacher.</p> <p>2.11.2 Transitions consistently occur with little loss of time.</p> <p>2.11.3 Efficient systems for performing non-instructional duties are consistently in place, resulting in minimal loss of instructional time.</p> <p>2.11.4 Routines for handling materials and supplies occur consistently, with little loss of</p>	<p>2.11.1 Small group work is occasionally well organized, and students are occasionally productively engaged in learning while unsupervised by the teacher.</p> <p>2.11.2 Transitions occasionally occur with some loss of time.</p> <p>2.11.3 Efficient systems for performing non-instructional duties are occasionally in place, resulting in some loss of instructional time.</p> <p>2.11.4 Routines for handling materials and supplies occur occasionally, with some loss of</p>	<p>2.11.1 Small group work is rarely or never well organized, and students are rarely or never productively engaged in learning while unsupervised by the teacher.</p> <p>2.11.2 Transitions rarely or never occur with much loss of time.</p> <p>2.11.3 Efficient systems for performing non-instructional duties are rarely or never in place, resulting in a high amount of instructional time lost.</p> <p>2.11.4 Routines for handling materials and supplies occur consistently, with little loss of</p>

	<p>during the year and additionally makes sure all learning is equally accessible to all student</p>	<p>instructional time. 2.11.5 Classroom is consistently safe, and learning is consistently accessible to all students. 2.11.6 The Special Education teacher consistently completes all necessary documents, such as ACR's, progress on goal reports, move-in case conferences, revisions, etc. in a timely manner.</p>	<p>instructional time. 2.11.5 Classroom is occasionally safe, and learning is sometimes not accessible to all students. 2.11.6 The Special Education teacher occasionally completes all necessary documents, such as ACR's, progress on goal reports, move-in case conferences, revisions, etc. in a timely manner.</p>	<p>instructional time. 2.11.5 Classroom is rarely or never safe, and learning is rarely or never accessible to all students. 2.11.6 The Special Education teacher rarely or never completes all necessary documents, such as ACR's, progress on goal reports, move-in case conferences, revisions, etc. in a timely manner.</p>
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DOMAIN 3: Teacher Leadership

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1 Contribute to School Culture	<p>*Teacher fulfills most of the criteria for Level 3 and additionally seeks out leadership roles.</p> <p>**Teacher fulfills the criteria for Level 3 and additionally goes above and beyond in dedicating and volunteering time for students and peers outside of class.</p>	<p>3.1.1 Consistently and regularly contributes ideas and expertise to further the school's mission and initiatives.</p> <p>3.1.2 On a regular basis consistently dedicates time efficiently, when needed, to helping students and peers outside of class.</p>	<p>3.1.1 Occasionally contributes ideas and expertise to further the school's mission and initiatives.</p> <p>3.1.2 Occasionally dedicates time to help students and peers efficiently outside of class.</p>	<p>3.1.1 Rarely or never contributes ideas aimed at improving school efforts.</p> <p>3.1.2 Dedicates little or no time outside of class towards helping students and peers.</p>
3.2 Collaborate with Peers	<p>*Teacher fulfills the criteria for Level 3 and additionally goes above and beyond in seeking out opportunities to collaborate.</p> <p>** Teacher fulfills the criteria for Level 3 and additionally coaches peers through difficult situations.</p> <p>*** Teacher fulfills the criteria for Level 3 and additionally takes on leadership roles within collaborative groups such as Professional Learning Communities, Learning Log Meetings and/or STPT meetings.</p>	<p>3.2.1 Consistently seeks out and participates in regular opportunities to work with and learn from others.</p> <p>3.2.2 Consistently asks for assistance, when needed, and provides assistance to others in need.</p>	<p>3.2.1 Sometimes participate in occasional opportunities to work with and learn from others and asks for assistance when needed.</p> <p>3.2.2 Sometimes seeks to provide other teachers with assistance when needed and/or sometimes seeks out opportunities to work with others.</p>	<p>3.2.1 Rarely or never participates in opportunities to work with others and/or ask for assistance when needed.</p> <p>3.2.2 Works in isolation and is not a team player.</p>
3.3	<p>*Teacher fulfills the criteria for Level 3 and additionally regularly share newly learned knowledge</p>	<p>3.3.1 Actively and consistently pursues all opportunities to improve knowledge and practice.</p>	<p>3.3.1 Occasionally attends mandatory professional development opportunities, and</p>	<p>3.3.1 Rarely or never attends professional development opportunities.</p>

<p>Seek Professional Skills and Knowledge</p>	<p>and practices with others.</p> <p>**Teacher fulfills the criteria for Level 3 and additionally Seek out opportunities to lead professional development sessions</p>	<p>3.3.2 Consistently and regularly seeks out ways to implement new practices into instruction, where applicable.</p> <p>3.3.3 Welcomes constructive feedback to improve practices consistently.</p>	<p>doesn't always actively pursue optional professional development opportunities.</p> <p>3.3.2 Occasionally seeks out ways to implement new practices into instruction.</p> <p>3.3.3 Occasionally does not accept constructive feedback well to improve practices.</p>	<p>3.3.2 Rarely or never shows interest in new ideas, programs, or classes to improve teaching and learning</p> <p>3.3.3 Rarely or never accepts constructive feedback well to help improve practices.</p>
<p>3.4 Advocate for Student Success</p>	<p>*Teacher fulfills the criteria for Level 3 and additionally displays commitment to the education of all the students in the school.</p> <p>** Teacher fulfills the criteria for Level 3 and additionally makes changes and takes risks to ensure student success.</p>	<p>3.4.1 Consistently displays commitment to the education of all his/her students.</p> <p>3.4.2 Consistently attempts to remedy obstacles around student achievement.</p> <p>3.4.3 Consistently advocates for students' individualized needs.</p> <p>3.4.4 The Special Education teacher consistently ensures that all appropriate school personnel have copies of student IEPs.</p>	<p>3.4.1 Occasionally, but not consistently displays commitment to the education of all his/her students.</p> <p>3.4.2 Attempts occasionally to remedy obstacles round student achievement.</p> <p>3.4.3 Occasionally advocates for students' needs.</p> <p>3.4.4 The Special Education teacher occasionally ensures that all appropriate school personnel have copies of student IEPs.</p>	<p>3.4.1 Rarely or never displays commitment to the education of his/her students.</p> <p>3.4.2 Rarely or never attempts to remedy obstacles around student achievement.</p> <p>3.4.3 Accepts failure as par for the course and rarely or never advocates for students' needs.</p> <p>3.4.4 The Special Education teacher rarely or never attempts to ensure that all appropriate school personnel have copies of student IEPs.</p>

<p>3.5 Engage Families in Student Learning</p>	<p>*Teacher fulfills the criteria for Level 3 and additionally strives to form relationships in which parents are given ample opportunity to participate in student learning. **Teacher fulfills the criteria for Level 3 and additionally is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events.</p>	<p>3.5.1 Proactively reaches out to parents in a variety of ways to engage them in student learning. 3.5.2 Always responds promptly to contact from parents. 3.5.3 Consistently engages in all forms of parent outreach required by the school.</p>	<p>3.5.1 Occasionally reaches out to parents in different ways to engage them in student learning. 3.5.2 Occasionally, but not always responds to parent contacts in a timely manner. 3.5.3 Occasionally engages in some forms of parent outreach required by the school.</p>	<p>3.5.1 Rarely or never reaches out to parents to engage them in student learning. 3.5.2 Rarely or never responds to contacts from parents. 3.5.3 Teacher rarely or never engages in any forms of parent outreach required by the school.</p>
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Domain 4: Core Professionalism Rubric

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

Indicator	WEIGHT SCALE	Does Not Meet Standard	Meets Standard	Guidelines
Attendance / On-Time Arrival	.50	Individual demonstrates a pattern of excused and/or unexcused absences * Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has not demonstrated a pattern of excused and/or unexcused absences* 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).	Greater than 63 hours sick or unexcused (Non-FLMA Days, personal day) within the evaluation cycle in the current school year. Greater than 5 days tardy of 10 minutes or more within the evaluation cycle in the current school year.
Policies and Guidelines/ District Core Values	.50	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 failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner and/or demonstrate the District Core Values.	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.). Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner and/or demonstrating the District Core Values.	Received 4 minor or 2 major infractions with written documentation within the evaluation cycle in the current school year. Follows and reinforces the District Core Values of Excellence Scholarship Courage Respect

Appendix F

Preschool Teacher Effectiveness Rubric

DOMAIN 1: PURPOSEFUL PLANNING

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.1</p> <p>Utilize Assessment Data to Plan</p>	<p>*Teacher fulfills the criteria for Level 3 and additionally incorporates differentiated instructional strategies in planning to reach every student at his or her level of understanding.</p>	<p>1.1.1 Teacher consistently uses prior assessment data to formulate achievement goals, unit plans, AND lesson plans.</p>	<p>1.1.1 Teacher occasionally uses prior assessment data to formulate achievement goals, unit plans, OR lesson plans, but not all of the above.</p>	<p>1.1.1 Teacher rarely or never uses prior assessment data when planning.</p>
<p>1.2</p> <p>Set Ambitious and Measurable Achievement Goals</p>	<p>*Teacher fulfills the criteria for Level 3 and additionally plans an <u>ambitious</u> annual student achievement goal.</p>	<p>1.2.1 Teacher consistently develops an annual student achievement goal that is measurable.</p> <p>1.2.2 Teacher consistently develops student achievement goal(s) that is aligned to content standards.</p> <p>1.2.3 Teacher consistently develops student achievement goal(s) that consistently includes benchmarks to help monitor learning and inform interventions throughout the year.</p> <p>1.2.4 Teacher consistently sets short and long term instructional goals.</p>	<p>1.2.1 Teacher occasionally develops an annual student achievement goal that is measurable.</p> <p>1.2.2 Teacher occasionally develops student achievement goal(s) that may not be aligned to content standard.</p> <p>1.2.3 Teacher occasionally develops student achievement goal (s) that may not include benchmarks to help monitor learning and inform interventions throughout the year.</p> <p>1.2.4 Teacher occasionally sets short and long term instructional goals.</p>	<p>1.2.1 Teacher rarely or never develops achievement goals for the class that is measurable.</p> <p>1.2.2 Teacher rarely or never develops that are aligned to content standards and are extremely general and not helpful for planning purposes.</p> <p>1.2.3 Teacher rarely or never develops student achievement goal(s) that include benchmarks to help monitor learning and inform interventions.</p> <p>1.2.4 Teacher rarely or never sets short and long term instructional goals.</p>
<p>1.3</p> <p>Develop Standards-Based Unit Plans and Assessments</p>	<p>*Teacher fulfills the criteria for Level 3 and additionally creates well-designed informal assessments that align with the ISTAR-KR assessment.</p> <p>**Teacher fulfills the criteria for Level 3 and additionally anticipates student reaction to content.</p>	<p>1.3.1 Based on achievement goals, teacher consistently plans units by identifying content standards that students will master and/or receive exposure to during instruction.</p> <p>1.3.2 Based on achievement goals, teacher consistently creates informal assessment/data collection methods before instruction begins</p>	<p>1.3.1 Based on achievement goals, teacher occasionally plans units by identifying content standards that students will master and/or receive exposure to during instruction.</p> <p>1.3.2 Based on achievement goals, teacher occasionally creates informal assessment/data collection methods before instruction begins</p>	<p>1.3.1 Based on achievement goals, teacher rarely or never plans units by identifying content standards that students will master and/or receive exposure to during instruction.</p> <p>1.3.2 Based on achievement goals, teacher rarely or never creates informal assessment/data collection methods before</p>

	<p>***Teacher fulfills the criteria for Level 3 and additionally makes sure the allocation of time per objective is flexible and/or reflects level of difficulty of each objective.</p>	<p>for backwards planning:</p> <p>1.3.3 Based on achievement goals, teacher consistently allocates an instructionally appropriate amount of time for each objective being covered (repeated exposures to each objective, exposure to concepts through multiple mediums, etc.).</p>	<p>for backwards planning:</p> <p>1.3.3 Based on achievement goals, teacher occasionally allocates an instructionally appropriate amount of time for each objective being covered (repeated exposures to each objective, exposure to concepts through multiple mediums, etc.).</p>	<p>instruction begins for backwards planning.</p> <p>1.3.3 Based on achievement goals, teacher rarely or never allocates an instructionally appropriate amount of time for each objective being covered (repeated exposures to each objective, exposure to concepts through multiple mediums, etc.).</p>
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<p>1.4</p> <p>Create Objective-Driven Lesson Plans and Assessments</p>	<p>*At Level 4, a teacher fulfills the criteria for Level 3 and additionally plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction.</p>	<p>1.4.1 Based on unit plan, teacher consistently plans daily lessons by identifying lesson objectives that are aligned to Curriculum Map objectives.</p> <p>1.4.2 Based on unit plan, teacher consistently plans matching instructional strategies as well as meaningful and relevant activities and assignments to the lesson objectives.</p>	<p>1.4.1 Based on unit plan, teacher occasionally plans daily lessons by identifying lesson objectives that are aligned to Curriculum Map objectives.</p> <p>1.4.2 Based on unit plan, teacher occasionally matches instructional strategies and activities and assignments to the lesson objectives.</p>	<p>1.4.1 Based on unit plan, teacher rarely or never plans daily lessons by identifying lesson objectives that are aligned to Curriculum Map objectives.</p> <p>1.4.2 Based on unit plan, teacher rarely or never matches instructional strategies and activities and assignments to the lesson objectives.</p>
	<p>** At Level 4, a teacher fulfills the criteria for Level 3 and additionally incorporates a variety of informal assessments that checks for understanding.</p> <p>*** At Level 4, a teacher fulfills the criteria for Level 3 and additionally incorporates summative assessments (ISTAR-KR) where necessary and uses all assessments to directly inform instruction</p>	<p>1.4.3 Based on unit plan, teacher consistently designs informal formative assessments that measure progress towards mastery and inform instruction.</p> <p>1.4.3 Based on unit plan, teacher occasionally designs informal formative assessments that measure progress towards mastery and inform instruction.</p>	<p>1.4.3 Based on unit plan, teacher rarely or never designs informal formative assessments that measure progress towards mastery and inform instruction</p>	
<p>1.5</p>	<p>*At Level 4, a teacher fulfills the criteria for Level 3 and additionally uses daily checks for understanding for additional data points.</p>	<p>1.5.1 Teacher consistently uses an effective data tracking system for recording student assessment and progress data.</p>	<p>1.5.1 Teacher occasionally uses an effective data tracking system for recording student assessment and progress data.</p>	<p>1.5.1 Teacher rarely or never uses an effective data tracking system for recording student assessment and progress data.</p>
<p>Track Student Data and Analyze Progress</p>	<p>**At Level 4, a teacher fulfills the criteria for Level 3 and additionally updates tracking system daily and ISTAR-KR deadlines.</p> <p>***At Level 4, a teacher fulfills the criteria for Level 3 and additionally uses data analysis of</p>	<p>1.5.2 Teacher consistently analyzes student progress towards mastery and planning future lessons and units accordingly.</p> <p>1.5.3 Teacher consistently maintains a developmentally appropriate grading system</p>	<p>1.5.2 Teacher occasionally analyzes student progress towards mastery and planning future lessons and units accordingly.</p> <p>1.5.3 Teacher occasionally maintains a developmentally appropriate grading system</p>	<p>1.5.2 Teacher rarely or never analyzes student progress towards mastery and planning future lessons and units accordingly.</p> <p>1.5.3 Teacher rarely or never maintains a developmentally appropriate grading system</p>

	student progress to drive lesson planning for the following day;	aligned to student learning goals.	aligned to student learning goals.	aligned to student learning goals.
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DOMAIN 2: EFFECTIVE INSTRUCTION

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

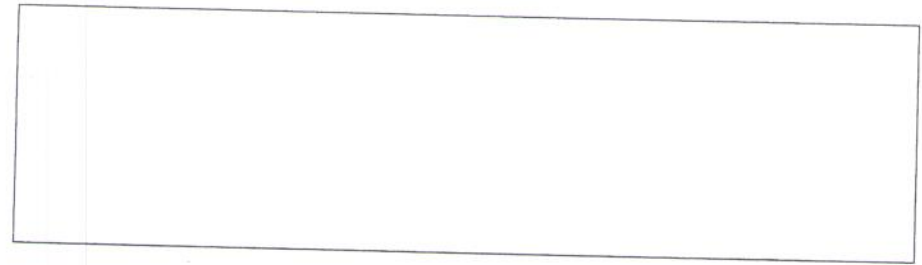
Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.1</p>	<p>*For Level 4, and most of the Level 3 evidence is observed during the year and additionally teacher is highly effective at developing student understanding and mastery of lesson objectives</p> <p>**For Level 4, and most of the Level 3 evidence is observed during the year and additionally effectively engaging prior knowledge of students in connecting to lesson or students demonstrate mastery of concepts through engagement in activities and learning opportunities or (if able) show mastery through their comments that they understand the connection.</p>	<p>2.1.1 Teacher is constantly effective at developing student understanding and mastery of lesson objectives.</p> <p>2.1.2 Lesson objective is consistently specific, measurable and aligned to preschool standards. It conveys what students are learning and what they will be able to do by the end of the lesson.</p> <p>2.1.3 Lesson objective and performance expectations are consistently explained to students in easy to understand and developmentally appropriate terms.</p> <p>2.1.4 Lesson consistently builds on students' prior knowledge of key concepts and skills and makes this connection evident to students.</p> <p>2.1.5 Lesson is consistently well organized to move students towards mastery of the objective.</p>	<p>2.1.1 Teacher is occasionally effective at developing student understanding and mastery of lesson objectives.</p> <p>2.1.2 Lesson objective is occasionally specific, measurable and aligned to preschool standards. It conveys what students are learning and what they will be able to do by the end of the lesson.</p> <p>2.1.3 Lesson objective and performance expectations are occasionally explained to students in easy to understand and developmentally appropriate terms.</p> <p>2.1.4 Lesson occasionally builds on students' prior knowledge of key concepts and skills and makes this connection evident to students.</p> <p>2.1.5 Lesson is occasionally well organized to move students towards mastery of the objective</p>	<p>2.1.1 Teacher is rarely or never effective at developing student understanding and mastery of lesson objectives.</p> <p>2.1.2 Lesson objective is rarely or never specific, measurable and aligned to preschool standards. It conveys what students are learning and what they will be able to do by the end of the lesson.</p> <p>2.1.3 Lesson objective and performance expectations are rarely or never explained to students in easy to understand and developmentally appropriate terms.</p> <p>2.1.4 Lesson rarely or never builds on students' prior knowledge of key concepts and skills and makes this connection evident to students.</p> <p>2.1.5 Lesson is rarely or never well organized to move students towards mastery of the objective.</p>

Competency	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><i>*For Level 4, and most of the Level 3 evidence is observed during the year and additionally is highly effective at demonstrating and clearly communicating content knowledge to students.</i></p> <p><i>**For Level 4 and much of the Level 3 evidence is observed during the year and additionally teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding.</i></p> <p><i>***For Level 4 and much of the Level 3 evidence is observed during the year and additionally teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest.</i></p> <p><i>****For Level 4 and much of the Level 3 evidence is observed during the year and additionally teacher's explanations spark student excitement and interest in the content.</i></p> <p><i>*****For Level 4 and much of the Level 3 evidence is observed during the year and additionally students participate in each others' learning of content through</i></p>	<p>2.2.1 Teacher is consistently effective at demonstrating and clearly communicating content knowledge to students.</p> <p>2.2.2 Teacher consistently demonstrates content knowledge and delivers content that is factually correct.</p> <p>2.2.3 Content is consistently clear, concise and well-organized.</p> <p>2.2.4 Teacher consistently restates and rephrases instruction in multiple ways to increase understanding.</p> <p>2.2.5 Teacher consistently emphasizes key points or main ideas in content.</p> <p>2.2.6 Teacher consistently uses developmentally appropriate language and explanations.</p> <p>2.2.7 Teacher consistently implements relevant instructional strategies.</p>	<p>2.2.1 Teacher occasionally effective at demonstrating and clearly communicating content knowledge to students</p> <p>2.2.2 Teacher occasionally demonstrates content knowledge and delivers content that is factually correct.</p> <p>2.2.3 Content is occasionally clear, concise and well-organized.</p> <p>2.2.4 Teacher occasionally restates and rephrases instruction in multiple ways to increase understanding.</p> <p>2.2.5 Teacher occasionally emphasizes key points or main ideas in content.</p> <p>2.2.6 Teacher occasionally uses developmentally appropriate language and explanations.</p> <p>2.2.7 Teacher occasionally implements relevant instructional strategies.</p>	<p>2.2.1 Teacher rarely or never demonstrating and clearly communicating content knowledge to students.</p> <p>2.2.2 Teacher rarely or never demonstrates content knowledge and delivers content that is factually correct.</p> <p>2.2.3 Content is rarely or never clear, concise and well-organized.</p> <p>2.2.4 Teacher rarely or never restates and rephrases instruction in multiple ways to increase understanding.</p> <p>2.2.5 Teacher rarely or never emphasizes key points or main ideas in content.</p> <p>2.2.6 Teacher rarely or never uses developmentally appropriate language and explanations.</p> <p>2.2.7 Teacher rarely or never implements relevant instructional strategies.</p>

	<p>collaboration during the lesson (evident through peer modeling during activities).</p> <p>*****For Level 4 and much of the Level 3 evidence is observed during the year and additionally students make connections independently, demonstrating that they understand the content at a higher level.</p>			
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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.3:</p> <p>Engaging students in academic content</p>	<p>*For Level 4 and much of the Level 3 evidence is observed during the year and additionally teacher is highly effective at engaging students in academic content.</p> <p>**For Level 4, much of the Level 3 evidence is observed during the year, and additionally teacher provides ways to engage students with content that significantly promotes student's mastery of the objective.</p> <p>**For Level 4 and much of the Level 3 evidence is observed during the year and additionally teacher provides differentiated ways of engaging with content specific to individual student needs.</p> <p>***For Level 4 and much of the Level 3 evidence is observed during the year and additionally the lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early</p>	<p>2.3.1 Teacher is consistent at engaging students in academic content.</p> <p>2.3.2 Three fourths (3/4) or more of the students are consistently engaged in content at all times and not off-task.</p> <p>2.3.3 Teacher consistently provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective.</p> <p>2.3.4 Teacher consistently adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged.</p> <p>2.3.5 ELL and IEP students consistently have the appropriate accommodations to be engaged in content.</p> <p>2.3.6 Students consistently work hard and are deeply active rather than passive/receptive</p>	<p>2.3.1 Teacher occasionally engages students in academic content.</p> <p>2.3.2 Fewer than three fourths (3/4) of students are engaged in content and many are off-task.</p> <p>2.3.3 Teacher occasionally provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective.</p> <p>2.3.4 Teacher occasionally adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged.</p> <p>2.3.5 ELL and IEP students rarely have the appropriate accommodations to be engaged in content.</p> <p>2.3.6 Students occasionally work hard and are occasionally passive/receptive rather</p>	<p>2.3.1 Teacher occasionally engages students in academic content.</p> <p>2.3.2 Fewer than half (1/2) of students are engaged in content and more than three fourths (3/4) are off-task.</p> <p>2.3.3 Teacher rarely or never provides multiple ways, as appropriate of engaging with content, all aligned to the lesson objective.</p> <p>2.3.4 Teacher rarely or never adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged.</p> <p>2.3.5 ELL and IEP students rarely or never have the appropriate accommodations to be engaged in content.</p> <p>2.3.6 Students rarely or never work hard and are not deeply active, but rather</p>

	<p>have something else meaningful to do.</p> <p>***For Level 4 and much of the Level 3 evidence is observed during the year and additionally teacher is highly effective in integrating technology as a tool to engage students in academic content.</p>	<p>(See Notes below for specific evidence of engagement).</p> <p>2.3.7 Teacher consistently differentiates instruction to target different learning modalities.</p> <p>2.3.8 Students consistently listen and are never overtly disinterested in engaging.</p>	<p>than deeply active (See Notes below for specific evidence of engagement).</p> <p>2.3.7 Teacher occasionally differentiates instruction to target different learning modalities.</p> <p>2.3.8 Students occasionally listen and occasionally overtly disinterested in engaging.</p>	<p>passive/receptive (See Notes below for specific evidence of engagement).</p> <p>2.3.7 Teacher rarely or never differentiates instruction to target different learning modalities.</p> <p>2.3.8 Students rarely or never listen and are overtly disinterested in engaging.</p>
<p>Competency 2.4:</p> <p>Checks for Understanding</p>	<p>*For Level 4 and much of the Level 3 evidence is observed during the year and additionally teacher is highly effective at checking for understanding.</p> <p>**For Level 4 and much of the Level 3 evidence is observed during the year and additionally teacher uses a variety of strategies to assess student mastery of material at a range of both lower and higher-order thinking.</p>	<p>2.4.1 Teacher is consistently effective at checking for understanding.</p> <p>2.4.2 Teacher consistently checks for understanding at almost all key moments.</p> <p>2.4.3 Teacher consistently uses a variety of methods to check for understanding such as thumbs up/down, cold-calling, Do Now's, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slip, etc.</p> <p>2.4.4 Teacher consistently uses wait time</p>	<p>2.4.1 Teacher is occasionally effective at checking for understanding.</p> <p>2.4.2 Teacher occasionally checks for understanding of content, but misses several key moments.</p> <p>2.4.3 Teacher occasionally uses a variety of methods to check for understanding such as thumbs up/down, cold-calling, Do Now's, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slip, etc.</p> <p>2.4.4 Teacher occasionally uses wait time</p>	<p>4.2.1 Teacher rarely or never is effective at checking for understanding.</p> <p>2.4.2 Teacher rarely or rarely checks for understanding of content, but misses most or all key moments.</p> <p>2.4.3 Teacher rarely or never uses a variety of methods to check for understanding such as thumbs up/down, cold-calling, Do Now's, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slip, etc.</p> <p>2.4.4 Teacher rarely or never uses wait time</p>



effectively both after posing a question and giving a directive.	effectively both after posing a question and giving a directive.	effectively both after posing a question and giving a directive.
2.4.5 Teacher doesn't allow students to "opt-out" of checks for understanding and consistently cycles back to these students.	2.4.5 Teacher occasionally allows students to "opt-out" of checks for understanding and occasionally cycles back to these students.	2.4.5 Teacher allows students to "opt-out" of checks for understanding and rarely or never cycles back to these students.
2.4.6 Teacher consistently and systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments	2.4.6 Teacher occasionally assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples).	2.4.6 Teacher rarely or never assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples).
2.4.7 Teacher consistently makes sure Learning activities are analyzed and paced to accommodate student differences.	2.4.7 Learning activities are occasionally analyzed and paced to accommodate student differences.	2.4.7 Learning activities are rarely or never analyzed and paced to accommodate student differences.
2.4.8 Monitoring consistently occurs through questioning techniques and checking students' performance as they are engages in learning activities.	2.4.8 Monitoring occasionally occurs through questioning techniques and checking students' performance as they are engages in learning activities.	2.4.8 Monitoring rarely or never occurs through questioning techniques and checking students' performance as they are engages in learning activities.
2.4.9 Monitoring techniques consistently address higher order thinking skills when appropriate.	2.4.9 Monitoring techniques occasionally address higher order thinking skills when appropriate.	2.4.9 Monitoring techniques rarely or never address higher order thinking skills when appropriate.
2.4.10 Re-teaching occurs consistently when necessary and effectively includes a variety of strategies and appropriate approaches.	2.4.10 Re-teaching occasionally occurs when necessary and occasionally includes a variety of strategies and appropriate approaches.	2.4.10 Re-teaching rarely or never occurs when necessary and rarely or never includes a variety of strategies and appropriate approaches.

<p>Competency 2.5</p> <p>Modifying Instruction</p>	<p>*For Level 4 and much of the Level 3 evidence is observed during the year and additionally teacher anticipates student misunderstandings and preemptively addresses them.</p> <p>** For Level 4 and much of the Level 3 evidence is observed during the year and additionally teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement.</p>	<p>2.5.1 Teacher is consistently effective at modifying instruction as needed.</p> <p>2.5.2 Teacher consistently makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students.</p> <p>2.5.3 Teacher consistently responds to misunderstandings with effective 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.</p> <p>2.5.4 Teacher consistently continues to try to address misunderstanding with different techniques if the first try is not successful.</p>	<p>2.5.1 Teacher is occasionally effective at modifying instruction as needed.</p> <p>2.5.2 Teacher occasionally makes adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students.</p> <p>2.5.3 Teacher occasionally responds to misunderstandings by using teacher-driven 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.</p> <p>2.5.4 Teacher occasionally continues to try to address misunderstanding with different techniques if the first try is not successful.</p>	<p>2.5.1 Teacher is rarely or never effective at modifying instruction as needed.</p> <p>2.5.2 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.</p> <p>2.5.3 Teacher rarely or never responds to misunderstandings by using teacher-driven 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.</p> <p>2.5.4 Teacher rarely or never continues to try to address misunderstanding with different techniques if the first try is not successful.</p>
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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.6:</p> <p>Develop Higher Level of Understanding through Rigorous Instruction and Work</p>	<p>*For Level 4 and much of the Level 3 evidence is observed during the year and additionally lesson is accessible and challenging to all students.</p> <p>**For Level 4 and much of the Level 3 evidence is observed during the year and additionally teacher highlights examples of recent student work that meets high expectations, insists and motivates students to do it again if not at a high level of performance.</p> <p>***For Level 4 and much of the Level 3 evidence is observed during the year and additionally encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements.</p>	<p>2.6.1 Teacher is consistently effective at developing a higher level of understanding through rigorous instruction and work.</p> <p>2.6.2 Lesson is consistently accessible and challenging to almost all students.</p> <p>2.6.3 Teacher consistently develops higher-level understanding through effective questioning by activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent"), Asking students to explain their reasoning, to explain why they are learning something, asking students to apply a new skill or concept in a different context, posing a question that increases the rigor of the lesson content or prompting students to make connections to previous material or prior knowledge.</p> <p>2.6.4 Lesson consistently pushes almost all students forward due to differentiation of instruction based on each student's level of understanding.</p> <p>2.6.5 Students consistently have opportunities to meaningfully practice, apply, and demonstrate that they are learning.</p> <p>2.6.6 Teacher consistently shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks.</p>	<p>2.6.1 Teacher is occasionally effective at developing a higher level of understanding through rigorous instruction and work.</p> <p>2.6.2 Lesson is occasionally accessible and challenging to almost all students.</p> <p>2.6.3 Teacher occasionally develops higher-level understanding through effective questioning by activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent"), Asking students to explain their reasoning, to explain why they are learning something, asking students to apply a new skill or concept in a different context, posing a question that increases the rigor of the lesson content or prompting students to make connections to previous material or prior knowledge.</p> <p>2.6.4 Lesson occasionally pushes some students forward due to differentiation of instruction based on each student's level of understanding.</p> <p>2.6.5 Students occasionally have opportunities to meaningfully practice, apply, and demonstrate that they are learning.</p> <p>2.6.6 Teacher consistently shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks.</p>	<p>2.6.1 Teacher is rarely or never effective at developing a higher level of understanding through rigorous instruction and work.</p> <p>2.6.2 Lesson is rarely or never aligned with developmental level of students.</p> <p>2.6.3 Teacher rarely or never uses questioning as an effective tool to increase understanding. Ands Students only show a surface understanding of concepts.</p> <p>2.6.4 Lesson rarely or never pushes any students forward because teacher rarely or never differentiates instruction based on students' level of understanding.</p> <p>2.6.5. Students rarely or never have opportunities to meaningfully practice or apply concepts and lesson is almost always teacher directed.</p> <p>2.6.6 Teacher usually or always gives up on students easily and rarely or never encourages them to persist through difficult tasks.</p>

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.7:</p> <p>Maximize Instructional Time</p>	<p>*For Level 4 and much of the Level 3 evidence is observed during the year and additionally is highly effective at maximizing instructional time</p> <p>**For Level 4 and much of the Level 3 evidence is observed during the year and additionally routines, transitions, and procedures are well-executed and all students know what they are supposed to be doing and when without any prompting from the teacher.</p> <p>***For Level 4 and much of the Level 3 evidence is observed during the year and additionally students are always engaged in meaningful work while waiting for the teacher (for example, during attendance).</p> <p>****For Level 4 and much of the Level 3 evidence is observed during the year and additionally students share responsibility for operations and routines and work well together to accomplish these tasks.</p> <p>*****For Level 4 and much of the Level 3 evidence is observed during the year and additionally all students are on-task and follow instructions of teacher without any prompting from the teacher.</p> <p>*****For Level 4 and much of the Level 3 evidence is observed during the year and</p>	<p>2.7.1 Teacher is consistently effective at maximizing instructional time.</p> <p>2.7.2 Class consistently starts on-time.</p> <p>2.7.3 Routines, transitions, and procedures are consistently well-executed and students know what they are supposed to be doing with minimal prompting from the teacher.</p> <p>2.7.4 Students are consistently engaged in meaningful work.</p> <p>2.7.5 Teacher consistently delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective.</p> <p>2.7.6 Almost all students are consistently on-task and follow instructions of teacher without much prompting.</p> <p>2.7.7 Disruptive behaviors and off-task conversations are rare and when they occur, they are consistently or almost always addressed without major interruption to the lesson.</p>	<p>2.7.1 Teacher occasionally needs improvement at maximizing instructional time.</p> <p>2.7.2 Class may occasionally start a few minutes late.</p> <p>2.7.3 Routines, transitions, and procedures are occasionally well-executed and students occasionally know what they are supposed to be doing with minimal prompting from the teacher.</p> <p>2.7.4 There is occasionally a period of time when students are left without meaningful work to keep them engaged.</p> <p>2.7.5 Teacher occasionally may delegate lesson time inappropriately between parts of the lesson.</p> <p>2.7.6 Occasional prompting from the teacher is necessary for students to follow instructions and remain on-task.</p> <p>2.7.7 Disruptive behaviors and off-task conversations occasionally occur and occasionally they may not be addressed in the most effective manner and teacher may occasionally have to stop the lesson frequently to address the problem.</p>	<p>2.7.1 Teacher is rarely or never maximizing instructional time.</p> <p>2.7.2 Class rarely or never starts on time.</p> <p>2.7.3 Routines, transitions, and procedures are rarely or never well-executed and students rarely or never know what they are supposed to be doing even when prompted from the teacher.</p> <p>2.7.4 There are significant periods of time in which students are rarely or never engaged in meaningful work.</p> <p>2.7.5 Teacher wastes significant time between parts of the lesson due to classroom management.</p> <p>2.7.6 Even with significant prompting, students rarely or never follow directions and are off-task.</p> <p>2.7.7 Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson to address the problems.</p>

	<p>Additionally disruptive behaviors and off-task conversations are rare, but when they occur, they are always addressed without major interruption to the lesson.</p>			
Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.8: Create Classroom Culture of Respect and Collaboration</p>	<p>*For Level 4 and much of the Level 3 evidence is observed during the year and additionally students are invested in the well being of their peers as evidenced by unprompted collaboration and assistance.</p> <p>**For Level 4 and much of the Level 3 evidence is observed during the year and additionally students model effectively positive character and behavior and discourage negative behavior amongst themselves.</p>	<p>2.8.1 Teacher is consistently effective at creating a classroom culture of respect and collaboration.</p> <p>2.8.2 Teacher consistently models respect to other staff and students.</p> <p>2.8.3 Students are consistently given opportunities to collaborate and encourage each other in the learning process.</p> <p>2.8.4 Teacher consistently reinforces positive character and behavior and consistently uses consequences appropriately to discourage negative behavior.</p> <p>2.8.5 Teacher consistently has good rapport with students, and shows genuine interest in their thoughts and opinions.</p>	<p>2.8.1 Teacher occasionally is effective at creating a classroom culture of respect and collaboration.</p> <p>2.8.2 Teacher occasionally models respect to other staff and students.</p> <p>2.8.3 Students are occasionally given opportunities to collaborate and may not always be supported by the teacher in order to be successful in their attempts.</p> <p>2.8.4 Teacher occasionally reinforces positive character and behavior and occasionally uses consequences appropriately to discourage negative behavior.</p> <p>2.8.5 Teacher occasionally has good rapport with students, and occasionally shows genuine interest in their thoughts and opinions.</p>	<p>2.8.1 Teacher rarely or never creates a classroom culture of respect and collaboration.</p> <p>2.8.2 Students are frequently or always disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior.</p> <p>2.8.3 Students are rarely or never given many opportunities to collaborate and rarely or never given teacher support.</p> <p>2.8.4 Teacher rarely or never reinforces positive character and behavior and rarely or never uses consequences appropriately to discourage negative behavior.</p> <p>2.8.5 Teacher rarely or never has good rapport with students, and rarely or never shows genuine interest in their thoughts and opinions.</p>

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Set High Expectations for Academic Success Competency 2.9:	*For Level 4 and much of the Level 3 evidence is observed during the year and additionally is extremely highly effective at setting high expectations for academic success. **For Level 4 and much of the Level 3 evidence is observed during the year and additionally demonstrates extremely high academic expectations for students.	2.9.1 Teacher is consistently effective at setting high expectations for academic success. 2.9.2 Teacher consistently sets high expectations for students of all levels. 2.9.3 Students are consistently invested in their work and value academic success as evidenced by their effort and quality of their work. 2.9.4 The classroom is consistently a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly). 2.9.5 Teacher consistently celebrates and praises academic work of all students. 2.9.6 High quality work of all students is consistently displayed in the classroom.	2.9.1 Teacher occasionally sets high expectations for academic success. 2.9.2 Teacher occasionally sets high expectations for some, but not other students. 2.9.3 Students occasionally are invested in their work, but may spend time off-task or give up when work is challenging. 2.9.4 Some students occasionally are afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily). 2.9.5 Teacher occasionally praises the academic work of some students, but not others. 2.9.6 High quality work of a few students occasionally may be displayed in the classroom.	2.9.1 Teacher rarely or never sets high expectations for student success. 2.9.2 Teacher rarely or never sets high expectations for students. 2.9.3 Students rarely or ever are invested in their work, but spend a lot time off-task or usually or always give up when work is challenging. 2.9.4 Students rarely or never take on challenges and risk failure due to frequently discouraging comments from the teacher or peers. 2.9.5 Teacher rarely or never praises academic work or good behavior for any students. 2.9.6 High quality work is rarely or never displayed in the classroom.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.10</p> <p>Classroom Management</p>	<p>*For Level 4 and much of the Level 3 evidence is observed during the year and additionally is highly effective at setting high expectations for academic success.</p> <p>** For Level 4 and much of the Level 3 evidence is observed during the year and additionally fulfills all the criteria for Level 3 as observed during the year and additionally monitoring of student behaviors is subtle and preventive while most of the time the students monitor their own and their peer's behavior, correcting one and another respectfully.</p>	<p>2.10.1 Students are consistently well-behaved and on task.</p> <p>2.1.0 .2 Teacher and students consistently establish clear class rules for learning and behavior.</p> <p>2.10.3 Teacher consistently is alert to student behavior.</p> <p>2.10.4 Teacher consistently responds to misbehaviors in an appropriate manner.</p> <p>2.10.5 Teacher consistently uses several appropriate techniques to maintain appropriate behaviors.</p>	<p>2.10.1 Students are occasionally well-behaved and on task.</p> <p>2.1.0 .2 Teacher and students occasionally establish clear class rules for learning and behavior.</p> <p>2.10.3 Teacher occasionally is alert to student behavior.</p> <p>2.10.4 Teacher occasionally responds to misbehaviors in an appropriate manner.</p> <p>2.10.5 Teacher occasionally uses several appropriate techniques to maintain appropriate behaviors.</p>	<p>2.10.1 Students are rarely or never well-behaved and/or on task.</p> <p>2.1.0 .2 Teacher and students rarely or never establish clear class rules for learning and behavior.</p> <p>2.10.3 Teacher rarely or never is alert to student behavior.</p> <p>2.10.4 Teacher rarely or never responds to misbehaviors in an appropriate manner.</p> <p>2.10.5 Teacher rarely or never uses several appropriate techniques to maintain appropriate behaviors.</p>

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.11</p>	<p>*For Level 4 and much of the Level 3 evidence is observed during the year and additionally students are productively engaged at all times with students assuming responsibility for productivity.</p> <p>**For Level 4 and much of the Level 3 evidence is observed during the year and additionally students assume appropriate responsibility for the efficient and smooth operation of the classroom.</p> <p>***For Level 4 and much of the Level 3 evidence is observed during the year and additionally makes sure all learning is equally accessible to all students.</p>	<p>2.11.1 Small group work is consistently well organized and students are consistently productively engaged in learning while unsupervised by the teacher.</p> <p>2.1.1.2 Transitions consistently occur with no loss of instructional time.</p> <p>2.11.3 Routines for handling materials and supplies occur consistently with little or no loss of instructional time.</p> <p>2.11.4 The classroom is consistently safe and learning is consistently accessible to all students.</p>	<p>2.11.1 Small group work is occasionally well organized and students are usually productively engaged in learning while unsupervised by the teacher.</p> <p>2.1.1.2 Transitions occasionally occur with limited loss of instructional time.</p> <p>2.11.3 Routines for handling materials and supplies occur occasionally with little loss of instructional time.</p> <p>2.11.4 The classroom is occasionally safe and learning is usually accessible to all students.</p>	<p>2.11.1 Small group work is rarely or never well organized and students are rarely or never productively engaged in learning while unsupervised by the teacher.</p> <p>2.1.1.2 Transitions rarely or never occur with limited loss of instructional time.</p> <p>2.11.3 Routines for handling materials and supplies occur rarely or never with a great amount of instructional time loss.</p> <p>2.11.4 The classroom is rarely or never safe and learning is rarely or never accessible to all students.</p>
<p>Classroom Procedures</p>				

DOMAIN 3: Teacher Leadership

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1 Contribute to School Culture	<p>*At Level 4, a teacher fulfills the criteria for Level 3 and additionally seeks out leadership roles.</p> <p>** At Level 4, a teacher fulfills the criteria for Level 3 and additionally goes above and beyond in dedicating time for students and peers outside of class.</p>	<p>3.1.1 Teacher consistently contributes ideas and expertise to further the school's mission and initiatives.</p> <p>3.1.2 Teacher consistently dedicates time efficiently, when needed, to helping students and peers outside of class.</p>	<p>3.1.1 Teacher occasionally contributes ideas and expertise to further the school's mission and initiatives.</p> <p>3.1.2 Teacher occasionally dedicates time efficiently, when needed, to helping students and peers outside of class.</p>	<p>3.1.1 Teacher rarely or never contributes ideas and expertise to further the school's mission and initiatives.</p> <p>3.1.2 Teacher rarely or never dedicates time efficiently, when needed, to helping students and peers outside of class.</p>
3.2 Collaborate with Peers	<p>*At Level 4, a teacher fulfills the criteria for Level 3 and additionally goes above and beyond in seeking out opportunities to collaborate.</p> <p>** At Level 4, a teacher fulfills the criteria for Level 3 and additionally coaches peers through difficult situations.</p> <p>*** At Level 4, a teacher fulfills the criteria for Level 3 and additionally takes on leadership roles within collaborative groups such as Professional Learning Communities.</p>	<p>3.2.1 Teacher consistently seeks out and participates in regular opportunities to work with and learn from others.</p> <p>3.2.2 Teacher consistently asks for assistance, when needed, and provides assistance to others in need.</p>	<p>3.2.1 Teacher occasionally seek out and participate in regular opportunities to work with and learn from others.</p> <p>3.2.2 Teacher will occasionally ask for assistance, when needed, and provide assistance to others in need.</p>	<p>3.2.1 Teacher rarely or never seeks out and /or participates in regular opportunities to work with and learn from others.</p> <p>3.2.2 Teacher rarely or never asks for assistance, when needed, and rarely or never provides assistance to others in need.</p>
3.3 Seek Professional Skills and Knowledge	<p>*At Level 4, a teacher fulfills the criteria for Level 3 and additionally regularly shares newly learned knowledge and practices with others.</p> <p>** At Level 4, a teacher fulfills the criteria for Level 3 and additionally seeks out opportunities to lead professional development sessions.</p>	<p>3.3.1 Teacher consistently pursues opportunities to improve knowledge and practice.</p> <p>3.3.2 Teacher consistently seeks out ways to implement new practices into instruction, where applicable.</p> <p>3.3.3 Teacher consistently welcomes constructive feedback to improve practices.</p>	<p>3.3.1 Teacher occasionally pursues opportunities to improve knowledge and practice.</p> <p>3.3.2 Teacher occasionally seeks out ways to implement new practices into instruction, where applicable.</p> <p>3.3.3 Teacher occasionally welcomes constructive feedback to improve practices.</p>	<p>3.3.1 Teacher will rarely or never pursue opportunities to improve knowledge and practice.</p> <p>3.3.2 Teacher rarely or never seeks out ways to implement new practices into instruction, where applicable.</p> <p>3.3.3 Teacher rarely or never welcomes constructive feedback to improve practices.</p>

<p>3.4</p> <p>Advocate for Student Success</p>	<p>*At Level 4, a teacher fulfills the criteria for Level 3 and additionally displays commitment to the education of all the students in the school.</p> <p>**At Level 4, a teacher fulfills the criteria for Level 3 and additionally makes changes and take risks to ensure student success.</p>	<p>3.4.1 Teacher consistently displays commitment to the education of all his/her students.</p> <p>3.4.2 Teacher consistently attempts to remedy obstacles around student achievement.</p> <p>3.4.3 Teacher consistently advocates for students' individualized needs.</p>	<p>3.4.1 Teacher occasionally displays commitment to the education of all his/her students.</p> <p>3.4.2 Teacher occasionally attempts to remedy obstacles around student achievement.</p> <p>3.4.3 Teacher occasionally advocates for students' individualized needs.</p>	<p>3.4.1 Teacher rarely or never displays commitment to the education of all his/her students.</p> <p>3.4.2 Teacher rarely or never attempts to remedy obstacles around student achievement.</p> <p>3.4.3 Teacher rarely or never advocates for students' individualized needs.</p>
<p>3.5</p> <p>Engage Families in Student Learning</p>	<p>*At Level 4, a teacher fulfills the criteria for Level 3 and additionally strives to form relationships in which parents are given ample opportunity to participate in student learning.</p> <p>**At Level 4, a teacher fulfills the criteria for Level 3 and additionally is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events.</p>	<p>3.5.1 Teacher consistently reaches out to parents in a variety of ways to engage them in student learning.</p> <p>3.5.2 Teacher consistently responds promptly to contact from parents.</p> <p>3.5.3 Teacher consistently engages in all forms of parent outreach required by the school.</p>	<p>3.5.1 Teacher occasionally reaches out to parents in a variety of ways to engage them in student learning.</p> <p>3.5.2 Teacher occasionally responds promptly to contact from parents.</p> <p>3.5.3 Teacher occasionally engages in all forms of parent outreach required by the school.</p>	<p>3.5.1 Teacher rarely or never reaches out to parents in a variety of ways to engage them in student learning.</p> <p>3.5.2 Teacher rarely or never responds promptly to contact from parents.</p> <p>3.5.3 Teacher rarely or never engages in any form of parent outreach required by the school.</p>

Core Professionalism Rubric

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

Indicator	WEIGHT SCALE	Does Not Meet Standard	Meets Standard	Guidelines
1 Attendance / On-Time Arrival	.50	Individual demonstrates a pattern of unexcused absences * Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused absences* 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)	Greater than 63 hours sick or unexcused (Non-FLMA Days within the evaluation cycle in the current school year. Greater than 5 days tardy of 10 minutes or more within the evaluation cycle in the current school year.
2 Policies and Guidelines/ District Core Values	.50	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 failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner and/or demonstrate the District Core Values	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner and/or demonstrating the District Core Values	Received 4 minor or 2 major infractions with written documentation within the evaluation cycle in the current school year. Follows and reinforces the District Core Values of Excellence Scholarship Courage Respect

Appendix G

Instructional Coach /

Interventionist Coordinator

Effectiveness Rubric



Indianapolis Public School

Instructional Coach / Interventionist Coordinator

Effectiveness

Rubric

(Modified July 2013)

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IPPS

Instructional Coach/Interventionist Coordinator Evaluation Domain Rubrics

Domain 1: Purposeful planning

COMPONENT	Highly effective (4)	Effective (3)	Improvement Necessary(2)	Ineffective (1)
1.1 Demonstrates Knowledge of Resources including technology	<p>* At Level 4, fulfills most of the criteria for Level 3 and additionally utilizes curriculum and instructional resources beyond the district level including current trends.</p> <p>** At Level 4, fulfills most of the criteria for Level 3 and additionally accesses and uses resources outside of the district for teachers and students through professional development and instructional planning.</p> <p>*** At Level 4, fulfills most of the criteria for Level 3 and additionally disseminates outside resources beyond school and district resources for teachers and students.</p>	<p>1.1.1 Consistently utilizes school and district instructional and/or curriculum resources.</p> <p>1.1.2 Consistently accesses and uses district resources for teachers and students through professional development and instructional planning.</p> <p>1.1.3 Consistently disseminates resources for teachers, students and parents.</p> <p>1.1.4 Consistently identifies research based practices and materials for classroom instruction.</p>	<p>1.1.1 Occasionally utilizes school and district instructional and/or curriculum resources.</p> <p>1.1.2 Occasionally accesses and uses district resources for teachers and students through professional development and instructional planning.</p> <p>1.1.3 Occasionally disseminates resources for teachers, students and parents.</p> <p>1.1.4 Occasionally identifies research based practices and materials for classroom instruction.</p>	<p>1.1.1 Rarely or never or never utilizes school and district instructional and/or curriculum resources.</p> <p>1.1.2 Rarely or never or never accesses and uses district resources for teachers and students through professional development and instructional planning.</p> <p>1.1.3 Rarely or never disseminates resources for teachers, students and parents.</p> <p>1.1.4 Rarely or never identifies research based practices and materials for classroom instruction.</p>
1.2 Tracks and analyzes student data to make curricular decisions.	<p>* At Level 4, fulfills most of the criteria for Level 3 and additionally participates in 8-Step, PLCs and/or Response to Instruction (RtI) data discussions to help adjust student instruction.</p> <p>** At Level 4, fulfills most of the criteria for Level 3 and additionally facilitates the teachers' understanding of data to help improve instruction on a regular basis.</p>	<p>1.2.1 Consistently uses data in instructional planning, curriculum and coaching decisions.</p> <p>1.2.2 Consistently collaborates with teachers to develop and support targeted interventions used in the Response to Instruction (RtI) process.</p> <p>1.2.3 Consistently analyzes data with teachers to plan targeted interventions for students.</p>	<p>1.2.1 Occasionally uses data in instructional planning, curriculum and coaching decisions.</p> <p>1.2.2 Occasionally collaborates with teachers to develop and support targeted interventions used in the Response to Instruction (RtI) process.</p> <p>1.2.3 Occasionally analyzes data with teachers to plan targeted interventions for students.</p>	<p>1.2.1 Rarely or never uses data in instructional planning, curriculum and coaching decisions.</p> <p>1.2.2 Rarely or never collaborates with teachers to develop and support targeted interventions used in the Response to Instruction (RtI) process.</p> <p>1.2.3 Rarely or never analyzes data with teachers to plan targeted interventions for students.</p>

	** At Level 4, fulfills most of the criteria for Level 3 and additionally collaborates with administration and building staff to use data to identify an instructional focus.	1.2.4 Consistently uses multiple sources of data information to guide instruction for students. 1.2.5 Consistently facilitates the teachers' understanding of data to help improve instruction.	1.2.4 Occasionally uses multiple sources of data information to guide instruction for students. 1.2.5 Occasionally facilitates the teachers' understanding of data to help improve instruction.	1.2.4 Rarely or never uses multiple sources of data information to guide instruction for students. 1.2.5 Rarely or never facilitates the teachers' understanding of data to help improve instruction.
1.3 Implementation and Support of District Managed Curriculum	* At Level 4, fulfills most of the criteria for Level 3 and additionally provides guidance and resources for unpacking the Common Core Standards, Indiana Academic Standards and/or Foundational Standards.	1.3.1 Consistently demonstrates knowledge of Common Core Standards, Indiana Academic Standards and/or Foundational Standards. 1.3.2 Consistently works with teachers to facilitate the understanding and implementation of the Common Core Standards, Indiana Academic Standards and/or Foundational Standards. 1.3.3 Consistently supports the implementation of district adopted core curriculum.	1.3.1 Occasionally demonstrates knowledge of Common Core Standards, Indiana Academic Standards and/or Foundational Standards. 1.3.2 Occasionally works with teachers to facilitate the understanding and implementation of the Common Core Standards, Indiana Academic Standards and/or Foundational Standards. 1.3.3 Occasionally supports the implementation of district adopted core curriculum.	1.3.1 Rarely or never demonstrates knowledge of Common Core Standards, Indiana Academic Standards and/or Foundational Standards. 1.3.2 Rarely or never works with teachers to facilitate the understanding and implementation of the Common Core Standards, Indiana Academic Standards and/or Foundational Standards. 1.3.3 Rarely or never supports the implementation of district adopted core curriculum.
1.4 Planning Effective Classroom Instruction	* At Level 4, fulfills most of the criteria for Level 3 and additionally supports and collaborates with teachers to incorporate current trends and technology in lesson design.	1.4.1 Consistently collaborates with teachers to plan effective classroom lessons based on the district curriculum and pacing guides. 1.4.2 Consistently supports teachers in the vertical articulation of the curriculum. 1.4.3 Consistently collaborates with teachers to design differentiated lessons to meet the needs of all students.	1.4.1 Occasionally collaborates with teachers to plan effective classroom lessons based on the district curriculum and pacing guides. 1.4.2 Occasionally supports teachers in the vertical articulation of the curriculum. 1.4.3 Occasionally collaborates with teachers to design differentiated lessons to meet the needs of all students.	1.4.1 Rarely or never collaborates with teachers to plan effective classroom lessons based on the district curriculum and pacing guides. 1.4.2 Rarely or never supports teachers in the vertical articulation of the curriculum. 1.4.3 Rarely or never collaborates with teachers to design differentiated lessons to meet the needs of all students.
1.5	* At Level 4, fulfills most of the criteria for Level 3 and additionally provides staff development sessions	1.5.1 Consistently articulates Common Core, Indiana State Standards or Foundational	1.5.1 Occasionally articulates Common Core, Indiana State Standards or Foundational	1.5.1 Rarely or never articulates Common Core, Indiana State Standards or Foundational

<p>Demonstrates Knowledge of Common Core Standards, Indiana State Standards, Foundational Standards, IPS Curriculum and Pacing Guides</p>	<p>on Common Core Standards or Foundational Standards and their relationship to curriculum and quality instruction.</p> <p>** At Level 4, fulfills most of the criteria for Level 3 and additionally consistently supports individual teachers in their professional growth of Common Core, State Standards, pacing guides and/or Foundational Standards.</p>	<p>Standards in instructional planning and/or staff development.</p> <p>1.5.2 Consistently demonstrates knowledge of and reinforces the alignment of instruction to Common Core, Indiana State Standards, pacing guides or Foundational Standards.</p>	<p>Standards in instructional planning and/or staff development.</p> <p>1.5.2 Occasionally demonstrates knowledge of and reinforces the alignment of instruction to Common Core, Indiana State Standards, pacing guides or Foundational Standards.</p>	<p>Standards in instructional planning and/or staff development.</p> <p>1.5.2 Rarely or never demonstrates knowledge of and reinforces the alignment of instruction to Common Core, Indiana State Standards, pacing guides or Foundational Standards.</p>
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Domain 2: Effective Instruction

COMPONENT	Highly effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.1</p> <p>Demonstrates the Delivery of Rigorous and Effective Instruction</p>	<p>* At Level 4, fulfills most of the criteria for Level 3 and additionally takes a leadership role in facilitating, supporting, articulating and integrating best practices in instructional delivery to promote academic achievement and/or behavior growth.</p> <p>** At Level 4, fulfills most of the criteria for Level 3 and additionally supports the development of a teacher's ability to implement, differentiate and reflect to achieve rigorous effective instruction.</p>	<p>2.1.1 Consistently models and/or reinforces Bloom's taxonomy/Depth of Knowledge through delivery of instruction to achieve higher level of inquiry and questioning.</p> <p>2.1.2 Consistently models and/or reinforces the use of differentiated instruction based on individual student needs.</p> <p>2.1.3 Consistently models and/or reinforces the delivery of rigorous effective instruction and/or behavior interventions.</p>	<p>2.1.1 Occasionally models and/or reinforces Bloom's taxonomy/Depth of Knowledge through delivery of instruction to achieve higher level of inquiry and questioning.</p> <p>2.1.2 Occasionally models and/or reinforces the use of differentiated instruction based on individual student needs.</p> <p>2.1.3 Occasionally models and/or reinforces the delivery of rigorous effective instruction and/or behavior interventions.</p>	<p>2.1.1 Rarely or never models and/or reinforces Bloom's taxonomy/Depth of Knowledge through delivery of instruction to achieve higher level of inquiry and questioning.</p> <p>2.1.2 Rarely or never models and/or reinforces the use of differentiated instruction based on individual student needs.</p> <p>2.1.3 Rarely or never models and/or reinforces the delivery of rigorous effective instruction and/or behavior interventions.</p>
<p>2.2</p> <p>Demonstrates that data drives instruction through the cycle of assessment and instruction</p>	<p>* At Level 4, fulfills most of the criteria for Level 3 and additionally facilitates professional learning experiences that teach teachers and/or administrators how to access, organize and display data to make instructional decisions.</p> <p>** At Level 4, fulfills most of the criteria for Level 3 and additionally engages teachers in self-reflection in the adjustment of their instruction based upon ongoing data.</p>	<p>2.2.1 Consistently supports teachers in the use of appropriate assessment instruments to develop and monitor instructional and/or behavioral goals.</p> <p>2.2.2 Consistently utilizes instructional and/or behavioral data in order to support teachers in data analysis and instructional decision-making.</p> <p>2.2.3 Consistently provides multiple examples of formal and informal assessments.</p>	<p>2.2.1 Occasionally supports teachers in the use of appropriate assessment instruments to develop and monitor instructional and/or behavioral goals.</p> <p>2.2.2 Occasionally utilizes instructional and/or behavioral data in order to support teachers in data analysis and instructional decision making.</p> <p>2.2.3 Occasionally provides multiple examples of formal and informal assessments.</p>	<p>2.2.1 Rarely or never supports teachers in the use of appropriate assessment instruments to develop and monitor instructional and/or behavioral goals.</p> <p>2.2.2 Rarely or never utilizes instructional and/or behavioral data in order to support teachers in data analysis and instructional decision making.</p> <p>2.2.3 Rarely or never provides multiple examples of formal and informal assessments.</p>

<p>2.3</p> <p>Supports Teachers in the Consistent Utilization of Effective Procedures</p>	<p>* At Level 4, fulfills most of the criteria for Level 3 and additionally continually searches for new researched based strategies (current trends) and shares it with staff.</p> <p>** At Level 4, fulfills most of the criteria for Level 3 and additionally maintains and promotes an active Community Group on IPS On-Line of resources for Best Practices for teachers to access.</p> <p>*** At Level 4, fulfills most of the criteria for Level 3 and additionally provides monthly updates of new resources available on effective classroom practices to teachers and administrators.</p>	<p>2.3.1 Consistently models research-based instructional strategies and procedures.</p> <p>2.3.2 Consistently supports the RTI process and supports teachers in its implementation.</p> <p>2.3.3 Consistently supports teachers in knowing the learner by using learning styles, interest inventories, informal assessments or other tools.</p> <p>2.3.4 Consistently supports teachers in the utilization of available classroom technology.</p>	<p>2.3.1 Occasionally models research-based instructional strategies and procedures.</p> <p>2.3.2 Occasionally supports the RTI process and supports teachers in its implementation.</p> <p>2.3.3 Occasionally supports teachers in knowing the learner by using learning styles, interest inventories, informal assessments or other tools.</p> <p>2.3.4 Occasionally supports teachers in the utilization of available classroom technology.</p>	<p>2.3.1 Rarely or never models research-based instructional strategies and procedures.</p> <p>2.3.2 Rarely or never supports the RTI process and supports teachers in its implementation.</p> <p>2.3.3 Rarely or never supports teachers in knowing the learner by using learning styles, interest inventories, informal assessments or other tools.</p> <p>2.3.4 Rarely or never supports teachers in the utilization of available classroom technology.</p>
<p>2.4</p> <p>Works with Teachers to Foster a Culture for Learning with High Expectations for Academic Success-Rigor</p>	<p>* At Level 4, fulfills most of the criteria for Level 3 and additionally utilizes higher level questioning with teachers to develop self-reflection skills in order to progress in increasing the rigor of instruction.</p> <p>** At Level 4, fulfills most of the criteria for Level 3 and additionally facilitates grade level teams in collaborative discussions to review what actually occurs during classroom instruction and determine if alignment to standards is evident and identify ways to exceed the standards.</p>	<p>2.4.1 Consistently promotes high expectations for all learners through discussion.</p> <p>2.4.2 Consistently collaborates with teachers to develop quality instructional goals and activities, which convey high expectations for student achievement.</p> <p>2.4.3 Consistently collaborates with teachers in the design and implementation of differentiated instruction to meet the needs of all learners.</p> <p>2.4.4 Consistently shares with teachers how to access the curriculum via multiple pathways of learning, including accommodations.</p>	<p>2.4.1 Occasionally promotes high expectations for all learners through discussion.</p> <p>2.4.2 Occasionally collaborates with teachers to develop quality instructional goals and activities, which convey high expectations for student achievement.</p> <p>2.4.3 Occasionally collaborates with teachers in the design and implementation of differentiated instruction to meet the needs of all learners.</p> <p>2.4.4 Occasionally shares with teachers how to access the curriculum via multiple pathways of learning, including accommodations.</p>	<p>2.4.1 Rarely or never promotes high expectations for all learners through discussion.</p> <p>2.4.2 Rarely or never collaborates with teachers to develop quality instructional goals and activities, which convey high expectations for student achievement.</p> <p>2.4.3 Rarely or never collaborates with teachers in the design and implementation of differentiated instruction to meet the needs of all learners.</p> <p>2.4.4 Rarely or never shares with teachers how to access the curriculum via multiple pathways of learning, including accommodations.</p>

<p>2.5 Supporting Teachers in engaging students in Academic Content</p>	<p>* At Level 4, fulfills most of the criteria for Level 3 and additionally supports teachers in developing instructional skills to provide meaningful work/activities for students who complete tasks at a different pace.</p> <p>** At Level 4, fulfills most of the criteria for Level 3 and additionally provides teachers with lesson examples taking into consideration students' age, grade and developmental skill level.</p>	<p>2.5.1 Consistently supports and/or models strategies, including appropriate pacing of instruction, to promote and/or increase student engagement.</p> <p>2.5.2 Consistently utilizes various forms of technology to enhance engagement such as iPods/and computers.</p> <p>2.5.3 Consistently supports teachers in identifying appropriate accommodations and modifications necessary for maximum engagement and academic growth.</p> <p>2.5.4 Consistently provides and or models examples of scaffolding and differentiated instruction in content, process and product.</p>	<p>2.5.1 Occasionally supports and/or models strategies, including appropriate pacing of instruction, to promote and/or increase student engagement.</p> <p>2.5.2 Occasionally utilizes various forms of technology to enhance engagement such as iPods/and computers.</p> <p>2.5.3 Occasionally supports teachers in identifying appropriate accommodations and modifications necessary for maximum engagement and academic growth.</p> <p>2.5.4 Occasionally provides and or models examples of scaffolding and differentiated instruction in content, process and product.</p>	<p>2.5.1 Rarely or never supports and/or models strategies, including appropriate pacing of instruction, to promote and/or increase student engagement.</p> <p>2.5.2 Rarely or never utilizes various forms of technology to enhance engagement such as iPods/and computers.</p> <p>2.5.3 Rarely or never supports teachers in identifying appropriate accommodations and modifications necessary for maximum engagement and academic growth.</p> <p>2.5.4 Rarely or never provides and or models examples of scaffolding and differentiated instruction in content, process and product.</p>
<p>2.6 Supports a Culture for Adult Learning</p>	<p>* At Level 4, fulfills most of the criteria for Level 3 and additionally facilitates building or district level book study, and or leadership team.</p>	<p>2.6.1 Consistently supports instruction through appropriate staff development, respectful interactions, and appropriate planning.</p> <p>2.6.2 Consistently displays solid understanding of varied adult approaches to learning such as learning styles, modalities and strength-based support</p> <p>2.6.3 Consistently provides interventions and resources to identified teachers to support and improve their pedagogy.</p>	<p>2.6.1 Occasionally supports instruction through appropriate staff development, respectful interactions, and appropriate planning.</p> <p>2.6.2 Occasionally displays solid understanding of varied adult approaches to learning such as learning styles, modalities and strength-based support</p> <p>2.6.3 Occasionally provides interventions and resources to identified teachers to support and improve their pedagogy.</p>	<p>2.6.1 Rarely or never supports instruction through appropriate staff development, respectful interactions, and appropriate planning.</p> <p>2.6.2 Rarely or never displays solid understanding of varied adult approaches to learning such as learning styles, modalities and strength-based support</p> <p>2.6.3 Rarely or never provides interventions and resources to identified teachers to support and improve their pedagogy.</p>

<p>2.7</p> <p>Demonstrates Flexibility and Responsiveness</p>	<p>*At Level 4, fulfills most of the criteria for Level 3 and additionally is proactive and anticipates areas of concern and is quick to respond to building, staff and district concerns</p>	<p>2.7.1 Consistently demonstrates a flexible and timely response to staff, building and/or district needs.</p> <p>2.7.2 Consistently develops and communicates an appropriate plan of response and monitors implementation with fidelity.</p>	<p>2.7.1 Occasionally demonstrates a flexible and timely response to staff, building and/or district needs.</p> <p>2.7.2 Occasionally develops and communicates an appropriate plan of response and monitors implementation with fidelity.</p>	<p>2.7.1 Rarely or never demonstrates a flexible and timely response to staff, building and/or district needs.</p> <p>2.7.2 Rarely or never develops and communicates an appropriate plan of response and monitors implementation with fidelity.</p>
<p>2.8</p> <p>Clearly communicates to all stakeholders</p>	<p>*At Level 4, fulfills most of the criteria for Level 3 and additionally ensures that all communications are clear, correct and expressive with well-chosen and appropriate vocabulary.</p> <p>**At Level 4, fulfills most of the criteria for Level 3 and additionally ensures that all participants have a voice in discussions.</p>	<p>2.8.1 Consistently communicates with staff or parents through various mediums (such as phone calls, emails, meetings, or home visits).</p> <p>2.8.2 Consistently communicates in a clear, concise and well organized manner.</p> <p>2.8.3 Consistently maintains an inclusive manner and approach with staff, students, and parents.</p>	<p>2.8.1 Occasionally communicates with staff or parents through various mediums (such as phone calls, emails, texts, meetings, or home visits).</p> <p>2.8.2 Occasionally communicates in a clear, concise and well organized manner.</p> <p>2.8.3 Occasionally maintains an inclusive manner and approach with staff, students, and parents.</p>	<p>2.8.1 Rarely or never communicates with staff or parents through various mediums (such as phone calls, emails, texts, meetings, or home visits).</p> <p>2.8.2 Rarely or never communicates in a clear, concise and well organized manner.</p> <p>2.8.3 Rarely or never maintains an inclusive manner and approach with staff, students, and parents.</p>

Domain 3: Leadership

COMPONENT	Highly effective	Effective	Improvement Necessary	Ineffective
<p>3.1</p> <p>Grows and Develops Professionally</p>	<p>*At Level 4, fulfills most of the criteria for Level 3 and additionally participates in professional development activities outside the district and/or completes online or course work.</p> <p>**At Level 4, fulfills most of the criteria for Level 3 and additionally takes a leadership role in establishing professional learning communities around topics which include academic and behavior strategies.</p>	<p>3.1.1 Consistently participates in professional development activities at the building and/or district level.</p> <p>3.1.2 Consistently collaborates with colleagues.</p> <p>3.1.3 Consistently participates in professional learning communities at the building and/or district level (for example: IPS Online, RtI, Staffing, M-Team, Learning Logs).</p>	<p>3.1.1 Occasionally participates in professional development activities at the building and/or district level.</p> <p>3.1.2 Occasionally collaborates with colleagues.</p> <p>3.1.3 Occasionally participates in professional learning communities at the building and/or district level (for example: IPS Online, RtI, Staffing, M-Team, Learning Logs).</p>	<p>3.1.1 Rarely or never participates in professional development activities at the building and/or district level.</p> <p>3.1.2 Rarely or never collaborates with colleagues.</p> <p>3.1.3 Rarely or never participates in professional learning communities at the building and/or district level (for example: IPS Online, RtI, Staffing, M-Team, Learning Logs).</p>
<p>3.2</p> <p>Supports Personalized Professional Growth for Teachers</p>	<p>*At Level 4, fulfills most of the criteria for Level 3 and additionally leads others in their growth and utilization of new research-based interventions and/or Best Practices to improve student achievement.</p> <p>** At Level 4, fulfills most of the criteria for Level 3 and additionally regularly recommends professional growth opportunities outside the district</p> <p>*** At Level 4, fulfills most of the criteria for Level 3 and additionally supports the use of technology- based materials for instructional and/or behavior resources.</p>	<p>3.2.1 Consistently facilitates collaboration and reflection among staff.</p> <p>3.2.2 Consistently supports teachers in reflecting and understanding their instructional and/or behavioral practices in relation to improving student achievement.</p> <p>3.2.3 Consistently recommends professional growth opportunities within the district.</p>	<p>3.2.1 Occasionally facilitates collaboration and reflection among staff.</p> <p>3.2.2 Occasionally supports teachers in reflecting and understanding their instructional and/or behavioral practices in relation to improving student achievement.</p> <p>3.2.3 Occasionally recommends professional growth opportunities within the district.</p>	<p>3.2.1 Rarely or never facilitates collaboration and reflection among staff.</p> <p>3.2.2 Rarely or never supports teachers in reflecting and understanding their instructional and/or behavioral practices in relation to improving student achievement.</p> <p>3.2.3 Rarely or never recommends professional growth opportunities within the district</p>

<p>3.3</p> <p>Advocates for Student Success</p>	<p>** At Level 4, fulfills most of the criteria for Level 3 and additionally regularly collaborates with others to create opportunities to celebrate student success.</p>	<p>3.3.1 Consistently promotes and supports the belief that every student can demonstrate academic and behavioral growth.</p> <p>3.3.1 Consistently analyzes data to identify areas of student growth.</p> <p>3.3.2 Consistently works with teachers to provide students with instructional and/or behavioral accommodations and modifications.</p> <p>3.3.3 Consistently monitors that instructional and/or behavioral accommodations and modifications are implemented with fidelity.</p> <p>3.3.4 Consistently uses research-based interventions and/or Best Practices that align with District Culture Imperatives and Core Values.</p>	<p>3.3.1 Occasionally promotes and supports the belief that every student can demonstrate academic and behavioral growth.</p> <p>3.3.1 Occasionally analyzes data to identify areas of student growth.</p> <p>3.3.2 Occasionally works with teachers to provide students with instructional and/or behavioral accommodations and modifications.</p> <p>3.3.3 Occasionally monitors that instructional and/or behavioral accommodations and modifications are implemented with fidelity.</p> <p>3.3.4 Occasionally uses research-based interventions and/or Best Practices that align with District Culture Imperatives and Core Values.</p>	<p>3.3.1 Rarely or never promotes and supports the belief that every student can demonstrate academic and behavioral growth.</p> <p>3.3.1 Rarely or never analyzes data to identify areas of student growth.</p> <p>3.3.2 Rarely or never works with teachers to provide students with instructional and/or behavioral accommodations and modifications.</p> <p>3.3.3 Rarely or never monitors that instructional and/or behavioral accommodations and modifications are implemented with fidelity.</p> <p>3.3.4 Rarely or never uses research-based interventions and/or Best Practices that align with District Culture Imperatives and Core Values.</p>
<p>3.4</p> <p>Collaborate with peers</p>	<p>* At Level 4, fulfills most of the criteria for Level 3 and additionally seeks opportunities to facilitate collaboration among and between staff members across school communities</p> <p>** At Level 4, fulfills most of the criteria for Level 3 and additionally takes on additional committee roles, either district-wide or in the community.</p>	<p>3.4.1 Consistently creates opportunities for collaboration within and/or outside assigned role.</p> <p>3.4.2 Consistently participates in building and/or district level committees.</p> <p>3.4.3 Consistently supports school initiatives designed to improve student and school achievement.</p> <p>3.4.4 Consistently participates in position specific meeting.</p>	<p>3.4.1 Occasionally creates opportunities for collaboration within and/or outside assigned role.</p> <p>3.4.2 Occasionally participates in building and/or district level committees.</p> <p>3.4.3 Occasionally supports school initiatives designed to improve student and school achievement.</p> <p>3.4.4 Occasionally participates in position specific meetings.</p>	<p>3.4.1 Rarely or never creates opportunities for collaboration within and/or outside assigned role.</p> <p>3.4.2 Rarely or never participates in building and/or district level committees.</p> <p>3.4.3 Rarely or never supports school initiatives designed to improve student and school achievement.</p> <p>3.4.4 Rarely or never participates in position specific meetings.</p>

<p>3.5 Fosters Equitable Practices</p>	<p>* At Level 4, fulfills most of the criteria for Level 3 and additionally willingly participates in courageous conversations with administrators, teachers and/or peers.</p> <p>** At Level 4, fulfills most of the criteria for Level 3 and additionally initiates professional development for educators to meet the needs of diverse students.</p> <p>*** At Level 4, fulfills most of the criteria for Level 3 and additionally interactions with peers are respectful and considerate of cultural heritage.</p>	<p>3.5.1 Consistently challenges negative attitudes and behaviors.</p> <p>3.5.2 Consistently models equitable practices to all stakeholders.</p> <p>3.5.3 Consistently engages in collaborative decision making leading to equitable instructional practices.</p> <p>3.5.4 Consistently acknowledges and includes students' diversity in instructional planning and implementation.</p>	<p>3.5.1 Occasionally challenges negative attitudes and behaviors.</p> <p>3.5.2 Occasionally models equitable practices to all stakeholders.</p> <p>3.5.3 Occasionally engages in collaborative decision making leading to equitable instructional practices.</p> <p>3.5.4 Occasionally acknowledges and includes students' diversity in instructional planning and implementation.</p>	<p>3.5.1 Rarely or never challenges negative attitudes and behaviors.</p> <p>3.5.2 Rarely or never models equitable practices to all stakeholders.</p> <p>3.5.3 Rarely or never engages in collaborative decision making leading to equitable instructional practices.</p> <p>3.5.4 Rarely or never acknowledges and includes students' diversity in instructional planning and implementation.</p>
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Domain 4: Core Professionalism Rubric

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

Indicator	WEIGHT SCALE	Does Not Meet Standard	Meets Standard	Guidelines
Attendance / On-Time Arrival	<p align="center">.50</p>	Individual demonstrates a pattern of unexcused absences * Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused absences* 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)	Greater than 63 hours sick or unexcused (Non-FLMA Days within the evaluation cycle in the current school year. Greater than 5 days tardy of 10 minutes or more within the evaluation cycle in the current school year. Received 4 minor or 2 major infractions with written documentation within the evaluation cycle in the current school year.
Policies and Guidelines/ District Core Values	<p align="center">.50</p>	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 failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner and/or demonstrate the District Core Values	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner and/or demonstrating the District Core Values	Follows and reinforces the District Core Values of Excellence Scholarship Courage Respect

Appendix H
Media Specialist
Effectiveness Rubric



Indianapolis Public Schools Media Specialist Effectiveness Rubric

(Revised July 2013)

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IPS RISE

Media Specialist Evaluation Rubric

Domain 1: Purposeful Planning

Media Specialists work in collaboration with the classroom teacher to develop a rigorous curriculum relevant for all students. Additionally, Media Specialists will plan the library media program for the school.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.1 Demonstrating knowledge of literature and current trends in library practice and information technology</p>	<p>*Media Specialist fulfills most of the criteria for Level 3 and additionally draws on extensive professional resources. **Media Specialist fulfills most of the criteria for Level 3 and additionally demonstrates rich understanding of literature and of current trends in information technology. ***Media Specialist fulfills most of the criteria for Level 3 and additionally is fully aware of changes in library practice and is actively pursuing, implementing or further investigating these changes to see the benefit for the library. ****Media Specialist fulfills most of the criteria for Level 3 and additionally maintains a network of professional contacts and resources to stay current with</p>	<p>1.1.1 Media Specialist consistently demonstrates thorough knowledge of literature and of current trends in practice and information technology. 1.1.2Media Specialist maintains a professional network to stay current with trend, which includes reading current journals, blogs, and using social media.</p>	<p>1.1.1 Media Specialist occasionally demonstrates limited knowledge of literature and current trends in practice and information technology. 1.1.2 Media Specialist occasionally reads some literature to learn about current trends in library practice.</p>	<p>1.1.1 Media Specialist rarely or never demonstrates knowledge of literature and of current trends in practice and information technology. 1.1.2 Media Specialist rarely or never reads literature to learn about current trends in library practice.</p>

	trends (this includes reading current journals, blogs, and using social media) and shares with staff and students.		
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Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.2</p> <p>Establishing and successfully implementing goals for the school library program appropriate to the setting and the students served</p>	<p>*Media Specialist fulfills the criteria for Level 3 and additionally goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.</p> <p>** Media Specialist fulfills the criteria for Level 3 and additionally goals for the program are communicated with appropriate stakeholders with regular assessments to determine if goal is being met.</p>	<p>1.2.1 Media Specialist's goals for the media program are consistently clear and appropriate to the situation in the school and to the age of the students.</p> <p>1.2.2 The goal(s) for the program are consistently communicated with appropriate stakeholders.</p>	<p>1.2.1 Media Specialist's goals for the media program are rudimentary and are occasionally and partially suitable to the situation in the school and the age of the students.</p> <p>1.2.2 The goal(s) for the program is established but only occasionally it is communicated with appropriate stakeholders.</p>	<p>1.2.1 Media Specialist rarely or never has clear goals for the media program or they are rarely or never appropriate to either the situation in the school or the age of the students.</p> <p>1.2.2 The goal(s) for the program are rarely or never established but if established are rarely or never communicated with appropriate stakeholders.</p>
<p>1.3</p> <p>Demonstrating knowledge of resources, both within and beyond the school and district</p>	<p>-**Media Specialist fulfills the criteria for Level 3 and additionally shows extensive evidence of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.</p> <p>**Media Specialist fulfills the criteria for Level 3 and additionally uses many of resources such as interlibrary loan, internet sources, database</p>	<p>1.3.1 Media Specialist consistently shows evidence of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.</p>	<p>1.3.1 Media Specialist occasionally demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.</p>	<p>1.3.1 Media Specialist rarely or never demonstrates knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.</p>

sources, or the use of the public library collection to provide information for staff or students.			
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Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.4</p> <p>Developing and implementing a plan to evaluate the library program</p>	<p>-*Media Specialist fulfills the criteria for Level 3 and additionally the evaluation plan for media program is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.</p> <p>-**Media Specialist fulfills the criteria for Level 3 and additionally proactively responds to the evidence of the evaluation by using student and staff surveys, assessment documents, and statistical data.</p>	<p>1.4.1 Media Specialist's plan to evaluate the media program is consistently organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.</p> <p>1.4.2 Media Specialist annually administers a general program survey to multiple subgroups of stakeholders and also collects data about specific program elements or events.</p> <p>1.4.3 Media Specialist analyzes results and uses this information when planning the library media program.</p>	<p>1.4.1 Media Specialist has a rudimentary plan to evaluate the media program.</p> <p>1.4.2 Media Specialist annually administers a general program survey or uses other data-gathering methods. Efforts may only address one subgroup of stakeholders.</p> <p>1.4.3 Occasionally it is unclear how any survey data collected impacts planning.</p>	<p>1.4.1 Media Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.</p> <p>1.4.2 Media Specialist rarely or never administers a general program survey.</p> <p>1.4.3 Any data collected rarely or never impacts planning.</p>
<p>1.5</p> <p>Establishing a culture for investigating and love of literature</p>	<p>*Media Specialist fulfills the criteria for Level 3 and additionally interactions with both students and colleagues and conveys the essential nature of seeking information and reading literature.</p>	<p>1.5.1 Media Specialist interactions with both students and colleagues consistently conveys the importance of seeking information and reading literature.</p> <p>1.5.2 Media Specialist consistently performs the work of the position and continually conveys to all a real commitment to it.</p>	<p>1.5.1 Media Specialist occasionally conveys that the work of seeking information and reading literature is worth the time and energy required.</p> <p>1.5.2 Media Specialist occasionally goes through the motions of performing the work of the position, but without any real commitment to it.</p>	<p>1.5.1 Media Specialist rarely or never conveys that the work of seeking information and reading literature is worth the time and energy required.</p> <p>1.5.2 Media Specialist rarely or never goes through the motions of performing the work of the position and there is rarely or never any real commitment to it.</p>

<p>1.6</p> <p>Establishing and maintaining library procedures</p>	<p>* Media Specialist fulfills the criteria for Level 3 and additionally the guidelines and procedures are sophisticated and consistent in the areas of circulation and scheduling to provide for optimal access to the resources, equipment, the facility, and the expertise of the library media specialist.</p> <p>**Media Specialist fulfills the criteria for Level 3 and additionally the operation is seamless with students assuming considerable responsibility and procedures are communicated effectively to all stakeholders.</p>	<p>1.6.1 Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) consistently have been established and function smoothly.</p> <p>1.6.2 Media Specialist consistently works effectively and collaboratively with the Media Assistant to help the Media Center procedures and programs run smoothly.</p>	<p>1.6.1 Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) occasionally have been established but when established function sporadically.</p> <p>1.6.2 Media Specialist occasionally works effectively and collaboratively with the Media Assistant to help the Media Center procedures and programs run smoothly.</p>	<p>1.6.1 Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) rarely or never-exist or are inefficient, resulting in general confusion.</p> <p>1.6.2 Media Specialist rarely or never works effectively and collaboratively with the Media Assistant to help the Media Center procedures and programs run smoothly.</p>
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Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.7</p> <p>Organize physical space to enable smooth flow</p>	<p>*Media Specialist fulfills the criteria for Level 3 and additionally makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use allowing the library to easily accommodate a variety of daily and special event functions.</p> <p>**Media Specialist fulfills the criteria for Level 3 and additionally all books and other materials are extremely orderly and accessible and multiple</p>	<p>1.7.1 Media Specialist consistently makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.</p> <p>1.7.2 Signage for collection subdivisions consistently promotes self-directed use. Other signage may include traffic direction and procedural explanations.</p>	<p>1.7.1 Media Specialist's efforts to make use of the physical environment are occasionally not effective resulting in occasional confusion by users.</p> <p>1.7.2 Signage for collection subdivisions occasionally promotes self-directed use. Other signage occasionally includes traffic direction and procedural explanations.</p>	<p>1.7.1 Media Specialist rarely or never makes good use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.</p> <p>1.7.2 Signage for collection subdivisions rarely or never promotes self-directed use. Other signage rarely or never includes traffic direction and procedural explanations.</p>

	<p>displays of materials are timely, thematic in nature and designed to market the collection. Displays engage the stakeholders and a connection is clear between displays and classroom activities or curriculum.</p> <p>***Media Specialist fulfills the criteria for Level 3 and additionally Media Center displays engage the stakeholders and a connection is clear between displays and classroom activities or curriculum.</p> <p>****Media Specialist fulfills the criteria for Level 3 and additionally significant signage is provided to subdivide collections, highlight curriculum-related materials, specific topics and authors of interest, and support self-directed use. Other signage includes traffic direction and procedural explanations.</p>	<p>1.7.3 Media workrooms and storage areas are well organized and all areas are accessible. Signage may be included to enhance accessibility.</p> <p>1.7.4 Books and other materials are orderly and accessible.</p>	<p>1.7.3 Media workrooms and storage areas occasionally are cluttered or have inaccessible areas.</p> <p>1.7.4 Books and other materials occasionally lack order and accessibility is impacted by disorganization.</p>	<p>1.7.3 Media workrooms and storage areas are always cluttered and have inaccessible areas.</p> <p>1.7.4 Books and other materials on the shelves are in disarray and accessibility to materials is rarely or never available.</p>
<p>1.8</p> <p>Maintaining and extending the library collection in accordance with the schools' needs and within budget limitations</p>	<p>*Media Specialist fulfills the criteria for Level 3 and additionally a virtual collection is always maintained and updated frequently by the Media Specialist and is vibrant and well used.</p> <p>**Media Specialist fulfills the criteria for Level 3 and additionally multiple needs assessments are given to solicit stakeholder input regarding the purchase of</p>	<p>1.8.1 Media Specialist consistently adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated materials.</p> <p>1.8.2 Media specialist consistently assesses and weeds out the collection.</p>	<p>1.8.1 Media Specialist is occasionally successful in attempts to adhere to district or professional guidelines in selecting materials and in weeding the collection.</p> <p>1.8.2 Media specialist occasionally assesses and weeds out the collection.</p>	<p>1.8.1 Media Specialist rarely or never adheres to district or professional guidelines in selecting materials for the collection.</p> <p>1.8.2 Media Specialist rarely or never purges the collection of outdated material.</p>

	<p>materials. Community members' input is solicited.</p> <p>*** Media Specialist fulfills the criteria for Level 3 and additionally the library media specialist successfully advocates for additional funds to purchase resources for the collection.</p>	<p>1.8.3 A virtual collection is consistently maintained by the Media Specialist.</p> <p>1.8.4 Media Specialist consistently makes collection choices in consultation with teaching colleagues or patron needs in mind.</p> <p>1.8.5 Consistently supports the curriculum and the school's academic needs, as well as the practice of reading (for enjoyment or for information).</p> <p>1.8.6 Media Specialist consistently makes sure the collection is balanced, maintained, and supports the curricular needs and reading interests of most users.</p>	<p>1.8.3 A virtual collection occasionally maintained with limited consultation with teaching colleagues.</p> <p>1.8.4 Media Specialist occasionally makes collection choices in consultation with teaching colleagues or patron needs in mind.</p> <p>1.8.5 Media Specialist occasionally supports the curriculum and the school's academic needs, as well as the practice of reading (for enjoyment or for information).</p> <p>1.8.6 Media Specialist occasionally tries to make sure the collection is balanced, maintained, and supports the curricular needs and reading interests of most users.</p>	<p>1.8.3 A virtual collection is rarely or never maintained with limited or no consultation with teaching colleagues or with patron needs in mind.</p> <p>1.8.4 Media Specialist rarely or never makes collection choices in consultation with teaching colleagues or patron needs in mind.</p> <p>1.8.5 Media Specialist rarely or never supports the curriculum and the school's academic needs, as well as rarely or never supports the practice of reading (for enjoyment or for information).</p> <p>1.8.6 Media Specialist rarely or never makes sure the collection is balanced, maintained, and supports the curricular needs and reading interests of users.</p>
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Domain 2: Effective Instruction

Media Specialists, working collaboratively with classroom teachers, facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives. The Media Specialist fosters a climate of urgency and expectation around achievement, excellence and respect.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.1 Creating an environment conducive to learning</p>	<p>*Media Specialist fulfills the criteria for Level 3 and additionally has established high expectations that students are productively engaged and demonstrate in their use of media center resources they have internalized these expectations. **Media Specialist fulfills the criteria for Level 3 and additionally has a dynamic presence in the Media Center, circulating among a variety of activities and groups to assist, instruct, and provide guidance.</p>	<p>2.1.1 Interactions between the Media Specialist, students, and the classroom teachers, are consistently polite and respectful, reflecting general warmth and caring, and are appropriate to the learning needs, cultural and developmental differences among students. 2.1.2 Media Specialist has established expectations that students are productively engaged. 2.1.3 Students are consistently using the media center resources appropriately. 2.1.4 Media Specialist has a solid presence in the main reading room with awareness of individuals and groups using the media center.</p>	<p>2.1.1 Interactions between the Media Specialist, students, and the classroom teachers are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to learning needs, cultural and developmental differences among students. 2.1.2 Media Specialist occasionally establishes expectations that students are productively engaged. 2.1.3 Students are occasionally using the media center resources appropriately. 2.1.4 Media Specialist occasionally has an adequate presence in the media center and occasionally addresses student needs.</p>	<p>2.1.1 Interactions between the Media Specialist, students, and the classroom teachers rarely or never are positive, appropriate, or sensitive to students' learning needs, cultural and developmental differences and are characterized by sarcasm, put-downs or conflict. 2.1.2 Media Specialist rarely or never establishes expectations that students are productively engaged. 2.1.3 Students are rarely or never using the media center resources appropriately. 2.1.4 Media specialist rarely or never has an adequate presence in the media center and occasionally addresses</p>

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.2</p> <p>Demonstrate and Clearly Communicate Content Knowledge to Students</p>	<p>*Media Specialist fulfills the criteria for Level 3 and additionally fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding.</p> <p>**Media Specialist fulfills the criteria for Level 3 and additionally effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest.</p> <p>***Media Specialist fulfills the criteria for Level 3 and additionally their explanations spark student excitement and interest in the content</p> <p>****Media Specialist fulfills the criteria for Level 3 and additionally all students participate in each others' learning of content through collaboration during the lesson</p> <p>*****Media Specialist fulfills the criteria for Level 3 and additionally students ask higher-order questions and make connections independently</p>	<p>2.2.1 Media Specialist is consistently effective at demonstrating and clearly communicating content knowledge to student</p> <p>2.2.2 Media Specialist consistently demonstrates content knowledge and always delivers content that is factually correct</p> <p>2.2.3 Content is consistently clear, concise and well-organized.</p> <p>2.2.4 Media Specialist consistently restates and rephrases instruction in multiple ways to increase understanding.</p> <p>2.2.5 Media Specialist consistently emphasizes key points or main ideas in content so key takeaways are clear.</p> <p>2.2.6 Media Specialist's explanations consistently use developmentally appropriate</p>	<p>2.2.1 Media Specialist occasionally demonstrates and communicates content knowledge to student.</p> <p>2.2.2 Media Specialist occasionally demonstrates content knowledge and usually delivers content that is factually correct</p> <p>2.2.3 Content occasionally lacks clarity and is not as well-organized as it could be.</p> <p>2.2.4 Media Specialist occasionally restates and rephrases instruction in multiple ways to increase understanding.</p> <p>2.2.5 Media Specialist occasionally does not adequately emphasize key points or main ideas causing students sometimes be confused about key takeaways</p> <p>2.2.6 Media Specialist's explanations occasionally lack developmentally appropriate</p>	<p>2.2.1 Media Specialist rarely or never demonstrates and/or clearly communicates content knowledge to student.</p> <p>2.2.2 Media Specialist rarely or never delivers content that is factually correct</p> <p>2.2.3 Explanations rarely or never are clear or coherent and fail to build student understanding of key concepts</p> <p>2.2.4 Media Specialist rarely or never restates and rephrases instruction and continues with planned instruction, even when it is obvious that students are not understanding content</p> <p>2.2.5 Media Specialist rarely or never emphasizes main ideas, and students are often confused about content and key takeaways.</p> <p>2.2.6 Media Specialist's explanations rarely or never use developmentally appropriate</p>

<p>demonstrating that they understand the content at a higher level.</p>	<p>language. 2.2.7 Media Specialist consistently implements relevant, new and improved instructional strategies learned via professional development</p>	<p>language 2.2.7 Media Specialist occasionally implements new and improved instructional strategies learned via professional development</p>	<p>language. 2.2.7 Media Specialist rarely or never implements new and improved instructional strategies learned via professional development</p>
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<p>2.3 Engage Students in Academic Content</p>	<p>*Media Specialist fulfills the criteria for Level 3 and additionally provides students with ways to engage with content that significantly promotes their mastery of the objective. ** Media Specialist fulfills the criteria for Level 3 and additionally provides differentiated ways of engaging with content specific to individual student needs *** Media Specialist fulfills the criteria for Level 3 and additionally provides multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). **** Media Specialist fulfills the criteria for Level 3 and additionally the lesson progresses at an appropriate pace so that students are never disengaged</p>	<p>2.3.1 Media Specialist is consistently effective at engaging students in academic content 2.3.2 More than ¾ of students are actively engaged in content at all times and not off task 2.3.3 Media Specialist consistently provides multiple ways, as appropriate, of engaging students with content, all content is aligned to the lesson objective</p>	<p>2.3.1 Media Specialist is occasionally effective at engaging students in academic content. 2.3.2 Fewer than ¾ of students are engaged in content and many are off task. 2.3.3 Media Specialist occasionally provides multiple ways of engaging students, but perhaps content is not aligned to lesson objective or mastery of content</p>	<p>2.3.1 Media Specialist is rarely or never effective at engaging students in academic content 2.3.2 Fewer than ½ of students are engaged in content and many are off task. 2.3.3 Media Specialist may only provide one way of engaging students OR Media Specialist rarely or never uses multiple ways of engaging students so they that are aligned to the lesson objective or mastery of content. 2.3.4 Media Specialist rarely or never sustains the attention of the class. 2.3.5 Media Specialists does not differentiate instruction to target different learning modalities 2.3.6 Most students may not</p>
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	<p><i>and students who finish early have something else meaningful to do.</i></p>	<p>lessons accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged.</p>	<p>have prerequisite skills necessary to fully engage in content and Media Specialist's occasionally attempts to modify instruction for these students, which is limited or occasionally effective.</p>	<p>have prerequisite skills necessary to fully engage in content and Media Specialist makes no effort to adjust instruction for these students.</p>
		<p>2.3.7 ELL and IEP students consistently have the appropriate accommodations to be engaged in content.</p> <p>2.3.8 Students work hard and are deeply active rather than passive/receptive.</p>	<p>2.3.7 ELL and IEP students occasionally have the appropriate accommodations to be engaged in content.</p> <p>2.3.8 Students may appear to actively working, but when it comes time for their participation, students are disinterested in engaging.</p>	<p>2.3.7 ELL and IEP students rarely or never provided with the necessary accommodations to engage in content.</p> <p>2.3.8 Students may appear to actively working, but rarely or never but when it comes time for their participation, students are disinterested in engaging in any activities.</p>
		<p>2.3.9 Media Specialist shows presence by using engaging, confident, and assertive body language, tone, volume, and proximity.</p> <p>2.3.10 Media Specialist effectively and consistently integrates technology as a tool to engage students in academic content.</p>	<p>2.3.9 Media Specialist occasionally shows presence by using engaging, confident, and assertive body language, tone, volume, and proximity.</p> <p>2.3.10 Media Specialist occasionally integrates technology as a tool to engage students in academic content.</p>	<p>2.3.9 Media Specialist rarely or never shows presence by using engaging, confident, and assertive body language, tone, volume, and proximity.</p> <p>2.3.10 Media Specialist rarely or never integrates technology as a tool to engage students in academic content.</p>
2.4	<p>*Media Specialist fulfills the criteria for Level 3 and additionally checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking and accepts only high quality student responses (those that reveal understanding or lack thereof).</p>	<p>2.4.1 Media Specialist is consistently effective at checking for understanding.</p> <p>2.4.2 Media Specialist checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate</p>	<p>2.4.1 Media Specialist occasionally is effective at checking for understanding.</p> <p>2.4.2 Media Specialist occasionally checks for understanding of content, but misses several key moments.</p>	<p>2.4.1 Media Specialist rarely or never is effective at checking for understanding.</p> <p>2.4.2 Media Specialist rarely or never checks for understanding of content, or misses nearly all key moments.</p>
Check for Understanding				

	<p>**Media Specialist fulfills the criteria for Level 3 and additionally uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking</p>	<p>"pulse" of the class's understanding.</p> <p>2.4.3 Media Specialist consistently gains enough information during checks for understanding to modify the lesson and respond accordingly.</p> <p>2.4.4 Media Specialist consistently uses a variety of methods to check for understanding.</p> <p>2.4.5 Media Specialist uses wait time effectively both after posing a question and before helping students think through a response before moving forward with content.</p> <p>2.4.6 Media Specialist doesn't allow students to "opt-out" of checks for understanding and consistently cycles back to these students.</p> <p>2.4.7 Media Specialist systematically and consistently assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments through techniques such as thumbs up/down, cold-calling-Do Nows/Bell Ringers, Turn and Talk/Pair Share,</p>	<p>2.4.3 Media Specialist occasionally gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly.</p> <p>2.4.4 Media Specialist occasionally uses a variety of methods to check for understanding when doing so would be helpful.</p> <p>2.4.5 Media Specialist occasionally provides enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content.</p> <p>2.4.6 Media Specialist occasionally allows students to "opt-out" of checks for understanding without cycling back to these students.</p> <p>2.4.7 Media Specialist occasionally assesses student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning.</p>	<p>2.4.3 Media Specialist rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson.</p> <p>2.4.4 Media Specialist rarely or never uses a variety of methods to check for understanding when doing so would be helpful.</p> <p>2.4.5 Media Specialist rarely or never provides enough wait time after posing a question for students to have a chance to respond to questions or frequently or always gives students the answer rather than helping them think through the answer.</p> <p>2.4.6 Media Specialist frequently or always allows students to "opt-out" of checks for understanding and does not cycle back to these students.</p> <p>2.4.7 Media Specialist rarely or never assesses for student mastery at the end of the lesson.</p>
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		Guided or Independent Practice/Exit Slips and uses information to drive subsequent lesson planning.		
2.5 Modify Instruction as Needed	*Media Specialist fulfills the criteria for Level 3 and additionally anticipates student misunderstandings and preemptively addresses them.	2.5.1 Media Specialist is consistently effective at modifying instruction as needed. 2.5.2 Media Specialist makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students.	2.5.1 Media Specialist occasionally effective at modifying instruction as needed. 2.5.2 Media Specialist occasionally attempts to make adjustments based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students.	2.5.1 Media Specialist is rarely or never effective at modifying instruction as needed. 2.5.2 Media Specialist 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.
	**Media Specialist fulfills the criteria for Level 3 and additionally is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	2.5.3 Media Specialist consistently differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs. 2.5.4 Media Specialist consistently responds to misunderstandings with effective scaffolding techniques.	2.5.3 Media Specialist occasionally differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs. 2.5.4 Media Specialist occasionally responds to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective.	2.5.3 Media Specialist rarely or never differentiates delivery of instruction based on checks for understanding and rarely or never uses assessment data to meet diverse student needs. 2.5.4 Media Specialist rarely or never responds to misunderstandings by using teacher-driven scaffolding techniques.
		2.5.5 Media Specialist doesn't give up, but consistently continues to try to address misunderstanding with different techniques if the first try is not successful.	2.5.5 Media Specialist occasionally persists in using a particular technique for responding to a misunderstanding, even when it is not succeeding.	2.5.5 Media Specialist repeatedly uses the same techniques to respond to misunderstandings, even when it is not succeeding.
	*Media Specialist fulfills the criteria for Level 3 and additionally	2.6.1 Media Specialist is consistently effective at	2.6.1 Media Specialist occasionally is effective at maximizing	2.6.1 Media Specialist rarely or never is effective at maximizing

<p>2.6 Maximize Instructional Time</p>	<p>is able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.</p>	<p>maximizing instructional time.</p> <p>2.6.2 Routines, transitions, and procedures are in place and consistently well executed.</p> <p>2.6.3 Almost all students are consistently on-task and follow instructions of Media Specialist without much prompting.</p> <p>2.6.4 Disruptive behaviors and off-task conversations are rare and when they occur, they are almost always addressed without major interruption to the lesson.</p> <p>2.6.5 Because students are actively engaged in the lesson being taught, the Media Specialist does not have to stop the lesson to address a discipline problems no instructional time is lost.</p>	<p>instructional time.</p> <p>2.6.2 Routines, transitions, and procedures are occasionally in place.</p> <p>2.6.3 Occasionally significant prompting from the Media Specialist is necessary for students to follow instructions and remain on-task.</p> <p>2.6.4 Disruptive behaviors and off-task conversations occasionally and when they occur may not be addressed in the most effective manner.</p> <p>2.6.5 Media Specialist occasionally has to stop the lesson to address a discipline problem that occasionally wastes instructional time.</p>	<p>instructional time.</p> <p>2.6.2 Rarely or never are routines or procedures in place or evident.</p> <p>2.6.3 Even with significant prompting from the Media Specialist, students rarely or never follow directions and frequently and always off-task.</p> <p>2.6.4 Disruptive behaviors and off-task conversations are common and frequently or always cause the Media Specialist to have to make adjustments to the lesson.</p> <p>2.6.5 Because students are rarely or never actively engaged in the lesson being taught, the Media Specialist has to stop the lessons frequently or always to address discipline problems and wastes instructional time</p>
<p>2.7 Assisting students in the use of technology in the Media Center</p>	<p>*Media Specialist fulfills the criteria for Level 3 and additionally proactively initiates sessions to assist students and teachers in the use of technology.</p> <p>**Media specialist fulfills the criteria for Level 3 and additionally uses cutting-edge technologies in the media center and during lessons.</p> <p>***Media specialist fulfills the</p>	<p>2.7.1 Media Specialist consistently institutes sessions to assist students and teachers in the use of technology.</p> <p>2.7.2 Media specialist consistently uses technology proficiently and models available technology during lessons.</p> <p>2.7.3 Media specialist consistently assists stakeholders with instructional applications and the</p>	<p>2.7.1 Media Specialist occasionally assists students and teachers in the use of technology when specifically asked to do so.</p> <p>2.7.2 Media specialist occasionally uses technology and occasionally models available technology during lessons.</p> <p>2.7.3 Media specialist occasionally assists stakeholders with instructional applications and the</p>	<p>2.7.1 Media Specialist rarely or never assists students and teachers in the use of technology and if asked declines to do so.</p> <p>2.7.2 Media specialist rarely or never uses technology and rarely or never models available technology during lessons.</p> <p>2.7.3 Media specialist rarely or never assists stakeholders with instructional applications and the</p>

	criteria for Level 3 and additionally assists stakeholders with instructional applications, the use of technology for academic productivity, and new technology tools in the context of the classroom curriculum.	use of technology for academic productivity.	use of technology for academic productivity.	use of technology for academic productivity.
2.8 Collaborating with teachers in the design of instructional units and lessons	*Media Specialist initiates collaboration with classroom teachers in the design of instructional lessons, locating additional resources from sources outside of the school.	2.8.1 Media Specialist consistently initiates collaboration with classroom teachers in the design of instructional lessons.	2.8.1 Media Specialist occasionally collaborates with classroom teachers in the design of instructional lessons.	2.8.1 Media Specialist rarely or never collaborates with classroom teachers in the design of instructional lessons.
2.9 Engaging students in enjoying literature and in learning multiple literacy skills	*Students are highly engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials. **Media specialist works with classroom teachers to systematically and actively develop literature-based lessons and activities across the grade levels. The library media specialist teaches multiple lessons that vary throughout the year. Activities are promoted through a variety of media including posters, displays, morning show, etc.	2.9.1 Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials. 2.9.2 Media specialist consistently provides literature activities differentiated for student developmental levels, interests, and abilities and connections consistently are made to classroom curriculum or school-wide themes.	2.9.1 Occasionally students are engaged in enjoying literature and in learning information skills because of uneven design of activities, grouping strategies, or partially appropriate materials. 2.9.2 Media specialist occasionally provides literature activities differentiated for student developmental levels, interests, and abilities and occasionally connections are made to classroom curriculum or school-wide themes	2.9.1 Students rarely or never engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials. 2.9.2 Media specialist rarely or never provides literature activities differentiated for student developmental levels, interests, and abilities and connections rarely or never are made to classroom curriculum or school-wide themes

Domain 3: Leadership

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>3.1 Contribute to school culture</p>	<p>*Media Specialist fulfills the criteria for Level 3 and additionally seeks out leadership roles within the school, aimed at improving school efforts.</p> <p>** Media Specialist fulfills the criteria for Level 3 and additionally assumes a leadership role in at least one aspect of school life.</p> <p>*** Media Specialist fulfills the criteria for Level 3 and additionally goes above and beyond in dedicating time for students and peers outside of class.</p>	<p>3.1.1 Media Specialist consistently contributes ideas and expertise aimed at improving school efforts.</p> <p>3.1.2 Media Specialist consistently participates in school events that make a substantial contribution above classroom expectations.</p> <p>3.1.3 Media Specialist consistently dedicates time efficiently, when needed, to helping students and peers outside of class.</p>	<p>3.1.1 Media Specialist occasionally contributes ideas and expertise aimed at improving school efforts.</p> <p>3.1.2 Media Specialist occasionally participates in school events that make a substantial contribution above classroom expectations.</p> <p>3.1.3 Media Specialist occasionally dedicates time outside of class to helping students and peers.</p>	<p>3.1.1 Media Specialist never contributes ideas aimed at improving school efforts.</p> <p>3.1.2 Media Specialist rarely or never participates in school events that make a contribution above classroom expectations.</p> <p>3.1.3 Media Specialist rarely or never dedicates time outside of class to helping students and peers.</p>
<p>3.2 Collaborate with Peers</p>	<p>*Media Specialist fulfills the criteria for Level 3 and additionally goes above and beyond in seeking out opportunities to collaborate.</p> <p>**Media Specialist fulfills the criteria for Level 3 and additionally coaches peers through difficult situations and takes on leadership roles within collaborative groups such as Professional Learning Communities or Structure Teacher Planning Time.</p> <p>*** Media Specialist fulfills the criteria for Level 3 and</p>	<p>3.2.1 Media Specialist will seek out and participate in regular opportunities to work with and learn from others.</p> <p>3.2.2 Media Specialist consistently asks for assistance, when needed, and consistently provides assistance to others in need.</p> <p>3.2.3 Media Specialist consistently builds relationships with colleagues that are characterized by</p>	<p>3.2.1 Media Specialist occasionally participates in occasional opportunities to work with and learn from others and ask for assistance when needed.</p> <p>3.2.2 Media Specialist occasionally seeks to provide other teachers with assistance when needed or occasionally seeks out opportunities to work with others.</p> <p>3.2.3 Media Specialist occasionally builds relationships with colleagues that are sometimes</p>	<p>3.2.1 Media Specialist rarely or never participates in opportunities to work with others.</p> <p>3.2.2 Media Specialist works in isolation and is rarely or never a team player.</p> <p>3.2.3 Media Specialist rarely or never builds relationships with colleagues that are characterized by mutual</p>

<p>3.5 Preparing and submitting reports and budgets</p>	<p>criteria for Level 3 and additionally anticipates student and teacher needs when preparing requisitions and budgets, follows established procedures</p> <p>**Media Specialist fulfills the criteria for Level 3 and additionally maintains accurate, current, and easily accessible records including: a current catalog of resources; circulation records; an inventory of media center equipment; and statistics of library media use.</p> <p>***Media Specialist fulfills the criteria for Level 3 and additionally assembled, effectively interpreted, records and reports are reported in a timely manner throughout the year when requested and at the end of the year.</p>	<p>consistently honors student and teacher requests (if appropriate) when preparing requisitions and budgets.</p> <p>3.5.2 Media Specialist consistently follows established procedures and deadlines for preparing reports and budgets.</p> <p>3.5.3 Media Specialist always makes sure Inventories and reports are submitted on time.</p>	<p>to prepare budgets are partially successful, responding occasionally to student and teacher requests (if appropriate)</p> <p>3.5.2 Media Specialist occasionally follows procedures and deadlines for preparing reports and budgets.</p> <p>3.5.3 Media Specialist occasionally completes Inventories, budgets and reports on time.</p>	<p>student and teacher requests (if appropriate) when preparing requisitions and budgets.</p> <p>3.5.2 Media Specialist rarely or never follows established procedures and deadlines for preparing Inventories, reports and budgets.</p> <p>3.5.3 Media Specialist rarely or never completes Inventories, budgets and reports on time causing them to be routinely late.</p>
<p>3.6 Communicating with the larger community</p>	<p>*Media Specialist fulfills the criteria for Level 3 and additionally proactively reaches out to parents and establishes contacts with other libraries or businesses, coordinating efforts for mutual benefit.</p> <p>**Media Specialist fulfills the</p>	<p>3.6.1 Media Specialist consistently engages in outreach efforts to parents and the larger community.</p> <p>3.6.2 Media specialist consistently communicates with the community to keep them informed and to</p>	<p>3.6.1 Media Specialist occasionally makes sporadic efforts to engage in outreach to parents or the larger community.</p> <p>3.6.2 Media specialist occasionally communicates with the community to try and keep them informed and to try</p>	<p>3.6.1 Media Specialist rarely or never makes an effort to engage in outreach to parents or the larger community.</p> <p>3.6.2 Media specialist rarely or never communicates with the community to try and keep them informed and rarely or</p>

	<p>criteria for Level 3 and additionally effectively and consistently communicates with the school staff and community the development of the library media program, new resources and services.</p> <p>**Media Specialist fulfills the criteria for Level 3 and additionally actively solicits feedback and input from the school staff and community to improve instruction, program, and services.</p>	<p>consistently promote the use of the library media program, new resources, and services.</p>	<p>to promote the use of the library media program, new resources, and services.</p>	<p>never promotes the use of the library media program, new resources, and services.</p>
<p>3.7 Participating in a professional community</p>	<p>*Media Specialist fulfills the criteria for Level 3 and additionally makes a substantial contribution to school and district events and projects</p> <p>**Media Specialist fulfills the criteria for Level 3 and additionally assumes a leadership role with colleagues.</p> <p>***Media Specialist fulfills the criteria for Level 3 and additionally participates and develops leadership roles in a wider professional community that includes local, state, or national events.</p>	<p>3.7.1 Media Specialist consistently participates actively in school and district events and projects and maintains positive.</p> <p>3.7.2 Media Specialist consistently develops productive relationships with colleagues.</p> <p>3.7.3 Media Specialist consistently participates in a wider professional community that includes local, state, or national contacts.</p>	<p>3.7.1 Media Specialist's relationships with colleagues are occasionally cordial at times.</p> <p>3.7.2 Media Specialist occasionally develops productive relationships with colleagues.</p> <p>3.7.3 Media Specialist occasionally participates in a wider professional community that includes local, state, or national contacts.</p>	<p>3.7.1 Media Specialist's relationships with colleagues are negative or self-serving.</p> <p>3.7.2 Media Specialist rarely or never develops productive relationships with colleagues.</p> <p>3.7.3 Media Specialist rarely or never participates in a wider professional community.</p>
<p>3.8</p>	<p>*Media Specialist fulfills the criteria for Level 3 and</p>	<p>3.8.1 Media Specialist actively pursues opportunities to</p>	<p>3.8.1 Media Specialist occasionally attends, when</p>	<p>3.8.1 Media Specialist rarely or never participates in</p>

<p>Seek professional skills and knowledge</p>	<p>additionally makes a substantial contribution to the profession through such activities as sharing newly learned knowledge and practices with others and seeking out opportunities to lead professional development sessions.</p> <p>** Media Specialist fulfills the criteria for Level 3 and additionally shares and facilitates newly learned knowledge and practices with colleagues regularly.</p>	<p>improve knowledge and practice</p> <p>3.8.2 Media Specialist consistently seeks out ways to implement new practices where applicable.</p> <p>3.8.3 Media Specialist gives constructive feedback to improve practices</p> <p>3.8.4 Media Specialist consistently seeks and implements professional skills and knowledge.</p>	<p>mandated, professional development activities to improve knowledge and practice</p> <p>3.8.2 Media Specialist occasionally seeks out ways to implement new practices where applicable.</p> <p>3.8.3 Media Specialist occasionally gives constructive feedback to improve practices.</p> <p>3.8.4 Media Specialist occasionally seeks and implements professional skills and knowledge</p>	<p>professional development activities.</p> <p>3.8.2 Media Specialist rarely or never seeks out ways to implement new practices where applicable.</p> <p>3.8.3 Media Specialist rarely or never gives constructive feedback to improve practices.</p> <p>3.8.4 Media Specialist rarely or never seeks and implements professional skills and knowledge</p>
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Domain 4: Core Professionalism Rubric

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

Indicator	WEIGHT SCALE	Does Not Meet Standard	Meets Standard	Guidelines
Attendance / On-Time Arrival	<p align="center">.50</p>	Individual demonstrates a pattern of unexcused absences * Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused absences* 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)	Greater than 63 hours sick or unexcused (Non-FLMA Days within the evaluation cycle in the current school year. Greater than 5 days tardy of 10 minutes or more within the evaluation cycle in the current school year.
Policies and Guidelines/ District Core Values	<p align="center">.50</p>	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 failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner and/or demonstrate the District Core Values	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner and/or demonstrating the District Core Values	Received 4 minor or 2 major infractions with written documentation within the evaluation cycle in the current school year. Follows and reinforces the District Core Values of Excellence Scholarship Courage Respect

Appendix I
School Nurse
Effectiveness Rubric



Indianapolis Public School

School Nurse

Effectiveness Rubric

(Modified July 2013)

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Indiana School Nurse Evaluation Domain Rubric

“School nursing is a specialized practice of professional nursing that advances the well-being, academic success, and life-long achievement and health of students. To that end, school nurses facilitate positive student responses to normal development; promote health and safety, including a healthy environment; intervene with actual and potential health problems; provide case management services; and actively collaborate with others to build student and family capacity for adaptation, self-management, self-advocacy, and learning.” (NASN, 2010)

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.1</p> <p>Demonstrates knowledge of the practice of school nursing by utilizing education, skills and judgment in planning nursing care of students.</p>	<p>*The nurse fulfills the criteria for Level 3 and additionally consistently exhibits a pattern of effectively demonstrating the ability to compare and contrast clinical findings with normal and abnormal variations, child development and cultural diversity in the development, implementation and evaluation of appropriate plan of action/care.</p> <p>**The nurse fulfills the criteria for Level 3 and additionally consistently integrates and applies an understanding of nursing knowledge by using the nursing process to develop and evaluate health care services for students. Effectively and efficiently facilitates connections with student service personnel, health care providers, and other agencies.</p> <p>***The nurse fulfills the criteria for Level 3 and additionally is an active member of the crisis team</p>	<p>1.1.1 Nurse consistently and effectively demonstrates the ability to compare and contrast clinical findings with normal and abnormal variations, child development and cultural diversity in the development, implementation and evaluation of effective plan of action/care</p> <p>1.1.2 Nurse consistently and effectively integrates understanding of nursing knowledge by using the nursing process to develop and evaluate school health care services and program for students. Facilitates connections with student services personnel and health care providers.</p> <p>1.1.3 Nurse consistently utilizes and demonstrates knowledge of current epidemiology of injuries and emergencies in planning health care of students. Every student needing emergency care has an emergency care plan and first aid measures are</p>	<p>1.1.1 Nurse occasionally demonstrates the ability to compare and contrast clinical findings with normal and abnormal variations, child development and cultural diversity in planning and developing appropriate plan of action/care.</p> <p>1.1.2 Nurse occasionally integrates an understanding of nursing knowledge by using the nursing process to develop and evaluate a school health services program for students.</p> <p>1.1.3 Nurse occasionally demonstrates knowledge and understanding of the epidemiology of injuries and emergencies in planning health care services of students. Emergency care plans are minimal. Nurse has limited</p>	<p>1.1.1 Nurse rarely or never demonstrates the ability to compare and contrast clinical findings with normal and abnormal variations, child development and cultural diversity in planning and developing appropriate plan of action/care.</p> <p>1.1.2 Nurse rarely or never integrates an understanding of nursing knowledge by using the nursing process to develop a school health services program for students.</p> <p>1.1.3 Nurse rarely or never demonstrates current knowledge of the epidemiology of injuries and emergencies in planning health care of students. There are no emergency care plans. Nurse is unaware of the emergency/safety plan for the</p>

<p>and has incorporated emergency care and first aid measures in the School Safety Plan for all students and students and staff have been trained in their responsibilities in case of emergencies.</p>	<p>communicated to all school personnel. Nurse follows the building and District emergency/safety plan.</p>	<p>Knowledge of the building and District emergency/safety plan.</p>	<p>building and District.</p>
<p>****The nurse fulfills the criteria for Level 3 and additionally is consistent in effectively and efficiently using evidence based medication and treatment regimens for students in planning and documenting nursing care, which includes teaching students and engaging students in their health care.</p>	<p>1.1.4 Nurse consistently and effectively applies current knowledge of the epidemiology of infectious and communicable diseases in planning and evaluating the school health services program, which includes an immunization program.</p> <p>1.1.5 Consistently collaborates with parents, health care providers, school personnel and local and state health departments is evident.</p> <p>1.1.6 Nurse consistently and efficiently uses current knowledge of the pathophysiology, signs, symptoms, and treatment of acute and chronic conditions in planning and evaluating the school health services program.</p> <p>1.1.7 Nurse consistently verifies knowledge of evidence based medication and treatment regimens for the students in planning and documenting nursing care.</p>	<p>1.1.4 Nurse occasionally displays familiarity of current epidemiology of infectious and communicable diseases in planning the school health services program, which includes an immunization program.</p> <p>1.1.5 Occasionally shows evidence of collaboration with local and state health departments.</p> <p>1.1.6 Nurse occasionally integrates current knowledge of the pathophysiology, signs and symptoms of acute and chronic conditions in planning the school health services program.</p> <p>1.1.7 Nurse occasionally demonstrates knowledge of evidence based medication and treatment regimens for the students in planning and documenting nursing care.</p>	<p>1.1.4 Nurse rarely or never demonstrates limited or no current knowledge of the epidemiology of infectious and communicable diseases in planning the school health services program, which includes an immunization program.</p> <p>1.1.5 Rarely or never collaborates with local health department</p> <p>1.1.6 Nurse rarely or never displays current knowledge of the patho-physiology, signs, symptoms, and treatment of acute and chronic conditions in planning the school health services program.</p> <p>1.1.7 Nurse rarely or never demonstrates current knowledge of evidence based medication and treatment regimens for the students in planning and documenting nursing care.</p>

<p>1.2</p> <p>Demonstrates knowledge of child and adolescent development related to learning, health literacy, and health education.</p>	<p>The nurse fulfills most of the criteria for Level 3 and additionally actively seeks to increase evidence based knowledge of the students served.</p>	<p>1.2.1 Nurse consistently demonstrates an effective and accurate practice through use of current knowledge and understanding of physical, mental and psychosocial development of students during school assessment of health status, instruction and education.</p>	<p>1.2.1 Nurse occasionally displays current knowledge and understanding of physical, mental and psychosocial development of student, assessment of health status, instruction and education of students.</p>	<p>1.2.1 Nurse rarely, or never displays current knowledge of physical, mental, and psychosocial development of student, assessment of health status, instruction and education of students.</p>
<p>1.3</p> <p>Establishes goals and outcomes for nursing services appropriate to the educational setting, vision and mission of the school, and the physical, mental, emotional and psychosocial needs of students. Evaluates plans for school nursing services and manages urgent and emergent health care needs of students.</p>	<p>*The nurse fulfills the criteria for Level 3 and additionally conducts a formal assessment for the annual evaluation of the school health services program, which is communicated to the administration.</p> <p>**The nurse fulfills the criteria for Level 3 and additionally evaluates school health programs on completion of the program.</p>	<p>1.3.1 Nurse consistently develops goals and objectives that effectively reflect alignment of the health and education needs of the students, vision and mission of the school, and the school improvement plan.</p> <p>1.3.2 A formal assessment of the school health services program is consistently developed and implemented.</p> <p>1.3.3 Nurse consistently and routinely evaluates school health programs annually.</p>	<p>1.3.1 Nurse occasionally develops goals and objectives that are suitable for some students, but are not aligned to the health and education needs of the students</p> <p>1.3.2 Nurse occasionally develops and implements assessments of the school health services program in the school.</p> <p>1.3.3 Nurse occasionally performs an evaluation of the school health program.</p>	<p>Nurse rarely or never develops goals and objectives without alignment of priority health and education needs/problems of the students, vision and mission of school, and the school improvement plan.</p> <p>1.3.2 Nurse rarely or never develops assessments of the school health services program.</p> <p>1.3.3 Nurse rarely or never evaluates the nursing service program in the school.</p>

<p>1.4</p> <p>Demonstrates knowledge of local, state, and federal governance, health and education laws and rules, school district policies, procedures and resources.</p>	<p>*The nurse fulfills most of the criteria for Level 3 and additionally contacts various agencies to facilitate referral and utilization of resources for health care, housing and financial issues.</p> <p>**The nurse fulfills the criteria for Level 3 and additionally has a knowledge community norms when planning for the health, safety and well-being of students.</p>	<p>1.4.1 Nurse consistently maintains a list of resources available for the needs of students and their families that include health care, housing, and financial issues.</p> <p>1.4.2 Nurse consistently demonstrates knowledge of school governance, state regulations, health and education laws and rules and school policies and procedures that is consistently evident in practice of nursing.</p>	<p>1.4.1 Nurse occasionally displays an awareness of regulations and resources for students available through the school district and has limited in knowledge of resources available in the community</p> <p>1.4.2 Nurse occasionally demonstrates knowledge of school governance, state regulations, health and education laws, school policies and procedures and is occasionally evident in nursing practice.</p>	<p>1.4.1 Nurse rarely or never displays knowledge of resources that are available for the school population</p> <p>1.4.2 Nurse rarely or never exhibits knowledge of school governance, health and education laws and rules and school policies and procedures in planning and is rarely or never evident in nursing practice.</p>
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Domain 2 for School Nurses: The Environment and Delivery of Services

Component	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.1</p> <p>Creates a safe, healthy and nurturing environment with disciplined, respectful, honest behavior that reflects a caring and supportive relationship and follows the Code of Ethics for Nurses.</p>	<p>*The nurse fulfills most of the criteria for Level 3 and additionally students seek out the nurse, reflecting a high degree of comfort, trust and respect in the relationship for receiving effective health care.</p> <p>**The Nurse fulfills most of the criteria for Level 3 and additionally has a leadership role in the School's Safety/Wellness Committee.</p> <p>***The nurse fulfills most of the criteria for Level 3 and additionally models a caring and supportive relationship that provides an environment that is safe, healthy and promotes well-being within the school environment.</p> <p>****The nurse fulfills most of the criteria for Level 3 and additionally the culture in the school for health and wellness while guided by the nurse is maintained by both staff and students.</p>	<p>2.1.1 Interactions of the nurse with students are consistently positive and respectful while recognizing culture and diversity.</p> <p>2.1.2 Nurse serves on and is a contributing member of the School Safety/Wellness Committee</p> <p>2.1.3 Nurse consistently models behaviors that provide an environment that is safe, healthy that promotes well-being.</p> <p>2.1.4 Nurse consistently promotes a culture for health and wellness throughout the school.</p>	<p>2.1.1 Interactions of the nurse with students occasionally are a mixture of positive and negative, with some students refusing to visit the nurse.</p> <p>2.1.2 Nurse is a member of the School Safety/Wellness Committee but only occasionally attends meetings.</p> <p>2.1.3 Nurse occasionally is known for providing an environment that is safe, healthy, that promotes well being.</p> <p>2.1.4 Nurse occasionally attempts to promote a culture of health throughout the school</p>	<p>Interactions of the nurse with many students are negative and/or inappropriate in providing care or responding to needs of students.</p> <p>2.1.2 Nurse is not a member of the School Safety/Wellness Committee, but rarely or never attends meetings.</p> <p>2.1.3 Nurse rarely or never provides an environment that is safe, healthy, that promotes well being.</p> <p>2.1.4 Nurse rarely or never attempts to establish a culture of health and wellness throughout the school.</p>
<p>2.2</p> <p>Follows health protocols and procedures for safe and effective health care that is</p>	<p>*Nurse fulfills most of the criteria for Level 3 and additionally ensures that procedures and protocols for the nursing office are seamless and prepared and anticipates unexpected situations.</p>	<p>2.2.1 Procedures are readily available, consistently up-dated and reflect evidence based practice.</p> <p>2.2.2 Nurse consistently collaborates with health departments and other county</p>	<p>2.2.1 Procedures are available, but occasionally not up-dated or followed.</p> <p>2.2.2. Nurse occasionally uses state and local governmental resources.</p>	<p>2.2.1 Procedures for the nursing office are nonexistent or in disarray.</p> <p>2.2.2 Nurse rarely or never uses state and local governmental resources.</p>

<p>evidenced based. Collaborates with local and state health departments, and other county and state government agencies.</p>	<p>**Nurse fulfills most of the criteria for Level 3 and additionally initiates collaborative relationships with local and state departments of health, and other government agencies. ***Nurse fulfills most of the criteria for Level 3 and additionally ensures that information for substitute nurses are assessable, well organized, and covers all situations.</p>	<p>and uses state and local government resources. 2.2.3 Information is consistently available and organized for substitute nurses and covers all the necessary curriculum</p>	<p>2.2.3 Occasionally some information is available for substitute nurses and may not cover all situations.</p>	<p>2.2.3 Rarely or never is information available for substitute nurses.</p>
<p>2.3 Organizes health office physical space with equipment and supplies readily available. Follows confidentiality as required by HIPPA/ FERPA requirements and utilizes universal precautions</p>	<p>*Nurse fulfills most of the criteria for Level 3 and additionally the health office is efficiently organized, safe, and is highly appropriate for all planned and emergency care and activities. **Nurse fulfills most of the criteria for Level 3 and additionally the 5 Rights of Medication Administration are displayed. ***Nurse fulfills most of the criteria for Level 3 and additionally the daily schedule of students' medications and treatments is well organized and always is readily accessible to nurse and/or substitute nurse. ****Nurse fulfills most of the criteria for Level 3 and additionally a high level of confidentiality and respect is the norm for care, information and record keeping in the nurse's</p>	<p>2.3.1 Health office is consistently well organized and is appropriately safe and effective for planned and emergency care and activities. 2.3.2 Medications are consistently properly stored and labeled with student's name and easily accessible for student administration. 2.3.3 A daily schedule of medications and treatments is consistently accessible to nurse and substitute nurse. 2.3.4 Nurse consistently respects and ensures confidentiality of health status, information and records of students 2.3.5 Nurse consistently follows universal precautions when delivering health services.</p>	<p>2.3.1 Occasionally attempts to create a well-organized and safe physical environment are partially successful. 2.3.2 Medications are occasionally stored properly and may not be labeled with student's name and occasionally difficult to find for each student. 2.3.3 Occasionally an organized schedule of medications and treatments are not available and accessible to nurse or substitute nurse. 2.3.4 Nurse occasionally makes an effort to ensure confidentiality of health status, health information and records of students. 2.3.5 Nurse inconsistently follows universal precautions when delivering health services.</p>	<p>2.3.1 Health office is in disarray and not prepared for planned activities for emergency care. 2.3.2 Medications are rarely or never properly stored, labeled with student's name or easily to find for each student. 2.3.3 No schedule of medications and treatments is rarely or never readily accessible for nurse or substitute nurse. 2.3.4 Nurse rarely or never ensures and maintains confidentiality of health status, information and records of students. 2.3.5 Nurse rarely or never adheres to or follows universal precautions when delivering health services.</p>

	<p>office.</p> <p>*****Nurse fulfills most of the criteria for Level 3 and additionally HIPAA/FERPA and universal precaution are seamlessly incorporated into delivery of nursing services.</p>	<p>2.3.6 HIPPA and FERPA regulations are consistently followed.</p>	<p>2.3.6 HIPPA and FERPA regulations are occasionally followed.</p>	<p>2.3.6 HIPPA and FERPA regulations are rarely or never followed.</p>
<p>2.4</p> <p>Assessment of Student Health Needs.</p>	<p>*Nurse fulfills most of the criteria for Level 3 and additionally conducts individualized detailed assessments of student's needs to contribute to the promotion of maximum student health and performance.</p>	<p>2.4.1 Nurse consistently assesses individual student's health needs and consistently knows the range of student needs in the school.</p>	<p>2.4.1 Nurse assessments of students are superficial and occasionally done without care or interest of students health needs.</p>	<p>2.4.1 Nurse assessments rarely or never results in accurate conclusions of students health needs.</p>
<p>2.5</p> <p>Administers health care regimens for medications, treatments, and anticipatory health counseling.</p>	<p>*Nurse fulfills most of the criteria for Level 3 and additionally nurse assists students in becoming independent in self-management for timely appointments, or independently taking medications according to designated safe routines and procedures.</p>	<p>2.5.1 Medications are consistently administered by nurse following school policy, Indiana state laws, and the Indiana Nurse Practice Act.</p> <p>2.5.2 Training for staff is consistently planned, implemented, supervised and recorded by nurse.</p> <p>2.5.3 Medication administration information is consistently recorded in appropriate format.</p> <p>2.5.4 Signed release and parent permission forms are conveniently stored and always available for review when needed.</p> <p>2.5.5 Physician orders for treatments are up to date and easy to access.</p>	<p>2.5.1 Medications are occasionally administered by nurse following school board policy, Indiana state law, and Nurse Practice Act.</p> <p>2.5.2 Training for staff is occasionally done with minimal planning, supervision, and recording by nurse</p> <p>2.5.3 Medication administration information is occasionally recorded in appropriate format.</p> <p>2.5.4 Signed release and parent permission forms are occasionally stored and occasionally available for review.</p> <p>2.5.5 Physician orders are occasionally inconsistent and are occasionally not stored for.</p>	<p>2.5.1 Medications are administered by nurse without regard or knowledge of school policy, Indiana state laws, and the Indiana Nurse Practice Act.</p> <p>2.5.2 Training is rarely or never done for staff by the nurse.</p> <p>2.5.3 Medication administration information is rarely or never recorded in appropriate format.</p> <p>2.5.4 Signed release and parent permission forms are rarely or never stored and rarely or never available for review.</p> <p>2.5.5 Physician orders for treatments are rarely or never available and rarely or never stored properly for retrieval</p>

		2.5.6 All treatment information is consistently documented in an organized manner.	Quick retrieval. 2.5.6 Treatment information is occasionally documented.	2.5.6 Treatment information is rarely or never documented.
<p>2.6</p> <p>Promotion of staff and student wellness through policies, coordination, intentional individual interactions and group presentations and activities</p>	<p>*Nurse fulfills most of the criteria for Level 3 and additionally nurse's coordination of wellness promotion activities, intentional individual interactions and group presentations are consistently effective with students and staff assuming an active role in the school in promoting wellness, a healthy lifestyle, and preventing disease.</p> <p>**Nurse fulfills most of the criteria for Level 3 and additionally data collection and evaluation methods are in place, well organized and maintained.</p>	<p>2.6.2 Nurse efforts to promote staff and student wellness, health promotion, and/or disease prevention through intentional individual interactions and group presentations are consistently completed without organization or evaluation that help students adopt a healthy lifestyle that promotes wellness, and prevents disease.</p> <p>2.6.2 Data collection and evaluation methods are consistently in place.</p>	<p>2.6.1 Nurse efforts to promote staff and student wellness, health promotion, and/or disease prevention through intentional individual interactions and group presentations are occasionally completed without organization or evaluation.</p> <p>2.6.2 Nurse occasionally needs assistance with data collection and evaluation.</p>	<p>2.6.1 Nurse efforts to promote staff and student wellness, health promotion, and/or disease prevention through intentional individual interactions and group presentations are rarely or never completed.</p> <p>2.6.2 There is no data collection done.</p>
<p>2.7</p> <p>Develop specialized IEP's and IHP's for students with diverse medical and cultural needs. Identify students meeting 504 requirements and works effectively with parents, health care providers, staff and community members.</p>	<p>*Nurse fulfills most of the criteria for Level 3 and additionally initiates collaboration with parents, health care providers, school staff and administration in completing health assessments and in developing IEP's, IHP's, and 504 plans.</p> <p>**Nurse fulfills most of the criteria for Level 3 and additionally IHP's are developed for all diabetic students and are constantly updated and evaluated.</p> <p>***Nurse fulfills most of the</p>	<p>2.7.1 Nurse consistently collaborates with parents, health care providers, school staff, and administration in developing IEP's, IHP's and 504's for students with diverse health and educational needs.</p> <p>2.7.2 IHP's are consistently developed for all diabetic students.</p> <p>2.7.3 Health assessments are consistently completed for students in special education, or that meet the 504 qualifications, thereby signifying an effective nursing practice.</p>	<p>Nurse occasionally collaborates with parents, health care providers, classroom teachers and administrators in developing IEP's, IHP's and 504's when specifically asked.</p> <p>2.7.2 IHP's are occasionally developed for diabetic students.</p> <p>2.7.3 Occasionally displays a lack of initiative and planning for the health and safety needs of students.</p>	<p>2.7.1 Nurse rarely or never collaborates with parents, health care providers, and classroom teachers and administrators to develop specialized IEP's, IHP's and 504's for students.</p> <p>2.7.2 IHP's are rarely or never developed for diabetic students.</p> <p>2.7.3 Rarely or never displays initiative and the planning for the health and safety needs of students.</p>

Domain 4: Core Professionalism Rubric

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

Indicator	WEIGHT SCALE	Does Not Meet Standard	Meets Standard	Guidelines
<p>Attendance / On-Time Arrival</p>	<p>.50</p>	<p>Individual demonstrates a pattern of unexcused absences * 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)</p>	<p>Individual has not demonstrated a pattern of unexcused absences* 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)</p>	<p>Greater than 63 hours sick or unexcused (Non-FLMA Days within the evaluation cycle in the current school year. Greater than 5 days tardy of 10 minutes or more within the evaluation cycle in the current school year. Received 4 minor or 2 major infractions with written documentation within the evaluation cycle in the current school year.</p>
<p>Policies and Guidelines/ District Core Values</p>	<p>.50</p>	<p>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 failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner and/or demonstrate the District Core Values</p>	<p>Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner and/or demonstrating the District Core Values</p>	<p>Follows and reinforces the District Core Values of Excellence Scholarship Courage Respect</p>

	criteria for Level 3 and additionally locates and shares information and resources both within and outside the school for the safe, effective and specialized nursing care of students.	2.7.4 Consistently gives assistance in the 504 process for students.	2.7.4 Occasionally gives some assistance in the 504 process for students.	2.7.4 Declines to assist with the 504 process for students.
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Domain 3: Professional Responsibilities

Competency	Highly effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>3.1 Knows and utilizes the Indiana Nurse Practice Act, Student Services Rule, Scope and Standards of School Nursing Practice, Code of Ethics for Nursing as well as health and educational laws and rules. Displays current licensure from the Indiana Professional Licensing Agency, and School Services Personnel, Professional School Nurse License from IDOE... CPR/AED certification is current.</p>	<p>Nurse fulfills most of the criteria for Level 3 and additionally nurse continues to pursue professional development and education related to school nursing. Nurse has earned a Masters Degree, Professionalized IDOE License, or earned National Certification as a School Nurse.</p> <p>**Nurse fulfills most of the criteria for Level 3 and additionally always adheres to the Indiana Nurse Practice Act, Scope and Standards of School Nursing, Code of Ethics for Nurses, Student Services Rule and Indiana laws pertaining to school health.</p> <p>***Nurse fulfills most of the criteria for Level 3 and additionally reflections and evaluation of his/her nursing practice are highly accurate and perceptive, citing specific examples.</p>	<p>3.1.1 Registered nurse license from IPLA is consistently in good standing and has an IDOE School Nurse Certification</p> <p>3.1.2 CPR/AED certification is consistently certified.</p> <p>3.1.3 Nurse consistently adheres to the Indiana Nurse Practice Act, Scope and Standards of School Nursing, Code of Ethics for Nurses, Student Services Rule and Indiana laws pertaining to school health.</p> <p>3.1.4 Consistently provides an accurate and objective evaluation of his/her own practice.</p> <p>3.1.5 Nurse consistently gives specific suggestions regarding the improvement of school health services in a detailed plan for change.</p>	<p>3.1.1 Registered Nurse license is in good standing from IPLA. Nurse's IDOE School Nurse Certification is current</p> <p>3.1.2 CPR/AED certification is occasionally not current.</p> <p>3.1.3 Nurse is aware of the Indiana Nurse Practice Act, Student Services Rule, Code of Ethics for Nurses, Scope and Standards of School Nursing Practice and Indiana laws pertaining to school health occasionally adhering to them.</p> <p>3.1.4 Nurse reflections and evaluations of his/her own practice are occasionally accurate, but objectivity is lacking.</p> <p>3.1.5 Nurse's suggestions for improvement are occasionally global, but specific suggestions for improvement of school health services.</p>	<p>3.1.1 Nurse rarely or never maintains a Professional Nurse License from IPLA. Nurse does not meet Indiana DOE School Nurse Certification requirements.</p> <p>3.1.2 CPR/AED Certification is rarely or never current.</p> <p>3.1.3 Nurse rarely or never appear to know the Indiana Nurse Practice Act, Student Services Rule, Scope and Standards of School Nursing Practice, Code of Ethics for Nurses and other Indiana laws that pertain to school health.</p> <p>3.1.4 Nurse rarely or never reflects and evaluates his/her own practice or the reflections are inaccurate or self-serving.</p> <p>3.1.5 Nurse's rarely or never gives suggestions for improvement of school health services.</p>

<p>3.2</p> <p>Maintaining health records in accordance with school board policy, HIPAA/FERPA, and state and federal requirements; all reports are accurate and timely to meet accreditation requirements, and ensure health and safety of students.</p>	<p>*Nurse fulfills the criteria for Level 3 and in addition consistently exceeds expectations in keeping relevant and accurate health information on all students in the building. Health records are systematic and efficient with data used for program management, administrative reporting and school health program evaluation.</p> <p>**Nurse fulfills most of the criteria for Level 3 and additionally student health plans are fully effective and parents, staff and students participate in their development.</p> <p>***Nurse fulfills most of the criteria for Level 3 and additionally Immunization records, medication and treatment documentations are always timely, complete, and follow state and district requirements.</p> <p>****Nurse fulfills most of the criteria for Level 3 and additionally confidentiality is highly and totally maintained.</p>	<p>3.2.1 Nurse is consistently proficient in recording information on all students in the building.</p> <p>3.2.2 Reports, records, and documentation of student health records are accurate and submitted in a timely manner.</p> <p>3.2.3 Student health plans are effective and complete. Immunization records, medication and treatment documentation are timely, complete, and follow state and district requirements.</p> <p>3.2.4 Health status records are kept and reviewed for safe, effective nursing.</p> <p>3.2.5 Confidentiality is consistently and well maintained.</p>	<p>3.2.1 Nurse occasionally keeps current information on all students in the building.</p> <p>3.2.2 Reports, records and documentation are occasionally accurate, but occasionally late and do not follow Record Retention Policy.</p> <p>3.2.3 Student health plans are occasionally incomplete or partially effective and information is limited and not efficiently recorded.</p> <p>3.2.4 Health and immunization records and medication and treatment documentation are not adequately maintained and follow state and district requirements.</p> <p>3.2.5 Confidentiality is occasionally not maintained</p>	<p>Nurse rarely or never keeps up-to-date health information on all students in building and information is in disarray and incomplete.</p> <p>3.2.2 Reports, records, and documentation are rarely or never accurate and are late or inaccurate.</p> <p>3.2.3 Student health plans rarely or never exists or are in disarray.</p> <p>3.2.4 Health and immunization records, medication, treatment and health status documentation rarely or never existed and/or are incomplete.</p> <p>3.2.5 Confidentiality is rarely or never maintained.</p>
<p>3.3</p> <p>Communicating with students, school staff, families, and</p>	<p>*Nurse fulfills most of the criteria for Level 3 and additionally is frequently in the leadership role by being proactive in providing complete</p>	<p>3.3.1 Nurse consistently provides thorough and accurate information to others regarding the school health and nursing program.</p> <p>3.3.2 Nurse consistently</p>	<p>3.3.1 Nurse occasionally provides limited information to others regarding the school health and nursing program.</p> <p>3.3.2 Nurse occasionally interacts</p>	<p>3.3.1 Nurse rarely or never provides information to others regarding school health and nursing practice</p> <p>3.3.2 Nurse avoids parent contact,</p>

<p>community members and about school health.</p> <p>Communication with health care providers with a parent signed release of information.</p>	<p>information to others regarding the school health program.</p> <p>**Nurse fulfills most of the criteria for Level 3 and additionally utilizes a variety of communication techniques.</p> <p>*** Nurse fulfills most of the criteria for Level 3 and additionally is proactive and assumes leadership in handling routine, unexpected and emergency situations with parents and treats parents with respect and empathy.</p>	<p>communicates respectfully with individual families regarding their child's health needs.</p> <p>3.3.3 Nurse is consistently respectful and friendly to families, handles routine, unexpected and emergency situations, and adheres to confidentiality practices.</p> <p>3.3.4 Nurse consistently communicates effectively with health care providers after obtaining a parent signed release of information.</p>	<p>and communicates respectfully with families about their child's health care needs. -</p> <p>3.3.3 Nurse occasionally has difficulty with confidentiality in obtaining and using health information in multiple situations.</p> <p>3.3.4 Nurse occasionally communicates and/or has limited contact with health care providers even with a parent signed release of information.</p>	<p>rarely or never shows respect for families, or has an established method for parent communication concerning their child's health needs.</p> <p>3.3.3 Nurse rarely or never maintains confidentiality in obtaining and using health information in multiple situations.</p> <p>3.3.4 Nurse rarely or never communicates with health care providers or communicates without a parent signed release of information.</p>
<p>3.4</p> <p>Actively participates in the professional community for professional growth and development regarding the performance of and delivery of safe and effective school health services.</p>	<p>*Nurse fulfills most of the criteria for Level 3 and additionally is always supportive and cooperative with all staff as an active member of the team.</p> <p>**Nurse fulfills most of the criteria for Level 3 and additionally always volunteers and participates in building and district events and committees and assumes a leadership role.</p> <p>***Nurse fulfills most of the criterion in Level 3 and in additionally actively pursues and attends professional development activities, and makes a contribution by</p>	<p>3.4.1 Nurse consistently works in a cooperative effort with staff and peers.</p> <p>3.4.2 Nurse consistently volunteers and participates in building and district events and committees, making a substantial contribution to the learning environment of students, and reflective of a practice</p> <p>3.4.3 Nurse consistently understands the connection between health and education.</p> <p>3.4.4 Nurse consistently attends IPS School Nurse meetings.</p>	<p>3.4.1 Nurse's occasionally works with staff and relationships with staff and peers is cordial.</p> <p>3.4.2 Nurse occasionally participates in required building and district events and other committees and activities only when requested.</p> <p>3.4.3 Nurse occasionally participates in professional development on a limited basis when required.</p> <p>3.4.4. Nurse occasionally attends some IPS School Nurse meetings.</p>	<p>Nurse's rarely or never works in a cooperative effort with staff and relationships with staff and peers are negative and self-serving.</p> <p>3.4.2 Nurse rarely or never participates in required building events and avoids involvement in building and district committees and events.</p> <p>3.4.3 Nurse rarely or never participates in professional development when it is clearly a necessity for developing and maintaining nursing knowledge and skills.</p> <p>3.4.4 Nurse rarely or never attends IPS School Nurse meetings.</p>

<p>volunteering for committee work at local and state meetings and leading workshops.</p> <p>****Nurse fulfills most of the criteria for Level 3 and additionally contributes to the development of other nurses by mentoring other school nurses, student nurses and students of other health disciplines and leading workshops.</p>	<p>3.4.5 Nurse consistently seeks professional development opportunities in health and education, by attending local and state activities/meetings, and webinars</p> <p>3.4.6 Nurse consistently contributes to the IDOE Learning Connection resources.</p>	<p>3.4.5 Nurse occasionally participates in local, state or national professional organizations</p> <p>3.4.6 Nurse is a member of the IDOE Learning Connection and occasionally contributes to IDOE Learning Connection resources.</p>	<p>3.4.5 Nurse rarely or never participates in state and national professional organizations.</p> <p>3.4.6 Nurse is not a member of the IDOE Learning Connection.</p>
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Appendix J

School Social Worker Effectiveness Rubric



Indianapolis Public Schools School Social Worker Effectiveness Rubric

Modified July 2013

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SCHOOL SOCIAL WORKER EFFECTIVENESS RUBRIC

DOMAIN 1: Purposeful Planning

School Social Worker (SSW) uses the Indiana School Social Work Standards to develop a school social work plan based on analysis of school and community data that highlights the social, emotional, behavioral and mental health needs of the students within the jurisdiction of the SSW. The SSW looks at data through the lens of the social work profession, identifying those issues that are creating obstacles to students being ready and prepared to learn.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.1</p> <p>Utilize student, school and community data to plan</p>	<p>*At Level 4, a SSW fulfills the criteria for Level 3, and additionally utilizes, interprets and analyzes data from multiple sources and adjusts interventions in collaboration with school staff and families</p> <p>** At Level 4, a SSW fulfills the criteria for Level 3, and additionally incorporates community data and resources into the school social work plan and goals</p>	<p>1.1.1 SSW consistently formulates culturally competent school-wide social work program goals, small group goals and individual student goals using data from some of the following areas: achievement, attendance, discipline, diversity, Functional Behavioral Assessment (FBA), Individual Educational Plan (IEP) documentation, parent interviews, pre/post-tests, special education, student assessments, teacher referrals, etc.</p> <p>1.1.2 SSW consistently obtains data from some of the following sources to formulate culturally competent goals: IDOE, Student Services, www.doe.in.gov/student-services; INSSWA, www.insswa.org; IPS Online, Data Warehouse; Census Bureau, www.census.gov; Kids Count, www.kyi.org/reports; SAVI, www.savi.org; STATS</p>	<p>1.1.1 SSW occasionally formulates culturally competent school-wide social work program goals, small group goals and individual student goals using data from some of the following areas: achievement, attendance, discipline, diversity, Functional Behavioral Assessment (FBA), Individual Educational Plan (IEP) documentation, parent interviews, pre/post-tests, special education, student assessments, teacher referrals, etc.</p> <p>1.1.2 SSW occasionally obtains data from some of the following sources to formulate culturally competent goals: IDOE, Student Services, www.doe.in.gov/student-services; INSSWA, www.insswa.org; IPS Online, Data Warehouse; Census Bureau, www.census.gov; Kids Count, www.kyi.org/reports; SAVI, www.savi.org; STATS;</p>	<p>1.1.1 SSW lacks basic skills and ability to and/or rarely or never formulate(s) culturally competent school-wide social work program goals, small group goals and individual student goals using data from some of the following areas: achievement, attendance, discipline, diversity, Functional Behavioral Assessment (FBA), Individual Educational Plan (IEP) documentation, parent interviews, pre/post-tests, special education, student assessments, teacher referrals, etc.</p> <p>1.1.2 SSW lacks basic skills and ability to and/or rarely or never obtain(s) data from some of the following sources to formulate culturally competent goals: IDOE, Student Services, www.doe.in.gov/student-services; INSSWA, www.insswa.org; IPS Online, Data Warehouse; Census Bureau, www.census.gov; Kids</p>

1.2	Set ambitious and measurable student goals	*At Level 4, a SSW fulfills the criteria for level 3, and additionally plans annual goals at the school-wide, targeted and individual levels incorporating community data or resources into the goals	Indiana, www.statsindiana.edu ; United Way, www.uwci.org ; etc.	Indiana, www.statsindiana.edu ; United Way, www.uwci.org ; etc.	Count, www.iyi.org/reports ; SAVI, www.savi.org ; STATS Indiana, www.statsindiana.edu ; United Way, www.uwci.org ; etc.
1.3	Utilize evidenced-based assessments and interventions	*At Level 4, a SSW fulfills the criteria for Level 3, and additionally plans include adjusting to the intervention in terms of frequency and duration to better meet the identified goal **At Level 4, a SSW fulfills the criteria for Level 3, and additionally develops clear schedules for organizing responsibilities, plans and uses well-designed progress monitoring assessments and makes revisions as needed ***At Level 4, a SSW fulfills the criteria for Level 3, and additionally plans include assessing periodic response to the interventions	1.3.1 Based on goals, SSW consistently plans culturally competent interventions by identifying evidence-based assessments and baseline data to develop strategies and practices specific to the identified need as a result of utilizing some of the following tools: Behavior Assessment System for Children-2 Portable Observation Program (BASC-2 POP), cognitive behavioral therapy, direct observations, Functional Behavioral Assessments (FBAs), pre/post-tests, school referral forms, solution-focused brief therapy, student and parent interviews, time logs, etc.	1.3.1 Based on goals, SSW occasionally plans culturally competent interventions by identifying evidence-based assessments and baseline data to develop strategies and practices specific to the identified need as a result of utilizing some of the following tools: Behavior Assessment System for Children-2 Portable Observation Program (BASC-2 POP), cognitive behavioral therapy, direct observations, Functional Behavioral Assessments (FBAs), pre/post-tests, school referral forms, solution-focused brief therapy, student and parent interviews, time logs, etc.	1.3.1 SSW lacks basic skills and ability to and/or rarely or never plan(s) culturally competent interventions by identifying evidence-based assessments and baseline data to develop strategies and practices specific to the identified need as a result of utilizing some of the following tools: Behavior Assessment System for Children-2 Portable Observation Program (BASC-2 POP), cognitive behavioral therapy, direct observations, Functional Behavioral Assessments (FBAs), pre/post-tests, school referral forms, solution-focused brief therapy, student and parent interviews, time logs, etc.
			1.3.2 SSW consistently plans culturally competent	1.3.2 SSW occasionally plans culturally competent	1.3.2 SSW lacks basic skills and ability to and/or rarely or never

		<p>interventions by setting appropriate priorities and allocating an appropriate amount of time in which to achieve the identified goal</p> <p>1.3.3 SSW consistently obtains information from evidenced-based resources which may include: books, curriculum, literature, Evidenced-Based Intervention Network, www.ebi.missouri.edu; Intervention Central, www.interventioncentral.org; Institute of Education Sciences, www.ies.edu.gov; National Registry of Evidenced-based Programs, www.nrepp.samsha.gov; Response to Intervention, www.rti4success.org; <i>School Social Work Source</i> by Cynthia Franklin; etc.</p>	<p>interventions by setting appropriate priorities and allocating an appropriate amount of time in which to achieve the identified goal</p> <p>1.3.3 SSW occasionally obtains information from evidenced-based resources which may include: books, curriculum, literature, Evidenced-Based Intervention Network, www.ebi.missouri.edu; Intervention Central, www.interventioncentral.org; Institute of Education Sciences, www.ies.edu.gov; National Registry of Evidenced-based Programs, www.nrepp.samsha.gov; Response to Intervention, www.rti4success.org; <i>School Social Work Source</i> by Cynthia Franklin; etc.</p>	<p>plan(s) culturally competent interventions by setting appropriate priorities and allocating an appropriate amount of time in which to achieve the identified goal</p> <p>1.3.3 SSW lacks basic skills and ability to and/or rarely or never obtain(s) information from evidenced-based resources which may include: books, curriculum, literature, Evidenced-Based Intervention Network, www.ebi.missouri.edu; Intervention Central, www.interventioncentral.org; Institute of Education Sciences, www.ies.edu.gov; National Registry of Evidenced-based Programs, www.nrepp.samsha.gov; Response to Intervention, www.rti4success.org; <i>School Social Work Source</i> by Cynthia Franklin; etc.</p>
<p>1.4</p> <p>Track student progress and record for the purposes of intervention analysis</p>	<p>*At Level 4, a SSW fulfills the criteria for Level 3, and additionally uses school-wide, group and individual data to understand the larger issues impacting sub-populations in the school community (access to mental health services, achievement gap, basic needs, disproportionality, etc.) in order to better advocate for students impacted by such issues</p>	<p>1.4.1 SSW consistently uses an effective progress monitoring system to track, monitor, record and adjust interventions based on data by applying some of the following monitoring tools: Individual Educational Plan (IEP) and Response to Intervention (RTI) progress monitoring, individual and group documentation, time logs, etc.</p> <p>1.4.2 SSW consistently demonstrates a high level of commitment to the values, ethics and standards of the social work profession by maintaining accurate records and data and</p>	<p>1.4.1 SSW occasionally uses a system to track, monitor, record and adjust interventions based on data by applying some of the following monitoring tools: Individual Educational Plan (IEP) and Response to Intervention (RTI) progress monitoring, individual and group documentation, time logs, etc.</p> <p>1.4.2 SSW occasionally demonstrates a level of commitment to the values, ethics and standards of the social work profession by occasionally maintaining accurate records and</p>	<p>1.4.1 SSW lacks basic skills and ability to and/or rarely use(s) a system to track, monitor, record and adjust interventions based on data by applying some of the following monitoring tools: Individual Educational Plan (IEP) and Response to Intervention (RTI) progress monitoring, individual and group documentation, time logs, etc.</p> <p>1.4.2 SSW lacks basic skills and ability to and/or rarely or never demonstrates a commitment to the values, ethics and standards of the social work profession by maintaining accurate records and</p>

	<p>information, uses sound judgment in everyday practice and promotes the importance of confidentiality among colleagues</p>	<p>preserving the privacy and confidentiality of information such as counseling sessions and case records</p>	<p>data and preserving the privacy and confidentiality of information such as counseling sessions and case records</p>	<p>data and preserving the privacy and confidentiality of information such as counseling sessions and case records</p>
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DOMAIN 2: Effective School Social Work Services

Having analyzed individual student, school and community data, the School Social Worker (SSW) identifies concerns that are school-wide or specific to certain sub-groups (grade levels, socio-economic groups, specific racial/ethnic groups, male/female, special education, etc.) The SSW then provides comprehensive, culturally competent school social work services to individuals, groups, families and the school community.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.1</p> <p>Demonstrate knowledge of laws, rules and policies which impact students, families and the school community creating protections and/or eliminating barriers to successful student outcomes</p>	<p>*At Level 4, a SSW fulfills the criteria for Level 3, and additionally advocates for changes in laws, rules and policies that will positively impact students and families within the school community.</p>	<p>2.1.1 SSW consistently demonstrates thorough knowledge of and provides accurate information related to relevant laws, rules and policies in the areas of: attendance, bullying prevention, Child Protection Services, confidentiality, McKinney-Vento, NASW Code of Ethics, school discipline, Section 504, special education, Title IX, etc.</p>	<p>2.1.1 SSW occasionally demonstrates some fundamental understanding of and answers basic questions related to relevant laws, rules and policies in the areas of: attendance, bullying prevention, Child Protection Services, confidentiality, McKinney-Vento, NASW Code of Ethics, school discipline, Section 504, special education, Title IX, etc.</p>	<p>2.1.1 SSW rarely or never demonstrates knowledge of and/or rarely or never answers questions related to relevant laws, rules and policies in the areas of: attendance, bullying prevention, Child Protection Services, confidentiality, McKinney-Vento, NASW Code of Ethics, school discipline, Section 504, special education, Title IX, etc.</p>
<p>2.2</p> <p>Identify and implement prevention services to identify barriers to student achievement and develop plans to reduce such barriers</p>	<p>*At Level 4, a SSW fulfills the criteria for Level 3, and additionally demonstrates an awareness and understanding of the implications of data analysis, and advocates for positive change to address identified barriers to student success.</p>	<p>2.2.1 SSW consistently and effectively demonstrates coordination and/or implementation of evidence-based, culturally competent prevention programs, strategies and practices in some of the areas of: attendance, body safety, bullying prevention, conflict resolution, dating violence, discipline, drugs, gangs, positive behavioral supports, relationships, sexual harassment, violence, etc.</p>	<p>2.2.1 SSW occasionally demonstrates basic skill and ability in coordinating and/or implementing evidence-based, culturally competent prevention programs, strategies and practices in some of the areas of: attendance, body safety, bullying prevention, conflict resolution, dating violence, discipline, drugs, gangs, positive behavioral supports, relationships, sexual harassment, violence, etc.</p>	<p>2.2.1 SSW lacks basic skills and ability to and/or rarely or never coordinate(s) and/or implement(s) evidence-based, culturally competent prevention programs, strategies and practices in some of the areas of: attendance, body safety, bullying prevention, conflict resolution, dating violence, discipline, drugs, gangs, positive behavioral supports, relationships, sexual harassment, violence, etc.</p>
<p>2.3</p> <p>Provide assessment services of student</p>	<p>*At Level 4, a SSW fulfills the criteria for Level 3, and additionally demonstrates a vast understanding of the diagnostic implementation process to assess and create alternative</p>	<p>2.3.1 SSW consistently conducts quality assessments and makes specific recommendations regarding interventions that are congruent with student needs in some of the areas of:</p>	<p>2.3.1 SSW occasionally conducts assessments and makes general recommendations regarding interventions that are congruent with student needs in some of the areas of: attendance,</p>	<p>2.3.1 SSW lacks basic skills and ability to and/or rarely or never conduct(s) assessments regarding student functioning in some of the areas of: attendance, attention challenges, behavioral</p>

<p>and family needs in order to design effective interventions</p>	<p>intervention plans that impact student functioning.</p> <p>**At Level 4, a SSW fulfills the criteria for Level 3, and additionally demonstrates an ability to assess school-wide barriers to student and school success in order to support school leadership teams in planning and implementing school reform.</p>	<p>attendance, attention challenges, behavioral concerns, child abuse/neglect, crisis, mental illness, special education, study skills, suicidal ideation, task completion, test taking, etc.</p>	<p>attention challenges, behavioral concerns, child abuse/neglect, crisis, mental illness, special education, study skills, suicidal ideation, task completion, test taking, etc.</p>	<p>concerns, child abuse/neglect, crisis, mental illness, special education, study skills, suicidal ideation, task completion, test taking, etc.</p>
	<p>2.3.2 SSW consistently engages students and families to identify barriers to student achievement and develop plans to overcome such barriers by using some of the following techniques and tools: analyzing/utilizing student, school and community data, such as excessively high numbers of student absences, suspensions and expulsions; assessing social and economic needs of families; completing social histories and behavior intervention plans; conducting parent and student interviews; making home visits; responding professionally to crises encountered in the school; serving on a multidisciplinary team to identify student strengths and needs, such as building-based team (BBT), committee on academic and behavioral supports (CABS), multi-disciplinary team (M-Team), Response to Intervention (RTI) and school committees; using appropriate and culturally competent assessment instruments; using progress monitoring techniques to continually assess the response to the school social work intervention; utilizing data from teacher and parent referrals; etc.</p>	<p>2.3.2 SSW occasionally engages students and families to identify barriers to student achievement and develop plans to overcome such barriers by using some of the following techniques and tools: analyzing/utilizing student, school and community data, such as excessively high numbers of student absences, suspensions and expulsions; assessing social and economic needs of families; completing social histories and behavior intervention plans; conducting parent and student interviews; making home visits; responding professionally to crises encountered in the school; serving on a multidisciplinary team to identify student strengths and needs, such as building-based team (BBT), committee on academic and behavioral supports (CABS), multi-disciplinary team (M-Team), Response to Intervention (RTI) and school committees; using appropriate and culturally competent assessment instruments; using progress monitoring techniques to continually assess the response to the school social work intervention; utilizing data from techniques to continually assess the response to the school social work intervention; utilizing data</p>	<p>2.3.2 SSW lacks basic skills and ability to and/or rarely or never engage(s) students and families to identify barriers to student achievement and rarely or never develop plans to overcome such barriers by using some of the following techniques and tools: analyzing/utilizing student, school and community data, such as excessively high numbers of student absences, suspensions and expulsions; assessing social and economic needs of families; completing social histories and behavior intervention plans; conducting parent and student interviews; making home visits; responding professionally to crises encountered in the school; serving on a multidisciplinary team to identify student strengths and needs, such as building-based team (BBT), committee on academic and behavioral supports (CABS), multi-disciplinary team (M-Team), Response to Intervention (RTI) and school committees; using appropriate and culturally competent assessment instruments; using progress monitoring techniques to continually assess the response to the school social work intervention; utilizing data from techniques to continually assess</p>	

			<p>from teacher and parent referrals; etc.</p>	<p>the response to the school social work intervention; utilizing data from teacher and parent referrals; etc.</p>
<p>2.4 Provide culturally appropriate, evidenced-based school-wide, small group and individual social work intervention services to promote student academic, career and emotional/social development</p>	<p>*At Level 4, a SSW fulfills the criteria for Level 3, and additionally demonstrates use of relevant and effective developmentally appropriate interventions and consistently monitors and adjusts interventions to respond to differences in students needs.</p> <p>**At Level 4, a SSW fulfills the criteria for Level 3, and additionally demonstrates a superior level of skill and ability in crisis intervention and takes initiative in team planning for crisis prevention and intervention.</p> <p>***At Level 4, a SSW fulfills the criteria for Level 3, and additionally demonstrates leadership roles within intra/interdisciplinary teams while engaging others in the problem-solving process.</p> <p>****At Level 4, a SSW fulfills the criteria for Level 3, and additionally involves relevant stakeholders in the development of counseling plans for individual students. <i>(Individual and group counseling is protected by confidentiality, therefore may not be directly observed.)</i></p> <p>*****At Level 4, a SSW fulfills the criteria for Level 3, and additionally advocates for</p>	<p>2.4.1 SSW consistently uses developmentally appropriate interventions, and continually monitors and adjusts interventions to respond to differences in students needs from some of the following topics/issues: attendance barriers (home visits, student and parent conferences); case conferences (child and family team meetings, Behavior Improvement Plans [BIP], goal development, Individual Educational Plans [IEP], Section 504, staffing meetings); classroom presentations (bullying prevention, graduation plan, social skills, test-taking strategies, etc.); classroom management; IEP counseling; parent conferences in school and at home (academic concerns, community referrals, conflict between parent and school staff, conflict between parent and student, developmental needs of students, mental health of parent and/or student, parenting education/skills, student behavior); peer mediation; positive behavioral interventions and support (PBIS); psycho-educational counseling (anger management, conflict resolution, grief and loss, divorce, incarceration of family member, mobility, pregnancy, self-esteem, social skills, trauma, etc.); Response to Intervention (RTI);</p>	<p>2.4.1 SSW uses a limited range of developmentally appropriate interventions, and occasionally monitors and adjusts interventions to respond to differences in students needs from some of the following topics/issues: attendance barriers (home visits, student and parent conferences); case conferences (child and family team meetings, Behavior Improvement Plans [BIP], goal development, Individual Educational Plans [IEP], Section 504, staffing meetings); classroom presentations (bullying prevention, graduation plan, social skills, test-taking strategies, etc.); classroom management; IEP counseling; parent conferences in school and at home (academic concerns, community referrals, conflict between parent and school staff, conflict between parent and student, developmental needs of students, mental health of parent and/or student, parenting education/skills, student behavior); peer mediation; positive behavioral interventions and support (PBIS); psycho-educational counseling (anger management, conflict resolution, grief and loss, divorce, incarceration of family member, mobility, pregnancy, self-esteem, social skills, trauma, etc.); Response to Intervention (RTI);</p>	<p>2.4.1 SSW uses interventions that are ineffective, and lacks basic skills and ability to and/or rarely or never monitors and adjusts interventions to respond to differences in students needs from some of the following topics/issues: attendance barriers (home visits, student and parent conferences); case conferences (child and family team meetings, Behavior Improvement Plans [BIP], goal development, Individual Educational Plans [IEP], Section 504, staffing meetings); classroom presentations (bullying prevention, graduation plan, social skills, test-taking strategies, etc.); classroom management; IEP counseling; parent conferences in school and at home (academic concerns, community referrals, conflict between parent and school staff, conflict between parent and student, developmental needs of students, mental health of parent and/or student, parenting education/skills, student behavior); peer mediation; positive behavioral interventions and support (PBIS); psycho-educational counseling (anger management, conflict resolution, grief and loss, divorce, incarceration of family member, mobility, pregnancy, self-esteem, social skills, trauma, etc.); Response to Intervention (RTI);</p>

	<p>student involvement in activities that foster strengths, personal growth, problem-solving and high expectation to maximize student achievement and classroom performance.</p>	<p>student management (behavior charts, behavior plans, focus/staying on task skills, study skills, etc.); students who are homeless (attendance, emotional, housing, physical needs, stability); etc.</p>	<p>student management (behavior charts, behavior plans, focus/staying on task skills, study skills, etc.); students who are homeless (attendance, emotional, housing, physical needs, stability); etc.</p>	<p>student management (behavior charts, behavior plans, focus/staying on task skills, study skills, etc.); students who are homeless (attendance, emotional, housing, physical needs, stability); etc.</p>
	<p>2.4.2 SSW consistently demonstrates an effective level of skill and ability in crisis intervention and assists team in assessing level of crisis to plan interventions which may include some of the following circumstances: assaults, behavioral issues, child abuse and neglect, death, family issues, fights, friendships, incarceration, mental health issues, mobility, physical catastrophes, school, home and community violence, suicide, etc.</p>	<p>2.4.3 SSW consistently and effectively provides consultation services, actively shares expertise, collaborates with others and contributes to intra/interdisciplinary teams.</p>	<p>2.4.3 SSW occasionally provides consultation services, collaborates with others when requested and participates in mandatory only intra/interdisciplinary teams.</p>	<p>2.4.3 SSW lacks basic skills and ability to and/or rarely or never provides consultation services, does not collaborate with others and/or declines to participate in and contribute to intra/interdisciplinary teams.</p>
	<p>2.4.4 SSW consistently uses an array of counseling techniques, such as interviewing, engaging and feedback, while utilizing developmentally appropriate and effective activities, materials and content. SSW makes available evidence of counseling sessions and strategies utilized. <i>(Individual and group counseling is protected by confidentiality, therefore may not be directly</i></p>	<p>2.4.4 SSW uses a limited range of counseling techniques, such as interviewing, engaging and feedback. Activities, materials and content are minimally effective and appropriate for the situation. SSW occasionally makes available evidence of counseling sessions and strategies utilized. <i>(Individual and group counseling is protected by confidentiality, therefore may</i></p>	<p>2.4.4 SSW uses a limited range of counseling techniques, such as interviewing, engaging and feedback. Activities, materials and content are minimally effective and appropriate for the situation. SSW occasionally makes available evidence of counseling sessions and strategies utilized. <i>(Individual and group counseling is protected by confidentiality, therefore may</i></p>	<p>2.4.4 SSW uses counseling techniques, activities, materials and content, which are ineffective and inappropriate for the situation. SSW rarely or never makes available evidence of counseling sessions and strategies utilized. <i>(Individual and group counseling is protected by confidentiality, therefore may not be directly observed.)</i></p>

		<p><i>observed.)</i></p> <p>2.4.5 SSW consistently provides opportunities for students to demonstrate strengths, generate alternative choices and accept responsibility for personal growth. Students are active participants in the problem-solving process.</p>	<p><i>not be directly observed.)</i></p> <p>2.4.5 SSW occasionally provides opportunities for students to demonstrate strengths. SSW conveys standard expectations for student progress. Students are partially engaged in the problem-solving process.</p>	<p>2.4.5 SSW lacks basic skills and ability to and/or rarely or never provides opportunities for students to demonstrate strengths. SSW conveys low expectations for student progress. Students are not engaged in the problem-solving process.</p>
<p>2.5</p> <p>Identify and facilitate referral services</p>	<p>*At Level 4, a SSW fulfills the criteria for Level 3, and additionally develops relationships and partnerships with community resources to better meet the needs of the school.</p> <p>**At Level 4, a SSW fulfills the criteria for Level 3, and additionally advocates for and/or develops resources that do not exist in the school or community, but for which there is an identified need.</p>	<p>2.5.1 SSW consistently implements a confidential process for receiving referrals from staff, students, families and the community. SSW promptly responds to and makes appropriate referrals by demonstrating a good understanding and knowledge of internal and external resources.</p> <p>2.5.2 SSW consistently facilitates referrals in some of the following areas: alternative education programs; attendance (court referrals for failure to ensure and truancy, juvenile probation); child protection services; community (consult and collaborate effectively with community agencies, universities and mental health professionals to coordinate referrals/services for clothing/uniforms, dental, food, housing, mentoring, Operation School Bell, transportation/bus passes, tutoring, United Christmas Service, vision, etc.); Kaleidoscope; mental health and medical (communication with professionals onsite or in the community, release of info, etc.); mentoring programs (Girls Inc.,</p>	<p>2.5.1 SSW occasionally implements a confidential process for receiving referrals from staff, students, parents and community. SSW sporadically responds to and makes referrals using a basic knowledge of internal and external resources.</p> <p>2.5.2 SSW occasionally facilitates referrals in some of the following areas: alternative education programs; attendance (court referrals for failure to ensure and truancy, juvenile probation); child protection services; community (consult and collaborate effectively with community agencies, universities and mental health professionals to coordinate referrals/services for clothing/uniforms, dental, food, housing, mentoring, Operation School Bell, transportation/bus passes, tutoring, United Christmas Service, vision, etc.); Kaleidoscope; mental health and medical (communication with professionals onsite or in the community, release of info, etc.); mentoring programs (Girls Inc.,</p>	<p>2.5.1 SSW lacks basic skills and ability to and/or rarely or never implement(s) a confidential process for receiving referrals from staff, students, parents and community. SSW rarely or never responds to and makes referrals using a limited knowledge of internal and external resources.</p> <p>2.5.2 SSW lacks basic skills and ability to and/or rarely or never facilitate(s) referrals in some of the following areas: alternative education programs; attendance (court referrals for failure to ensure and truancy, juvenile probation); child protection services; community (consult and collaborate effectively with community agencies, universities and mental health professionals to coordinate referrals/services for clothing/uniforms, dental, food, housing, mentoring, Operation School Bell, transportation/bus passes, tutoring, United Christmas Service, vision, etc.); Kaleidoscope; mental health and medical (communication with professionals onsite or in the</p>

		<p>LaPlaza [Hispanic Center], Big Brothers and Big Sisters, Mentoring with Magic, Reclaiming the Village [Marion County Health Dept.], etc.); Off Campus Instruction; ROOTS; etc.</p>	<p>LaPlaza [Hispanic Center], Big Brothers and Big Sisters, Mentoring with Magic, Reclaiming the Village [Marion County Health Dept.], etc.); Off Campus Instruction; ROOTS; etc.</p>	<p>community, release of info, etc.); mentoring programs (Girls Inc., LaPlaza [Hispanic Center], Big Brothers and Big Sisters, Mentoring with Magic, Reclaiming the Village [Marion County Health Dept.], etc.); Off Campus Instruction; ROOTS; etc.</p>
<p>2.6 Demonstrate school social work skills by implementing the Indiana School Social Work Standards and National Association of Social Workers Code of Ethics</p>	<p>*At Level 4, a SSW fulfills the criteria for Level 3, and additionally demonstrates positive interpersonal relationships and shows a capacity to work with a variety of personalities in a mature and professional manner.</p> <p>**At Level 4, a SSW fulfills the criteria for Level 3, and additionally communicates in a manner appropriate to the situation and expresses own convictions but respects opinions of others.</p> <p>***At Level 4, a SSW fulfills the criteria for Level 3, and additionally contributes to organizational solutions outside of assigned responsibilities.</p>	<p>2.6.1 SSW consistently demonstrates school social work relationship skills of compassion and empathetic listening related to the identification of social, emotional, behavioral and/or mental health barriers to student success.</p> <p>2.6.2 SSW consistently demonstrates skills related to clear communication and ethical problem-solving.</p> <p>2.6.3 SSW consistently demonstrates good time management skills and typically sets appropriate priorities.</p>	<p>2.6.1 SSW occasionally demonstrates relationship skills of compassion and empathetic listening related to the identification of social, emotional, behavioral and/or mental health barriers to student success.</p> <p>2.6.2 SSW occasionally demonstrates skills related to clear communication and ethical problem-solving.</p> <p>2.6.3 SSW occasionally demonstrates basic time management skills and attempts to set appropriate priorities.</p>	<p>2.6.1 SSW lacks basic skills and ability to and/or rarely or never demonstrates relationship skills of compassion and empathetic listening related to the identification of social, emotional, behavioral and/or mental health barriers to student success.</p> <p>2.6.2 SSW lacks basic skills and ability to and/or rarely or never demonstrates skills related to clear communication and ethical problem-solving.</p> <p>2.6.3 SSW lacks basic skills and ability to and/or rarely or never demonstrate(s) time management skills and the ability to set appropriate priorities.</p>

DOMAIN 3: School Social Worker Leadership

School Social Worker (SSW) develops and sustains leadership and involvement within their professional and school communities to support student achievement.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1 Contribute to school culture	<p>*At Level 4, a SSW fulfills the criteria for Level 3, and additionally seeks out leadership roles and/or serves on leadership teams, community boards and community partnership committees.</p> <p>**At Level 4, a SSW fulfills the criteria for Level 3, and additionally dedicates time outside of the school hours to develop and support major school initiatives.</p> <p>***At Level 4, a SSW fulfills the criteria for Level 3, and additionally actively assists school staff to develop a comprehensive understanding of the various cultures and socio-economic groups represented in the school community.</p>	<p>3.1.1 SSW consistently contributes ideas and expertise to further the school's mission and initiatives.</p> <p>3.1.2 SSW consistently and efficiently dedicates time to support major school initiatives.</p> <p>3.1.3 SSW consistently serves on diversity cadres and/or school committees. SSW demonstrates understanding of and respect for socio-economic and cultural diversity.</p>	<p>3.1.1 SSW occasionally contributes ideas and expertise to further the school's mission and initiatives.</p> <p>3.1.2 SSW occasionally uses time to support initiatives that improve the school culture.</p> <p>3.1.3 SSW occasionally serves on diversity cadres and/or school committees. SSW occasionally demonstrates understanding of and respect for socio-economic and cultural diversity.</p>	<p>3.1.1 SSW lacks basic skills and ability to and/or rarely or never contributes efforts or ideas aimed at improving the school culture.</p> <p>3.1.2 SSW rarely or never uses time to support initiatives that improve the school culture.</p> <p>3.1.3 SSW rarely or never serves on diversity cadres and/or school committees. SSW lacks basic skills and ability to and/or rarely demonstrates understanding of and respect for socio-economic and cultural diversity.</p>
3.2 Collaborate with peers	<p>*At Level 4, a SSW fulfills the criteria for Level 3, and additionally works collaboratively with other student assistance professionals to develop a student assistance plan for the school.</p> <p>**At Level 4, a SSW fulfills the criteria for Level 3, and additionally takes on leadership roles within collaborative groups such as building-based teams/committees, district committees, the Indiana School</p>	<p>3.2.1 SSW consistently maintains collaborative relationships and initiates consultation with school personnel, parents and community partners.</p> <p>3.2.2 SSW consistently attends building staff and district social work/professional meetings.</p>	<p>3.2.1 SSW occasionally maintains collaborative relationships and inconsistently initiates consultation with school personnel, parents and community partners.</p> <p>3.2.2 SSW occasionally attends building staff and district social work/professional meetings.</p>	<p>3.2.1 SSW rarely or never maintains collaborative relationships and/or does not initiate consultation with school personnel, parents and community partners.</p> <p>3.2.2 SSW rarely or never attends building staff and district social work/professional meetings.</p>

	Social Work Association, National Association of Social Workers, community partnerships, boards, etc.			
3.3	<p>*At Level 4, a SSW fulfills the criteria for Level 3, and additionally contributes to professional development through mentoring, research, field instruction, presentations or teaching opportunities to the school/professional communities.</p> <p>**At Level 4, a SSW fulfills the criteria for Level 3, and additionally seeks collegial consultation.</p>	<p>3.3.1 SSW consistently pursues professional development by reviewing professional literature, attending conferences and workshops and/or completing in-class/online course work.</p> <p>3.3.2 SSW consistently welcomes constructive feedback to improve professional knowledge and skills.</p>	<p>3.3.1 SSW occasionally pursues professional development by reviewing professional literature, attending conferences and workshops and/or completing in-class/online course work.</p> <p>3.3.2 SSW occasionally accepts constructive feedback to improve professional knowledge and skills.</p>	<p>3.3.1 SSW rarely or never pursues professional development by reviewing professional literature, attending conferences and workshops and/or completing in-class/online course work.</p> <p>3.3.2 SSW rarely or never accepts constructive feedback to improve professional knowledge and skills.</p>
3.4	<p>*At Level 4, a SSW fulfills the criteria for Level 3, and additionally proactively advocates on behalf of students, families and groups to develop respectful partnerships while using a multi-level systems approach within the school and/or external community.</p> <p>3.4.2 At Level 4, a SSW fulfills the criteria for Level 3, and additionally identifies or differentiates appropriate resources to provide opportunities that empower students and families to gain access to school and community resources.</p>	<p>3.4.1 SSW consistently displays commitment to the educational success of students and decrease barriers to achievement by advocating on behalf of students and families within the school community and initiating program development.</p> <p>3.4.2 SSW consistently advocates for students' individualized needs by educating students and parents regarding their rights and responsibilities as well as attainment of resources and services.</p>	<p>3.4.1 SSW occasionally displays commitment to the educational success of students and decrease barriers to achievement by advocating on behalf of students and families within the school community and initiating program development.</p> <p>3.4.2 SSW occasionally advocates for students and their needs by educating students and parents regarding their rights and responsibilities as well as attainment of resources and services.</p>	<p>3.4.1 SSW rarely or never displays commitment to the educational success of students and decrease barriers to achievement by advocating on behalf of students and families within the school community and initiating program development.</p> <p>3.4.2 SSW lacks basic skills and ability to and/or rarely or never advocates for students or their needs by educating students and parents regarding their rights and responsibilities as well as attainment of resources and services.</p>
3.5	<p>*At Level 4, a SSW fulfills the criteria for Level 3, and additionally proactively promotes parent/guardian involvement in the educational process, and demonstrates leadership in mentoring positive interactions between parents and staff.</p>	<p>3.5.1 SSW consistently and proactively reaches out to parents and the school community in a variety of ways to engage them in student achievement including home visits, written and oral communication and/or conferences</p>	<p>3.5.1 SSW occasionally reaches out to parents and the school community to engage them in student achievement including home visits, written and oral communication and/or conferences.</p>	<p>3.5.1 SSW rarely or never reaches out to parents and the school community including home visits, written and oral communication and/or conferences.</p>
Engage families and the school community in student achievement				

DOMAIN 4: Core Professionalism

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 school social work and more to do with basic employment practice. SSWs are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Competency	Weight Scale	Does Not Meet Standard	Meets Standard	Guidelines
1 Attendance / on-time arrival	.50	Individual demonstrates a pattern of unexcused absences. Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement.)	Individual has not demonstrated a pattern of unexcused absences. 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.)	Greater than 63 hours sick or unexcused (non-FMLA days within the evaluation cycle in the current school year.) Greater than 5 days tardy of 10 minutes or more within the current school year.
2 Policies and procedures / district core values	.50	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 failing to interact with students, colleagues, parents/guardians and community members in a respectful manner and/or demonstrate the District Core Values.	Individual demonstrates a pattern of following state, corporation and school policies and procedures (e.g., procedures for submitting discipline referrals, policies for appropriate attire, etc.) Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians and community members in a respectful manner and/or demonstrating the District Core Values.	Received 4 minor or 2 major infractions with written documentation within the evaluation cycle in the current school year. Follows and reinforces the District Core Values of <ul style="list-style-type: none"> • Excellence • Scholarship • Courage • Respect

Appendix K

School Psychologist Effectiveness Rubric



Indianapolis Public School

School Psychologist

Effectiveness Rubric

(Modified July 2013)

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IPS

SCHOOL PSYCHOLOGIST Evaluation Domain Rubrics

Domain 1: ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY

Component	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Assessment Measures and Data Collection Methods	1.1.1 Fulfills the criteria for Level 3 and additionally has exemplary knowledge in administering and/or interpreting at least 20 assessment measures or data collection methods (RTI graphs, charts, etc.) considered to be current. 1.1.2 Fulfills the criteria for Level 3 and additionally always utilizes multiple assessment procedures and data collection methods that are varied, appropriate, valid, reliable, & provide relevant diagnostic information.	1.1.1 Consistently demonstrates knowledge in administering and/or interpreting at least 15 assessment measures or data collection methods (RTI graphs, charts, etc.) considered to be current. 1.1.2 Consistently follows procedures regarding standardization, and provides relevant diagnostic information.	1.1.1 Occasionally demonstrates knowledge in administering and/or interpreting at least 10 assessment measures or data collection methods (RTI-graphs, charts, etc.) considered to be current. 1.1.2 Occasionally follows procedures regarding standardization.	1.1.1 Rarely or never demonstrates knowledge in administering and/or interpreting at least 5 assessment measures or data collection methods (RTI-graphs, charts, etc.) considered to be current. 1.1.2 Rarely or never follows procedures regarding standardization.
1.2 Data-based Decision Making	1.2.1 Fulfills the criteria for Level 3 and additionally actively participates in at least one pre-referral team/process such as Building-based Teams (BBT), Council for Academic and Behavioral Supports (CABS), or other decision-making teams.	1.2.1 Consistently attends and participates in M-Team meetings that correlate with school assignments.	1.2.1 Occasionally attends and participates in M-Team meetings that correlate with school assignments.	1.2.1 Rarely or never attends M-Team meetings that correlate with school assignments.

<p>1.3 Comprehensive Evaluation Report</p>	<p>1.3.1 Fulfills the criteria for Level 3 and additionally completes a comprehensive integrated report that uses language that is clear and precise, understandable to parents with minimal use of clinical terminology.</p>	<p>1.3.1 Consistently completes professional reports that meet state and district guidelines for eligibility determination and rarely contain errors in spelling, punctuation, and/or grammar.</p>	<p>1.3.1 Occasionally completes professional reports that meet state and district guidelines for eligibility determination but often contain errors in spelling, punctuation, and/or grammar.</p>	<p>1.3.1 Rarely or never completes reports that meet state and district guidelines for eligibility determination, or are otherwise considered inadequate as they include inaccurate information, minimal interpretation, and numerous errors in spelling, punctuation, and/or grammar.</p>
<p>1.4 Accountability with State and District Regulations</p>	<p>1.4.1 Fulfills the criteria for Level 3 and additionally completes evaluations according to state and district regulations with 100% compliance.</p>	<p>1.4.1 Consistently completes evaluations according to state and district regulations with 95% compliance.</p>	<p>1.4.1 Occasionally completes evaluations according to state and district regulations with 90% compliance.</p>	<p>1.4.1 Rarely or never completes evaluations according to state and district regulations with less than 90% compliance.</p>
<p>1.5 Ethical Practice</p>	<p>1.5.1 Fulfills the criteria for Level 3 and additionally seeks out information on ethics and special education law by participating in direct or online training such as workshops, conferences, webinars; or by reading relevant books/articles.</p>	<p>1.5.1 Consistently adheres to confidentiality with regard to both verbal and written communication of student information, as well as keeping student records that are organized and stored in a secure location.</p>	<p>1.5.1 Occasionally does not c adhere to confidentiality with regard to verbal and written communication of student information, including not keeping student records that are organized and stored in a secure location.</p>	<p>1.5.1 Rarely or never adheres to confidentiality of student information or records and has been sanctioned by district administration.</p>
<p>1.6 Diversity and Cultural Competence</p>	<p>1.6.1 Fulfills the criteria for Level 3 and additionally receives direct or online training on cultural diversity. 1.6.2 Fulfills the criteria for Level 3 and additionally presents information on cultural diversity at a school staff meeting, or parent meeting.</p>	<p>1.6.1 Consistently challenges negative attitudes and inequitable practices.</p>	<p>1.6.1 Occasionally challenges negative attitudes and inequitable practices.</p>	<p>1.6.1 Rarely or never challenges negative attitudes and inequitable practices. 1.6.2 Rarely or never advocates for the equal treatment of all students and families.</p>

	1.6.3Fulfills the criteria for Level 3 and additionally participates on a cultural diversity committee.	1.6.3 Consistently demonstrates knowledge and consistent use of instruments that are culturally sensitive and linguistically appropriate.	1.6.3 Occasionally demonstrates limited knowledge and use of instruments that are culturally sensitive and linguistically appropriate.	1.6.3 Rarely or never demonstrates knowledge of or use instruments that are culturally sensitive and linguistically appropriate.
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DOMAIN 2: Interventions and Instructional Support to Develop Academic, Social, and Life Skills

Component	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.1</p> <p>Interventions and instructional strategies</p>	<p>2.1.1 Fulfills the criteria for Level 3 and additionally participates/ leads in at least one of the following: pre-referral team/BBT for RTI for the entire year or intervention program for a minimum of 6-8 weeks (e.g., Success Group, Social Skills).</p>	<p>2.1.1 Consistently participates on M-Teams to promote academic, cognitive, social, or emotional growth by demonstrating the following: follows agenda, reviews data, participates in discussions, and accepts decisions made by consensus of M-Team.</p>	<p>2.1.1 Occasionally attends M-Team meetings, but does not actively participate in M-Teams meetings.</p>	<p>2.1.1 Rarely or never attends or participates in M-Team meetings.</p>
<p>2.2</p> <p>Evaluation procedures</p>	<p>2.2.1 Fulfills criteria for Level 3 and additionally administers assessment requirements per Article 7, IDEA, and district guidelines, including reviewing the results of the evaluation using language that is understandable to the parents and giving feedback for goals for IEP.</p>	<p>2.2.1 Consistently administers assessment requirements per Article 7, IDEA, and district guidelines in evaluation reports.</p> <p>2.2.2 Consistently establishes and maintains rapport during evaluations.</p>	<p>2.2.1 Occasionally omits essential requirements per Article 7, IDEA, and district guidelines.</p> <p>2.2.2 Occasionally establishes and maintains rapport during evaluations.</p>	<p>2.2.1 Frequently or always omits essential requirements per Article 7, IDEA, and district guidelines in evaluation reports.</p> <p>2.2.2 Rarely or never establishes and maintains rapport during the evaluations.</p> <p>2.2.3 Rarely or never writes a comprehensive report based on the results of the evaluation.</p>
		<p>2.2.3 Consistently writes a comprehensive report based on the results of the evaluation.</p> <p>3.3.4 Consistently attends all Case Conferences and effectively reviews the results of the evaluation with all participants.</p>	<p>2.2.3 Occasionally writes a comprehensive report based on the results of the evaluation.</p> <p>2.2.4 Occasionally attends Case Conferences and doesn't always effectively review the results of the evaluation with all participants.</p>	<p>2.2.4 Rarely or never attends Case Conferences and rarely or never effectively reviews the results of the evaluation with all participants.</p>

Domain 3: CONSULTATION, COLLABORATION, AND LEADERSHIP

Component	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>3.1</p> <p>Crisis/safety, prevention, intervention, and recovery</p>	<p>3.1.1 Fulfills criteria for Level 3 and additionally is actively involved in at least two School Safety Teams, in conjunction with providing consultation services related to safety.</p> <p>3.1.2 Fulfills criteria for Level 3 and receives ongoing training (e.g., PREPARE, Red Cross) and utilizes the training by being on the District Crisis Team to enhance programs at the school level.</p>	<p>3.1.1 Consistently is actively involved on at least one School Safety Team.</p> <p>3.1.2 Consistently receives ongoing crisis and safety training (e.g., PREPARE, Red Cross).</p>	<p>3.1.1 Occasionally participates on a School Safety Team.</p> <p>3.1.2 Occasionally attends crisis and safety training.</p>	<p>3.1.1 Rarely or never participates on a School Safety Team.</p> <p>3.1.2 Rarely or never attends crisis and safety training.</p>
<p>3.2</p> <p>Collaboration between families and schools.</p>	<p>3.2.1 Fulfills criteria for Level 3 and additionally logs parental contact information on current IEP system.</p> <p>3.2.2 Fulfills criteria for Level 3 and additionally makes frequent contact with parents throughout the entire evaluation process keeping parents fully informed.</p> <p>3.2.3 Fulfills criteria for Level 3 and additionally encourages parents to come to pre-referral meetings and present requests in person prior to M-Team meeting.</p>	<p>3.2.1 Consistently logs parental contact information on current IEP system and consistently keeps record of information shared.</p> <p>3.2.2 Consistently makes contacts with parents concerning evaluation information.</p> <p>3.2.3 Consistently submits and discusses all parents' requests for testing.</p>	<p>3.2.1 Occasionally logs parent contacts into current IEP system and keeps incomplete records of information shared.</p> <p>3.2.2 Occasionally makes contacts with parents concerning evaluation information.</p> <p>3.2.3 Occasionally submits more refusals than acceptance regarding parent's requests for testing.</p>	<p>3.2.1 Rarely or never enters information into the current IEP system and rarely or never keeps records of information shared.</p> <p>3.2.2 Rarely or never makes contacts with parents concerning evaluation information.</p> <p>3.2.3 Rarely or never accepts requests for testing and shows a pattern of denials when parents have requested testing.</p>

<p>3.3</p> <p>Leadership</p>	<p>3.3.1 Fulfills criteria for Level 3 and additionally mentors new school psychology hires or supervises school psychology interns and/or practicum students.</p> <p>3.3.2 Fulfills criteria for Level 3 and additionally assumes leadership positions in school, department, district committees, or state/national professional organizations.</p>	<p>3.3.1 Consistently contributes ideas and expertise to improve the functioning of the school, department, or district.</p> <p>3.3.2 Consistently participates on school, department, or district committees.</p>	<p>3.3.1 Occasionally contributes ideas to improve the functioning of the school, department, or district.</p> <p>3.3.2 Occasionally participates on school, department, or district committees.</p>	<p>3.3.1 Rarely or never contributes ideas to improve the functioning of the school, department, or district.</p> <p>3.3.2 Rarely or never participates on school, department, or district committees.</p>
<p>3.4</p> <p>Professional Development</p>	<p>3.4.1 Fulfills the criteria for Level 3 and additionally attends 12 hours per year of NASP/IASP/APA, or supervisor approved workshops, conferences, and receives a certificate to document attendance.</p> <p>3.4.2 Fulfills criteria for Level 3 and additionally reads 16 articles and provides written documentation of key points and shares information with colleagues.</p>	<p>3.4.1 Consistently attends 6 hours per year of NASP/IASP/APA-or supervisor approved workshops, conferences, and receives a certificate to document attendance.</p> <p>3.4.2 Reads 8 or more professional articles and provides written documentation of key points.</p>	<p>3.4.1 Occasionally attends 3 hours per year of NASP/IASP/APA-or supervisor approved workshops, conferences, and receives a certificate to document attendance.</p> <p>3.4.2 Reads 4 or more professional articles and provides some written documentation of key points.</p>	<p>3.4.1 Rarely or never attends 3 hours per year of NASP/IASP/APA-or supervisor approved workshops, conferences, and receives a certificate to document attendance.</p> <p>3.4.2 Reads fewer than 4 or more professional articles and provides documentation of each</p>

Domain 4: Core Professionalism Rubric

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

Indicator	WEIGHT SCALE	Does Not Meet Standard	Meets Standard	Guidelines
Attendance / On-Time Arrival	.50	Individual demonstrates a pattern of excused and/or unexcused absences * Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has not demonstrated a pattern of excused and/or unexcused absences* 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).	Greater than 63 hours sick or unexcused (Non-FLMA Days, personal day) within the evaluation cycle in the current school year. Greater than 5 days tardy of 10 minutes or more within the evaluation cycle in the current school year.
Policies and Guidelines/ District Core Values	.50	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 failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner and/or demonstrate the District Core Values.	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.). Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner and/or demonstrating the District Core Values.	Received 4 minor or 2 major infractions with written documentation within the evaluation cycle in the current school year. Follows and reinforces the District Core Values of Excellence Scholarship Courage Respect

Appendix L

Speech Pathologist Effectiveness Rubric



Indianapolis Public Schools Speech Pathologist

Effectiveness Rubric

Modified July 2013

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IPS RISE RUBRIC SPEECH SPEECH PATHOLOGIST EFFECTIVENESS RUBRIC

Domain 1: Purposeful Planning Speech Language Pathologists use Indiana content area standards to develop a rigorous curriculum relevant for all students; building meaningful units of study, continuous assessments, and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.1 Utilize Assessment Data to Plan (Planning for initial or reevaluation of students)</p>	<p>* At Level 4, an SLP teacher fulfills the criteria for Level 3 and additionally collects and utilizes school-wide assessment data with a test battery and data collection system unique to the individual student.</p> <p>** At Level 4, an SLP teacher fulfills the criteria for Level 3 and additionally always effectively using an appropriate research based cross battery of assessments that are specific to the needs of the individual child</p> <p>*** At Level 4, an SLP teacher fulfills the criteria for Level 3 and additionally is an integral part of the referral group or team and assists with collecting data with school wide bench marking-curriculum, etc.</p>	<p>1.1.1 The SLP consistently varies the test battery and data collection methods to address the needs of the referred student.</p> <p>1.1.2 The SLP consistently uses appropriate battery that will complete a comprehensive assessment, varying tests as needed.</p> <p>1.1.3 The SLP consistently participates in the referral group or team and consistently participates in collecting data with school wide bench marking-curriculum, etc.</p>	<p>The SLP occasionally varies the test battery and collection data methods to address the needs of the referred student.</p> <p>1.1.2 The SLP inconsistently uses appropriate battery to complete a comprehensive assessment.</p> <p>1.1.3 The SLP occasionally participates in the referral group or team, and does may occasionally may participate in collecting data with school wide bench marking-curriculum, etc.</p>	<p>The SLP uses the same test battery and the same data collection methods for all types of referred students.</p> <p>1.1.2 The SLP demonstrates knowledge of an assessment battery, but rarely or never uses that battery without regard to individual needs or referral question.</p> <p>1.1.3 The SLP rarely or never utilizes the referral group or team or has an awareness of school based information, available data.</p>
<p>1.2 Set Ambitious and Measurable Goals (Developing annual goals based on the assessments of the student)</p>	<p>* At Level 4, an SLP teacher fulfills the criteria for Level 3 and additionally plans ambitious, but achievable annuals goals that support classroom curriculum and enhance classroom performance.</p>	<p>1.2.1 The SLP consistently develops annual student goals that are measurable, aligned to developmental/state standards, AND identifies student needs based on assessment data</p>	<p>1.2.1 The SLP occasionally develops annual student goals that are measurable, but may not align to developmental/State standards and occasionally identifies student needs based on assessment data.</p>	<p>1.2.1 The SLP rarely or never develops annual goals for students OR goals if developed, are extremely general and not helpful for planning purposes</p>

<p>1.3</p> <p>Develop Standards-based Unit Plans and Assessments</p> <p>(Develop short term objectives based on assessment battery)</p>	<p>* At Level 4, an SLP teacher fulfills the criteria for Level 3 and additionally plans ambitious and achievable objectives that support classroom curriculum and enhance classroom performance.</p>	<p>1.3.1 The SLP consistently develops objectives that are measurable, aligned to developmental/state standards, AND identifies student needs based on assessment data.</p>	<p>1.3.1 The SLP occasionally develops student objectives that are measurable but occasionally are not align to developmental/state standards, identifies student needs based on assessment data and annual goal.</p>	<p>1.3.1 The SLP rarely or never develops objectives for students OR if goals are developed are extremely general and not helpful for planning purposes.</p>
<p>1.4</p> <p>Create Objective Driven Lesson Plans and Assessments</p>	<p>* At level 4, an SLP fulfills the criteria for Level 3 and additionally plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction.</p> <p>** At level 4, an SLP fulfills the criteria for Level 3 and additionally incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction.</p>	<p>1.4.1 Based on student goals, SLP consistently plans daily lessons by identifying lesson objectives that are aligned to IEP annual goals.</p> <p>1.4.2 Based on student goals, SLP consistently matches instructional strategies and activities/ assignments to the lesson objectives.</p> <p>1.4.3 Based on student goals, SLP consistently designs formative assessments that measure progress towards mastery and inform instruction.</p>	<p>1.4.1 Based on student goals, SLP occasionally plans daily lessons by identifying lesson objectives that are aligned to IEP annual goals.</p> <p>1.4.2 Based on student goals, SLP occasionally matches instructional strategies and activities/ assignments to the lesson objectives.</p> <p>1.4.3 Based on student goals, SLP occasionally designs formative assessments that measure progress towards mastery and inform instruction.</p>	<p>1.4.1 Based on student goals, SLP rarely or never plans daily lessons by identifying lesson objectives that are aligned to IEP annual goals.</p> <p>1.4.2 Based on student goals, SLP rarely or never matches instructional strategies and activities/ assignments to the lesson objectives.</p> <p>1.4.3 Based on student goals, SLP rarely or never designs formative assessments that measure progress towards mastery and inform instruction.</p>
<p>1.5</p> <p>Track Student Data and Analyze Progress (Daily log/data collection/progress monitoring)</p>	<p>* At level 4, a SLP fulfills the criteria for Level 3 and additionally updates tracking system daily.</p> <p>** At level 4, a SLP fulfills the criteria for Level 3 and additionally uses data analysis of student progress to drive lesson planning for the following session.</p> <p>*** At level 4, a SLP fulfills the criteria for Level 3 and additionally always checks for generalization of speech and language skills/goals.</p>	<p>1.5.1 The SLP consistently uses an effective data tracking system for recording student assessment/ progress data.</p> <p>1.5.2 The SLP consistently analyzes student progress towards mastery and planning future lessons/objectives accordingly.</p> <p>1.5.3 The SLP consistently maintains a system of reporting progress that is aligned to student learning goals.</p>	<p>1.5.1 The SLP occasionally uses an effective data tracking system for recording student assessment/ progress data.</p> <p>1.5.2 The SLP occasionally analyzes student progress towards mastery and planning future lessons/objectives accordingly.</p> <p>1.5.3 The SLP occasionally maintains a system of reporting progress that is aligned to student learning goals.</p>	<p>1.5.1 The SLP rarely or never uses an effective data tracking system for recording student assessment/ progress data.</p> <p>1.5.2 The SLP rarely or never analyzes student progress towards mastery and planning future lessons/objectives accordingly.</p> <p>1.5.3 The SLP rarely or never maintains a system of reporting progress that is aligned to student learning goals.</p>

Domain 2: Effective Instruction
Speech Pathologists 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.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.1 Develop student understanding and mastery of lesson objectives (student understands what they are working on and why it is important)</p>	<p>*At level 4, a SLP fulfills the criteria for Level 3 and additionally their students can explain what they are learning and why it is important, beyond repeating the stated objective. ** At level 4, a SLP fulfills the criteria for Level 3 and additionally always effectively engages prior knowledge of students in connecting to lesson and students demonstrate through work or comments that they understand this connection.</p>	<p>2.1.1 The SPL's lesson objective is consistently specific, measurable, and aligned to standard and they consistently convey what students are learning and what they will be able to do by the end of the lesson. 2.1.2 The SPL's objective is consistently written in a student-friendly manner and/or explained to students in easy to understand terms. 2.1.3 The SPL's consistently explains the importance of the objective so that students understand why they are learning what they are learning. 2.1.4 The SPL's lesson consistently builds on students' prior knowledge of key concepts and skills and consistently makes this connection evident to students. 2.1.5 The SPL's lesson is consistently well-organized to move students towards mastery of the objective.</p>	<p>2.1.1 The SPL's lesson objective is occasionally specific, measurable, and aligned to standard and they occasionally convey what students are learning and what they will be able to do by the end of the lesson. 2.1.2 The SPL's objective is occasionally written in a student-friendly manner and/or occasionally explained to students in easy to understand terms. 2.1.3 The SPL's occasionally explains the importance of the objective so that students understand why they are learning what they are learning. 2.1.4 The SPL's lesson occasionally builds on students' prior knowledge of key concepts and skills and occasionally makes this connection evident to students. 2.1.5 The SPL's lesson is occasionally well-organized to move students towards mastery of the objective.</p>	<p>2.1.1 The SPL's lesson objective is rarely or never specific, measurable, and aligned to standard and they rarely or never convey what students are learning and what they will be able to do by the end of the lesson. 2.1.2 The SPL's objective is rarely or never written in a student-friendly manner and/or rarely or never explained to students in easy to understand terms. 2.1.3 The SPL's rarely or never explains the importance of the objective so that students understand why they are learning what they are learning. 2.1.4 The SPL's lesson rarely or never builds on students' prior knowledge of key concepts and skills and rarely or never makes this connection evident to students. 2.1.5 The SPL's lesson is rarely or never well-organized to move students towards mastery of the objective.</p>

<p>2.2</p> <p>Demonstrate and clearly communicate content knowledge to the student (SLP communicates knowledge of session content to students)</p>	<p>* At level 4, a SLP fulfills the criteria for Level 3 and additionally fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding.</p> <p>** At level 4, a SLP fulfills the criteria for Level 3 and additionally always connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest.</p> <p>*** At level 4, a SLP fulfills the criteria for Level 3 and additionally always uses explanations to spark student excitement and interest in the content.</p> <p>**** At level 4, a SLP fulfills the criteria for Level 3 and additionally students always participate in each other's learning of content through collaboration during the lesson.</p> <p>***** At level 4, a SLP fulfills the criteria for Level 3 and additionally students always ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level.</p>	<p>2.2.1 The SLP consistently demonstrates content knowledge and consistently delivers content that is factually correct.</p> <p>2.2.2 The SLP delivered content is consistently clear, concise and well-organized.</p> <p>2.2.3 The SLP consistently restates and rephrases instruction in multiple ways to increase understanding.</p> <p>2.2.4 The SLP consistently emphasizes key points or main ideas in content.</p> <p>2.2.5 The SLP consistently uses developmentally appropriate language and explanations.</p> <p>2.2.6 The SLP consistently implements relevant instructional strategies learned via professional development.</p>	<p>2.2.1 The SLP occasionally demonstrates content knowledge and consistently delivers content that is factually correct.</p> <p>2.2.2 The SLP delivered content is occasionally clear, concise and well-organized.</p> <p>2.2.3 The SLP occasionally restates and rephrases instruction in multiple ways to increase understanding.</p> <p>2.2.4 The SLP occasionally emphasizes key points or main ideas in content.</p> <p>2.2.5 The SLP occasionally uses developmentally appropriate language and explanations.</p> <p>2.2.6 The SLP occasionally implements relevant instructional strategies learned via professional development.</p>	<p>2.2.1 The SLP rarely or never demonstrates content knowledge and consistently delivers content that is factually correct.</p> <p>2.2.2 The SLP delivered content is rarely or never clear, concise and well-organized.</p> <p>2.2.3 The SLP rarely or never restates and rephrases instruction in multiple ways to increase understanding.</p> <p>2.2.4 The SLP rarely or never emphasizes key points or main ideas in content.</p> <p>2.2.5 The SLP rarely or never uses developmentally appropriate language and explanations.</p> <p>2.2.6 The SLP rarely or never implements relevant instructional strategies learned via professional development.</p>
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<p>2.3</p> <p>Engage students in academic content (students engaged during speech/lang. sessions)</p>	<p>* At level 4, a SLP fulfills the criteria for Level 3 and additionally always provides different ways to engage with content that significantly promotes student mastery of the objective.</p> <p>** At level 4, a SLP fulfills the criteria for Level 3 and additionally always provides differentiated ways of engaging with content specific to individual student needs.</p> <p>*** At level 4, a SLP fulfills the criteria for Level 3 and additionally the lesson always progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do.</p> <p>**** At level 4, a SLP fulfills the criteria for Level 3 and additionally always effectively integrates technology as a tool to engage students in academic content.</p>	<p>2.3.1 The SPL's students are consistently actively engaged in content at all times and not off-task.</p> <p>2.3.2 The SLP consistently provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective.</p> <p>2.3.3 The SLP consistently sustains the attention of the class by maintaining a dynamic presence.</p> <p>2.3.4 The SLP consistently uses ways of engaging with content that reflect different learning modalities or intelligences.</p> <p>2.3.5 The SLP consistently adjusts lessons accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged.</p> <p>2.3.6 The SLP's ELL and IEP students consistently have the appropriate accommodations to be engaged in content.</p> <p>2.3.7 The SLP's students consistently work hard and are consistently deeply active rather than passive/receptive through the use of instructional strategies.</p>	<p>2.3.1 The SPL's students are occasionally actively engaged in content at all times and not off-task.</p> <p>2.3.2 The SLP occasionally provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective.</p> <p>2.3.3 The SLP occasionally sustains the attention of the class by maintaining a dynamic presence.</p> <p>2.3.4 The SLP occasionally uses ways of engaging with content that reflect different learning modalities or intelligences.</p> <p>2.3.5 The SLP occasionally adjusts lessons accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged.</p> <p>2.3.6 The SLP's ELL and IEP students occasionally have the appropriate accommodations to be engaged in content.</p> <p>2.3.7 The SLP's students occasionally work hard and are only occasionally deeply active rather than passive/receptive through the use of instructional</p>	<p>2.3.1 The SPL's students are rarely or never actively engaged in content at all times and not off-task.</p> <p>2.3.2 The SLP rarely or never provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective.</p> <p>2.3.3 The SLP rarely or never sustains the attention of the class by maintaining a dynamic presence.</p> <p>2.3.4 The SLP rarely or never uses ways of engaging with content that reflect different learning modalities or intelligences.</p> <p>2.3.5 The SLP rarely or never adjusts lessons accordingly to accommodate for student prerequisite skills and knowledge so that all students are not engaged.</p> <p>2.3.6 The SLP's ELL and IEP students rarely or never have the appropriate accommodations to be engaged in content.</p> <p>2.3.7 The SLP's students rarely or never work hard and are rarely or never deeply active rather than passive/receptive through the use of instructional strategies.</p>
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<p>2.4 Check for understanding</p>	<p>*At level 4, a SLP fulfills the criteria for Level 3 and additionally always checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking and accepts only high quality student responses (those that reveal understanding or lack thereof).</p> <p>**At level 4, a SLP fulfills the criteria for Level 3 and additionally always uses open-ended questions to surface common misunderstanding and assess student mastery of material at a range of both lower and higher-order thinking.</p> <p>***At level 4, a SLP fulfills the criteria for Level 3 and additionally notes student self-corrections.</p> <p>****At level 4, a SLP fulfills the criteria for Level 3 and additionally always checks for use of learned skills in other areas of learning during classroom instruction.</p>	<p>2.4.1 The SLP consistently checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and consistently gets an accurate 'pulse' of the class's understanding.</p> <p>2.4.2 The SLP consistently gains enough information during checks for understanding to modify the lesson and respond accordingly.</p> <p>2.4.3 The SLP consistently uses a variety of methods to check for understanding.</p> <p>2.4.4 The SLP consistently uses wait time effectively after posing a question and before helping students think through a response.</p> <p>2.4.5 The SLP consistently doesn't allow students to 'opt-out' of checks for understanding and consistently cycles back to these students.</p> <p>2.4.6 The SLP consistently and systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments.</p>	<p>2.4.1 The SLP occasionally checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and consistently gets an accurate 'pulse' of the class's understanding.</p> <p>2.4.2 The SLP occasionally gains enough information during checks for understanding to modify the lesson and respond accordingly.</p> <p>2.4.3 The SLP occasionally uses a variety of methods to check for understanding.</p> <p>2.4.4 The SLP occasionally uses wait time effectively after posing a question and before helping students think through a response.</p> <p>2.4.5 The SLP occasionally doesn't allow students to 'opt-out' of checks for understanding and occasionally cycles back to these students.</p> <p>2.4.6 The SLP occasionally assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments.</p>	<p>2.4.1 The SLP rarely or never checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and rarely or never gets an accurate 'pulse' of the class's understanding.</p> <p>2.4.2 The SLP rarely or never gains enough information during checks for understanding to modify the lesson and respond accordingly.</p> <p>2.4.3 The SLP rarely or never uses a variety of methods to check for understanding.</p> <p>2.4.4 The SLP rarely or never uses wait time effectively after posing a question and before helping students think through a response.</p> <p>2.4.5 The SLP usually or always allows students to 'opt-out' of checks for understanding and rarely or never cycles back to these students.</p> <p>2.4.6 The SLP rarely or never assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments.</p>
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<p>2.5 Modify instruction as needed</p>	<p>*At level 4, a SLP fulfills the criteria for Level 3 and additionally always anticipates student misunderstandings and preemptively addresses them. **At level 4, a SLP fulfills the criteria for Level 3 and additionally is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement.</p>	<p>2.5.1 The SLP consistently makes adjustments to instruction based on checks for understanding that lead to increased understanding for almost all students. 2.5.2 The SLP consistently differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs. 2.5.3 The SLP consistently responds to misunderstandings with effective scaffolding student driven techniques for example, re-explaining a concept. 2.5.4 The SLP usually doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful.</p>	<p>2.5.1 The SLP occasionally attempts to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students. 2.5.2 The SLP occasionally differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs. 2.5.3 The SLP occasionally responds to misunderstandings by using SLP-driven scaffolding techniques, when student-driven techniques could have been more effective. 2.5.4 The SLP may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding.</p>	<p>2.5.1 The SLP rarely or never attempts to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students. 2.5.2 The SLP rarely or never differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs. 2.5.3 The SLP rarely or never responds to misunderstandings by using SLP-driven scaffolding techniques, when student-driven techniques could have been more effective. 2.5.4 The SLP may try to persist in using a particular technique for responding to a misunderstanding and continues even when it is not succeeding.</p>
<p>2.6 Develop Higher Level of Understanding through rigorous instruction and work (SLP models and talks through thinking process to increase student understanding)</p>	<p>*At level 4, a SLP fulfills the criteria for Level 3 and additionally all lessons are accessible and challenging to all students. **At level 4, a SLP fulfills the criteria for Level 3 and additionally all students are able to answer higher-level questions with meaningful responses. ***At level 4, a SLP fulfills the criteria for Level 3 and additionally all students pose higher-level questions to the SLP</p>	<p>2.6.1 The SLP's lessons are consistently accessible and challenging to almost all students. 2.6.2 The SLP consistently develops higher-level understanding through effective questioning. 2.6.3 The SLP's lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding.</p>	<p>2.6.1 The SLP's lessons are only occasionally accessible or challenging for students. 2.6.2 The SLP's questions used occasionally are effective in developing higher-level understanding (too complex or confusing). 2.6.3 The SLP's lesson pushes some students forward but the differentiation of instruction is seldom based on each student's level of understanding.</p>	<p>2.6.1 The SLP's lessons are rarely or never accessible or challenging for students. 2.6.2 The SLP's questions used rarely or never are effective in developing higher-level understanding (too complex or confusing). 2.6.3 The SLP's lesson pushes a few students forward but the differentiation of instruction is rarely or never based on each student's level of understanding.</p>

	<p>and to each other.</p> <p>**** At level 4, a SLP fulfills the criteria for Level 3 and additionally highlights all examples of recent student work that meets high expectations; insists and motivates all students to do it again if not great.</p> <p>***** At level 4, a SLP fulfills the criteria for Level 3 and additionally encourages all students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments).</p>	<p>2.6.4 The SLP's students have consistent opportunities to meaningfully practice and application of concepts and many opportunities to demonstrate that they are learning.</p> <p>2.6.5 The SLP consistently shows patience and consistently helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks.</p>	<p>2.64 The SLP's students may have some opportunity to meaningfully practice and applications of concepts, but instruction is more teacher-directed than appropriate.</p> <p>2.6.5 The SLP occasionally encourages students to work hard, but occasionally does not persist in efforts to have students keep trying when faced with difficult tasks.</p>	<p>2.64 The SLP's students may have some opportunity to meaningfully practice and applications of concepts, but instruction is more teacher-directed than appropriate.</p> <p>2.6.5 The SLP occasionally encourages students to work hard, but occasionally does not persist in efforts to have students keep trying when faced with difficult tasks.</p>
<p>2.7</p> <p>Maximize Instructional Time</p>	<p>* At level 4, a SLP fulfills the criteria for Level 3 and additionally all routines, transitions, and procedures are well-executed and students know what they are supposed to be doing and when without prompting from the SLP.</p> <p>** At level 4, a SLP fulfills the criteria for Level 3 and additionally students are always engaged in meaningful work while waiting for the SLP to provide services to them.</p> <p>*** At level 4, a SLP fulfills the criteria for Level 3 and additionally all students share responsibility for operations and routines and they all work well together to accomplish these tasks.</p> <p>**** At level 4, a SLP fulfills the criteria for Level 3 and</p>	<p>2.7.1 Students consistently arrive on-time and are aware of the consequences of arriving late (unexcused).</p> <p>2.7.2 The SLP's class consistently starts on-time.</p> <p>2.7.3 Routines, transitions, and procedures are well-executed and students know what they are supposed to be doing and when with minimal prompting from the SLP.</p> <p>2.7.4 The SLP's students are consistently engaged in meaningful work for brief periods of time (for example, during attendance).</p> <p>2.7.5 The SLP consistently delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective.</p>	<p>2.7.1 Some students occasionally arrive late (unexcused) for class without consequences.</p> <p>2.7.2 The SLP's class may occasionally starts a few minutes late.</p> <p>2.7.3 Routines, transitions, and procedures are in place, but occasionally require significant direction or prompting from the SLP to be followed.</p> <p>2.7.4 There is more than a brief period of time when students are left without meaningful work to keep them engaged.</p> <p>2.7.5 The SLP occasionally delegates lesson time appropriately between parts of the lesson.</p>	<p>2.7.1 Many students usually or always arrive late (unexcused) for class without consequences.</p> <p>2.7.2 The SLP's class usually or always starts a few minutes late.</p> <p>2.7.3 Routines, transitions, and procedures are rarely or never in place, but usually or always require significant direction or prompting from the SLP to be followed.</p> <p>2.7.4 There is usually or always more than a brief period of time when students are left without meaningful work to keep them engaged.</p> <p>2.7.5 The SLP rarely or never delegates lesson time appropriately between parts of the lesson.</p>

<p>additionally all students are on-task and follow instructions of SLP without any prompting.</p> <p>*****At level 4, a SLP fulfills the criteria for Level 3 and additionally disruptive behaviors and off-task conversations are extremely rare; when they occur, they are always addressed without major interruption to the lesson.</p>	<p>2.7.6 Almost all students being instructed by the SLP are consistently on-task and consistently follow instructions of SLP without much prompting.</p> <p>2.7.7 Disruptive behaviors and off-task conversations are rare while SLP is instructing students; when they occur, they are consistently addressed without major interruption to the lesson.</p> <p>2.7.8 Classroom management techniques are consistently appropriate and are effective.</p>	<p>2.7.6 Significant prompting from the SLP is necessary for students to follow instructions and remain on-task.</p> <p>2.7.7 Disruptive behaviors and off-task conversations occasionally occur; they are occasionally addressed in an effective manner and SLP may have to stop the lesson occasionally to address the problem.</p> <p>2.7.8 Classroom management techniques are occasionally appropriate and occasionally effective.</p>	<p>2.7.6 Significant prompting from the SLP is usually or always necessary for students to follow instructions and remain on-task.</p> <p>2.7.7 Disruptive behaviors and off-task conversations usually or always occur; they are rarely or never addressed in an effective manner and SLP may have to stop the lesson occasionally to address the problem; to make adjustments to the lesson.</p> <p>2.7.8 Classroom management techniques are usually or always poor and wastes instructional time and are ineffective.</p>
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<p>2.8</p> <p>Create Classroom culture of respect and collaboration (as applied to 'speech room')</p>	<p>*At level 4, a SLP fulfills the criteria for Level 3 and additionally all students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance to their peers.</p> <p>**At level 4, a SLP fulfills the criteria for Level 3 and additionally all students reinforce positive character and behavior and discourage negative behavior amongst them.</p>	<p>2.8.1 The SLP's students are consistently respectful of their teacher and peers.</p> <p>2.8.2 The SLP's students are consistently given opportunities to collaborate and support each other in the learning process.</p> <p>2.8.3 The SLP consistently reinforces positive character and behavior and consistently uses consequences appropriately to discourage negative behavior.</p> <p>2.8.4 The SLP has a good rapport with students, and consistently</p>	<p>2.8.1 The SLP's students are usually respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms.</p> <p>2.8.2 The SLP's students are occasionally given opportunities to collaborate and support each other in the learning process, but may not always be supportive of each other or may need significant assistance from the teacher to work together.</p> <p>2.8.3 The SLP occasionally praises positive behavior OR occasionally reinforces consequences for negative behavior, but not both.</p> <p>2.8.4 The SLP occasionally has good rapport with students, and</p>	<p>2.8.1 The SLP's students are rarely or never respectful of their teacher and peers and usually or always act out or need to be reminded of classroom norms.</p> <p>2.8.2 The SLP's students are rarely or never given opportunities to collaborate and support each other in the learning process and rarely or never supportive of each other or may need significant assistance from the teacher to work together.</p> <p>2.8.3 The SLP rarely or never praises positive behavior and rarely or never reinforces consequences for negative behavior.</p> <p>2.8.4 The SLP rarely or never has a good rapport with students, and</p>
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		<p>shows genuine interest in their thoughts and opinions.</p> <p>2.8.5 The SLP focuses on the behavior of all students, while ignoring the behavior (positive or negative) of others.</p>	<p>occasionally shows genuine interest in their thoughts and opinions.</p> <p>2.8.5 The SLP occasionally focuses on the behavior of a few students, while occasionally ignoring the behavior (positive or negative) of others.</p>	<p>rarely or never shows genuine interest in their thoughts and opinions.</p> <p>2.8.5 The SLP usually or always focuses on the behavior of a few students, while usually or always ignoring the behavior (positive or negative) of others.</p>
<p>2.9</p> <p>Set high expectations for academic success (Student progress)</p>	<p>* At level 4, a SLP fulfills the criteria for Level 3 and additionally students analyze their own progress toward goals.</p> <p>** At level 4, a SLP fulfills the criteria for Level 3 and additionally students demonstrate high academic expectations for themselves.</p> <p>*** At level 4, a SLP fulfills the criteria for Level 3 and additionally student comments and actions demonstrate that they are excited about their work and understand why it is important.</p>	<p>2.9.1 The SLP consistently sets high expectations for all students of all levels.</p> <p>2.9.2 The SLP's students are consistently invested in their work and value academic success as evidenced by their effort and quality of their work.</p> <p>2.9.3 The SLP's 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).</p> <p>2.9.4 The SLP consistently celebrates and always displays high quality students' academic work.</p> <p>2.9.5 High quality work of most students is consistently displayed.</p>	<p>2.9.1 The SLP occasionally sets high expectations for some students, but not others.</p> <p>2.9.2 Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging.</p> <p>2.9.3 Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily).</p> <p>2.9.4 The SLP occasionally praises the academic work of some, but not others.</p> <p>2.9.5 High quality work of a few, but not all students may be displayed.</p>	<p>2.9.1 The SLP rarely or never sets high expectations for students.</p> <p>2.9.2 Students usually or always demonstrate disinterest or lack of investment in their work, for example, students might be unfocused, off-task, or refuse to attempt assignments.</p> <p>2.9.3 Students are usually or always afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers.</p> <p>2.9.4 The SLP rarely or never praises academic work or good behavior.</p> <p>2.9.5 High quality work is rarely or never displayed.</p>

Domain 3: Teacher Leadership—Speech Pathologists develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>3.1 Contribute to school culture (school and/or department)</p>	<p>* At level 4, a SLP fulfills the criteria for Level 3 and additionally goes above and beyond in dedicating time for students and peers outside of class.</p>	<p>3.1.1 The SLP consistently contributes ideas and expertise to further the school's mission and initiatives. 3.1.2 The SLP consistently dedicates time efficiently, when needed, to helping students and peers outside of class.</p>	<p>3.1.1 The SLP occasionally contributes ideas and expertise to further the school's mission and initiatives. 3.1.2 The SLP occasionally dedicates time efficiently, when needed, to helping students and peers outside of class.</p>	<p>3.1.1 The SLP rarely or never contributes ideas aimed at improving school efforts. 3.1.2 The SLP rarely or never dedicates time efficiently, when needed, to helping students and peers outside of class.</p>
<p>3.2 Collaborate with Peers (Gen. Ed., Sp. Ed., Psych, Nurse, Counselors, Principals, EL teachers)</p>	<p>* At level 4, a SLP fulfills the criteria for Level 3 and additionally goes above and beyond in seeking out opportunities to collaborate. -** At level 4, a SLP fulfills the criteria for Level 3 and additionally coach's peers through difficult situations. *** At level 4, a SLP fulfills the criteria for Level 3 and additionally takes on leadership roles within collaborative groups such as Professional Learning Communities.</p>	<p>3.2.1 The SLP consistently seeks out and participates in regular opportunities to work with and learn from others. 3.2.2 The SLP asks for assistance, when needed. 3.2.3 The SLP consistently provides assistance to others in need when asked.</p>	<p>3.2.1 The SLP occasionally participates in opportunities to work with and learn from others. 3.2.2 The SLP occasionally asks for assistance, when needed. 3.2.3 The SLP occasionally provides assistance to others in need when asked.</p>	<p>3.2.1 The SLP rarely or never participates in opportunities to work with others (works in isolation) and to learn from others. 3.2.2 The SLP rarely or never asks for assistance, when needed. 3.2.3 The SLP rarely or never provides assistance in need.</p>

<p>3.3 Seek Professional skills and knowledge (Professional development)</p>	<p>* At Level 4, the SLP fulfills the criteria for Level 3 and additionally always shares newly learned knowledge and practices with others.</p> <p>**At Level 4, the SLP fulfills the criteria for Level 3 and additionally seeks out opportunities to lead professional development sessions.</p>	<p>3.3.1 The SLP actively and consistently pursues opportunities to improve knowledge and practice.</p> <p>3.3.2 The SLP consistently seeks out ways to implement new practices into instruction, where applicable.</p> <p>3.3.3 The SLP consistently welcomes constructive feedback to improve their practices.</p> <p>3.3.4 The SLP consistently attends professional development opportunities.</p>	<p>3.3.1 The SLP occasionally pursues opportunities to improve knowledge and practice to improve teaching and learning.</p> <p>3.3.2 The SLP occasionally seeks out ways to implement new practices into instruction, where applicable.</p> <p>3.3.3 The SLP occasionally welcomes constructive feedback to improve their practices.</p> <p>3.3.4 The SLP occasionally attends professional development opportunities.</p>	<p>3.3.1 The SLP rarely or never pursues opportunities to improve knowledge and practice to improve teaching and learning.</p> <p>3.3.2 The SLP rarely or never seeks out ways to implement new practices into instruction, where applicable.</p> <p>3.3.3 The SLP rarely or never welcomes constructive feedback to improve their practices.</p> <p>3.3.4 The SLP rarely or never attends professional development opportunities.</p>
<p>3.4 Advocate for Student Success</p>	<p>* At Level 4, an SLP fulfills the criteria for Level 3 and additionally always displays commitment to the education of all the students in the school.</p> <p>**At Level 4, an SLP fulfills the criteria for Level 3 and additionally makes changes and take risks to ensure student success.</p>	<p>3.4.1 The SLP consistently displays commitment to the education of all his/her students.</p> <p>3.4.2 The SLP consistently attempts to remedy obstacles around student achievement.</p> <p>3.4.3 The SLP consistently advocates for students' individualized needs.</p>	<p>3.4.1 The SLP occasionally displays commitment to the education of all his/her students.</p> <p>3.4.2 The SLP occasionally attempts to remedy obstacles around student achievement.</p> <p>3.4.3 The SLP occasionally advocates for students' individualized needs.</p>	<p>3.4.1 The SLP rarely or never displays commitment to the education of his/her students.</p> <p>3.4.2 The SLP rarely or never attempts to remedy obstacles around student achievement.</p> <p>3.4.3 The SLP usually or always accepts failure as part for the course and does not advocate for students' needs.</p>
<p>3.5 Engage Families in Student Learning</p>	<p>* At Level 4, an SLP fulfills the criteria for Level 3 and additionally always strives to form relationships in which parents are given ample opportunity to participate in student learning.</p>	<p>3.5.1 The SLP proactively and consistently reaches out to parents in a variety of ways to engage them in student learning.</p> <p>3.5.2 The SLP consistently</p>	<p>3.5.1 The SLP occasionally reaches out to parents in a variety of ways to engage them in student learning.</p> <p>3.5.2 The SLP occasionally responds promptly to contact</p>	<p>3.5.1 The SLP rarely or never reaches out to parents to engage them in student learning.</p> <p>3.5.2 The SLP rarely or never responds promptly to contact</p>

	<p>-Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events.</p>	<p>responds promptly to contact from parents. 3.5.3 The SLP consistently engages in all forms of parent outreach required by the school.</p>	<p>from parents. 3.5.3 The SLP occasionally engages in some forms of parent outreach required by the school.</p>	<p>from parents. 3.5.3 The SLP rarely or never engages in some forms of parent outreach required by the school.</p>
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DOMAIN 4: Core Professionalism

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 elementary school counseling and more to do with basic employment practice. ESCs are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Competency	Weight Scale	Does Not Meet Standard	Meets Standard	Guidelines
1 Attendance / on-time arrival	.50	Individual demonstrates a pattern of unexcused absences. Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement.)	Individual has not demonstrated a pattern of unexcused absences. 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.)	Greater than 63 hours sick or unexcused (non-FMLA days within the evaluation cycle in the current school year.) Greater than 5 days tardy of 10 minutes or more within the current school year.
2 Policies and procedures / district core values	.50	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 failing to interact with students, colleagues, parents/guardians and community members in a respectful manner and/or demonstrate the District Core Values.	Individual demonstrates a pattern of following state, corporation and school policies and procedures (e.g., procedures for submitting discipline referrals, policies for appropriate attire, etc.) Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians and community members in a respectful manner and/or demonstrating the District Core Values.	Received 4 minor or 2 major infractions with written documentation within the evaluation cycle in the current school year. Follows and reinforces the District Core Values of <ul style="list-style-type: none"> • Excellence • Scholarship • Courage • Respect

Appendix M

Behavior Specialist Effectiveness Rubric



Indianapolis Public School Behavior Specialist Effectiveness Rubric

(Modified July 2013)

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IPS / RISE

Behavior Specialist

Evaluation Domain Rubrics

Domain 1: Purposeful planning

COMPONENT	Highly effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Demonstrates Knowledge of Resources including technology	<p>* At Level 4, fulfills most of the criteria for Level 3 and additionally utilizes curriculum and behavioral resources beyond the district level including current trends.</p> <p>** At Level 4, fulfills most of the criteria for Level 3 and additionally accesses and uses resources outside of the district for teachers and students through professional development and behavioral planning.</p> <p>*** At Level 4, fulfills most of the criteria for Level 3 and additionally disseminates outside resources beyond school and district resources for teachers and students.</p>	<p>1.1.1 Consistently utilizes school and district instructional and/or behavioral resources.</p> <p>1.1.2 Consistently accesses and uses district resources for teachers and students through professional development and behavioral planning.</p> <p>1.1.3 Consistently disseminates resources for teachers, students and parents.</p> <p>1.1.4 Consistently identifies research based practices and materials for classroom management and/or behavioral planning.</p>	<p>1.1.1 Occasionally utilizes school and district instructional and/or behavioral resources.</p> <p>1.1.2 Occasionally accesses and uses district resources for teachers and students through professional development and behavioral planning.</p> <p>1.1.3 Occasionally disseminates resources for teachers, students and parents.</p> <p>1.1.4 Occasionally identifies research based practices and materials for classroom management and/or behavioral planning.</p>	<p>1.1.1 Rarely or never utilizes school and district instructional and/or behavioral resources.</p> <p>1.1.2 Rarely or never accesses and uses district resources for teachers and students through professional development and behavioral planning.</p> <p>1.1.3 Rarely or never disseminates resources for teachers, students and parents.</p> <p>1.1.4 Rarely or never identifies research based practices and materials for classroom management and/or behavioral planning.</p>
1.2 Tracks and analyzes student data to make behavioral decisions.	<p>* At Level 4, fulfills most of the criteria for Level 3 and additionally participates in 8-Step, STPT1, and/or Response to Instruction (Rti) data-discussions to help adjust student instruction and/or</p>	<p>1.2.1 Consistently uses data in behavioral planning and coaching decisions.</p> <p>1.2.2 Consistently collaborates with teachers to develop and support targeted interventions</p>	<p>1.2.1 Occasionally uses data in behavioral planning and coaching decisions.</p> <p>1.2.2 Occasionally collaborates with teachers to develop and support targeted interventions</p>	<p>1.2.1 Rarely or never uses data in behavioral planning and coaching decisions.</p> <p>1.2.2 Rarely or never collaborates with teachers to develop and support targeted</p>

	behavioral planning.	for behavior used in the Response to Instruction (RtI) process.	for behavior used in the Response to Instruction (RtI) process.	interventions for behavior used in the Response to Instruction (RtI) process.
	** At Level 4, fulfills most of the criteria for Level 3 and additionally regularly facilitates the teachers' understanding of data to improve classroom management.	1.2.3 Consistently analyzes data with teachers to plan targeted interventions for students.	1.2.3 Occasionally analyzes data with teachers to plan targeted interventions for students.	1.2.3 Rarely or never analyzes data with teachers to plan targeted interventions for students.
	*** At Level 4, fulfills most of the criteria for Level 3 and additionally collaborates with administration and building staff to use data to identify behavioral improvement areas.	1.2.4 Consistently uses multiple sources of data information to guide behavioral planning for students.	1.2.4 Occasionally uses multiple sources of data information to guide behavioral planning for students.	1.2.4 Rarely or never uses multiple sources of data information to guide behavioral planning for students.
	* At Level 4, fulfills most of the criteria for Level 3 and additionally assists teachers in differentiating classroom management to meet student needs.	1.2.5 Consistently facilitates the teachers' understanding of data to improve individual student behavioral planning.	1.2.5 Occasionally facilitates the teachers' understanding of data to improve individual student behavioral planning.	1.2.5 Rarely or never facilitates the teachers' understanding of data to improve individual student behavioral planning.
1.3 Behavior management Program – School Operations	** At Level 4, fulfills most of the criteria for Level 3 and additionally provides professional development to facilitate staff understanding of functions of behavior.	1.3.1 Consistently demonstrates support for behavior management programs and/or school operations.	1.3.1 Occasionally demonstrates support for behavior management programs and/or school operations.	1.3.1 Rarely or never demonstrates support for behavior management programs and/or school operations.
	** At Level 4, fulfills most of the criteria for Level 3 and additionally provides professional development to facilitate staff understanding of functions of behavior.	1.3.2 Consistently helps the administration and staff to fulfill the school mission and expectations.	1.3.2 Occasionally helps the administration and staff to fulfill the school mission and expectations.	1.3.2 Rarely or never helps the administration and staff to fulfill the school mission and expectations.
		1.3.3 Consistently follows the policies and procedures of the school.	1.3.3 Occasionally follows the policies and procedures of the school.	1.3.3 Rarely or never follows the policies and procedures of the school.
		1.3.4 Consistently demonstrates an understanding of functions of student behavior.	1.3.4 Occasionally demonstrates an understanding of functions of student behavior.	1.3.4 Rarely or never demonstrates an understanding of functions of student behavior.
1.4 Planning Effective Classroom	*At Level 4, fulfills the criteria for Level 3 and additionally supports and collaborates with administration and staff to incorporate current trends in positive behavior supports.	1.4.1 Consistently collaborates with teachers to develop effective classroom management plans based on Best Practices.	1.4.1 Occasionally collaborates with teachers to develop effective classroom management plans based on Best Practices.	1.4.1 Rarely or never collaborates with teachers to develop effective classroom management plans based on best practices.

<p>Management</p>	<p>** At Level 4, fulfills the criteria for Level 3 and additionally collaborates with administration and staff to utilize data to implement school-wide behavior management plans.</p>	<p>1.4.2 Consistently supports teachers in the development of individual behavior plans using research-based interventions. 1.4.3 Consistently supports teachers in accessing data to revise classroom management and/or individual student behavior plans.</p>	<p>1.4.2 Occasionally supports teachers in the development of individual behavior plans using research-based interventions. 1.4.3 Occasionally supports teachers in accessing data to revise classroom management and/or individual student behavior plans.</p>	<p>1.4.2 Rarely or never supports teachers in the development of individual behavior plans using research-based interventions. 1.4.3 Rarely or never supports teachers in accessing data to revise classroom management and/or individual student behavior plans.</p>
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Domain 2: Effective Instruction

COMPONENT	Highly effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.1</p> <p>Designs and Delivers Rigorous and Effective Behavioral Instruction</p>	<p>* At Level 4, fulfills most of the criteria for Level 3 and additionally takes a leadership role in facilitating and integrating best practices in instructional design to promote positive behavior achievement.</p> <p>** At Level 4, fulfills most of the criteria for Level 3 and additionally creates innovative behavioral lessons and activities based on current trends</p>	<p>2.1.1 Consistently articulates and integrates elements of behavioral Best Practices into quality and rigorous lessons.</p> <p>2.1.2 Consistently reinforces the use of higher order thinking skills to achieve higher level of inquiry and questioning.</p> <p>2.1.3 Consistently designs behavioral instruction that includes differentiation based on individual student needs.</p> <p>2.1.4 Consistently models and delivers rigorous and effective behavioral instruction and/or interventions.</p>	<p>2.1.1 Occasionally articulates and integrates elements of behavioral Best Practices into quality and rigorous lessons.</p> <p>2.1.2 Occasionally reinforces the use of higher order thinking skills to achieve higher level of inquiry and questioning.</p> <p>2.1.3 Occasionally designs behavioral instruction that includes differentiation based on individual student needs.</p> <p>2.1.4 Occasionally models and delivers rigorous and effective behavioral instruction and/or interventions.</p>	<p>2.1.1 Rarely or never articulates and integrates elements of behavioral Best Practices into quality and rigorous lessons.</p> <p>2.1.2 Rarely or never reinforces the use of higher order thinking skills to achieve higher level of inquiry and questioning.</p> <p>2.1.3 Rarely or never designs behavioral instruction that includes differentiation based on individual student needs.</p> <p>2.1.4 Rarely or never models and delivers rigorous and effective behavioral instruction and/or interventions.</p>
<p>2.2</p> <p>Demonstrates knowledge that the cycle of behavioral planning is driven by data.</p>	<p>* At Level 4, fulfills most of the criteria for Level 3 and additionally develops data tracking tools to monitor school-wide behavior trends in order to plan positive interventions.</p> <p>** At Level 4, fulfills most of the criteria for Level 3 and additionally develops data tracking tools to monitor individual student behavior trends and adjust interventions.</p>	<p>2.2.1 Consistently assesses behavioral goals, using appropriate assessment instruments.</p> <p>2.2.2 Consistently shares instructional and/or behavioral results in an easily understood format.</p> <p>2.2.3 Consistently analyzes data to plan differentiated instruction and/or behavioral interventions.</p>	<p>2.2.1 Occasionally assesses behavioral goals, using appropriate assessment instruments.</p> <p>2.2.2 Occasionally shares instructional and/or behavioral results in an easily understood format.</p> <p>2.2.3 Occasionally analyzes data to plan differentiated instruction and/or behavioral interventions.</p>	<p>2.2.1 Rarely or never assesses behavioral goals, using appropriate assessment instruments.</p> <p>2.2.2 Rarely or never shares instructional and/or behavioral results in an easily understood format.</p> <p>2.2.3 Rarely or never analyzes data to plan differentiated instruction and/or behavioral interventions.</p>

		2.2.4 Consistently utilizes multiple formal and informal assessments in collaboration with staff and/or parents.	2.2.4 Occasionally utilizes multiple formal and informal assessments in collaboration with staff and/or parents.	2.2.4 Rarely or never utilizes multiple formal and informal assessments in collaboration with staff and/or parents.
2.3 Supports Teachers in the Consistent Utilization of Effective Procedures	* At Level 4, fulfills most of the criteria for Level 3 and additionally keeps and promotes an active Community Group on IPS On-Line of resources of best practices for teachers to access. ** At Level 4, fulfills most of the criteria for Level 3 and additionally provides monthly updates of new resources available on effective classroom procedures. * At Level 4, fulfills most of the criteria for Level 3 and additionally implements Positive Behavior Interventions and Supports (PBIS) school-wide.	2.3.1 Consistently models research-based behavioral strategies and procedures. 2.3.2 Consistently supports the RTI process and supports teachers in its implementation. 2.3.3 Consistently supports teachers in knowing the learner, using learning styles, interest inventories, informal assessments and other tools.	2.3.1 Occasionally models research-based behavioral strategies and procedures. 2.3.2 Occasionally supports the RTI process and supports teachers in its implementation. 2.3.3 Occasionally supports teachers in knowing the learner, using learning styles, interest inventories, informal assessments and other tools.	2.3.1 Rarely or never models research-based behavioral strategies and procedures. 2.3.2 Rarely or never supports the RTI process and supports teachers in its implementation. 2.3.3 Rarely or never supports teachers in knowing the learner, using learning styles, interest inventories, informal assessments and other tools.
2.4 Works with Staff to Foster a Positive Climate for Learning	** At Level 4, fulfills most of the criteria for Level 3 and additionally implements teacher recognition programs for staff that foster a positive climate for learning. *** At Level 4, fulfills most of the criteria for Level 3 and additionally implements recognition programs for students who personally positive behavior. * At Level 4, fulfills most of	2.4.1 Consistently shares quality behavioral goals or activities, which convey high expectations for student achievement. 2.4.2 Consistently encourages teachers to meet individual student needs through the use of differentiated behavior strategies	2.4.1 Occasionally shares quality behavioral goals or activities, which convey high expectations for student achievement. 2.4.2 Occasionally encourages teachers to meet individual student needs through the use of differentiated behavior strategies	2.4.1 Rarely or never shares quality behavioral goals or activities, which convey high expectations for student achievement. 2.4.2 Rarely or never encourages teachers to meet individual student needs through the use of differentiated behavior strategies
		2.4.3 Consistently sets rigorous and relevant expectations for student behavior.	2.4.3 Occasionally sets rigorous and relevant expectations for student behavior.	2.4.3 Rarely or never sets rigorous and relevant expectations for student behavior.
		2.5.1 Consistently supports	2.5.1 Occasionally supports	2.5.1 Rarely or never supports

<p>2.5</p> <p>Supports student engagement in appropriate school behavior</p>	<p>the criteria for Level 3 and additionally demonstrates ways to use various forms of technology to enhance engagement (such as iPods, iPads, video cameras, or computers).</p> <p>** At Level 4, fulfills most of the criteria for Level 3 and additionally collaborates with others to secure reinforcers for positive behavior supports.</p>	<p>students by providing and modeling effective behavior strategies.</p> <p>2.5.2 Consistently engages students in the learning process through the implementation of individualized behavior plans and/or strategies.</p> <p>2.5.3 Consistently encourages students to self-advocate for appropriate accommodations and modifications necessary for student success.</p>	<p>students by providing and modeling effective behavior strategies.</p> <p>2.5.2 Occasionally engages students in the learning process through the implementation of individualized behavior plans and/or strategies.</p> <p>2.5.3 Occasionally encourages students to self-advocate for appropriate accommodations and modifications necessary for student success.</p>	<p>students by providing and modeling effective behavior strategies.</p> <p>2.5.2 Rarely or never engages students in the learning process through the implementation of individualized behavior plans and/or strategies.</p> <p>2.5.3 Rarely or never encourages students to self-advocate for appropriate accommodations and modifications necessary for student success.</p>
<p>2.6</p> <p>Demonstrates Flexibility and Responsiveness</p>	<p>* At Level 4, fulfills most of the criteria for Level 3 and additionally demonstrates responsiveness by anticipating areas of concern and proactively creating plans to meet the needs of students, staff and/or building.</p> <p>** At Level 4, fulfills most of the criteria for Level 3 and additionally demonstrates flexibility by creating an action plan to respond to immediate concerns of student, staff and/or building.</p>	<p>2.6.1 Consistently demonstrates a flexible and timely response to student, staff and/or building needs.</p> <p>2.6.2 Consistently develops and communicates an appropriate plan of response to student, staff and/or building needs and monitors fidelity of implementation.</p> <p>2.6.3 Consistently demonstrates responsiveness by adapting plans to meet the changing needs of students, staff and/or building.</p>	<p>2.6.1 Occasionally demonstrates a flexible and timely response to student, staff and/or building needs.</p> <p>2.6.2 Occasionally develops and communicates an appropriate plan of response to student, staff and/or building needs and monitors fidelity of implementation.</p> <p>2.6.3 Occasionally demonstrates responsiveness by adapting plans to meet the changing needs of students, staff and/or building.</p>	<p>2.6.1 Rarely or never demonstrates a flexible and timely response to student, staff and/or building needs.</p> <p>2.6.2 Rarely or never develops and communicates an appropriate plan of response to student, staff and/or building needs and monitors fidelity of implementation.</p> <p>2.6.3 Rarely or never demonstrates responsiveness by adapting plans to meet the changing needs of students, staff and/or building.</p>
<p>2.7</p>	<p>* At Level 4, fulfills most of the criteria for Level 3 and additionally ensures that all</p>	<p>2.7.1 Consistently communicates with staff or parents through various</p>	<p>2.7.1 Occasionally communicates with staff or parents through various</p>	<p>2.7.1 Rarely or never communicates with staff or parents through various</p>

<p>Clearly communicates to all stakeholders</p>	<p>communications are clear, correct and expressive with well-chosen and appropriate vocabulary.</p> <p>** At Level 4, fulfills most of the criteria for Level 3 and additionally ensures that all participants have a voice in discussions.</p>	<p>mediums (such as phone calls, emails, meetings, or home visits).</p> <p>2.7.2 Consistently communicates in a clear, concise and well organized manner.</p> <p>2.7.3 Consistently maintains an inclusive manner and approach with staff, students, and parents.</p>	<p>mediums (such as phone calls, emails, texts, meetings, or home visits).</p> <p>2.7.2 Occasionally communicates in a clear, concise and well organized manner.</p> <p>2.7.3 Occasionally maintains an inclusive manner and approach with staff, students, and parents.</p>	<p>mediums (such as phone calls, emails, texts, meetings, or home visits).</p> <p>2.7.2 Rarely or never communicates in a clear, concise and well organized manner.</p> <p>2.7.3 Rarely or never maintains an inclusive manner and approach with staff, students, and parents.</p>
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Domain 3: Leadership

COMPONENT	Highly effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>3.1</p> <p>Grows and Develops Professionally</p>	<p>* At Level 4, fulfills most of the criteria for Level 3 and additionally participates in professional development activities at the district level.</p> <p>** At Level 4, fulfills most of the criteria for Level 3 and additionally participates in professional development activities outside the district and/or completes online or course work.</p> <p>***Takes a leadership role in establishing professional learning communities around topics, which include academic and behavior strategies.</p>	<p>3.1.1 Consistently participates in professional development activities at the building level to grow and develop professionally.</p> <p>3.1.2 Consistently collaborates with colleagues to grow professionally.</p> <p>3.1.3 Consistently participates in professional learning communities at the building level (for example: RtI, Staffing, M-Team, Learning Logs).</p>	<p>3.1.1 Occasionally participates in professional development activities to grow and develop professionally.</p> <p>3.1.2 Occasionally collaborates with colleagues to grow professionally.</p> <p>3.1.3 Occasionally participates in professional learning communities at the building level (for example: RtI, Staffing, M-Team, Learning Logs).</p>	<p>3.1.1 Rarely or never participates in professional development activities to grow and develop professionally.</p> <p>3.1.2 Rarely or never collaborates with colleagues to grow professionally.</p> <p>3.1.3 Rarely or never participates in professional learning communities at the building level (for example: RtI, Staffing, M-Team, Learning Logs).</p>
<p>3.2</p> <p>Supports Personalized Professional Growth for Teachers</p>	<p>* At Level 4, fulfills most of the criteria for Level 3 and additionally leads others in their growth and utilization of new research-based interventions and/or Best Practices to improve classroom management and/or individualized student behavior.</p> <p>** At Level 4, fulfills most of the criteria for Level 3 and additionally regularly</p>	<p>3.2.1 Consistently facilitates collaboration and reflection among staff.</p> <p>3.2.2 Consistently supports teachers in reflecting and understanding their behavioral management practices in relation to improving student behavior and/or classroom management.</p> <p>3.2.3 Consistently recommends professional</p>	<p>3.2.1 Occasionally facilitates collaboration and reflection among staff.</p> <p>3.2.2 Occasionally supports teachers in reflecting and understanding their behavioral management practices in relation to improving student behavior and/or classroom management.</p> <p>3.2.3 Occasionally recommends professional</p>	<p>3.2.1 Rarely or never facilitates collaboration and reflection among staff.</p> <p>3.2.2 Rarely or never supports teachers in reflecting and understanding their behavioral management practices in relation to improving student behavior and/or classroom management.</p> <p>3.2.3 Rarely or never recommends professional</p>

	recommends professional growth opportunities at the district level and/or outside the district	growth opportunities within the building level.	growth opportunities within the building level.	growth opportunities within the building level.
	***Supports the use of technology- based materials for behavior resources.			
3.3	* At Level 4, fulfills most of the criteria for Level 3 and additionally participates in or facilitates courageous conversations with staff, parents and/or students regarding student success.	3.3.1 Consistently promotes and supports the belief that every student can demonstrate academic and behavioral growth.	3.3.1 Occasionally promotes and supports the belief that every student can demonstrate academic and behavioral growth.	3.3.1 Rarely or never promotes and supports the belief that every student can demonstrate academic and behavioral growth.
Advocates for Student Success	** At Level 4, fulfills most of the criteria for Level 3 and additionally regularly collaborates with others to create opportunities to celebrate student successes.	3.3.2 Consistently uses data to identify and demonstrate student growth.	3.3.2 Occasionally uses data to identify and demonstrate student growth.	3.3.2 Rarely or never uses data to identify and demonstrate student growth.
		3.3.3 Consistently works with teachers to provide students with behavioral accommodations and modifications.	3.3.3 Occasionally works with teachers to provide students with behavioral accommodations and modifications.	3.3.3 Rarely or never works with teachers to provide students with behavioral accommodations and modifications.
		3.3.4 Consistently monitors that behavioral accommodations and modifications are implemented with fidelity.	3.3.4 Occasionally monitors that behavioral accommodations and modifications are implemented with fidelity.	3.3.4 Rarely or never monitors that behavioral accommodations and modifications are implemented with fidelity.
		3.3.5 Consistently uses research-based interventions and/or Best Practices that align with District Culture Imperatives and Core Values.	3.3.5 Occasionally uses research-based interventions and/or Best Practices that align with District Culture Imperatives and Core Values.	3.3.5 Rarely or never uses research-based interventions and/or Best Practices that align with District Culture Imperatives and Core Values.
3.4	* At Level 4, fulfills most of the criteria for Level 3 and additionally seeks opportunities to facilitate collaboration among and	3.4.1 Consistently creates opportunities for collaboration.	3.4.1 Occasionally creates opportunities for collaboration.	3.4.1 Rarely or never creates opportunities for collaboration.
Collaborate with peers		3.4.2 Consistently participates in building level committees	3.4.2 Occasionally participates in building level committees	3.4.2 Rarely or never participates in building level

	<p>between staff members across school communities</p> <p>** At Level 4, fulfills most of the criteria for Level 3 and additionally takes on additional committee roles, either district-wide or in the community.</p>	<p>such as: Learning Log meetings, RtI meetings, Student Staffings, PBIS meetings, MT team and/or other building level committees.</p> <p>3.4.3 Consistently supports school initiatives designed to improve school climate and/or classroom management.</p> <p>3.4.4 Consistently participates in position specific meetings (Behavior Specialist, Kaleidoscope, Social Worker).</p>	<p>such as: Learning Log meetings, RtI meetings, Student Staffings, PBIS meetings, MT team and/or other building level committees.</p> <p>3.4.3 Occasionally supports school initiatives designed to improve school climate and/or classroom management.</p> <p>3.4.4 Occasionally participates in position specific meetings (Behavior Specialist, Kaleidoscope, Social Worker).</p>	<p>committees such as: Learning Log meetings, RtI meetings, Student Staffings, PBIS meetings, MT team and/or other building level committees.</p> <p>3.4.3 Rarely or never supports school initiatives designed to improve school climate and/or classroom management.</p> <p>3.4.4 Rarely or never participates in position specific meetings (Behavior Specialist, Kaleidoscope, Social Worker).</p>
<p>3.5</p> <p>Fosters Equitable Practices</p>	<p>* At Level 4, fulfills most of the criteria for Level 3 and additionally willingly participates in courageous conversations with administrators, teachers and/or peers.</p> <p>** At Level 4, fulfills most of the criteria for Level 3 and additionally initiates professional development for educators to meet the needs of diverse students.</p>	<p>3.5.1 Consistently challenges negative attitudes and behaviors.</p> <p>3.5.2 Consistently models equitable practices to all stakeholders through respectful and considerate interactions.</p> <p>3.5.3 Consistently engages in collaborative decision-making leading to equitable instructional and/or behavioral practices.</p> <p>3.5.4 Consistently acknowledges and includes students' diversity in instructional and/or behavioral planning and implementation.</p>	<p>3.5.1 Occasionally challenges negative attitudes and behaviors.</p> <p>3.5.2 Occasionally models equitable practices to all stakeholders through respectful and considerate interactions.</p> <p>3.5.3 Occasionally engages in collaborative decision-making leading to equitable instructional and/or behavioral practices.</p> <p>3.5.4 Occasionally acknowledges and includes students' diversity in instructional and/or behavioral planning and implementation.</p>	<p>3.5.1 Rarely or never challenges negative attitudes and behaviors.</p> <p>3.5.2 Rarely or never models equitable practices to all stakeholders through respectful and considerate interactions.</p> <p>3.5.3 Rarely or never engages in collaborative decision-making leading to equitable instructional and/or behavioral practices.</p> <p>3.5.4 Rarely or never acknowledges and includes students' diversity in instructional and/or behavioral planning and implementation.</p>

Domain 4: Core Professionalism Rubric

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

Indicator	WEIGHT SCALE	Does Not Meet Standard	Meets Standard	Guidelines
<p>Attendance / On-Time Arrival</p>	<p>.50</p>	<p>Individual demonstrates a pattern of unexcused absences * 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)</p>	<p>Individual has not demonstrated a pattern of unexcused absences* 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)</p>	<p>Greater than 63 hours sick or unexcused (Non-FLMA Days within the evaluation cycle in the current school year. Greater than 5 days tardy of 10 minutes or more within the evaluation cycle in the current school year. Received 4 minor or 2 major infractions with written documentation within the evaluation cycle in the current school year. Follows and reinforces the District Core Values of Excellence Scholarship Courage Respect</p>
<p>Policies and Guidelines/ District Core Values</p>	<p>.50</p>	<p>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 failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner and/or demonstrate the District Core Values</p>	<p>Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner and/or demonstrating the District Core Values</p>	<p>Follows and reinforces the District Core Values of Excellence Scholarship Courage Respect</p>

Appendix N

Elementary School Counselor
Effectiveness Rubric



Indianapolis Public Schools Elementary School Counselor Effectiveness Rubric

Modified July 2013

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ELEMENTARY SCHOOL COUNSELOR EFFECTIVENESS RUBRIC

DOMAIN 1: Purposeful Planning

Elementary School Counselor (ESC) uses the Indiana Content and Program Standards for School Counseling to develop an elementary school counselor program based on analysis of school and community data that highlights the academic, social, emotional, behavioral and mental health needs of the students within the jurisdiction of the ESC. The ESC looks at data through the lens of the school counselor profession, identifying those issues that are creating obstacles to students being ready and prepared to learn.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.1</p> <p>Utilize student, school and community data to plan</p>	<p>*At Level 4, an ESC fulfills the criteria for Level 3, and additionally utilizes, interprets and analyzes data from multiple sources and adjusts interventions in collaboration with school staff and families.</p> <p>**At Level 4, an ESC fulfills the criteria for Level 3, and additionally incorporates community data and resources into the elementary school counselor program goals.</p>	<p>1.1.1 ESC consistently formulates culturally competent school-wide elementary school counselor program goals, small group goals and individual student goals using data from some of the following areas: achievement, attendance, career development, citizenship development, discipline, diversity, Functional Behavioral Assessment (FBA), Individual Educational Plan (IEP) documentation, parent interviews, pre/post-tests, special education, student assessments, teacher referrals, etc.</p> <p>1.1.2 ESC consistently obtains data from some of the following sources to formulate culturally competent goals: IDOE, Student Services, www.doe.in.gov/student-services; IPS Online, Data Warehouse; ISCA, www.indianaschoolcounselor.org; Census Bureau, www.census.gov; Kids Count, www.kidscount.org; SAVI, www.savi.org; STATS Indiana, www.statsindiana.edu; United Way, www.uwci.org; etc.</p>	<p>1.1.1 ESC occasionally formulates culturally competent school-wide elementary school counselor program goals, small group goals and individual student goals using data from some of the following areas: achievement, attendance, career development, citizenship development, discipline, diversity, Functional Behavioral Assessment (FBA), Individual Educational Plan (IEP) documentation, parent interviews, pre/post-tests, special education, student assessments, teacher referrals, etc.</p> <p>1.1.2 ESC occasionally obtains data from some of the following sources to formulate culturally competent goals: IDOE, Student Services, www.doe.in.gov/student-services; IPS Online, Data Warehouse; ISCA, www.indianaschoolcounselor.org; Census Bureau, www.census.gov; Kids Count, www.kidscount.org; SAVI, www.savi.org; STATS Indiana, www.statsindiana.edu; United Way, www.uwci.org; etc.</p>	<p>1.1.1 ESC lacks basic skills and ability to and/or rarely or never formulates culturally competent school-wide elementary school counselor program goals, small group goals and individual student goals using data from some of the following areas: achievement, attendance, career development, citizenship development, discipline, diversity, Functional Behavioral Assessment (FBA), Individual Educational Plan (IEP) documentation, parent interviews, pre/post-tests, special education, student assessments, teacher referrals, etc.</p> <p>1.1.2 ESC lacks basic skills and ability to and/or rarely obtains data from some of the following sources to formulate culturally competent goals: IDOE, Student Services, www.doe.in.gov/student-services; IPS Online, Data Warehouse; ISCA, www.indianaschoolcounselor.org; Census Bureau, www.census.gov; Kids Count, www.kidscount.org; SAVI, www.savi.org; STATS Indiana, www.statsindiana.edu; United Way, www.uwci.org; etc.</p>

<p>1.2</p> <p>Set ambitious and measurable student goals</p>	<p>*At Level 4, an ESC fulfills the criteria for Level 3, and additionally plans annual goals at the school-wide, targeted and individual levels incorporating community data or resources into the goals.</p>	<p>1.2.1 ESC consistently develops measurable culturally competent student goals, aligned to the Indiana Program Standards for School Counseling, that include benchmarks to help monitor progress throughout the school year or within the designated time frame, using some of the following tools: Behavior Improvement Plans (BIP), benchmark testing, IEP goals, individual/group counseling goals.</p>	<p>1.2.1 ESC occasionally develops measurable culturally competent student goals, aligned to the Indiana Program Standards for School Counseling, that include benchmarks to help monitor progress throughout the school year or within the designated time frame, using some of the following tools: Behavior Improvement Plans (BIP), benchmark testing, IEP goals, individual/group counseling goals.</p>	<p>1.2.1 ESC lacks basic skills and ability to and/or rarely or never develops measurable culturally competent student goals, aligned to the Indiana Program Standards for School Counseling, that include benchmarks to help monitor progress throughout the school year or within the designated time frame, using some of the following tools: Behavior Improvement Plans (BIP), benchmark testing, IEP goals, individual/group counseling goals.</p>
<p>1.3</p> <p>Utilize standards-based assessments and interventions</p>	<p>*At Level 4, an ESC fulfills the criteria for Level 3, and additionally plans include adjusting to the intervention in terms of frequency and duration to better meet the identified goal.</p> <p>**At Level 4, an ESC fulfills the criteria for Level 3, and additionally develops clear schedules for organizing responsibilities, plans and uses well-designed progress monitoring assessments and makes revisions as needed.</p> <p>***At Level 4, an ESC fulfills the criteria for Level 3, and additionally plans include assessing periodic response to the interventions.</p>	<p>1.3.1 Based on goals, ESC consistently plans culturally competent interventions by identifying standards-based assessments to develop strategies and practices specific to the identified need as a result of utilizing some of the following tools: Behavior Assessment System for Children-2 Portable Observation Program (BASC-2 POP), cognitive behavioral therapy, direct observations, Functional Behavioral Assessments (FBAs), pre/post-tests, school referral forms, solution-focused brief therapy, student and parent/guardian interviews, time logs, etc.</p> <p>1.3.2 ESC consistently plans culturally competent interventions by setting appropriate priorities and allocating an appropriate amount of time in which to achieve the identified goal.</p>	<p>1.3.1 Based on goals, ESC occasionally plans culturally competent interventions by identifying standards-based assessments to develop strategies and practices specific to the identified need as a result of utilizing some of the following tools: Behavior Assessment System for Children-2 Portable Observation Program (BASC-2 POP), cognitive behavioral therapy, direct observations, Functional Behavioral Assessments (FBAs), pre/post-tests, school referral form, solution-focused brief therapy, student and parent/guardian interviews, time logs, etc.</p> <p>1.3.2 ESC occasionally plans culturally competent interventions by setting appropriate priorities and allocating an appropriate amount of time in which to achieve the identified goal.</p>	<p>1.3.1 ESC lacks basic skills and ability to and/or rarely or never plans culturally competent interventions by identifying standards-based assessments to develop strategies and practices specific to the identified need as a result of utilizing some of the following tools: Behavior Assessment System for Children-2 Portable Observation Program (BASC-2 POP), cognitive behavioral therapy, direct observations, Functional Behavioral Assessments (FBAs), pre/post-tests, school referral forms, solution-focused brief therapy, student and parent/guardian interviews, time logs, etc.</p> <p>1.3.2 ESC lacks basic skills and ability to and/or rarely or never plans culturally competent interventions by setting appropriate priorities and allocating an appropriate amount of time in which to achieve the identified goal.</p>

		<p>1.3.3 ESC consistently obtains information from evidenced-based resources which may include: books, curriculum, literature, Evidenced-Based Intervention Network, www.ebi.missouri.edu; Intervention Central, www.interventioncentral.org; Institute of Education Sciences, www.ies.edu.gov; National Registry of Evidenced-based Programs, www.nrepp.samsha.gov; Response to Intervention, www.rti4success.org; etc.</p>	<p>1.3.3 ESC occasionally obtains information from evidenced-based resources which may include: books, curriculum, literature, Evidenced-Based Intervention Network, www.ebi.missouri.edu; Intervention Central, www.interventioncentral.org; Institute of Education Sciences, www.ies.edu.gov; National Registry of Evidenced-based Programs, www.nrepp.samsha.gov; Response to Intervention, www.rti4success.org; etc.</p>	<p>1.3.3 ESC lacks basic skills and ability to and/or rarely or never obtains information from evidenced-based resources which may include: books, curriculum, literature, Evidenced-Based Intervention Network, www.ebi.missouri.edu; Intervention Central, www.interventioncentral.org; Institute of Education Sciences, www.ies.edu.gov; National Registry of Evidenced-based Programs, www.nrepp.samsha.gov; Response to Intervention, www.rti4success.org; etc.</p>
<p>1.4 Track student progress and record for the purposes of intervention analysis</p>	<p>*At Level 4, an ESC fulfills the criteria for Level 3, and additionally uses school-wide, group and individual data to understand and analyze the larger issues impacting sub-populations in the school community (access to mental health services, achievement gap, basic needs, disproportionality, etc.) in order to better advocate for students impacted by such issues.</p>	<p>1.4.1 ESC consistently uses an effective progress monitoring system to track, monitor, record and adjust the interventions by applying some of the following monitoring tools: Individual Educational Plan (IEP) and Response to Intervention (RTI) progress monitoring, individual and group documentation, time logs, etc.</p> <p>1.4.2 ESC consistently demonstrates a high level of commitment to the values, ethics and standards of the social work profession by maintaining accurate records and data and preserving the privacy and confidentiality of information such as counseling sessions and case records.</p>	<p>1.4.1 ESC occasionally uses an effective system to track, monitor, record and adjust the interventions using some of the following monitoring tools: Individual Educational Plan (IEP) and Response to Intervention (RTI) progress monitoring, individual and group documentation, time logs, etc.</p> <p>1.4.2 ESC occasionally demonstrates a level of commitment to the values, ethics and standards of the social work profession by generally maintaining accurate records and data and preserving the privacy and confidentiality of information such as counseling sessions and case records.</p>	<p>1.4.1 ESC lacks basic skills and ability to and/or rarely or never uses an effective system to track, monitor, record or adjust the interventions using some of the following monitoring tools: Individual Educational Plan (IEP) and Response to Intervention (RTI) progress monitoring, individual and group documentation, time logs, etc.</p> <p>1.4.2 ESC lacks basic skills and ability to and/or rarely or never demonstrates a commitment to the values, ethics and standards of the social work profession by maintaining accurate records and data and preserving the privacy and confidentiality of information such as counseling sessions and case records.</p>

DOMAIN 2: Effective Elementary School Counselor Services

Having analyzed individual student, school and community data, the Elementary School Counselor (ESC) identifies concerns that are school-wide or specific to certain sub-groups (grade levels, socio-economic groups, specific racial/ethnic groups, male/female, special education, etc.) The ESC then provides comprehensive, culturally competent school counseling services to individuals, groups, families and the school community.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.1</p> <p>Demonstrate knowledge of laws, rules and policies which impact students, families and the school community creating protections and/or eliminating barriers to successful student outcomes</p>	<p>*At Level 4, an ESC fulfills the criteria for Level 3, and additionally advocates for changes in laws, rules and policies that will positively impact students and families within the school community.</p>	<p>2.1.1 ESC consistently demonstrates thorough knowledge of and provides accurate information related to relevant laws, rules and policies in the areas of: American School Counselor Association (ASCA) Code of Ethics, attendance, bullying prevention, Child Protection Services, confidentiality, McKinney-Vento, school discipline, Section 504, special education, Title IX, etc.</p>	<p>2.1.1 ESC occasionally demonstrates some fundamental understanding of and answers basic questions related to relevant laws, rules and policies in the areas of: American School Counselor Association (ASCA) Code of Ethics, attendance, bullying prevention, Child Protection Services, confidentiality, McKinney-Vento, school discipline, Section 504, special education, Title IX, etc.</p>	<p>2.1.1 ESC demonstrates little to no knowledge of and/or rarely or never answers questions related to relevant laws, rules and policies in the areas of: American School Counselor Association (ASCA) Code of Ethics, attendance, bullying prevention, Child Protection Services, confidentiality, McKinney-Vento, school discipline, Section 504, special education, Title IX, etc.</p>
<p>2.2</p> <p>Identify and implement prevention services to identify barriers to student achievement and develop plans to reduce such barriers</p>	<p>*At Level 4, an ESC fulfills the criteria for Level 3, and additionally demonstrates an awareness and understanding of the implications of data analysis, and advocates for positive change to address identified barriers to student success.</p>	<p>2.2.1 ESC consistently and effectively demonstrates coordination and/or implementation of evidence-based, culturally competent prevention programs, strategies and practices in some of the areas of: attendance, body safety, bullying prevention, conflict resolution, dating violence, discipline, drugs, gangs, positive behavioral supports, relationships, sexual harassment, violence, etc.</p>	<p>2.2.1 ESC occasionally demonstrates basic skill and ability in coordinating and/or implementing evidence-based, culturally competent prevention programs, strategies and practices in some of the areas of: attendance, body safety, bullying prevention, conflict resolution, dating violence, discipline, drugs, gangs, positive behavioral supports, relationships, sexual harassment, violence, etc.</p>	<p>2.2.1 ESC lacks basic skills and ability to and/or rarely or never coordinate(s) and implement(s) evidence-based, culturally competent prevention programs, strategies and practices in some of the areas of: attendance, body safety, bullying prevention, conflict resolution, dating violence, discipline, drugs, gangs, positive behavioral supports, relationships, sexual harassment, violence, etc.</p>
<p>2.3</p> <p>Provide assessment services of student and family needs in</p>	<p>*At Level 4, an ESC fulfills the criteria for Level 3, and additionally demonstrates a vast understanding of the diagnostic implementation process to assess</p>	<p>2.3.1 ESC consistently conducts quality assessments and makes specific recommendations regarding interventions that are congruent with student needs in</p>	<p>2.3.1 ESC occasionally conducts assessments and makes general recommendations regarding interventions that are congruent with student needs in some of the</p>	<p>2.3.1 ESC lacks basic skills and ability to and/or rarely or never conducts assessments regarding student functioning in some of the areas of: attendance, attention</p>

<p>order to design effective interventions</p>	<p>and create alternative intervention plans that impact student functioning.</p> <p>**At Level 4, an ESC fulfills the criteria for Level 3, and additionally demonstrates an ability to assess school-wide barriers to student and school success in order to support school leadership teams in planning and implementing school reform.</p>	<p>the some of the areas of: attendance, attention challenges, behavioral concerns, child abuse/neglect, crisis, mental illness, special education, study skills, suicidal ideation, task completion, test taking, etc.</p> <p>2.3.2 ESC consistently engages students and families to identify barriers to student achievement and develop plans to overcome such barriers by using some of the following techniques and tools: analyzing/utilizing student, school and community data, such as excessively high numbers of student absences, suspensions and expulsions; assessing social and economic needs of families; completing social histories and behavior intervention plans; conducting parent and student interviews; making home visits; responding professionally to crises encountered in the school; serving on a multidisciplinary team to identify student strengths and needs, such as building-based team (BBT), committee on academic and behavioral supports (CABS), multi-disciplinary team (M-Team), Response to Intervention (RTI) and school committees; using appropriate and culturally competent assessment instruments; using progress monitoring techniques to continually assess the response to the school social work intervention; utilizing data from teacher and parent referrals; etc.</p>	<p>areas of: attendance, attention challenges, behavioral concerns, child abuse/neglect, crisis, mental illness, special education, study skills, suicidal ideation, task completion, test taking, etc.</p> <p>2.3.2 ESC occasionally engages students and families to identify barriers to student achievement and develop plans to overcome such barriers by using some of the following techniques and tools: analyzing/utilizing student, school and community data, such as excessively high numbers of student absences, suspensions and expulsions; assessing social and economic needs of families; completing social histories and behavior intervention plans; conducting parent and student interviews; making home visits; responding professionally to crises encountered in the school; serving on a multidisciplinary team to identify student strengths and needs, such as building-based team (BBT), committee on academic and behavioral supports (CABS), multi-disciplinary team (M-Team), Response to Intervention (RTI) and school committees; using appropriate and culturally competent assessment instruments; using progress monitoring techniques to continually assess the response to the school social work intervention; utilizing data from teacher and parent referrals; etc.</p>	<p>challenges, behavioral concerns, child abuse/neglect, crisis, mental illness, special education, study skills, suicidal ideation, task completion, test taking, etc.</p> <p>2.3.2 ESC lacks basic skills and ability to and/or rarely engage(s) students and families to identify barriers to student achievement and develop plans to overcome such barriers by using some of the following techniques and tools: analyzing/utilizing student, school and community data, such as excessively high numbers of student absences, suspensions and expulsions; assessing social and economic needs of families; completing social histories and behavior intervention plans; conducting parent and student interviews; making home visits; responding professionally to crises encountered in the school; serving on a multidisciplinary team to identify student strengths and needs, such as building-based team (BBT), committee on academic and behavioral supports (CABS), multi-disciplinary team (M-Team), Response to Intervention (RTI) and school committees; using appropriate and culturally competent assessment instruments; using progress monitoring techniques to continually assess the response to the school social work intervention; utilizing data from teacher and parent referrals; etc.</p>
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<p>2.4</p> <p>Provide culturally appropriate, evidenced-based school-wide, small group and individual school counselor intervention services to promote student academic, career and emotional/social development</p>	<p>*At Level 4, an ESC fulfills the criteria for Level 3, and additionally demonstrates use of relevant and effective developmentally appropriate interventions and consistently monitors and adjusts interventions to respond to differences in students needs.</p> <p>**At Level 4, an ESC fulfills the criteria for Level 3, and additionally demonstrates a superior level of skill and ability in crisis intervention and takes initiative in team planning for crisis prevention and intervention.</p> <p>***At Level 4, an ESC fulfills the criteria for Level 3, and additionally demonstrates leadership roles within intra/interdisciplinary teams while engaging others in the problem-solving process</p> <p>****At Level 4, an ESC fulfills the criteria for Level 3, and additionally involves relevant stakeholders in the development of counseling plans for individual students. <i>(Individual and group counseling is protected by confidentiality, therefore may not be directly observed.)</i></p> <p>*****At Level 4, an ESC fulfills the criteria for Level 3, and additionally advocates for student involvement in activities that foster strengths, personal growth, problem-solving and high expectation to maximize student</p>	<p>2.4.1 ESC consistently uses developmentally appropriate interventions, and continually monitors and adjusts interventions to respond to differences in students needs from some of the following topics/issues: attendance barriers (home visits, student and parent conferences); case conferences (child and family team meetings, Behavior Improvement Plans [BIP], goal development, Individual Educational Plans [IEP], Section 504, staffing meetings); classroom presentations (bullying prevention, graduation plan, social skills, test-taking strategies, etc.); classroom management; IEP counseling; parent conferences in school and at home (academic concerns, community referrals, conflict between parent and school staff, conflict between parent and student, developmental needs of students, mental health of parent and/or student, parenting education/skills, student behavior); peer mediation; positive behavioral interventions and support (PBIS); psycho-educational counseling (anger management, conflict resolution, grief and loss, divorce, incarceration of family member, mobility, pregnancy, self-esteem, social skills, trauma, etc.); Response to Intervention (RTI); student management (behavior charts, behavior plans, focus/staying on task skills, study skills, etc.); students who are</p>	<p>2.4.1 ESC uses a limited range of developmentally appropriate interventions, and occasionally monitors and adjusts interventions to respond to differences in students needs from some of the following topics/issues: attendance barriers (home visits, student and parent conferences); case conferences (child and family team meetings, Behavior Improvement Plans [BIP], goal development, Individual Educational Plans [IEP], Section 504, staffing meetings); classroom presentations (bullying prevention, graduation plan, social skills, test-taking strategies, etc.); classroom management; IEP counseling; parent conferences in school and at home (academic concerns, community referrals, conflict between parent and school staff, conflict between parent and student, developmental needs of students, mental health of parent and/or student, parenting education/skills, student behavior); peer mediation; positive behavioral interventions and support (PBIS); psycho-educational counseling (anger management, conflict resolution, grief and loss, divorce, incarceration of family member, mobility, pregnancy, self-esteem, social skills, trauma, etc.); Response to Intervention (RTI); student management (behavior charts, behavior plans, focus/staying on task skills, study skills, etc.); students who are</p>	<p>2.4.1 ESC uses interventions that are ineffective, and rarely or never monitors and adjusts interventions to respond to differences in students needs from some of the following topics/issues: attendance barriers (home visits, student and parent conferences); case conferences (child and family team meetings, Behavior Improvement Plans [BIP], goal development, Individual Educational Plans [IEP], Section 504, staffing meetings); classroom presentations (bullying prevention, graduation plan, social skills, test-taking strategies, etc.); classroom management; IEP counseling; parent conferences in school and at home (academic concerns, community referrals, conflict between parent and school staff, conflict between parent and student, developmental needs of students, mental health of parent and/or student, parenting education/skills, student behavior); peer mediation; positive behavioral interventions and support (PBIS); psycho-educational counseling (anger management, conflict resolution, grief and loss, divorce, incarceration of family member, mobility, pregnancy, self-esteem, social skills, trauma, etc.); Response to Intervention (RTI); student management (behavior charts, behavior plans, focus/staying on task skills, study skills, etc.); students who are homeless (attendance, emotional,</p>
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achievement and classroom performance	homeless (attendance, emotional, housing, physical needs, stability); etc.	homeless (attendance, emotional, housing, physical needs, stability); etc.	housing, physical needs, stability); etc.
	<p>2.4.2 ESC consistently demonstrates an effective level of skill and ability in crisis intervention and assists team in assessing level of crisis to plan interventions which may include some of the following circumstances: assaults, behavioral issues, child abuse and neglect, death, family issues, fights, friendships, incarceration, mental health issues, mobility, physical catastrophes, school, home and community violence, suicide, etc.</p>	<p>2.4.2 ESC occasionally demonstrates basic skill and ability in crisis intervention which may include some of the following circumstances: assaults, behavioral issues, child abuse and neglect, death, family issues, fights, friendships, incarceration, mental health issues, mobility, physical catastrophes, school, home and community violence, suicide, etc.</p>	<p>2.4.2 ESC lacks basic skills and ability to address crisis situations and/or rarely or never offers crisis intervention services which may include some of the following circumstances: assaults, behavioral issues, child abuse and neglect, death, family issues, fights, friendships, incarceration, mental health issues, mobility, physical catastrophes, school, home and community violence, suicide, etc.</p>
	<p>2.4.3 ESC consistently and effectively provides consultation services, actively shares expertise, collaborates with others and contributes to intra/interdisciplinary teams.</p>	<p>2.4.3 ESC occasionally provides consultation services, collaborates with others when requested and participates in mandatory only intra/interdisciplinary teams.</p>	<p>2.4.3 ESC lacks basic skills and ability to and/or rarely or never provides consultation services, does not collaborate with others and/or declines to participate in and contribute to intra/interdisciplinary teams.</p>
	<p>2.4.4 ESC consistently uses an array of counseling techniques, such as interviewing, engaging and feedback, while utilizing developmentally appropriate and effective activities, materials and content. ESC makes available evidence of counseling sessions and strategies utilized. <i>(Individual and group counseling is protected by confidentiality, therefore may not be directly observed.)</i></p>	<p>2.4.4 ESC uses a limited range of counseling techniques, such as interviewing, engaging and feedback. Activities, materials and content are minimally effective and appropriate for the situation. ESC occasionally makes available evidence of counseling sessions and strategies utilized. <i>(Individual and group counseling is protected by confidentiality, therefore may not be directly observed.)</i></p>	<p>2.4.4 ESC uses counseling techniques, activities, and materials and content, which are ineffective and inappropriate for the situation. ESC rarely or never makes available evidence of counseling sessions and strategies utilized. <i>(Individual and group counseling is protected by confidentiality, therefore may not be directly observed.)</i></p>
	<p>2.4.5 ESC consistently provides opportunities for students to</p>	<p>2.4.5 ESC occasionally provides opportunities for students to</p>	<p>2.4.5 ESC lacks basic skills and ability to and/or rarely or never</p>

		<p>demonstrate strengths, generate alternative choices and accept responsibility for personal growth. Students are active participants in the problem-solving process.</p>	<p>demonstrate strengths. ESC conveys standard expectations for student progress. Students are partially engaged in the problem-solving process.</p>	<p>provides opportunities for students to demonstrate strengths. ESC conveys low expectations for student progress. Students are not engaged in the problem-solving process.</p>
<p>2.5 Identify and facilitate referral services</p>	<p>*At Level 4, an ESC fulfills the criteria for Level 3, and additionally develops relationships and partnerships with community resources to better meet the needs of the school</p> <p>**At Level 4, an ESC fulfills the criteria for Level 3, and additionally advocates for and/or develops resources that do not exist in the school or community, but for which there is an identified need.</p>	<p>2.5.1 ESC consistently implements a confidential process for receiving referrals from staff, students, families and the community. ESC promptly responds to and makes appropriate referrals by demonstrating a good understanding and knowledge of internal and external resources.</p> <p>2.5.2 ESC consistently facilitates referrals in some of the following areas: alternative education programs; attendance (court referrals for failure to ensure and truancy, juvenile probation); child protection services; community (consult and collaborate effectively with community agencies, universities and mental health professionals to coordinate referrals/services for clothing/uniforms, dental, food, housing, mentoring, Operation School Bell, transportation/bus passes, tutoring, United Christmas Service, vision, etc.); Kaleidoscope; mental health and medical (communication with professionals onsite or in the community, release of info, etc.); mentoring programs (Girls Inc., LaPlaza [Hispanic Center], Big Brothers and Big Sisters, Mentoring with Magic, Reclaiming the Village [Marion County Health Dept.], etc.); Off Campus</p>	<p>2.5.1 ESC occasionally implements a confidential process for receiving referrals from staff, students, parents and community. ESC sporadically responds to and makes referrals using a basic knowledge of internal and external resources.</p> <p>2.5.2 ESC occasionally facilitates referrals in some of the following areas: alternative education programs; attendance (court referrals for failure to ensure and truancy, juvenile probation); child protection services; community (consult and collaborate effectively with community agencies, universities and mental health professionals to coordinate referrals/services for clothing/uniforms, dental, food, housing, mentoring, Operation School Bell, transportation/bus passes, tutoring, United Christmas Service, vision, etc.); Kaleidoscope; mental health and medical (communication with professionals onsite or in the community, release of info, etc.); mentoring programs (Girls Inc., LaPlaza [Hispanic Center], Big Brothers and Big Sisters, Mentoring with Magic, Reclaiming the Village [Marion County Health Dept.], etc.); Off Campus</p>	<p>2.5.1 ESC lacks basic skills and ability to and/or rarely or never implements a confidential process for receiving referrals from staff, students, parents and community. ESC rarely or never responds to and makes referral using a limited knowledge of internal and external resources.</p> <p>2.5.2 ESC lacks basic skills and ability to and/or rarely or never facilitates referrals in some of the following areas: alternative education programs; attendance (court referrals for failure to ensure and truancy, juvenile probation); child protection services; community (consult and collaborate effectively with community agencies, universities and mental health professionals to coordinate referrals/services for clothing/uniforms, dental, food, housing, mentoring, Operation School Bell, transportation/bus passes, tutoring, United Christmas Service, vision, etc.); Kaleidoscope; mental health and medical (communication with professionals onsite or in the community, release of info, etc.); mentoring programs (Girls Inc., LaPlaza [Hispanic Center], Big Brothers and Big Sisters, Mentoring with Magic, Reclaiming the Village [Marion County Health</p>

		Instruction; ROOTS; etc.	Instruction; ROOTS; etc.	Dept., etc.): Off Campus Instruction; ROOTS; etc.
<p>2.6</p> <p>Demonstrate elementary school counselor skills by implementing the Indiana Content and Program Standards for School Counseling and American School Counselor Association Code of Ethics</p>	<p>*At Level 4, an ESC fulfills the criteria for Level 3, and additionally demonstrates positive interpersonal relationships and shows a capacity to work with a variety of personalities in a mature and professional manner.</p> <p>**At Level 4, an ESC fulfills the criteria for Level 3, and additionally communicates in a manner appropriate to the situation and expresses own convictions but respects opinions of others.</p> <p>***At Level 4, an ESC fulfills the criteria for Level 3, and additionally contributes to organizational solutions outside of assigned responsibilities.</p>	<p>2.6.1 ESC consistently demonstrates counseling relationship skills of compassion and empathetic listening related to the identification of social, emotional, behavioral and/or mental health barriers to student success.</p> <p>2.6.2 ESC consistently demonstrates skills related to clear communication and ethical problem-solving.</p> <p>2.6.3 ESC consistently demonstrates good time management skills and typically sets appropriate priorities.</p>	<p>2.6.1 ESC occasionally demonstrates counseling relationship skills of compassion and empathetic listening related to the identification of social, emotional, behavioral and/or mental health barriers to student success.</p> <p>2.6.2 ESC occasionally demonstrates skills related to clear communication and ethical problem-solving.</p> <p>2.6.3 ESC occasionally demonstrates basic time management skills and attempts to set appropriate priorities.</p>	<p>2.6.1 ESC lacks basic skills and ability to and/or rarely or never demonstrates counseling relationship skills of compassion and empathetic listening related to the identification of social, emotional, behavioral and/or mental health barriers to student success.</p> <p>2.6.2 ESC lacks basic skills and ability to and/or rarely or never demonstrates skills related to clear communication and ethical problem-solving.</p> <p>2.6.3 ESC lacks basic skills and ability to and/or rarely or never demonstrate(s) time management skills and the ability to set appropriate priorities.</p>
<p>2.7</p> <p>Facilitate comprehensive academic and career programs that are developmentally-appropriate and aligned with local, state and national standards</p>	<p>*At Level 4, an ESC fulfills the criteria for Level 3, and additionally students will apply decision-making and planning skills to career awareness, course selection and/or career transitions, including educational choices and postsecondary options, and can explain what they are learning when asked by anyone and also tell why it is important, beyond repeating the stated objective.</p> <p>**At Level 4, an ESC fulfills the criteria for Level 3, and additionally students will ask higher-order questions and demonstrate through work or comments that they understand</p>	<p>2.7.1 ESC consistently provides developmentally-appropriate academic and career information and planning assistance to help students understand the connection between achievement, career and future success using some of the following activities: bulletin boards, career day, career fair, classroom guidance lessons, dream boards, Drive of Your Life, graduation plan activities and powerpoint, Indiana Career Explorer, Junior Achievement, Learn More Indiana, magnet applications, OnTrack Magazine, Twenty-first Century Scholars, etc.</p>	<p>2.7.1 ESC occasionally provides developmentally-appropriate academic and career information and planning assistance to help students understand the connection between achievement, career and future success using some of the following activities: bulletin boards, career day, career fair, classroom guidance lessons, dream boards, Drive of Your Life, graduation plan activities and powerpoint, Indiana Career Explorer, Junior Achievement, Learn More Indiana, magnet applications, OnTrack Magazine, Twenty-first Century Scholars, etc.</p>	<p>2.7.1 ESC lacks basic skills and ability to and/or rarely or never provides developmentally-appropriate academic and career information and planning assistance to help students understand the connection between achievement, career and future success using some of the following activities: bulletin boards, career day, career fair, classroom guidance lessons, dream boards, Drive of Your Life, graduation plan activities and powerpoint, Indiana Career Explorer, Junior Achievement, Learn More Indiana, magnet applications, OnTrack Magazine, Twenty-first Century Scholars, etc.</p>

<p>the content at a higher level.</p>	<p>*** At Level 4, an ESC fulfills the criteria for Level 3, and additionally students will understand and describe the educational requirements for the next grade and/or school.</p> <p>**** At Level 4, an ESC fulfills the criteria for Level 3, and additionally strives to form relationships in which parents are given ample opportunity to participate in student learning and is available to parents/guardians outside of required outreach events</p>	<p>2.7.2 ESC consistently assists students in learning about and applying knowledge of abilities, aptitudes, interests and values by using some of the following tools: Indiana Career Explorer, career interest and learning style inventories, Learn More Indiana, etc.</p> <p>2.7.3 ESC consistently facilitates the successful transition of all students to the next school and/or grade level using some of the following activities: course selection, secondary counselor visits, tour of middle, high or magnet schools, visitation to next grade, etc.</p> <p>2.7.4 ESC consistently provides accurate and timely information to parents/guardians about academic, career and postsecondary options in some of the following activities: Connect-Ed, home visits, individual parent conferences, mailings, newsletters, Parent in Touch day, parent meetings/workshops, open house, telephone calls, etc.</p>	<p>2.7.2 ESC occasionally assists students in learning about and applying knowledge of abilities, aptitudes, interests and values by using some of the following tools: Indiana Career Explorer, career interest and learning style inventories, Learn More Indiana, etc.</p> <p>2.7.3 ESC occasionally facilitates the successful transition of all students to the next school and/or grade level using some of the following activities: course selection, secondary counselor visits, tour of middle, high or magnet schools, visitation to next grade, etc.</p> <p>2.7.4 ESC occasionally provides information to parents/guardians about academic, career and postsecondary options in some of the following activities: Connect-Ed, home visits, individual parent conferences, mailings, newsletters, Parent in Touch day, parent meetings/workshops, open house, telephone calls, etc.</p>	<p>2.7.2 ESC lacks basic skills and ability to and/or rarely or never assist(s) students in learning about and applying knowledge of abilities, aptitudes, interests and values by using some of the following tools: Indiana Career Explorer, career interest and learning style inventories, Learn More Indiana, etc.</p> <p>2.7.3 ESC lacks basic skills and ability to and/or rarely or never facilitate(s) the successful transition of all students to the next school and/or grade level using some of the following activities: course selection, secondary counselor visits, tour of middle, high or magnet schools, visitation to next grade, etc.</p> <p>2.7.4 ESC lacks basic skills and ability to and/or rarely or never provide(s) accurate and timely information to parents/guardians about academic, career and postsecondary options in some of the following activities: Connect-Ed, home visits, individual parent conferences, mailings, newsletters, Parent in Touch day, parent meetings/workshops, open house, telephone calls, etc.</p>
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DOMAIN 3: Elementary School Counselor Leadership

Elementary School Counselor (ESC) develops and sustains leadership and involvement within their professional and school communities to support student achievement.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>3.1 Contribute to school culture</p>	<p>*At Level 4, an ESC fulfills the criteria for Level 3, and additionally seeks out leadership roles and/or serves on leadership teams, community boards and community partnership committees. **At Level 4, an ESC fulfills the criteria for Level 3, and additionally dedicates time outside of the school hours to develop and support major school initiatives. ***At Level 4, an ESC fulfills the criteria for Level 3, and additionally actively assists school staff to develop a comprehensive understanding of the various cultures and socio-economic groups represented in the school community.</p>	<p>3.1.1 ESC consistently contributes ideas and expertise to further the school's mission and initiatives. 3.1.2 ESC consistently and efficiently dedicates time to support major school initiatives. 3.1.3 ESC consistently serves on diversity cadres and/or school committees. ESC demonstrates understanding of and respect for socio-economic and cultural diversity.</p>	<p>3.1.1 ESC occasionally contributes ideas and expertise to further the school's mission and initiatives. 3.1.2 ESC occasionally uses time to support initiatives that improve the school culture. 3.1.3 ESC occasionally serves on diversity cadres and/or school committees. ESC occasionally demonstrates understanding of and respect for socio-economic and cultural diversity.</p>	<p>3.1.1 ESC lacks basic skills and ability to and/or rarely or never contribute(s) efforts or ideas aimed at improving the school culture. 3.1.2 ESC rarely or never uses time to support initiatives that improve the school culture. 3.1.3 ESC rarely serves on diversity cadres and/or school committees. ESC lacks basic skills and ability to and/or rarely or never demonstrates understanding of and respect for socio-economic and cultural diversity.</p>
<p>3.2 Collaborate with peers</p>	<p>*At Level 4, an ESC fulfills the criteria for Level 3, and additionally works collaboratively with other student assistance professionals to develop a student assistance plan for the school. **At Level 4, an ESC fulfills the criteria for Level 3, and additionally takes on leadership roles within collaborative groups such as building-based teams/committees, district committees, the Indiana School</p>	<p>3.2.1 ESC consistently maintains collaborative relationships and initiates consultation with school personnel, parents and community partners. 3.2.2 ESC consistently attends building staff and district school counselor/professional meetings.</p>	<p>3.2.1 ESC occasionally maintains collaborative relationships and inconsistently initiates consultation with school personnel, parents and community partners. 3.2.2 ESC occasionally attends building staff and district school counselor/professional meetings.</p>	<p>3.2.1 ESC rarely or never maintains collaborative relationships and/or rarely and never initiates consultation with school personnel, parents and community partners. 3.2.2 ESC rarely or never attends building staff and district school counselor/professional meetings.</p>

	Counselor Association, American School Counselors Association, community partnerships, boards, etc.			
3.3	Enhance professional skills and knowledge	*At Level 4, an ESC fulfills the criteria for Level 3, and additionally contributes to professional development through mentoring, research, field instruction, presentations or teaching opportunities to the school/professional communities.	3.3.1 ESC consistently pursues professional development by reviewing professional literature, attending conferences and workshops and/or completing in-class/online course work.	3.3.1 ESC rarely or never pursues professional development by reviewing professional literature, attending conferences and workshops and/or completing in-class/online course work.
		**At Level 4, an ESC fulfills the criteria for Level 3, and additionally seeks collegial consultation.	3.3.2 ESC consistently welcomes constructive feedback to improve professional knowledge and skills.	3.3.2 ESC rarely accepts constructive feedback to improve professional knowledge and skills.
3.4	Advocate for student success	*At Level 4, an ESC fulfills the criteria for Level 3, and additionally proactively advocates on behalf of students, families and groups to develop respectful partnerships while using a multi-level systems approach within the school and/or external community.	3.4.1 ESC consistently displays commitment to the educational success of students and decrease barriers to achievement by advocating on behalf of students and families within the school community and initiating program development.	3.4.1 ESC occasionally displays commitment to the educational success of students and decrease barriers to achievement by advocating on behalf of students and families within the school community and initiating program development.
		**At Level 4, an ESC fulfills the criteria for Level 3, and additionally identifies or differentiates appropriate resources to provide opportunities that empower students and families to gain access to school and community resources.	3.4.2 ESC consistently advocates for students' individualized needs by educating students and parents regarding their rights and responsibilities as well as attainment of resources and services.	3.4.2 ESC occasionally advocates for students and their needs by educating students and parents regarding their rights and responsibilities as well as attainment of resources and services.
3.5	Engage families and the school community in	*At Level 4, an ESC fulfills the criteria for Level 3, and additionally proactively promotes parent/guardian involvement in the educational process, and demonstrates leadership in mentoring positive interactions	3.5.1 ESC consistently and proactively reaches out to parents and the school community in a variety of ways to engage them in student achievement including home visits, written and oral communication and/or	3.5.1 ESC occasionally reaches out to parents and the school community to engage them in student achievement including home visits, written and oral communication and/or conferences.
				3.5.1 ESC lacks basic skills and ability to and/or rarely or never reaches out to parents and the school community including home visits, written and oral communication and/or conferences.

student achievement

between parents and staff.

conferences.

DOMAIN 4: Core Professionalism

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 elementary school counseling and more to do with basic employment practice. ESCs are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Competency	Weight Scale	Does Not Meet Standard	Meets Standard	Guidelines
1 Attendance / on-time arrival	.50	Individual demonstrates a pattern of unexcused absences. Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement.)	Individual has not demonstrated a pattern of unexcused absences. 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.)	Greater than 63 hours sick or unexcused (non-FMLA days within the evaluation cycle in the current school year.) Greater than 5 days tardy of 10 minutes or more within the current school year.
2 Policies and procedures / district core values	.50	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 failing to interact with students, colleagues, parents/guardians and community members in a respectful manner and/or demonstrate the District Core Values.	Individual demonstrates a pattern of following state, corporation and school policies and procedures (e.g., procedures for submitting discipline referrals, policies for appropriate attire, etc.) Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians and community members in a respectful manner and/or demonstrating the District Core Values.	Received 4 minor or 2 major infractions with written documentation within the evaluation cycle in the current school year. Follows and reinforces the District Core Values of <ul style="list-style-type: none"> • Excellence • Scholarship • Courage • Respect

Appendix O

Secondary Lead Counselor Effectiveness Rubric

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Indianapolis Public Schools

Secondary Lead

Counselor

Effectiveness

Rubric

(Developed 2013)

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DOMAIN 1: SIMIC ACHIEVEMENT, DATA, and SCHEDULING Lead Counselor
 .ment through appropriate scheduling, testing and guidance practice data, knowledge of current trends, and standards to impact an

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.1</p> <p>The Lead Counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.</p>	<p>*At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.</p> <p>**At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always effectively utilizes data to encourage and recruit students to take AP, IB, Dual Credit or honors coursework.</p>	<p>1.1.1 Lead Counselor consistently monitors student achievement and sometimes utilizes the data to enhance student success through collaboration.</p> <p>1.1.2 Lead Counselor consistently utilizes data to accurately schedule students.</p>	<p>1.1.1 Lead Counselor occasionally monitors student achievement and sometimes utilizes the data to enhance student success through collaboration.</p> <p>1.1.2 Lead Counselor occasionally utilizes data to accurately schedule students.</p>	<p>1.1.1 Lead Counselor rarely or never monitors student achievement and rarely or never utilizes the data to enhance student success through collaboration.</p> <p>1.1.2 Lead Counselor consistently utilizes data to accurately schedule students.</p>
<p>1.2</p> <p>The Lead Counselor schedules all students in appropriate courses to challenge enhance student learning and achievement.</p>	<p>*At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally works with <i>all</i> elective area, AP, IB and Honor's level teachers to identify appropriate students for each course.</p>	<p>1.2.1 Lead Counselor consistently and accurately tracks all student credit/course completion to guide and encourages students to pursue the highest diploma possible.</p> <p>1.2.2 Lead Counselor consistently meets with students to complete Course Request Sheets based on previous courses completed.</p> <p>1.2.3 Lead Counselor consistently enters course requests into e-Lead for all students ensuring each student has a full schedule by the assigned date.</p> <p>1.2.4 Lead Counselor consistently works with</p>	<p>1.2.1 Lead Counselor occasionally tracks most student credit/course completion to guide and encourage students to pursue the highest diploma possible.</p> <p>1.2.2 Lead Counselor occasionally meets with students to complete Course Request Sheets based on previous courses completed.</p> <p>1.2.3 Lead Counselor occasionally enters course requests into e-Lead for students ensuring each student has a full schedule by the assigned date.</p> <p>1.2.4 Lead Counselor occasionally works with</p>	<p>1.2.1 Lead Counselor rarely or never accurately tracks student credit/course completion to guide and encourage students to pursue the highest diploma possible.</p> <p>1.2.2 Lead Counselor rarely or never meets with students to complete Course Request Sheets based on previous courses completed.</p> <p>1.2.3 Lead Counselor rarely or never enters course requests into e-Lead for students ensuring each student has a full schedule by the assigned date.</p> <p>1.2.4 Lead Counselor rarely or never works with</p>

<p>1.3</p> <p>The Lead Counselor collaboratively analyzes data, utilizes research-based interventions and plans programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.</p>	<p>*At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always collaborates with all staff members to analyze data, utilize research-based interventions and plan programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.</p>	<p>1.3.1 Lead Counselor consistently collaborates to analyze data, utilize research-based interventions and plans programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.</p> <p>1.3.2 Lead Counselor consistently assists all students in reviewing and updating their graduation plan yearly.</p>	<p>1.3.1 Lead Counselor occasionally collaborates to analyze data, utilize research-based interventions and plans programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.</p> <p>1.3.2 Lead Counselor occasionally assists students in reviewing and updating their graduations plan, yearly.</p>	<p>1.3.1 The Lead counselor rarely or never analyzes data, utilizes research-based interventions or plans programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.</p> <p>1.3.2 Lead Counselor rarely or never assists students in reviewing and updating their graduations plan, yearly.</p>	<p>The Lead Counselor plans and develops guidance activities</p>	<p>*At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally all guidance activities and materials are appropriate for students,</p>	<p>1.4.1 Lead Guidance activities and materials are consistently appropriate for students, consistently designed to make content and concepts relevant,</p>	<p>11.4.1 Lead Guidance activities and materials are occasionally appropriate for students and occasionally engage some students in appropriate</p>	<p>1.4.1 Lead Guidance activities and materials are rarely or never appropriate for students and rarely or never engage students in appropriate</p>	<p>administration to identify and enter course requests for incoming students by assigned date.</p> <p>1.2.5 Lead Counselor consistently reviews year-end report cards to identify student failures and make appropriate changes to all student course requests and schedules by assigned date.</p> <p>1.2.6 Lead Counselor consistently works with administration to make adjustments to student schedules to balance class sizes and make final request changes by assigned date.</p>	<p>administration to identify and enter course requests for incoming students by assigned date.</p> <p>1.2.5 Lead Counselor occasionally reviews year-end report cards to identify student failures and make appropriate changes to most student course requests and schedules by assigned date.</p> <p>1.2.6 Lead Counselor occasionally works with administration to make adjustments to some student schedules to balance class sizes and make final request changes by assigned date.</p>	<p>administration to identify and enter course requests for incoming students by assigned date.</p> <p>1.2.5 Lead Counselor rarely or never reviews year-end report cards to identify student failures and make appropriate changes to student course requests and schedules by assigned date.</p> <p>1.2.6 Lead Counselor rarely or never works with administration to make adjustments to some student schedules to balance class sizes and make final request changes by assigned date.</p>
<p>1.4</p> <p>The Lead Counselor plans and develops guidance activities</p>	<p>*At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally all guidance activities and materials are appropriate for students,</p>	<p>1.4.1 Lead Guidance activities and materials are consistently appropriate for students, consistently designed to make content and concepts relevant,</p>	<p>11.4.1 Lead Guidance activities and materials are occasionally appropriate for students and occasionally engage some students in appropriate</p>	<p>1.4.1 Lead Guidance activities and materials are rarely or never appropriate for students and rarely or never engage students in appropriate</p>								

aligned v needs and b. on data to impact all students' academic achievement.	designed to make content and concepts relevant, and engage all students in appropriate decision making. **At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally all guidance activities are always logically sequenced within individual lessons.	and consistently engage students in appropriate decision making. 1.4.2 The majority of activities are consistently logically sequenced within individual lessons.	decision making. 1.4.2 Some activities are occasionally logically sequenced within individual lessons.	decision making. 1.4.2 Activities are rarely or never logically sequenced within individual lessons.
1.5 The Lead Counselor supports all students in developmentally appropriate academic preparation essential for a wide variety of post-secondary options.	*At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always guides all students in establishing challenging academic goals and understanding assessment results. **At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally assists all students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	1.5.1 Lead Counselor consistently guides students in establishing challenging academic goals and understanding assessment results. 1.5.2 Lead Counselor consistently assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	1.5.1 Lead Counselor occasionally guides students in establishing challenging academic goals and understanding assessment results. 1.5.2 Lead Counselor occasionally assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	1.5.1 Lead Counselor rarely or never guides students in establishing challenging academic goals and understanding assessment results. 1.5.2 Lead Counselor rarely or never 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 The Lead Counselor supports all students in completion of standardized testing.	*At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always successfully organizes and/or coordinates all testing for large groups of students with minimal support.	1.6.1 Lead Counselor consistently coordinates test schedule, roster, room assignments, etc. for standardized testing as assigned. 1.6.2 Lead Counselor consistently assists with preparation of accurate test rosters. 1.6.3 Lead Counselor	1.6.1 Lead Counselor occasionally coordinates test schedule, roster, room assignments, etc. for standardized testing as assigned with moderate success. 1.6.2 Lead Counselor occasionally assists with preparation of mostly accurate test rosters. 1.6.3 Lead Counselor	1.6.1 Lead Counselor rarely or never successful in coordinating test schedule, roster, room assignments, etc. for standardized testing as assigned. 1.6.2 Lead Counselor rarely or never prepares accurate test rosters. 1.6.3 Lead Counselor rarely or

		<p>consistently and effect proctors tests as assigned.</p> <p>1.6.4 Lead Counselor consistently assists with keeping an accurate inventory and returning of all test materials as assigned.</p> <p>1.6.5 Lead Counselor consistently communicates test schedules and plans to all staff as assigned.</p> <p>1.6.6 Lead Counselor consistently provides effective and accurate staff development and training regarding test administration as assigned.</p>	<p>occasionally is effective in proctoring tests as assigned.</p> <p>1.6.4 Lead Counselor occasionally assists with keeping a somewhat accurate inventory and return of test materials as assigned.</p> <p>1.6.5 Lead Counselor occasionally communicates test schedules and plans to most staff as assigned.</p> <p>1.6.6 Lead Counselor occasionally provides moderately effective and/or partially accurate staff development and training regarding test administration as assigned.</p>	<p>never effectively proctors</p> <p>1.6.4 Lead Counselor rarely or never assists with the keeping an accurate inventory and return of test materials as assigned.</p> <p>1.6.5 Lead Counselor rarely or never communicates test schedule and plans to staff as assigned.</p> <p>1.6.6 Lead Counselor staff development and training regarding test administration is rarely or never effective and/or accurate.</p>
<p>1.7</p> <p>The lead counselor completes work in a timely and efficient manner.</p>	<p>*At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally consistently shares ALL information and communicates all timelines with administration and staff.</p> <p>**At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always collaborates and works with other Leads to provide support with reports and timelines.</p>	<p>1.7.1 Lead counselor consistently submits district, state and Lead reports on time.</p> <p>1.7.2 Lead counselor consistently adheres to all Lead, district and state timelines.</p>	<p>1.7.1 Lead counselor occasionally submits district, state and Lead reports on time.</p> <p>1.7.2 Lead counselor occasionally adheres to all Lead, district and state timelines.</p>	<p>1.7.1 Lead counselor rarely or never submits district, state and Lead reports on time.</p> <p>1.7.2 Lead counselor rarely or never adheres to all Lead, district and state timelines.</p>

DOMAIN 2: CAREER ASSISTANCE SERVICES and COLLEGE and CAREER READINESS
 Understanding of the relationship between education and work and supports student in the application of strategies.
 Lead Counselors assist students in developing attitudes, knowledge and skills necessary for lifelong learning through effective programming and collaboration. Also facilitate a comprehensive career program that develops all students.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.1</p> <p>The Lead Counselor assists all students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.</p>	<p>*At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others</p> <p>**At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally Lead always effectively models appropriate behaviors.</p>	<p>2.1.1 Lead Counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others.</p> <p>2.1.2 Lead Counselor consistently models appropriate behaviors.</p>	<p>2.1.1 Lead Counselor occasionally encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others.</p> <p>2.1.2 Lead Counselor occasionally models appropriate behaviors.</p>	<p>2.1.1 Lead Counselor rarely or never encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others.</p> <p>2.1.2 Lead Counselor rarely or never models appropriate behaviors.</p>
<p>2.2</p> <p>The Lead Counselor facilitates all students' understanding of safety and survival skills and implements prevention programming to support students' healthy physical, social, emotional, and academic development including stakeholder collaboration.</p>	<p>*At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always explains the students' right to a safe and secure Lead environment.</p> <p>**At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally helps all students to differentiate situations that require peer support.</p> <p>***At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always provides adult assistance and professional help</p> <p>****At Level 4, a Lead</p>	<p>2.2.1 Lead Counselor consistently explains the students' right to a safe and secure school environment.</p> <p>2.2.2 Lead Counselor consistently helps students to differentiate situations that require peer support, adult assistance and professional help.</p> <p>2.2.3 Lead Counselor consistently assists students in identifying school and community resources.</p> <p>2.2.4 Lead Counselor implements many prevention programs for students.</p>	<p>2.2.1 Lead Counselor only sometimes explains the students' right to a safe and secure school environment.</p> <p>2.2.2 Lead Counselor occasionally helps students to differentiate situations that require peer support, adult assistance and professional help.</p> <p>2.2.3 Lead Counselor occasionally assists students in identifying school and community resources.</p> <p>2.2.4 Lead Counselor occasionally implements some prevention programming for students.</p>	<p>2.2.1 Lead Counselor rarely or never explains the students' right to a safe and secure school environment.</p> <p>2.2.2 Lead Counselor rarely or never helps students to differentiate situations that require peer support, adult assistance and professional help.</p> <p>2.2.3 Lead Counselor rarely or never helps students in identifying school and community resources.</p> <p>2.2.4 Lead Counselor rarely or never implements any prevention programming for students.</p>

	<p>Counselor fulfills the criteria for Level 3 and additionally always assists all students to identify resources.</p> <p>*****At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always implements prevention programming for students or stakeholders.</p>			
<p>2.3</p> <p>The Lead Counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern Lead programs.</p>	<p>*At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always demonstrates professional conduct and integrity.</p> <p>**At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always seeks appropriate intervention services for student consultation, and/or (clinical) supervision.</p> <p>***At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always abides by ethical and legal codes and seeks consultation and supervision as needed.</p>	<p>2.3.1 Lead Counselor typically demonstrates professional conduct and integrity.</p> <p>2.3.2 Lead Counselor consistently seeks appropriate intervention services for student consultation, and/or (clinical) supervision.</p> <p>2.3.3 Lead Counselor consistently abides by ethical and legal codes and seeks consultation and supervision as needed.</p>	<p>2.3.1 Counselor inconsistently holds to the ethical code of the American Lead Counselor Association.</p> <p>2.3.2 Lead Counselor occasionally falls short of the highest ethical standards.</p> <p>2.3.3 Counselor's consistency in law, policy and procedure is questionable.</p>	<p>2.3.1 Lead Counselor has breached confidentiality.</p> <p>2.3.2 Lead Counselor always falls below minimum levels in ethical standards.</p> <p>2.3.3 Lead 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 Lead.</p>
<p>2.4</p> <p>The Lead Counselor support and implements activities that prepare students for college and career.</p>	<p>*At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always successfully implements all of the Career and College Readiness activities appropriate for his/her assigned caseload.</p>	<p>2.4.1 Lead counselor successfully and consistently implements the following Career and College Readiness activities appropriate for his/her assigned case load: Use the Indiana Career Explorer for all grade levels to look at careers, use the Indiana Career Explorer to</p>	<p>2.4.1 Lead counselor occasionally implements the following Career and College Readiness activities appropriate for his/her assigned case load: Use the Indiana Career Explorer for all grade levels to look at careers, use the Indiana Career Explorer to research</p>	<p>2.4.1 Lead counselor rarely or never implements the following Career and College Readiness activities appropriate for his/her assigned case load: Use the Indiana Career Explorer for all grade levels to look at careers, use the Indiana Career Explorer to research</p>

		<p>research colleges, requirements, timeline c., participates in College Go Week activities, provide financial aid information to students and parents - FAFSA, CASH For College, work with students on the College Application Process (Senior Counselors Only) and AP, PSAT, SAT/ACT Test Prep, Dates, etc. (High Lead Only), provide Scholarships information to students and parents, enroll all seniors on Parchment/Docufide (Seniors Only), schedule College Visits when appropriate for students, Twenty-first Century Initiative be implemented for all eligible students and work with students in recruitment and placement of students in Dual Credit, AP, Honors, IB, and Technical Certification.</p>	<p>colleges, requirements, timelines, etc., participates in College Go Week activities, provide financial aid information to students and parents - FAFSA, CASH For College, work with students on the College Application Process (Senior Counselors Only) and AP, PSAT, SAT/ACT Test Prep, Dates, etc. (High Lead Only), provide Scholarships information to students and parents, enroll all seniors on Parchment/Docufide (Seniors Only), schedule College Visits when appropriate for students, Twenty-first Century Initiative be implemented for all eligible students and work with students in recruitment and placement of students in Dual Credit, AP, Honors, IB, and Technical Certification.</p>	<p>colleges, requirements, timelines, etc., participates in College Go Week activities, provide financial aid information to students and parents - FAFSA, CASH For College, work with students on the College Application Process (Senior Counselors Only) and AP, PSAT, SAT/ACT Test Prep, Dates, etc. (High Lead Only), provide Scholarships information to students and parents, enroll all seniors on Parchment/Docufide (Seniors Only), schedule College Visits when appropriate for students, Twenty-first Century Initiative be implemented for all eligible students and work with students in recruitment and placement of students in Dual Credit, AP, Honors, IB, and Technical Certification.</p>
<p>2.5 The Lead Counselor engages all students in problem solving, critical thinking, and other activities.</p>	<p>*At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions.</p>	<p>2.5.1 Lead Counselor consistently provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.</p>	<p>2.5.1 Lead Counselor occasionally provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.</p>	<p>2.5.1 Lead Counselor rarely or never provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.</p>
<p>2.6 The Lead Counselor facilitates all students' understanding of the relationship between</p>	<p>*At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally helps all students understand the relationship between educational achievement and career success</p>	<p>2.6.1 Lead Counselor consistently helps students understand the relationship between educational achievement and career success.</p>	<p>2.6.1 Lead Counselor occasionally helps students understand the relationship between educational achievement and career success.</p>	<p>2.6.1 Lead Counselor rarely or never helps students understand the relationship between educational achievement and career success.</p>

academic qualities, education and training, and the world of work.

** At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always explains how work can help students achieve personal success and satisfaction, and demonstrates knowledge of students' background, skills, and interests.

*** At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally Lead Counselor's data always includes age-appropriate assessments, increasing awareness of interests, abilities, aptitude, and values.

**** At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always uses his/her knowledge to meet students' needs and always assists in career development, promoting lifelong learning and employability skills.

2.7 The Lead Counselor supports all students in the application of strategies to achieve future success and satisfaction.

* At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always helps students apply decision-making skills to career awareness, career planning, course selection, and career transitions.
** At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally

2.6.2 Lead Counselor consistently explains how work can help students achieve personal success and satisfaction.

2.6.3 Lead Counselor consistently promotes lifelong learning and employability skills.

2.6.4 Lead Counselor consistently utilizes data.

2.6.2 Lead Counselor occasionally explains how work can help students achieve personal success and satisfaction.

2.6.3 Lead Counselor occasionally promotes lifelong learning and employability skills.

2.6.4 Lead Counselor occasionally utilizes data.

2.6.2 Lead Counselor rarely never explains how work can help students achieve personal success and satisfaction.

2.6.3 Lead Counselor rarely or never promotes lifelong learning and employability skills.

2.6.4 Lead Counselor rarely or never utilizes data.

2.7.1 Lead Counselor consistently helps students apply decision-making skills to career awareness, career planning, course selection and career transitions.

2.7.2 Lead Counselor consistently encourages students to use multiple research and informational resources to obtain career

2.7.1 Lead Counselor occasionally helps students apply decision-making skills to career awareness, career planning, course selection or career transitions.

2.7.2 Lead Counselor occasionally encourages students to use research and informational resources to obtain career information.

2.7.1 Lead Counselor rarely or never helps students apply decision-making skills to career awareness, career planning, course selection or career transitions.

2.7.2 Lead Counselor rarely or never encourages students to use research and informational resources to obtain career information.

	<p>always strongly encourages students to use multiple research and informational resources to obtain career information.</p>	<p>information.</p> <p>2.7.3 Lead Counselor consistently supports students in completing tasks on their graduation plans and consistently ensures progress is updated on IPS Online.</p> <p>2.7.4 Lead counselor consistently monitors all counselors to ensure that all students have completed graduation plans.</p>	<p>2.7.3 Lead Counselor occasionally supports some students in completing some tasks on their graduation plans and ensures progress is updated on IPS Online.</p> <p>2.7.4 Lead counselor occasionally monitors counselors to ensure that most students have completed graduation plans.</p>	<p>2.7.3 Lead Counselor rarely or never supports students in completing tasks on their graduation plans.</p> <p>2.7.4 Lead counselor rarely or never monitors counselors to ensure that some students have completed graduation plans.</p>
<p>2.8</p> <p>The Lead Counselor implements and models invitational practices with all stakeholders.</p>	<p>*At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always uses invitational practices in all written, verbal and non-verbal communications.</p> <p>**At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always models behaviors that foster a clear understanding and appreciation of diversity, ethnicity, and culture.</p>	<p>2.8.1 Lead Counselor consistently uses invitational practices in all written, verbal and non-verbal communications.</p> <p>2.8.2 Lead Counselor consistently models behaviors that foster a clear understanding and appreciation of diversity, ethnicity, and culture.</p>	<p>2.8.1 Lead Counselor occasionally uses invitational practices in all written, verbal and non-verbal communications.</p> <p>2.8.2 Lead Counselor occasionally models behaviors that foster a clear understanding and appreciation of diversity, ethnicity, and culture.</p>	<p>2.8.1 Lead Counselor rarely or never uses invitational practices in all written, verbal and non-verbal communications.</p> <p>2.8.2 Lead Counselor rarely or never models behaviors that foster a clear understanding and appreciation of diversity, ethnicity, and culture.</p>

DOMAIN 3: LEADERSHIP LEVEL OF PERFORMANCE Lead Counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive lead counseling program.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary	Ineffective (1)
			(2)	
<p>3.1</p> <p>The Lead Counselor establishes professional goals and pursues opportunities to grow professionally.</p>	<p>*At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally Lead Counselor's professional goals are always evidenced in improved personal, professional, and program development.</p> <p>**At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally is always an active member of one or more professional organizations or networks.</p>	<p>3.1.1 Lead Counselor consistently develops professional goals.</p> <p>3.1.2 Lead Counselor consistently pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community.</p>	<p>3.1.1 Lead Counselor occasionally develops professional goals.</p> <p>3.1.2 Lead Counselor occasionally or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community.</p>	<p>3.1.1 Lead Counselor rarely or never develops professional goals.</p> <p>3.1.2 Lead Counselor rarely or never pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community.</p>
<p>3.2</p> <p>The Lead Counselor takes a leadership role as an advocate within the counseling department, the lead setting, and the community.</p>	<p>*At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always provides consistent and effective leadership in the Lead counseling program, the school, and the community in a way that always directly benefits students, families, educational personnel, and/or community stakeholders.</p>	<p>3.2.1 Lead Counselor consistently and effectively provides effective leadership in the school counseling program, the school setting, or the community.</p> <p>3.2.2 Lead Counselor consistently follows through appropriately.</p> <p>3.2.3 Lead Counselor consistently demonstrates an effective leadership style.</p>	<p>3.2.1 Lead Counselor occasionally provides leadership in the school - counseling program, the school setting, or the community.</p> <p>3.2.2 Lead Counselor occasionally follows through appropriately.</p> <p>3.2.3 Lead Counselor occasionally demonstrates an effective leadership style.</p>	<p>3.2.1 Lead Counselor rarely or never provides leadership—either formal or informal—in the school-counseling program, the school setting, or the community.</p> <p>3.2.2 Lead Counselor rarely or never follows through appropriately.</p> <p>3.2.3 Lead Counselor rarely or never demonstrates an effective leadership style.</p>
<p>3.3</p> <p>The Lead Counselor collaborates with teachers, parents, and the community to advocate for the</p>	<p>*At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always demonstrates highly effective communication skills and always collaboration with teachers, families, and community stakeholders from</p>	<p>3.3.1 Lead Counselor consistently demonstrates effective communication skills and collaborates with all teachers, families, and community stakeholders.</p> <p>3.3.2 Lead Counselor</p>	<p>3.3.1 Lead Counselor occasionally demonstrates effective communication skills and collaborates with all teachers, families, and community stakeholders.</p> <p>3.3.2 Lead Counselor</p>	<p>3.3.1 Lead Counselor consistently demonstrates effective communication skills and collaborates with all teachers, families, and community stakeholders.</p> <p>3.3.2 Lead Counselor rarely or</p>

<p>success c and increase of students' needs.</p>	<p>a variety of backgrounds. **At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always demonstrates a direct impact of these collaborative activities on students.</p>	<p>consistently demons effective communicatio and consistently collaborates with all stakeholders from a variety of backgrounds.</p>	<p>occasionally demonstrates effective communication skills and occasionally collaborates with all stakeholders from a variety of backgrounds.</p>	<p>never demonstrates effective communication skills and rarely or never collaborates with all stakeholders from a variety of backgrounds.</p>
<p>3.4 The Lead Counselor provides systems support by effectively managing the Lead counseling program, as well as supporting other educational programs and student services. Note: This may include other Lead duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students.</p>	<p>*At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always serves as a collegial leader and positive role model to provide management activities that support the counseling program. **At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always advocates for all students. ***At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always promotes ethical standards with all students, all personnel, all parents, and community agencies.</p>	<p>3.4.1 Lead Counselor consistently supports the Lead-counseling program with any program management activities. 3.4.2 Lead Counselor consistently is involved in providing support to other educational or student services programming through partnerships.</p>	<p>3.4.1 Lead Counselor occasionally supports the Lead counseling program with any program management activities. 3.4.2 Lead Counselor occasionally is involved in providing support to other educational or student services programming through partnerships.</p>	<p>3.4.1 Lead Counselor rarely or never supports the Lead-counseling program with any program management activities. 3.4.2 Lead Counselor rarely or never is involved—or is minimally involved—in providing support to other educational or student services programming through partnerships.</p>
<p>3.5 The Lead Counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.</p>	<p>*At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.</p>	<p>3.5.1 Lead Counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.</p>	<p>3.5.1 Lead Counselor occasionally addresses the diverse needs of students by sometimes providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.</p>	<p>3.5.1 Lead Counselor rarely or never provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals.</p>

<p>3.6</p> <p>The Lead Counselor demonstrates knowledge of current trends in student development and academic achievement.</p>	<p>*At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.)</p> <p>**At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always incorporates new knowledge in her/his daily work.</p>	<p>3.6.1 Lead Counselor consistently engages in professional development activities and workshops.</p> <p>3.6.2 Lead Counselor consistently provides professional development to the counseling staff.</p>	<p>3.6.1 Lead Counselor sporadically engages in professional development activities and workshops.</p> <p>3.6.2 Lead Counselor occasionally provides professional development to the counseling staff.</p>	<p>3.6.1 Lead Counselor do or rarely engages in professional development activities and workshops.</p> <p>3.6.2 Lead Counselor rarely or never provides professional development to the counseling staff.</p>
<p>3.7</p> <p>The Lead Counselor facilitates a comprehensive career program that is age-appropriate and aligned with local, state, and national standards.</p>	<p>*At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always 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.</p>	<p>3.7.1 Lead Counselor consistently facilitates age-appropriate career development, aligned with local, state, and national standards.</p> <p>3.7.2 Lead Counselor consistently uses outside resources.</p>	<p>3.7.1 Lead Counselor occasionally facilitates age-appropriate career development, aligned with local, state, and national standards.</p> <p>3.7.2 Lead Counselor occasionally uses outside resources.</p>	<p>3.7.1 Lead Counselor rarely or never facilitates age-appropriate career development, aligned with local, state, and national standards.</p> <p>3.7.2 Lead Counselor rarely or never uses outside resources.</p>
<p>3.8</p> <p>The Lead Counselor plans, organizes and delivers an effective comprehensive Lead-counseling program (within the resources of the Lead and corporation).</p>	<p>*At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always makes sure the Lead Counseling program is consistently comprehensive in addressing the academic, career, and personal/social development of all students.</p> <p>**At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always demonstrates student outcome data that are directly attributable to the Lead-</p>	<p>3.8.1 Lead Counseling program consistently builds the academic, career, and personal/social development of most students in the school, supporting at least most of this with student outcome data.</p> <p>3.8.2 Lead Counselor consistently demonstrates the initiative to improve the Lead-counseling program.</p>	<p>3.8.1 Lead Counseling program occasionally builds the academic, career, and personal/social development of some students in the school, supporting at least some of this with student outcome data.</p> <p>3.8.2 Lead Counselor occasionally demonstrates the initiative to improve the Lead-counseling program.</p>	<p>3.8.1 Lead Counseling program rarely or never builds the academic, career, and personal/social development of some students in the school, rarely or never supporting some of this with student outcome data.</p> <p>3.8.2 Lead Counselor rarely or never demonstrates the initiative to improve the Lead-counseling program.</p>

	counseling program.				
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Domain 4: C Professionalism Rubric

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

Indicator	WEIGHT SCALE	Does Not Meet Standard	Meets Standard	Guidelines
Attendance / On-Time Arrival	.50	Individual demonstrates a pattern of unexcused absences * Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local Lead policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused absences* Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local Lead policy and by the relevant collective bargaining agreement)	Greater than 63 hours sick or unexcused (Non-FLMA Days within the evaluation cycle in the current Lead year. Greater than 5 days tardy of 10 minutes or more within the evaluation cycle in the current Lead year.
Policies and Guidelines/ District Core Values	.50	Individual demonstrates a pattern of failing to follow state, corporation, and Lead policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner and/or demonstrate the District Core Values	Individual demonstrates a pattern of following state, corporation, and Lead policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner and/or demonstrating the District Core Values	Received 4 minor or 2 major infractions with written documentation within the evaluation cycle in the current Lead year. Follows and reinforces the District Core Values of Excellence Scholarship Courage Respect

Appendix P
Secondary School Counselor
Effectiveness Rubric



Summative Rating Form Principal

SCHOOL: _____ PRINCIPAL: _____
 EVALUATOR: _____ DATE: _____

Principal Effectiveness Rubric Scoring

Domain 1: Teacher Effectiveness	Competency Rating	Final Assessment of Domain 1 (Comments)
	1.1 Human Capital Manager 1.2 Instructional Leadership 1.3 Leading Indicators of Student Learning	1.1: _____ 1.2: _____ 1.3: _____
Domain 2: Leadership Actions	Competency Rating	Final Assessment of Domain 2 (Comments)
	2.1 Personal Behavior 2.2 Building Relationships 2.3 Culture of Achievement	2.1: _____ 2.2: _____ 2.3: _____
Domain 3: Managerial Leadership	Competency Rating	Final Assessment of Domain 2 (Comments)
	3.1 Managerial Leadership	3.1: _____
Final Domain 1 Rating (Mark One) 4 - Highly Effective 3 - Effective 2 - Improvement Necessary 1 - Ineffective		
Final Domain 2 Rating (Mark One) 4 - Highly Effective 3 - Effective 2 - Improvement Necessary 1 - Ineffective		
Final Domain 3 Rating (Mark One) 4 - Highly Effective 3 - Effective 2 - Improvement Necessary 1 - Ineffective		

Domain 1 Rating	+	Domain 2 Rating	+	Domain 3 Rating	/3	Final Rating
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Student Learning Scoring

A-F Accountability Grade	Grade (A, B, C, D, or F)
	_____ A=4 _____ B=3 _____ C=2 _____ D or F=1

Strengths:

Opportunities:

Final Summative Rating

Raw Score	x	Weight	=	Score
Rubric Rating		0.70		
A-F Accountability		0.30		
Grade (DOE)				
Comprehensive Effectiveness Rating				

Final Summative Evaluation Score: _____

1.0	Points	Ineffective	1.75	Points	2.5	Points	3.5	Points	4.0	Points
		Improvement Necessary			Effective		Highly Effective			

Note: Borderline points always round up

Final Summative Rating:

Ineffective

Effective

Improvement Necessary

Highly Effective

Principal Signature

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

Signature: _____

Date: _____

Evaluator Signature

I have met with this Principal to discuss the information on this form and provided a copy.

Signature: _____

Date: _____



Principal Summative Evaluation Evidence Document

PRINCIPAL: _____ SCHOOL: _____ Evaluator: _____

1.1 Human Capital Manager	
Indicators	1.1.1 Hiring and retention 1.1.2 Evaluation of teachers 1.1.3 Professional Development 1.1.4 Leadership and Talent Development 1.1.5 Delegation 1.1.6 Strategic Assignments 1.1.7 Addressing teachers who are in need of improvement or ineffective
Evidence	
1.2 Instructional Leadership	
Indicators	1.2.1 Mission and Vision 1.2.2 Classroom observations Teacher Collaboration
Evidence	
1.3 Leading Indicators of Student Learning	
Indicators	1.3.1 Planning and Developing Student Learning Objectives 1.3.2 Rigorous Student Learning Objectives 1.3.3 Instructional Time
Evidence	
DOMAIN 2: Leadership Actions	
2.1 Personal Behavior	
Indicators	2.1.1 Professionalism 2.1.2 Time Management 2.1.3 Using Feedback to Improve Student Performance 2.1.4 Initiative and Persistence
Evidence	

STRENGTHS:	AREAS OF OPPORTUNITIES:
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Indicator 3.1.1 Provides for Physical Safety 3.1.2 Monitors Compliance with District Operational Policies 3.1.3 Manages Fiscal Resources 3.1.4 Partners with Families and the Community Oversees Buildings and Grounds	Evidence
3.1 Managerial Leadership	

Indicators 2.2.1 Culture of Urgency 2.2.2 Communication 2.2.3 Forging Consensus for Change and Improvement	Evidence
2.3 Culture of Achievement	
Indicators 2.3.1 High Expectations 2.3.2 Academic Rigor 2.3.3 Data Usage in Teams	Evidence
2 Building Relationships	

DOMAIN 3: Managerial Leadership



Adapted from



Indianapolis Public Schools

Assistant

Principal

Effectiveness

Rubric

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Domain 1: Teacher Effectiveness

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Mission and Vision				
1.1.1	Contributes to the achievement of the mission & vision	The assistant principal: -Working through complex issues in ways that energize stakeholder commitment -Contributing individual capabilities and leading group initiatives that consistently achieve essential objectives -- Translates the vision and mission into daily school practices	The assistant principal: -Contributes individual capabilities to achieve essential objectives --Organizes people and resources towards the pursuit of key objectives, but the results of these ventures are inconsistent	The assistant principal: -Prioritizes personal gain over the attainment of organizational goals in pursuit of the mission and vision -Exhibits actions or behaviors that negatively affect stakeholder commitment
1.1.2	Assists the principal in hiring, developing and retaining effective teachers	The assistant principal: -Bases hiring recommendations primarily on the teacher's level of effectiveness -Takes specific actions to facilitate the development and retention of effective staff members -Aligns personnel recommendations with the vision and mission of the school	The assistant principal: -Examines a teachers level of effectiveness, but does not use it as the primary factor in hiring recommendations -Takes action steps that have a limited effect on the development and/or retention of effective teachers -Occasionally aligns the school's vision/mission to hiring recommendations	The assistant principal: -Disregards or fails to examine teachers' level of effectiveness when making hiring recommendations -Fails to take consistent steps to facilitate the development and/or retention of effective teachers -Fails to align hiring recommendations to the mission and vision of the school

1.2 Human Capital Management

1.2.1	Observes professional practice	In addition to Level 3, the assistant principal: -Systematically tracks the number of observations, type of feedback delivered, and whether the feedback was implemented -Differentiates the number of observations based on observed levels	The assistant principal: -Examines prior performance and student achievement data to inform observations and walkthroughs -Accurately categorizes observed instructional practice -Tracks the number of observations and type of feedback delivered and	The assistant principal: -Frequently categorizes instructional practice inaccurately -Conducts the minimum number of required observations, despite observed deficiencies in professional practice -Tracks the number of observations	The assistant principal: -Fails to conduct an adequate number of observations -Fails to implement a system to track the number of observations and/or the type of feedback offered to teachers
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		of teacher effectiveness	regularly communicates observed deficiencies in teacher practice to the principal	and type of feedback delivered, but fails to communicate observation results to the principal	The assistant principal: -Provides limited, high-level feedback to teachers or fails to provide post-observation feedback altogether -Fails to develop action plans with teachers
1.2.2	Provides actionable feedback	In addition to Level 3, the assistant principal: -Models desired actions or schedules opportunities for the teacher to learn from other teachers -Assists the teacher in rewriting lesson plans, unit plans, assessments, etc.	The assistant principal: -Develops bite-sized action plans focused on the highest leverage teacher actions -Provides a clear directions for how to do the most important tasks well -Frequently follows up to ensure feedback is implemented with fidelity	The assistant principal: -Develops action plans, but fails to consistently focus the plans on the highest leverage teacher actions -Leaves implementation of feedback to chance by failing to consistently follow-up	The assistant principal: -Primarily analyzes data only after statewide achievement tests are complete -Fails to identify action steps that are aligned with interim or classroom assessment data
1.2.3	Monitors student performance	In addition to Level 3, the assistant principal: -Develop teachers' collective ability to positively impact student learning -Collaborates with teachers to identify students that may benefit from the school's academic support or high ability programs	The assistant principal: -Regularly analyzes student-level results from classroom and formative assessments in post-observation or other 1:1 teacher meetings to identify instructional and achievement gaps -Collaboratively develops concrete action steps aligned with student and teacher needs -Frequently follows up to ensure action plans are implemented with fidelity	The assistant principal: -Discusses results from formative assessments in broad terms, but fails to examine student-level data with teachers -Allows teachers to establish action steps that lack clarity or alignment to performance data -Fails to frequently follow up to ensure proper implementation	The assistant principal: -Fails to identify action steps that are aligned with interim or classroom assessment data
1.2.4	Demonstrates commitment to improve teacher performance	In addition to Level 3, the assistant principal -Identifies and facilitates opportunities for teachers to share best practices -Demonstrates the ability to increase the teachers effectiveness as evidenced by positive gains in student achievement	The assistant principal: -Facilitates frequent differentiated opportunities for teachers to engage in professional learning to increase their effectiveness as instructors -Facilitates frequent 1:1 assistance or coaching to ensure proper implementation of new instructional strategies	The assistant principal: -Facilitates general opportunities for teachers to engage in professional learning to increase their effectiveness as instructors -Provides individual assistant/coaching that is infrequent	The assistant principal: -Disregards the need for individualized assistance/coaching -Provides limited opportunities for teachers to engage in professional learning
Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3 Talent Review					
1.3.1	Assists the principal with the evaluation of teachers	In addition to Level 3, the assistant principal: -Uses knowledge of teacher strengths and weaknesses to assist the principal with strategic planning	The assistant principal: -Ensures all evaluation processes and expectations are transparent and clear -Allocates necessary time and resources to complete thorough, accurate and defensible evaluations	The assistant principal: -Follows corporation policies and procedures, but fails to make these explicit to staff members evaluated -Allocates necessary time and resources to complete thorough evaluation, but summative ratings fail	The assistant principal: -Fails to allocate the necessary time and resources to complete teacher evaluations as evidenced by inconsistent or nonexistent documentation -Incorporates limited student data and

			<ul style="list-style-type: none"> -Demonstrates the ability to identify individual teacher strengths and weaknesses --Uses all available data to assign summative ratings that clearly differentiate the effectiveness of teachers 	to differentiate teacher effectiveness	evidence of teacher practice in evaluation ratings
1.3.2	Addresses teachers rated ineffective or improvement necessary	In addition to Level 3, the assistant principal	<p>The assistant principal:</p> <ul style="list-style-type: none"> -Assists the principal with the development of a remediation plan for teachers that <ul style="list-style-type: none"> o Focuses on highest leverage teacher actions o Includes measurable goals and action steps o Contains a timeline and system to monitor implementation o Outlines consequences for failure to improve performance -Provides tools and the assistance/coaching necessary to improve performance -Where appropriate, recommends termination of underperforming teachers using performance-based evidence 	<p>The assistant principal:</p> <ul style="list-style-type: none"> -Assists with the development of a remediation plan that fails to provide the tools and/or assistance/coaching necessary to improve performance -Establishes goals or action steps that are either immeasurable or fail to address the highest leverage teacher actions 	<p>The assistant principal:</p> <ul style="list-style-type: none"> -Fails to develop a remediation plan, or develops a plan that is not compliant with local or state, or School Board policy.
1.3.3	Teacher collaboration	In addition to Level 3, the assistant principal additionally:	<p>The assistant principal:</p> <ul style="list-style-type: none"> -Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods; -Encourages teamwork, reflection, conversation, sharing, openness, and collective problem solving; -Aligns teacher collaborative efforts to the school's vision/mission. 	<p>The assistant principal:</p> <ul style="list-style-type: none"> -Establishes a culture of collaboration without a clear or explicit focus on student learning and achievement; -Supports and encourages teamwork and collaboration in a limited number of ways; -Occasionally aligns teacher collaborative efforts to instructional practices. 	<p>The assistant principal:</p> <ul style="list-style-type: none"> -Fails to establish or support a culture of collaboration through not establishing systems such as common planning periods; -Discourages teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback; -Rarely or never aligns teacher collaborative efforts to instructional practices.

Domain 2: Leadership Actions

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1 Professional Leadership				
2.1.1 Effectively communicates	<p>In addition to Level 3, the assistant principal</p> <ul style="list-style-type: none"> -Uses communication to build commitment for and establish a pressing sense of urgency to achieve organizational goals -Maintains high visibility, accessibility, and establishes strong lines of communication 	<p>The assistant principal:</p> <ul style="list-style-type: none"> -Communicates well with appropriate audiences and responds in a timely manner to resolve expressed concerns -Uses appropriate communication methods and media -Maintains appropriate visibility and accessibility to staff 	<p>The assistant principal:</p> <ul style="list-style-type: none"> -Maintains inconsistent lines of communication and/or selects communication methods or media that have limited effectiveness -Responds in an inconsistent manner to resolve expressed concerns 	<p>The assistant principal:</p> <ul style="list-style-type: none"> -Fails to keep appropriate audiences informed -Uses methods of communication that ineffective or inappropriate for the circumstance/audience
2.1.2 Reflects on practice and continually learns	<p>In addition to Level 3, the assistant principal</p> <ul style="list-style-type: none"> -Promotes a culture of self-reflection and continuous improvement -Engages self and others in professional growth experiences that translate into a demonstrable impact on student culture and achievement 	<p>The assistant principal:</p> <ul style="list-style-type: none"> -Expresses willingness to learn and openly acknowledges areas for growth -Learns from personal experiences and the actions/insights of others -Establishes priorities and achieves action plans focused on high-leverage leadership competencies 	<p>The assistant principal:</p> <ul style="list-style-type: none"> -Expresses willingness to learn from others, but is reluctant to admit own short-comings -Establishes and achieves most personal and/or professional growth goals, but requires significant input from the principal in establishing priorities and action steps. 	<p>The assistant principal:</p> <ul style="list-style-type: none"> -Resists changes to personal or leadership behaviors -Fails to consistently achieve professional growth goals as outlined in professional growth plan
2.1.3 Demonstrates resiliency and persistence	<p>In addition to Level 3, the assistant principal</p> <ul style="list-style-type: none"> -Engages staff and self in a continuous pursuit of professional growth and school improvement -Anticipates problems and Confronts and solves problems that had yet to be successfully addressed 	<p>The assistant principal:</p> <ul style="list-style-type: none"> -Uses challenges and setbacks to inspire creative problem solving and renewed commitment to accomplish ambitious goals -Identifies action steps and leverages available resources to confront difficult problems 	<p>The assistant principal:</p> <ul style="list-style-type: none"> -Demonstrates the desire to produce great results, but fails to properly prioritize action steps or leverage available resources to achieve ambitious goals 	<p>The assistant principal:</p> <ul style="list-style-type: none"> -Reacts with visible frustration to challenging problems or setbacks -Easily loses focus on improving student achievement
2.1.4 Monitors time and task management	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> -Prioritizes being an instructional leader above all else -Is a model of punctuality and timeliness in discharging his/her professional responsibilities 	<p>The assistant principal:</p> <ul style="list-style-type: none"> -Consistently allocates the time and resources necessary to achieve ambitious goals -Spends time on high leverage activities -Delegates applicable responsibilities to other staff and helps them achieve success in these activities 	<p>The assistant principal:</p> <ul style="list-style-type: none"> -Establishes and monitors progress towards goals, but fails to shield highest leverage activities from low level distractions -Delegates applicable responsibilities to other staff, but doesn't consistently provide the support necessary for them to achieve success in these activities. 	<p>The assistant principal:</p> <ul style="list-style-type: none"> -Rarely protects time for instructional leadership priorities -Is frequently distracted by activities that could be delegated to others or that are unrelated to achieving the school's goals

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2 School Leadership				
2.2.1 Maintains a culture of excellence	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> -Instills the daily habits necessary to create a culture of excellence - Is unwavering in maintaining high expectations for everyone 	<p>The assistant principal:</p> <ul style="list-style-type: none"> -Contributes to the maintenance and/or development of a student-centered culture that instills excellence and promotes learning -Provides students and staff the support, time, and structures necessary to be successful -- Celebrates the accomplishments of others and proactively resolves performance issues 	<p>The assistant principal:</p> <ul style="list-style-type: none"> -Possesses positive beliefs and assumptions about the potential of students and staff to learn and grow, but fails to contribute consistently to the maintenance and/or development of a student centered culture -Recognizes and celebrates the accomplishments of others, but allows smaller performance issues to go uncorrected 	<p>The assistant principal:</p> <ul style="list-style-type: none"> -Fails to take the initiative to identify and recognize the accomplishments of others -Consistently ignores staff or student performance issues
2.2.2 Enhances teacher collaboration	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> -Assists the principal in establishing a culture of collaboration that drives positive gains in student achievement 	<p>The assistant principal:</p> <ul style="list-style-type: none"> -Facilitates teacher collaboration to design and implement student-centered initiatives aligned to the mission and vision of the school -Holds collaborating teams accountable for achieving desired results 	<p>The assistant principal:</p> <ul style="list-style-type: none"> -Supports and encourages teamwork and collaboration on student-centered initiatives, but fails to hold teams to high performance standards 	<p>The assistant principal:</p> <ul style="list-style-type: none"> -Fails to provide teacher teams the support and/or resources necessary for to achieve desired results -Fails to develop group relationships that promote teamwork, openness, and/or collective problem solving
2.2.3 Supports a universal code of conduct	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> -Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors 	<p>The assistant principal:</p> <ul style="list-style-type: none"> -Coaches a culture of excellence through repeated practice and modeling of desired behaviors -Consistently and fairly applies positive and negative consequences for behavior -Promotes a predictable, safe learning environment through consistency of actions 	<p>The assistant principal:</p> <ul style="list-style-type: none"> -Supports the maintenance of routines, procedures, and policies; but is primarily reactive -Fails to consistently apply either positive and/or negative consequences for behavior 	<p>The assistant principal:</p> <ul style="list-style-type: none"> -Sends inconsistent messages about school policy --Tolerates discipline violations and allows positive student and staff behavior to go unrecognized
2.2.4 Engage families and the community in student learning	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> -Demonstrates steadfast commitment to engaging parents who are traditionally uninvolved in their children's education 	<p>The assistant principal:</p> <ul style="list-style-type: none"> -Fosters partnerships with families, community agencies and/or the corporate sector -Capitalizes on the strengths of stakeholders in the community to provide interventions, supports and resources to meet student needs --Assists the principal in securing cooperation from family and community members to support school improvement initiatives 	<p>The assistant principal:</p> <ul style="list-style-type: none"> -Establishes relationships with key stakeholders, but does not capitalize upon their strengths to enhance student learning -Inconsistently engages established parents 	<p>The assistant principal:</p> <ul style="list-style-type: none"> -Rarely connects with stakeholders about student learning or to build commitment to key school mission and vision

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3 Culture of Achievement 2.3.1 High expectations	In addition to Level 3, the assistant principal assists the principal: -Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations; -Benchmarking expectations to the performance of the state's highest performing schools; -Creating systems and approaches to monitor the level of academic and behavior expectations; -Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals.	The assistant principal: -Empowers teachers and staff to set high and demanding academic and behavior expectations for every student; -Empowers students to set high and demanding expectations for themselves; --Ensures that students are consistently learning, respectful, and on task; -Sets clear expectations for student academics and behavior and establishing consistent practices across classrooms; -Ensures the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.	The assistant principal: -Sets clear expectations for student academics and behavior but occasionally failing to hold students to these expectations; -Sets expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.	The assistant principal: -Accepts poor academic performance and/or student behavior. -Fails to set high expectations or sets unrealistic or unattainable goals.
2.3.2 Supports the development and implementation of rigorous student learning objectives	In addition to Level 3, the assistant principal: -Builds the capacity of the leadership team to provide teachers with effective feedback on establishing and monitoring rigorous SLOs	The assistant principal: -Develops and monitors systems and processes to ensure the development of rigorous SLOs aligned to state or national standards -Leads collaborative work sessions to develop and revisit SLOs with teachers throughout the year as necessary	The assistant principal: -Develops and monitors systems and processes to ensure the development of SLOs, but fails to ensure they are implanted with fidelity. -Fails to facilitate opportunities to the rigor and/or alignment with state or national standards varies	The assistant principal: -Diminishes the value of SLOs by allowing for extreme variation in the rigor and/or alignment of SLOs with state or national standards
2.3.3 Uses data to drive instruction	In addition to Level 3, the assistant principal: -Develops teacher leaders' capacity to drive data-driven instruction and decision-making -Facilitates the development of a culture of data driven decision-making that has a demonstrable impact on curriculum design and student achievement	The assistant principal: -Ensures the availability of clear and intuitive data reports for teacher analysis -Orchestrates frequent and timely teacher team collaboration for data analysis -Provides teachers with the knowledge and skills necessary to use data to drive instructional	The assistant principal: -Trains teachers in the use of data, but does not develop, purchase, or institute systems to make team or individual analysis of data an efficient and teacher friendly process	The assistant principal: -Limits analysis of data to year-end autopsies -Inadequately supports staff's use of data to guide instruction

			improvements		
2.3.4	Implements and monitors instructional technology	In addition to Level 3, the assistant principal: -Successfully promotes the use of instructional technology that drives greater levels of student achievement	The assistant principal: -Identifies and implements the most effective instructional technology --Develops teachers' ability to utilize instructional technologies to support student learning -Regularly monitors and reports the impact of instructional technology on student learning	The assistant principal: -Develops most, but not all, teachers' abilities to implement available instructional technology -Pursues the implementation of cutting edge technology, but does not monitor its impact on student learning	The assistant principal: -Fails to provide teachers with the support necessary to integrate technology into lesson and/or unit design

Domain 3: Managerial Leadership

Great assistant principals work collaboratively with building principals in helping to make deliberate decisions in planning for and providing student and staff safety; they follow and monitor compliance of District operational policies; they successfully involve and partner with families and the community; and they successfully ensure a high standard for the appearance and upkeep of building and grounds.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1 Managerial Leadership 3.1.1 Provides for Physical Safety	In addition to Level 3, the assistant principal: -Serves as a resource for others in leadership roles beyond school who are developing and implementing comprehensive physical safety systems to include prevention, intervention, crisis response and recovery; -Is proficient and helps to make emotional and social safety a top priority for staff and students; -Ensures staff and community are well trained and empowered to improve and sustain a culture of emotional safety; -Cultivates intellectual safety of students by advocating for and protecting diversity of lifestyles, ideas and opinions	Assistant Principal attends to safety by: -Implementing a school safety plan that defines an emergency communication system; -Being effective and responsive to new threats and changing circumstances; -Proactively monitoring and adjusting the safety plan in consultation with principal, staff, students, and outside experts; -Helping to ensure staff is proficient in safety procedures; -Helping to systematically improve knowledge about school security and issues relating to school facilities; -Having an anti-bullying prevention program in place; -Clearly defining school policies on acceptable behavior; -Assuming responsibility for the social and emotional safety of staff and students; -Reinforcing protective factors that reduce risks for all students and staff; -Educating parents on school safety plan and concerns; -Involving local and state agencies in maintaining and improving a safe school environment	Assistant Principal attends to safety by: -Maintaining and implementing a basic school safety plan but infrequently monitors the plan; -Frequently observing minor safety and sanitary concerns; -Neglecting to confront and resolve conflicts in a timely manner; -Slowly adopts new procedures and plans when faced with new challenges; -Inconsistently enforcing the anti-bullying plan in place; -Failing to consistently enforce school behavior policies	Assistant Principal does not attend to safety by: -Failing to consider the physical safety of students and staff; -Failing to maintain and/or implement a current school safety plan; -Failing to have a safety plan in place sufficient to ensure physical safety of students and staff; -Allowing major safety and health concerns to exist; -Neglecting the social and emotional safety of students and staff; -Failing to have an anti-bullying plan in place to promote emotional safety; -Failing to model an appreciation for diversity of ideas and opinions; -Failing to comply with all state safety mandates for schools, such as fire and tornado drills

3.1.2	<p>Monitors Compliance with District Operational Policies</p>	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> -Facilitates high-level orientation programs and dialogue with students and staff to ensure equal access to school programs and activities; -Is proactive in assessing issues with discipline and takes action prior to problems occurring based on data collected on the number of referrals and suspensions; -Uses staff and student attendance data to reward and acknowledge outstanding individual performance; -Always enforces the district's dress code policy as evidenced by 100% consistent compliance with the policy; -Has developed bus schedules and procedures that result in 100% on-time arrival and departure within the control of the school; -Ensures that the school is consistently rated "exemplary" in compliance by Title I, Special Education, and other program directors; -Ensures that extra curricular programs and athletics are conducted at the highest level of professionalism as evidenced by the outstanding feedback about these programs from patrons and students 	<p>Assistant Principal complies with District policies by:</p> <ul style="list-style-type: none"> -Consistently enforcing the District's policies on equal access and demonstrating appreciation and sensitivity for the diversity of the school community; -Consistently enforcing the District's 6 Step discipline policy and collecting data on discipline issues; -Consistently monitoring staff and student attendance and using attendance data to drive improvement efforts; -Consistently monitoring the District's dress code policy as evidenced by the low number of referrals for compliance issues; -Developing bus schedules and procedures that minimize interruptions and student discipline programs related to transportation; -Consistently complying with Title I, Special Education, and other state and federal program requirements as evidenced by data on compliance requirements; -Consistently monitoring and supervising extra curricular and athletic programs as evidenced by levels of participation and low incidence of problems 	<p>Assistant Principal does not comply with District policies by:</p> <ul style="list-style-type: none"> -Inconsistently enforcing the District's policies on equal access; -Inconsistently enforcing the District's 6 Step discipline policy; -Occasionally monitoring staff and student attendance primarily for the purpose of complying with District mandates; -Inconsistently enforcing the District's dress code policy as evidenced by the number of students out of compliance; -Inconsistently enforces existing bus schedule and procedures failing to produce good results; -Inconsistently complying with Title I, Special Education, and other state and federal program requirements as evidenced by data on compliance requirements; -Inconsistently supervising and monitoring extra-curricular and athletic programs
3.1.3	<p>Partners with Families and the Community</p>	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> -Is proficient and moves beyond typical communication practices to proactively develop relationships through home visits, innovative technology, visiting community groups, etc.; -Creates and promotes opportunities for students and families to explain and share their experiences with school; -Helps to establish a feedback loop that is invitational, transparent, effective and trusted by members of the community; 	<p>Assistant Principal works with families and communities by:</p> <ul style="list-style-type: none"> -Building effective interactive communication systems between home, community and schools -Using multiple communication channels appropriate for cultural and language differences existing in the school community; -Practicing a healthy discretion with personal information of students and staff; -Encouraging and supporting consistent and ongoing community and family engagement in school activities; 	<p>Assistant Principal does not work with families and communities by:</p> <ul style="list-style-type: none"> -Failing to consistently practice discretion when dealing with personal information about students and staff; -Sporadically involving community and families in school activities; -Inconsistently sharing the vision for improving teaching and learning with all families and community partners;
		<p>Assistant Principal works with families and communities by:</p> <ul style="list-style-type: none"> -Failing to consistently engage in two-way communication with families and the community; -Failing to make channels of communication accessible to all families; -Failing to consistently practice discretion when dealing with personal information about students and staff; -Failing to consistently share the vision for improved teaching and learning beyond the school; -Failing to identify and utilize community resources in support of 	<p>Assistant Principal does not work with families and communities by:</p> <ul style="list-style-type: none"> -Rarely creating or taking the opportunity to communicate with parents and community; -Failing to be visible in the community or perceived as a community advocate; -Demonstrating little effort to engage families or the community in school activities; -Failing to share the vision of improved teaching and learning beyond the school; -Failing to identify and utilize community resources in support of 	

		<ul style="list-style-type: none"> -Helps to employ successful models of school family, business, community, government and higher education partnership to promote learning; -Uses exemplary education marketing skills to establish partnership to mobilize wealth of community resources; -Consistently demonstrates leadership in the area of effectively engaging families and the greater community in support of students, staff and improved teaching and learning in the school; -Is recognized outside of school for developing and implementing programs that partner with the school, family and greater community; -Programs are held as a model for others schools to adopt and follow; -Builds capacity in the community for initiating new and beneficial forms of community involvement in school; -Service integration through partnerships involving school, civic, counseling, cultural, health, recreation and others to meet needs of parents, caregivers and students 	<ul style="list-style-type: none"> -Consistently implementing effective plans for engaging community outside of school to participate in school decisions designed to improve teaching and learning; -Identifying and utilizing community resources in support of improved teaching and learning; -Actively monitoring community involvement and adjusting to create new opportunities for families and community to become part of the school family 	<ul style="list-style-type: none"> -Limiting family and community participation in school decision-making; -Infrequently identifying and utilizing limited community talent and resources in support of teaching and learning; -Infrequently offering educational programming to parents; -Infrequently utilizing district communication resources 	<ul style="list-style-type: none"> improved student learning; -Failing to utilize district communication resources such as updated website, Connected, and School-Community Relations Office
3.1.4	<p>Oversees Buildings and Grounds</p>	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> -Participates in regular meetings with the head custodian and principal to provide feedback, set goals, and receive input on custodial issues; -Works proactively with FMD to determine short and long-term maintenance and repair needs; -Ensures a high standard for the appearance of building and grounds as evidenced by outstanding cleanliness and orderliness of the building and grounds 	<p>Assistant Principal effectively monitors the operations of building and grounds by:</p> <ul style="list-style-type: none"> -Effectively monitoring the work of the head custodian and providing frequent feedback on performance to principal and custodian; -Using School Dude to request facility maintenance issues and timely following up with FMD to monitor completion; -Setting a standard for the appearance of building and grounds and monitoring both with frequent walk-throughs with feedback to the principal and/or head custodian; -Developing programs to encourage students to assist in maintaining a 	<p>Assistant Principal effectively monitors the operations of building and grounds by:</p> <ul style="list-style-type: none"> -Infrequently and inconsistently monitoring the work of the head custodian or giving feedback about concerns to the principal; -Using School Dude to request facility maintenance issues but failing to monitor when the requests are completed; -Setting a standard for the appearance of building and grounds but inconsistently monitoring and maintaining the appearance 	<p>Assistant Principal does not effectively monitor the operations of building and grounds by:</p> <ul style="list-style-type: none"> --Failing to adequately monitor the performance of the head custodian and reporting concerns to the principal; -Failing to use School Dude to request and monitor facility maintenance issues; -Failing to set high standards for the appearance of the building and grounds as evidenced by debris and messiness

			clean environment and beautification of school and grounds		
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Summative Rating Form Assistant Principal

SCHOOL: _____ ASSISTANT PRINCIPAL: _____
 EVALUATOR: _____ DATE: _____

Assistant Principal Effectiveness Rubric Scoring

Domain 1: Teacher Effectiveness	Competency Rating	Final Assessment of Domain 1 (Comments)
	1.1: Mission and Vision 1.2: Human Capital 1.3: Talent Review	1.1: _____ 1.2: _____ 1.3: _____
Domain 2: Leadership	Competency Rating	Final Assessment of Domain 2 (Comments)
	2.1: Professional Leadership 2.2: School Leadership 2.3: Culture Achievement	2.1: _____ 2.2: _____ 2.3: _____
Final Domain 1 Rating (Mark One)	4 - Highly Effective 3 - Effective 2 - Improvement Necessary 1 - Ineffective	
	Competency Rating	Final Assessment of Domain 2 (Comments)
Domain 2: Leadership	Competency Rating	Final Assessment of Domain 2 (Comments)
	3.1: _____	
Final Domain 2 Rating (Mark One)	4 - Highly Effective 3 - Effective 2 - Improvement Necessary 1 - Ineffective	
	Competency Rating	Final Assessment of Domain 2 (Comments)
Domain 2: Leadership	Competency Rating	Final Assessment of Domain 2 (Comments)
	3.1: _____	
Final Domain 3 Rating (Mark One)	4 - Highly Effective 3 - Effective 2 - Improvement Necessary 1 - Ineffective	
	Competency Rating	Final Assessment of Domain 2 (Comments)

Domain 1 Rating	+	Domain 2 Rating	+	Domain 3 Rating	/3	Final Rating
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Student Learning Scoring

A-F Accountability Grade	Grade (A, B, C, D, or F)
	_____ A=4 _____ B=3 _____ C=2 _____ D or F=1

Strengths:

Opportunities:

Final Summative Rating

Raw Score	x	Weight =	0.70	Rubric Rating
			0.30	A-F Accountability
				Grade (DOE)
Comprehensive Effectiveness Rating				

Final Summative Evaluation Score: _____

1.0	Points	Ineffective
1.75	Points	Improvement Necessary
2.5	Points	Effective
3.5	Points	Highly Effective
4.0	Points	

Note: Borderline points always round up

Final Summative Rating:

Ineffective

Effective

Improvement Necessary

Highly Effective

Assistant Principal Signature

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

Signature: _____

Date: _____

Evaluator Signature

I have met with this Principal to discuss the information on this form and provided a copy.

Signature: _____

Date: _____



Assistant Principal Summative Evaluation Evidence Document

DOMAIN 1: Teacher Effectiveness

1.1 Mission and Vision	Indicators	1.1.1 Contributions to the achievement of the mission and vision 1.1.2 Assists the principal in hiring, developing, and retaining effective teachers
Evidence	Indicators	1.2.1 Observes professional practice 1.2.2 Provides actionable feedback 1.2.3 Monitors student performance 1.2.4 Demonstrates commitment to improve teacher performance
Evidence	Indicators	1.3.1 Assists the principal with the evaluation of teachers 1.3.2 Addresses teachers rated ineffective or improvement necessary 1.3.3 Teacher collaboration
Evidence	Indicators	1.3.1 Assists the principal with the evaluation of teachers 1.3.2 Addresses teachers rated ineffective or improvement necessary 1.3.3 Teacher collaboration
1.3 Talent Review		
2.1 Professional Leadership		
Evidence	Indicators	2.1.1 Effectively Communicates 2.1.2 Reflects on practice and continually learns 2.1.3 Demonstrates resiliency and persistence 2.1.4 Monitors time and task management
Evidence	Indicators	2.1.1 Effectively Communicates 2.1.2 Reflects on practice and continually learns 2.1.3 Demonstrates resiliency and persistence 2.1.4 Monitors time and task management

AREAS OF OPPORTUNITIES:	AREAS OF STRENGTHS:
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	3.1.1 Provides for Physical Safety ? Monitors Compliance with District Operational Policies 3.1.3 Partners with Families and the Community 3.1.4 Oversees Buildings and Grounds
Evidence	Indicator
3.1 Managerial Leadership	

Domain 3: Managerial Leadership	
	2.3.1 High Expectations 2.3.2 Support the development and implementation of rigorous student learning objectives 2.3.3 Uses data to drive instruction 2.3.4 Implements and monitors instructional technology
Evidence	Indicators
2.3 Culture of Achievement	

	2.2.1 Maintains a culture of excellence 2.2.2 Enhances teacher collaboration 2.2.3 Supports a universal code of conduct
Evidence	Indicators
? ? School Leadership	

Appendix U

Central Office

Summative Rating Sheet

Annual Evaluation

**Indianapolis Public Schools
ADMINISTRATIVE
CENTRAL OFFICE**

(Deputy Superintendent, Associate Superintendent, Executive Director,
Division Chief, Title I Director, Division/Department Supervisor)
SUMMATIVE RATING SHEET

Administrator's Name _____ Date _____

Location _____ Title _____

Areas To Be Evaluated	Total Possible Points	Administrator's Score
Area 1: Strategic Leadership and Support	36	
Area 2: Management	16	
Area 3: Supervision and Evaluation of Personnel	24	
Area 4: School Operations	24	
TOTAL POINTS	100	

If an increase in salary is offered by the IPS School Board, the administrator will earn the offered increase using the following Rating Scale: Ratings between

- 90 – 100 points – administrator would be eligible for a maximum bonus consideration
- 80 – 89 points – administrator would be eligible for a bonus consideration
- 70 – 79 points – administrator would NOT be eligible for a bonus consideration, but will be able to continue in an administrative position.

69 – below points – administrator has failed to perform the administrative duties and responsibilities and a Performance Plan (PIP) will be developed and implemented in order for the administrator to continue in the current position. The administrator has one year to demonstrate acceptable performance on next year's Evaluation (70 points or higher) before termination of employment

AREA 1: Strategic Leadership

Area 1		Value	Exceeds Expectation	Meets Expectations	Does not meet Expectations	Score
1A. Demonstrates the capacity to focus on the future		4	4	3	2	
1B. Demonstrates the capacity to maintain direction		4	4	3	2	
1C. Demonstrates the capacity to act strategically		4	4	3	2	
1D. Demonstrates the capacity to provide day to day operational leadership		4	4	3	2	
1E. Demonstrates Professional Growth and Ethics		4	4	3	2	
1F. Management of Professional Responsibilities		4	4	3	2	

	Value	District made AYP without Safe Harbor	District made AYP with Safe Harbor	District did NOT make AYP, but achievement gains	District did NOT make AYP	Score
1G. District AYP Status	8	8	4	2	0	

	Value	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch	Academic Probation	Score
1 H. District P.L. 221	4	4	3	2	1	0	
Total Area 1		36					

AREA 2: Management

Area 2		Value	Exceeds Expectation	Meets Expectations	Does not meet Expectations	Score
2A. Time Management: Employs practices of timeliness and Accountability.		4	4	3	2	
2B. Aligns resources to goals of division/area of responsibility		4	4	3	2	
2C. Follows Directives of Supervisor for assigned duties		4	4	3	2	
2D. Demonstrates organizational skills and management		4	4	3	2	
Total Area 2		16				

AREA 3: Supervision and Evaluation of Personnel

Area 3		Value	Exceeds Expectation	Meets Expectations	Does not meet Expectations	Score
3A. Supervision and Evaluation of Certified and Classified Personnel under his/her division and/or area of responsibility		4	4	3	2	
3B. Assists in acquiring qualified candidates for employment.		4	4	3	2	
3C. Maintains a climate that supports risk taking and innovation, while promoting high ethical and professional standards for all employees.		4	4	3	2	
3D. Models continuous learning and promotes the professional growth of self and others.		4	4	3	2	
3E. Creates a positive working environment and climate within area(s) of responsibility. Employs invitational practices.		4	4	3	2	
3F. Monitors all Staff Attendance and employs strategies to Improve employee attendance.		4	4	3	2	
Total Area 3		24				

AREA 4: School Operations

Area 4	Value	Exceeds Expectation	Meets Expectations	Does not meet Expectations	Score
4A. Demonstrates Fiscal Leadership and Management	4	4	3	2	
4B. Demonstrates ability to anticipate short – and long – term organizational demands	4	4	3	2	
4C. Monitors and Complies with all District Policies and Procedures	4	4	3	2	
4D. Uses Innovative Practices and sound decision making	3	3	2	1	
4E. Identifies, analyses and resolves problems using effective problem-solving techniques	3	3	2	1	
4F. Use of School and District Resources effectively	3	3	2	1	
4G. Promotes the success of all IPS personnel and students by understanding and influencing the larger social, economic, and cultural context.	3	3	2	1	
Total Area 4	24				

COMMENTS:

Administrator's Signature

Date

Evaluator's Signature

Date

Appendix V

Superintendent Annual Evaluation

382

Superintendent Evaluation Summary

School Corporation _____ Date _____ Number of Board Members _____

1.0 Human Capital Manager – The superintendent uses the role of human capital manager to drive improvements in building leader effectiveness and student achievement.

Indicator 1 2 3 4 5 6 7

Indicator Score 1.1 1.2 1.3

2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and consistently promotes activities that contribute to the academic success of all students.

Indicator 1 2 3 4 5 6 7

Indicator Score 2.1 2.2

3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for all student and adult relationships in the school corporation.

Indicator 1 2 3 4 5 6 7

Indicator Score 3.1 3.2

4.0 Building Relationships – The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.

Indicator 1 2 3 4 5 6 7

Indicator Score 4.1 4.2

5.0 Culture of Achievement – The superintendent develops a corporation-wide culture of achievement aligned to the school corporation's vision of success for every student.

Indicator 1 2 3 4 5 6 7

Indicator Score 5.1 5.2

6.0 Organizational, Operational, and Resource Management – The superintendent leverages organizational, operational, and resource management skills to ensure school corporation involvement and achieve desired educational outcomes.

Indicator 1 2 3 4 5 6 7

Indicator Score 6.1 6.2 6.3

Indicator Score _____

Composite Score _____

ISBA/IAPSS INDIANA SUPERINTENDENT EVALUATION RUBRIC

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.0 Human Capital Manager – The superintendent uses the role of human capital manager to drive improvements in building leader effectiveness and student achievement				
1.1 The superintendent effectively recruits, hires, assigns, and retains school leaders.	The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader and monitors the effectiveness of the personnel process utilized throughout the school corporation. The superintendent consistently considers school or corporation goals when making personnel decisions.	The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader. The superintendent consistently considers school or corporation goals when making personnel decisions.	The superintendent occasionally considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader. The superintendent occasionally considers school or corporation goals when making personnel decisions.	The superintendent rarely considers an administrator's effectiveness when recruiting, hiring, assigning, or retaining the leader. The superintendent does not consider school or corporation goals when making personnel decisions.
1.2 The superintendent provides evidence of delegation and trusts in subordinate leaders.	Employees throughout the corporation are empowered in formal and informal ways. Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified, exercise appropriate authority and assume leadership roles where appropriate. The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership.	There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the school corporation. The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and corporation business.	The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others.	The superintendent does not afford subordinates the opportunity or support to develop or to exercise independent judgment.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.3</p> <p>The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance.</p>	<p>The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team.</p> <p>The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition.</p> <p>The superintendent balances individual recognition with team and corporation-wide recognition.</p> <p>Corrective and positive feedback is linked to corporation goals and both the superintendent and administrative team can cite examples of where feedback is used to improve individual and corporation performance.</p>	<p>The superintendent provides formal feedback to the administrative team that is consistent with the corporation's personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths of the administrative team.</p>	<p>The superintendent adheres to the corporation's personnel policies in providing formal feedback to the administrative team, although the feedback is just beginning to provide details that improve corporation performance.</p>	<p>Formal feedback to the administrative team is nonspecific.</p> <p>Informal feedback to the administrative team is rare, nonspecific, and not constructive.</p>

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
<p>2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.</p>	<p>2.1 The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.</p>	<p>The superintendent can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p> <p>The superintendent has coached school administrators to improve their data analysis skills.</p>	<p>The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments, and has at least three years of data.</p> <p>The superintendent systematically examines data at the subscale level to find strengths and challenges.</p> <p>The superintendent empowers teaching and administrative staff to determine priorities from data.</p> <p>Data insights are regularly the subject of faculty meetings and professional development sessions.</p>	<p>The superintendent is aware of state, corporation, and school results and has discussed those results with staff, but has not linked specific decisions to the data.</p>	<p>The superintendent is unaware of or indifferent to the data.</p>
<p>2.2 The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.</p>	<p>The superintendent has a very open and support seeking attitude towards all stakeholders in the school corporation in regards to matters related to the improvement in student achievement.</p> <p>The superintendent regularly surveys staff and other school community groups in this area regarding their views.</p>	<p>The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement.</p>	<p>The superintendent rarely seeks and solicits feedback in matters related to the improvement in student achievement.</p>	<p>The superintendent is perceived by stakeholders as being top-down oriented in all decisions related to the improvement in student achievement.</p>	

3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for all student and adult relationships in the school corporation.

<p>3.1</p> <p>The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others.</p>	<p>The superintendent is an exemplary model of appropriate professional behavior to all and encourages a positive and professional response from all members of the school community.</p>	<p>On a regular basis the superintendent has displayed appropriate and professional responses to members of the school community.</p>	<p>Occasionally the superintendent has not responded to school community members with acceptable levels of professionalism.</p>	<p>The superintendent does not display and use common courtesy regularly and respectful professional responses when dealing with members of the school community.</p>
<p>3.2</p> <p>The superintendent organizes time and projects for effective leadership.</p>	<p>Personal organization allows the superintendent to consider innovations and be available to engage in leadership activities and collaborate with people at all levels. The superintendent applies project management to systems thinking throughout the organization.</p>	<p>The use of organizational development tools is evident by supporting documentation provided by the superintendent. Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p>	<p>Projects are managed using lists of milestones and deadlines, but are infrequently updated. The impact of changes is rarely documented.</p>	<p>Project management is haphazard or absent. There is little or no evidence of lists of milestones and deadlines.</p>

4.0 Building Relationships – The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.

<p>4.1</p> <p>The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation.</p>	<p>The superintendent communicates with all school members routinely, using a variety of mechanisms, such as weekly notes, up-dates, and telephone calls.</p>	<p>The superintendent communicates with all school board members periodically.</p>	<p>The superintendent communicates with selected school board members when needed.</p>	<p>The superintendent has little communication with the school board outside of meetings.</p>
<p>4.2</p> <p>The superintendent encourages open communication and dialogue with school board members.</p>	<p>The superintendent has created an environment where input feedback and from all school board members is both sought and encouraged.</p> <p>The superintendent engages in open discussion with the school board on a consistent basis.</p>	<p>The superintendent seeks input and feedback from all school board members on a frequent basis.</p>	<p>The superintendent seeks input and feedback from only a few school board members and usually to garner support for decisions made by the superintendent.</p>	<p>The superintendent rarely seeks input from the school board and tends to make unilateral decisions.</p>

5.0 Culture of Achievement – The superintendent develops a corporation-wide culture of achievement aligned to the school corporation's vision of success for every student.

<p>5.1</p> <p>The superintendent empowers building leaders to set high and demanding academic and behavior expectations for every student and ensures that students are consistently learning.</p>	<p>The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance. Multiple data sources are utilized to analyze corporation and schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals.</p>	<p>The superintendent guides the administrative team in an annual analysis of school and corporation performance. Data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals.</p>	<p>The superintendent requests that the administrative team utilize data sources to analyze corporation and school strengths and weaknesses. Goals are established that may not be focused or measurable. General expectations are established and limited resources and occasional supports are provided to support the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>	<p>The superintendent does not work with the administrative team to gather and utilize data sources to analyze corporation and school strengths and weaknesses. Limited data is available and a lack of goal-setting is evident throughout the corporation.</p> <p>The superintendent does not establish clear expectations or provide the necessary support for the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>
<p>5.2</p> <p>The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.</p>	<p>The superintendent regularly reports on the progress of rigorous academic goals and corporation academic priorities that have been established by the superintendent and approved by the school board. The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board.</p>	<p>The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporations program. Approved goals are shared and available for the entire community.</p>	<p>The superintendent has occasionally made some reference to academic goals and school improvement priorities, but there are no established written goals or formats for academic rigor or improvement approved by the board.</p>	<p>The employees of the school corporation and the school community are unaware of the school corporation academic goals and priorities and there is no apparent and definitive academic direction established by the superintendent.</p>

6.0 Organizational, Operational, and Resource Management – The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.

<p>6.1</p> <p>The superintendent demonstrates personal proficiency in technology implementation and utilization.</p>	<p>The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives.</p> <p>The superintendent serves as a model for technology implementation.</p>	<p>The superintendent personally uses email, word processing, spreadsheets, presentation software, and other software such as student data management systems.</p> <p>The superintendent utilizes technology within his/her daily responsibilities.</p>	<p>The superintendent has mastered some, but not all, software required for proficient performance.</p> <p>The superintendent takes the initiative to learn new technology but rarely becomes proficient in its use.</p>	<p>The superintendent has limited literacy with technology.</p> <p>There is little or no evidence of the superintendent taking a personal initiative to learn new technology.</p>
<p>6.2</p> <p>The superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation's physical plant, equipment, and auxiliary services (e.g., food services, student transportation).</p>	<p>The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>Staff members have a working knowledge of procedures.</p> <p>The superintendent ensures staff is properly trained and competent to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.</p> <p>Monitoring steps are in place to measure operation efficiencies.</p>	<p>The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>Periodic review of these procedures is in place.</p> <p>The superintendent provides opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.</p>	<p>The superintendent has procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>The superintendent attempts to provide a safe and efficient operation of the corporation's physical plant, equipment, and auxiliary services.</p>	<p>The superintendent has limited or no procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>The superintendent pays little or no attention to the oversight of the safe and efficient operation of the corporation.</p>
<p>6.3</p> <p>The superintendent demonstrates compliance with legal requirements.</p>	<p>The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements.</p>	<p>The superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and adheres to those standards and requirements.</p>	<p>The superintendent is not respectful of legal standards and/or board policy requirements.</p>	<p>The superintendent is unaware of the legal standards and board policy requirements.</p>

board retreat



February 27, 2014

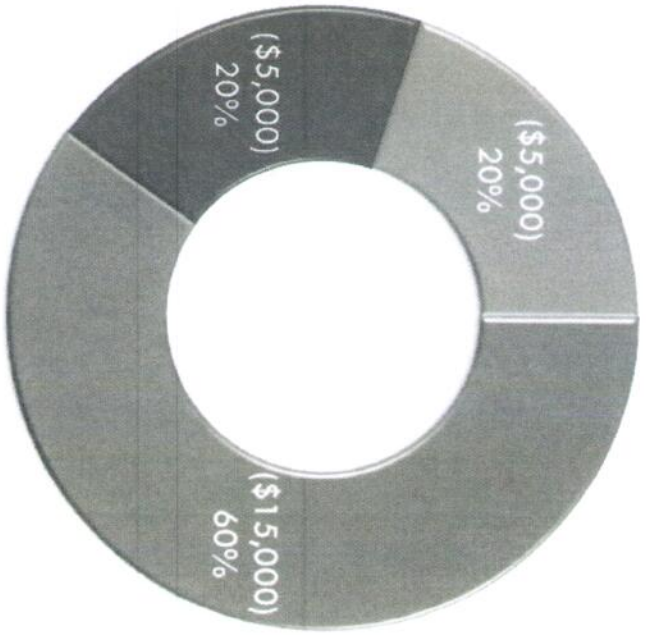
superintendent evaluation

- Modified ISBA/IAPSS Rubric
- Alignment with entry plan
- Performance compensation for core leadership team

Consider

Year 1 performance compensation

Consider



- Entry Plan Implementation
- Graduation Rate
- ISTEP/ECA Performance

Year 1 performance compensation

Target Area	Incentive Percentage	Performance 2012-2013	Target 2013-2014
Algebra I	5%	42%	47%
English 10	5%	48%	53%
ELA (Grades 3-8)	5%	59%	63%
Math (Grades 3-8)	5%	66%	69%
Graduation Rate	20%	67.30%	75%

Consider

next steps

To Do...

Individual & Full-group tasks

Tomorrow

- _____
- _____

Next Week

- _____
- _____

Next Month

- _____
- _____

Check for Understanding

District Performance Goals

District Goals			
Target Areas	2012-2013 Performance	2013-2014 Goals	2013-2014 Performance
Algebra I	42%	47%	47% (Preliminary)
English 10	48%	53%	49% (Preliminary)
ELA (Grades 3-8)	59%	63%	60.40%
Math (Grades 3-8)	66%	69%	65.2%
Graduation	68.30%	75%	

Goals were created by reducing non-proficiency by 10%

Superintendent Goals 2014-15

Lewis D. Ferebee, Ed.D.

SMART Goal (performance pay- \$2,500)	Measurement/Result
<p>1. 90% of our customers would agree, based on survey results, that they have received excellent customer service from the Academic Division in the following areas: overall, email, phone calls, school visits, and direct support</p>	<p>Survey results</p>
<p>2. 100% of IPS graduates will have a postsecondary success action plan which includes one or more of the following: professional certificate, acceptance into a 2-to-4 year college or university, military enrollment, successful transition to adult services and/or community living</p>	<p>Postsecondary success plans</p>
<p>3. Increase student achievement as evidenced by proficiency levels:</p>	<p>Algebra I from 47% to 52% English 10 from 49% to 54% ISTEP+ ELA from 60% to 64% ISTEP+ Math from 65% to 69% Graduation rate from TBD to TBD</p>
<p>4. IPS will define and establish the elements of the "new IPS" to ensure brand identity in local, secondary and tertiary markets by June 2015, as measured by stakeholder perception data</p>	<p><i>Quantitative:</i> Web and social media analytics <hr/> <i>Qualitative:</i> Focus group and survey results</p>

Superintendent Goals 2014-15

Lewis D. Ferebee, Ed.D.

SMART Goal (performance pay- \$2,500)	Measurement/Result
<p>5. IPS will develop and launch a data-driven, community-vetted, three-year strategic plan by August 2015, as measured by stakeholder participation</p>	<p><i>Quantitative:</i> Number of stakeholder footprints in the strategic plan development process; Number of data sources</p> <hr/> <p><i>Qualitative:</i> Stakeholder perception feedback via Website, focus groups, community meetings and launch event</p>
<p>6. Reduce out-of-school suspensions by 10% for the 2014-15 school year</p>	<p>Out-of-school suspension data</p>
<p>7. Reduce the number of student arrests by 10% for the 2014-15 school year</p>	<p>Student arrest data</p>
<p>8. Develop a long-range master plan for district capitol projects</p>	<p>Master plan approved by Board of Commissioners</p>
<p>9. Improve transportation service by enhancing customer service to students and families</p>	<p>The number of calls to transportation service center The number of late/missed routes</p>
<p>10. Implement a transparent and coherent school-year budget development process for the 2015-16 school year</p>	<p>2015-16 school year budget approved by Board of Commissioners</p>