

# Indianapolis Public Schools

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**Indianapolis Public Schools**

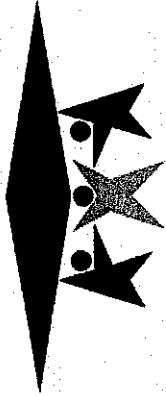


**RISE**

Evaluation and  
Development System

# Certified Staff Evaluation System

**2014 -2015**



# Indiana Department of Education

## SUPPORTING STUDENT SUCCESS

### Evaluation Plan Submission Coversheet

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. The IDOE will not be "approving" plans using this document.

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

School Corporation Number

#### 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, etc. Evaluators responsible for certificated employees	Section: Guidelines Parts I, II, and III Pages 1-11 Section: Guidelines P. 3 #3, a, b Section: Timelines Pages 12-13

### 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/or growth significantly inform all certificated employees evaluations.	IC 20-28-11.5-4 (c) (2)	Weighting of student achievement in final summative evaluation Protocol for including objective measures of student achievement and growth	Section: Final Summative Evaluation Page 22 (Top) Section: Measures of Student Learning Pages 26-45
<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 Other Statewide Assessments incorporated into evaluations	Section: School-wide Learning Measures Page 46 Section: Assessment Guidelines Pages 46-49
<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 26-45
<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 School-wide learning measures/A-F	Section: Measures of Student Learning Pages 26-45 Section: School-wide Learning Measures Page 25

### 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"> <li>• Teacher</li> <li>• Other Certificated Staff</li> <li>• Principals</li> <li>• District-Level Certificated Staff</li> </ul> Other measures used for evaluations	Appendix D-Teacher Effectiveness Rubric Appendix E-Special Ed Teacher Rubric Appendix F - Preschool Teacher Rubric Appendix G-Instructional Coach Interventionist/ Appendix H- Media Specialist Rubric Appendix I- School Nurse Rubric Appendix J-School Social

<p>Worker Rubric  Appendix K – School Psychologist Rubric  Appendix L – Speech Language Pathologist Rubric  Appendix M – Behavior Specialist Rubric  Appendix N – Elementary School Counselor Rubric  Appendix O – Secondary Lead Counselor Rubric  Appendix P – Secondary School Counselor Rubric  Appendix Q –Elementary Compliance Monitor Rubric  Appendix R- Secondary Compliance Monitor Rubric  Appendix S –Administrative School Level  Appendix T- Administrator District/Instructional Support Level  Appendix P- Administrator Central Office Staff</p>			
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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 21 Section: Final Summative Evaluation Rating Pages 22-25
	<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 24 Section: Measures of Student Learning Pages 21, 26-45
	<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 Rating Page 22-24 Section: Measures of Student Learning Pages 26-45

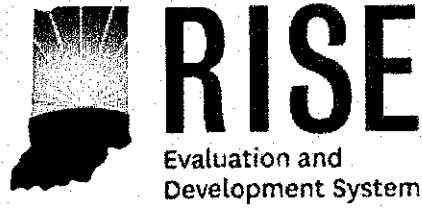
<b>Evaluation Feedback</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<input type="checkbox"/> Recommendations for improvement and the time in which improvement is expected.	IC 20-28-11.5-4 (c) (5) IC 20-28-11.5-4 (d)	Process for delivering feedback on evaluations Process for tying evaluation results to professional development	Section: Appendix B Section: Guidelines Part I, #, a Pages 1 Part III #1. a-d Page 2 Part III #4, a Page 3

<b>Evaluators</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<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 Aug. 28- Sept. 5 Page 12 Section: Appendix A
<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
<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	Section: Guidelines Part III, 3,b Page 3

<b>Feedback and Remediation Plans</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<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 7-8 Section: Timelines Pages 12-13
<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 3-5 Section: Timelines Pages 12-13
<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 will be incorporated into remediation	Section: Guidelines Part III, #5, a, b, Pages 3-4 Appendix C
<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, II Pages 8

<b>Instruction Delivered by Teachers Rated Ineffective</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<input type="checkbox"/> The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective.	IC 20-28-11.5-7	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	Section: Guidelines Part III, #11, a, c Pages 9
<input type="checkbox"/> The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable.	IC 20-28-11.5-7	Description of how parents will be informed of situation	Section: Guidelines Part III, #11, b, Pages 9





# IPS RISE

## Certified Staff Evaluation System

# Guidelines

## Part I: RISE Evaluation and Development System

1. **RISE** was developed over the course of a year by the Indiana Teacher Evaluation Cabinet, a diverse group of educators from around the state.
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 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) has chosen 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 three (2) "Short Observations" - at least 15 minutes in length.
- b. At least two (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 the 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 5<sup>th</sup> (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 **IPS RISE Evaluation System**
  - \*ALL Evaluators must be certified Administrators
  - \*All evaluators must be trained by the certified trainers.
    - (All evaluators must complete the training sessions and receive a signed certificate of completion to be able to evaluate certified staff.
  - \*Primary Evaluators must complete the all "Long Observations"
  - \*Certified staff can be observed on any of their Short Evaluations by an other IPS RISE trained administrator (secondary evaluator) other than their Primary Evaluator.

### 4. Evaluation Forms

- a. IPS will use the on-line evaluation program called "Standards for Success" System.
  - Forms on this on-line evaluation system include:
    - Observation Form
    - Mid-Year Evaluation
    - Teacher Effectiveness Rubric Summative Evaluation
    - Final Summative Evaluation Rating
- b. Student Learning Objective Forms
  - Staff in designed groups (see pages 20-21) will be required to write Student Learning Objectives
  - The following forms will be used to guide the writing of the Student Learning Objectives. The following forms can be found on pages 23-28 of this document.
    - 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

### 5. Remediation Plans

- a. INTERVENTION PLANS

- 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
  - STEP-UP Plan should be from 3 to 8 weeks in length.
  - 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
    - 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 INTERVENTION PLAN can use professional development activities they attend for license renewal credits as part of meeting their Step-Up Plan.

**b. Performance Improvement Plan**

- A Performance Improvement Plan should be written if a teacher receives an INEFFECTIVE or NEEDS IMPROVEMENT rating on their Final Teacher Effectiveness Summative Evaluation.
  - 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
    - 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.

## 6. Measures of Student Learning

- a. Each teacher's summative evaluation score is to be based on the following two components:
  - I. Professional Practice – Assessment of Instructional knowledge and skills
    - Measure: Indiana Teacher Effectiveness Rubric (TER)
  - II. 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).
  - I. **Group 1** – Certified staff that teach a class where half of the class is taught has Individual Growth Model (IGM) data
  - II. **Group 2** – Certified staff that has fewer than half of classes taught (but at least one) have Individual Growth Model (IGM) data
  - III. **Group 3** – Certified staff has no Individual Growth Model (IGM), but work with students and is assigned to a building.
  - IV. **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.
  - V. **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.

VI. **Group 6** – Certified staff has NO Individual Growth Model (IGM) data, works with students, and assigned to a particular IPS building.

## 7. 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 achieving throughout the year.

- Most teachers will set **two student learning objectives this upcoming year around 1 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

PLEASE NOTE: The district and content directors are presently determining which Quality Assessments will be used for each grade level, content area, visual arts, etc.

## 8. Assessments to measure student learning

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

- 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, they must be mutually agreed upon by the teacher and the evaluator 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.

## **9. FINAL IPS RISE SUMMATIVE EVALUATION**

- a. All certified staff will receive a 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 completed 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 (pages 15-17) 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**

- I. 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 15<sup>TH</sup>.**

- I. 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 10<sup>th</sup>

**c. CERTIFIED STAFF WHO ARE ELIGIBLE FOR CANCELLATION OR NON-RENEWAL OF CONTRACTS DUE TO REDUCTION IN FORCE, PROBATIONARY STATUS, OR INCOMPETENCE\***

**I. Primary evaluator must hold an end-of-year conference with employees who are eligible for cancellations or non-renewal of contracts due to reduction in force, probationary status, or incompetence.\*** Although the total summative ratings will likely not be available until late June, Primary evaluators will use the most complete and accurate information in hand that shows a picture of the teachers effectiveness for the year. Any decisions should be based on a body of evidence collected over time as well as on the evaluator's best professional judgment.

- 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)).**

**II. 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.

**\*\*Note: Final Summative will not be completely finished until the State releases Individual Growth Model (IGM) and School-wide Learning Measure (SWL). 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.**

## 11. Notification of Parents if a student is assigned an INEFFECTIVE teacher

- a. By statute a school corporation is required to notify parents in an instance where a student is assigned an INEFFECTIVE teacher (or two different ineffective teachers) for two consecutive years.
- 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:
  - I. 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.
  - II. 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

#### I. This includes the following

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

## 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 are

#### IEA

Ann Wilkins (UNISERV DIRECT  
Rhondalyn Cornett (Elem Teacher

#### IPS

Denise Kent (Interim Chief of HR)  
Tonisha Amos



Abby Taylor (Elem Teacher)  
Karen Nowell (Spec. Ed Teacher)  
Sherell Smith (Alternative Ed)  
Jennifer Rutherford

Valerie Allen (District AIO)  
Greg Casey (Human Resources)  
Tanasha Franklin (Elem Principal)  
Bryon Brown (HR)  
Joan Harrell (Consultant)

#### **14. Training of Certified Staff**

- a. A folder will be set up on IPS On-Line in the section called Inside IPS that will contain the update information concerning IPS RISE, RISE Handbook, RISE Student Learning Outcomes Handbook, and other resources that teachers can access and become familiar.
- b. Training Workshops
  - I. 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
  - II. 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 on the IPS Website
- 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  
the give you information on the other components of the RISE  
Evaluation Development System



## TEACHER EVALUATION 2014-15

*Note: Information shaded in gray denotes additional steps for teachers with rubric scores between 1.0 - 2.49 ("Needs Improvement" or "Ineffective") at mid-year.*

STEP	DESCRIPTION	WHO	TIME FRAME
1	Notification to certified staff in writing of primary evaluator	Evaluator	8/28/14 - 9/5/14
2	Student Learning Objective (SLOs) Development & Approval	Certified Personnel Evaluator	9/2/14 - 10/3/14
3	First Short Observation	Evaluator	9/8/14 - 10/24/14
4	First Long Observation	Evaluator	9/23/14 - 12/12/14
5	Mid-Year Evaluation Conference & Develop Intervention Plan	Certified Personnel Evaluator	12/15/14 - 12/19/14
6	Review of teachers' evidence for Domains 1 and 3	Certified Personnel Evaluator	12/15/14 12/19/14
7	Review of SLO Progress	Certified Personnel Evaluator	1/5/14- 1/30/14
8	Monitor Intervention Plans	Evaluator	1/5/14 - 3/6/14
9	Second Long Observation	Certified Personnel Evaluator	1/5/14 - 3/6/14

10	Second Short Observation	Evaluator	1/5/14 - 5/25/14
11	Review teachers' final evidence for Domains 1 and 3	Certified Personnel Evaluator	5/25/14 - 6/10/14
12	Develop Performance Improvement Plan	Certified Personnel Evaluator	5/29/14 - 6/10/14
13	Complete Final Summative Evaluations		5/25/14 - 6/10/14
14	Submit copies of these signed (Incomplete and completed) Final Summative Evaluations, Intervention Plans and Performance Improvement Plans to HR.	Evaluator	6/10/14 - 6/19/14

## Guidelines

### Step 1: Notification to certified staff in writing 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: 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 3: 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 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.



# FAQs

## TEACHER EVALUATION 2014-15

Q: Who is evaluated using the IPS/Indiana RISE Rubric?

A: **The following certified staff:**

- Academic Coaches
- All Teachers PK – 12
- Counselors
- Interventionists
- Media Specialist
- Nurses
- Psychologist
- Social Worker
- Special Education Teachers
- SPED Compliance Monitors
- Speech Pathologist

Q: How often is certified staff evaluated?

A: **All certified staff is evaluated yearly.**

Q: Can I observe teachers only the number of times indicated?

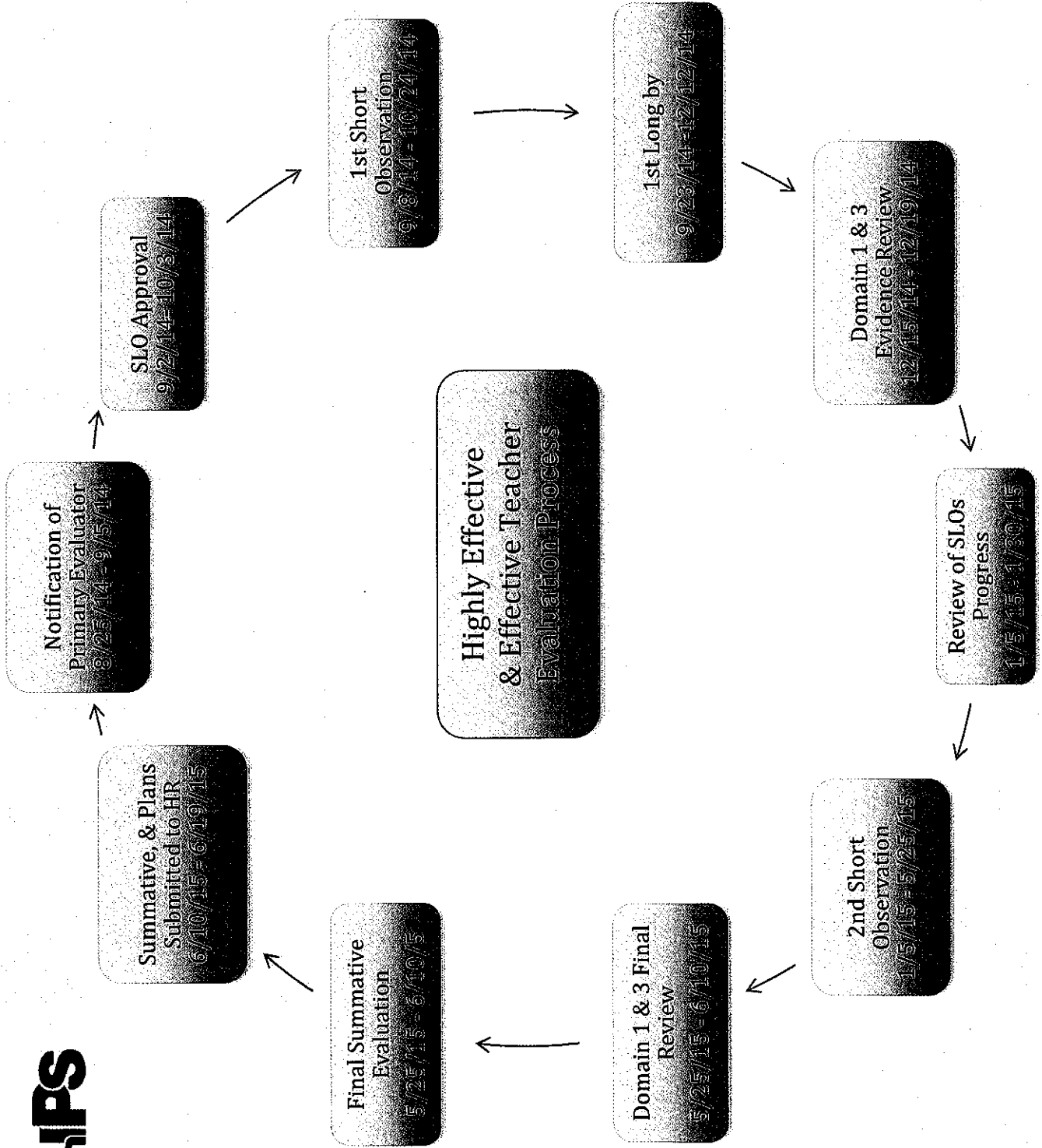
A: **No. The amount of time indicated is a minimum.**

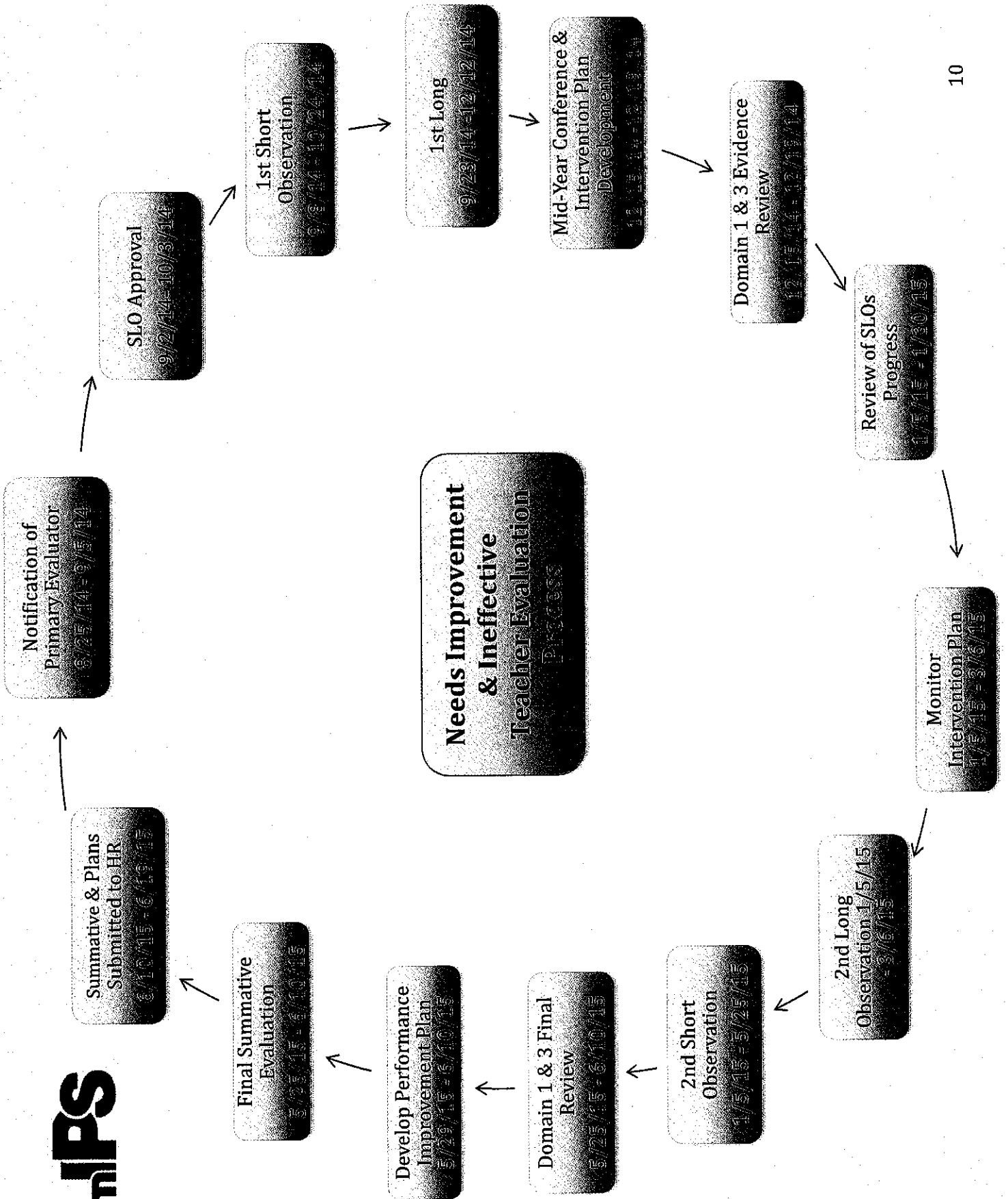
Q: Where can I locate supporting documents for SLOs, intervention plans, Indiana RISE Rubric training documents, etc?

A: **IPS Online – Community Groups - East/Magnet/West Learning Community Resources – IPS RISE Information 2014-15**

Q: Where can I receive more information about the Indiana RISE Evaluation & Development System?

A: <http://www.riseindiana.org/>





# 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 outcomes. 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.



# Final Summative Evaluation Rating



## Teacher Effectiveness Rubric

Domain	Rating ( 1 - 4)	Weight	Weighted Rating
Domain 1			
Domain 2			
Domain 3			

Follow the following formula to calculate the Weighted Rating:

- 1) Rating x Weight = Weighted Rating
- 2) Sum of Weighted Rating = Final Score for Domains 1 - 3

**FINAL TEACHER EFFECTIVENESS RATING RUBRIC SCORE, Domains 1 - 3** \_\_\_\_\_

### Domain 4

Domain 4: Professionalism	Final Assessment of Domain 4 (check one)		SCORE
	Meets Standard	Does Not Meet Standard	
Attendance/ On-Time Arrival			-0 / -.50
Policies and Guidelines/ District Core Values			
<b>FINAL RATING</b>			

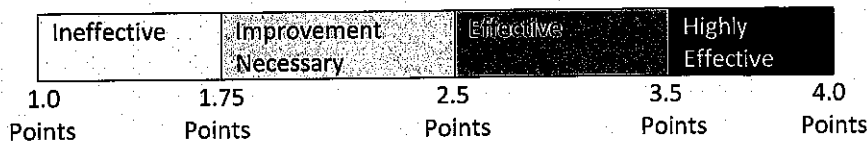
Scale = Meets Standard = -0  
 Does Not Meet Standard = -.50

Directions: If the teacher Meets Standards above, deduct 0 points. The final Teacher Effectiveness Rubric score remains the same as in the previous step. If the teacher Does Not Meet Standards, deduct 1 point from the score calculated in the previous step.

**FINAL DOMAIN 4: PROFESSIONALISM SCORE** \_\_\_\_\_

**Final Teacher Effectiveness Rubric Score:** \_\_\_\_\_

Use the chart below and the Final Summative Evaluation Score to determine the teacher's final rating:



## Student Learning Objectives (SLO's) Weighted Scores

Objective	Rating (1-4)	Weight	Weighted Rating
Class		50%	
Targeted		50%	
Targeted		50%	

Follow the following formula to calculate:

- 1) Rating x % Weight = Weighted Rating
- 2) Summ of Weighted Ratings = Final Student Learning Objective (SLO) Score

**FINAL STUDENT LEARNING OBJECTIVES (SLO) SCORE:** \_\_\_\_\_

## FINAL SUMMATIVE RATING

Check the box for the group to which the certified teacher belongs. Then use the appropriate weights to calculate the final rating:

Group 1    Group 2    Group 3    Group 4    Group 5    Group 6

Measure	Rating (1-4)	Choose only one set of weights						Weighed Rating
		Group 1 Weights	Group 2 Weights	Group 3 Weights	Group 4 Weights	Group 5 Weights	Group 6 Weights	
Teacher Effectiveness Rubric (TER)		60%	60%	60%	75%	75%	90%	
Individual Growth Model		25%	20%	N/A	N/A	N/A	N/A	
Student Learning Objectives (SLO)		10%	15%	35%	25%	N/A	N/A	
School-wide Learning Measure*		5%	5%	5%	N/A	N/A	10%	
Surveys (Students, peers and parents)		N/A	N/A	N/A	N/A	25%	N/A	
		100%	100%	100%	100%	100%	100%	

\*All teachers in the same school should have the same rating on this measure

Follow the following formula to calculate

- 1) Rating x % Weight = Weighted Rating

2) Sum of Weighted Ratings = Final Summative Score

**FINAL SUMMATIVE EVALUATION SCORE:** \_\_\_\_\_

Use the chart below and the Final Summative Evaluation Score to determine the teacher's final rating:

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

Improvement Necessary

Effective

Highly Effective

**Teacher 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 teacher to discuss the information on this form and have provided a copy.

Signature \_\_\_\_\_ Date \_\_\_\_\_

# **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**



# **Measures of Student Learning**

## **Writing Student Learning Objectives**

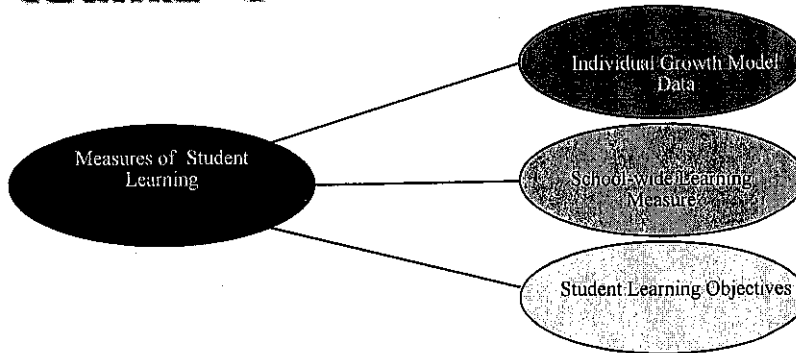
**Training Materials**

**Forms**

**Assessments**

**SLO - Mid-Year Check**

**SLO - Final Rating Score**



## 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 (ITER)

### 2) Student Learning – Contribution to student academic progress

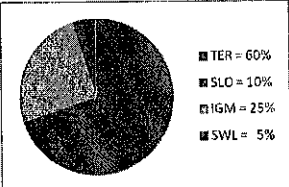
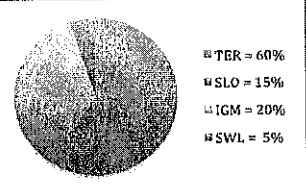
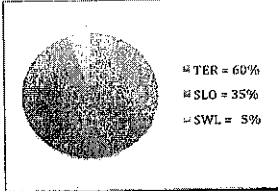
Measure: Individual Growth Model (IGM)

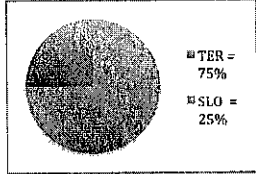
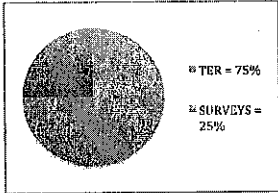
Measure: School-wide Learning Measure (SWL)

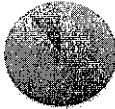
Measure: Student Learning Objectives (SLO)

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.

Group	Description	Components of Certified Final Evaluation Score	Certified Staff in Group
<b>Group 1</b>	Certified staff that teach a class where half of class is taught has Individual Growth Model (IGM) data	Teacher Effectiveness Rubric - 60% Individual Growth Model (IGM) - 25% Student Learning Objectives 1 Class Learning Objective 5% and 1 Targeted Learning Objective - 5% School-wide Learning - 5%  	4 <sup>th</sup> - 6 <sup>th</sup> Elementary Grade Teachers 7 <sup>th</sup> & 8 <sup>th</sup> ELA Grade Teachers 7 <sup>th</sup> & 8 <sup>th</sup> Math Grade Teachers 7 <sup>th</sup> & 8 <sup>th</sup> Non-Departmentalized Teachers 7 <sup>th</sup> & 8 <sup>th</sup> Reading Grade Teachers 7 <sup>th</sup> & 8 <sup>th</sup> Title I Math Grade Teachers
<b>Group 2</b>	Certified staff that have fewer than half of classes taught (but at least one) have Individual Growth Model (IGM) data	Teacher Effectiveness Rubric - 60% Individual Growth Model (IGM) - 20% Student Learning Objectives - 15% 1 Class Learning Objective and 1 Targeted Learning Objective School-wide Learning - 5%  	4 <sup>th</sup> - 6 <sup>th</sup> Title I Interventionists 4 <sup>th</sup> - 8 <sup>th</sup> Self-Contained Spec. Ed. Teachers 7 <sup>th</sup> & 8 <sup>th</sup> ELA Teachers 7 <sup>th</sup> & 8 <sup>th</sup> Math Teachers
<b>Group 3</b>	Certified staff has NO Individual Growth Model (IGM) data, but work with students and is assigned to a building.	Teacher Effectiveness Rubric - 60% Student Learning Objectives - 35% 1 Class Learning Objective and 1 Targeted Learning Objective (for teachers who teach a scheduled class or is a homeroom teacher) OR 2-Targeted Learning Objectives (for teachers without homerooms or scheduled classes) School-wide Learning Measure - 5%  	1 <sup>st</sup> - 3 <sup>rd</sup> Grade Teachers 1 <sup>st</sup> - 3 <sup>rd</sup> Title I Interventionists Behavior Specialists (SPED) Building-Based Deaf-Hard of Hearing Teachers Building-Based Pre-School Teachers Elementary & Secondary Art Teachers Elementary & Secondary Band & Music Teachers Elementary & Secondary Foreign Language Teachers Elementary & Secondary P.E. Teachers ELL Teachers High School Teachers (Content Areas) K-8 Media Specialist Lead Counselors Non-ELA/MATH Middle School Teachers Secondary Interventionists

			<p>Significant Disabilities/Autism Teachers  Special Ed Inclusion Teachers  Special Ed. Coaches/Interventionists  Speech Therapists  TOSA (Teachers on Special Assignment)  Vocational Teachers</p>
<b>Group 4</b>	<p>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.</p>	<p>Teacher Effectiveness Rubric – 75%  Student Learning Objectives – 25%  2-Targeted Learning Objectives</p>  <p>A pie chart with a legend to its right. The legend indicates that the dark grey portion represents TER = 75% and the light grey portion represents SLO = 25%.</p>	<p>Day Adult Teachers</p>
<b>Group 5</b>	<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>Teacher Effectiveness Rubric – 75%  Surveys from students, peers and parents - 25%</p>  <p>A pie chart with a legend to its right. The legend indicates that the dark grey portion represents TER = 75% and the light grey portion represents SURVEYS = 25%.</p>	<p>Alternative Education Teachers  Arches/Search/Project Site Teachers  Audiologists  AVID Coordinator  Behavior Specialists  Community Based Preschool Teachers (Non IPS schools)  District Interventionists  District Coaches  Elementary Special Ed. Coaches  Itinerant Deaf-Hard of Hearing Teachers  K-6 Media Specialist  Kaleidoscope Social Workers  Kaleidoscope Teachers  Marion Co. Jail and Juvenile Teachers  Nurses  Off Campus Instructors  Orthopedic Impaired Teachers  Private School Evaluation Team  Psychologists  Programs for Young Children (PYC)Evaluation Team (Pre-School Special Ed. Team)  Roots Teachers  Roots Therapists  Satellite Teachers  Spec. Ed. Compliance Monitors  Spec. Ed. Coordinators (Not Administrators)  Specialized Social Worker  Turnaround Specialists  Visually Impaired Teachers</p>
<b>Group 6</b>	<p>Certified staff has No Individual Growth Model (IGM) data, works with students assigned to a particular IPS</p>	<p>Teacher Effectiveness Rubric – 90%  School-wide Learning Measure -10%</p>	<p>Guidance Counselors  Lead Counselors  Secondary Media Specialists  Secondary Reading Teachers  Secondary Special Ed. Coaches  Social Workers</p>

	building.			#TBR #SWL		
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## 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 depending on their group.**

### 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".

## Writing Your Student Learning Objective SLO

September 2013

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### Student Learning Objective (SLO)

- 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

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### A Class Learning Objective

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

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### 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

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### 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

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### 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.

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### 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.
- Now use 1 or 2 other data points to support this placement or to move a student to a new placement.

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### 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

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### 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).

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Level of Preparedness	Evidence Collected	Possible Sources of Baseline Data
<b>High</b> Students demonstrate a high level of knowledge and skills that the goal to be met in the subject course.	Zion	ISTEP # results from 4 <sup>th</sup> Grade year District level Pre-Assessments Attendance Discipline records Grades from the previous year Prior Grade in previous year Software Data Pledges Data Faculty of Intervention Strategies
<b>Medium</b> Students demonstrate a moderate level of knowledge and skills that the goal to be met in the subject course.	Fabian Bilania Tyler Bryan Linds Dylan LeRon Marco	Joseph Dugobeto Keith Tasha Kenneth Lemuel Barbara Eric
<b>Low</b> Students demonstrate a low level of knowledge and skills that the goal to be met in the subject course.	Marlon Darnell Kayla DeOnay Dominick Bryan Mikemas	Present Grades Performance Assessments Writing Prompts Essays Speeches Class Assignments Oral Reading Participation Grade DIBELS-200 SPI-200 ECA Exams Algebra Exam English Exam IEP Goals Teacher's Professional Input Other _____

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### 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.

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### 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.

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Teacher Effectiveness Rubric (TER) for SLO – Class Objective				
	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Class Objective	Based on students' starting points, the teacher moved an exceptional number of students to achieve content mastery.	Based on students' starting points the teacher moved a significant number of students to achieve content mastery.	Based on students' starting points, the teacher moves a less than significant number of students to achieve content mastery.	Based on students' starting points, the teacher moved few students to achieve content mastery.

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### 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.

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### 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.

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**Formulas**

- ▣ **Highly Effective:**  
ALL students in high + ALL 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.

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**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.

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**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.

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**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.

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**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.

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**Worksheet  
Class Student Learning Objectives**

Performance Level	Suggested Guidelines	Number of Students Checked on each category	Final Proportion of Students
Highly Effective	All students in the high + all medium levels + 1/3 of the students in the low of preparedness	High: (3/3) Medium: (7/7) Low: (17/17)	(3/3) students 100% (30/30)
Effective	All students in the high + 2/3 of all students in the medium levels + 1/3 of the students in the low of preparedness	High: (3/3) Medium: (14/21) Low: (17/17)	(3/3) students 100% (30/30)
Improvement Necessary	1/3 of students in the high + 1/3 of all students in the medium levels + 1/3 of the students in the low of preparedness	High: (1/3) Medium: (7/21) Low: (17/17)	(3/3) students 100% (30/30)
Ineffective	For no students achieve content mastery		For 0/0 students 0% (0/30)

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**Write your  
Class Learning Objective**

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Step 2: Evaluator Approval of Student Learning Objectives

Teacher(s): \_\_\_\_\_

Evaluator: \_\_\_\_\_

Class Learning Objective Assessment:

	Highly Effective (4) Exceeded number of students in this content area.	Effective (3) Exceeded number of students in this content area.	Improvement Necessary (2) Met minimum number of students in this content area.	Ineffective (1) Did not meet minimum number of students in this content area.
Class Learning Objective:				

Evaluator Feedback:

Class Learning Objective Approved

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**Writing your  
Targeted Learning Objective**

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- 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.

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**Teacher Effectiveness Rubric for SLO  
– Targeted Objective**

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Targeted Objective:	The teacher has surpassed expectations described in the Student Learning Objective and/or demonstrated an outstanding impact on student learning.	The teacher has met the expectations described in the Student Learning Objective and/or demonstrated a considerable impact on student learning.	The teacher has not fully met the expectations described in the Student Learning Objective but has demonstrated an outstanding impact on student learning.	The teacher has not met the expectations described in the Student Learning Objective and/or has demonstrated an insufficient impact on student learning.
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**Example:**  
**Targeted Learning Objective**

<b>Targeted Objective Public</b>	The teacher has surpassed expectations described in the Student Learning Objective and has demonstrated an outstanding impact on student learning.	The teacher has met the expectations described in the Student Learning Objective and/or demonstrated considerable impact on student learning.	The teacher has not fully met the expectations described in the Student Learning Objective but has demonstrated an outstanding impact on student learning.	The teacher has not met the expectations described in the Student Learning Objective and has demonstrated an insufficient impact on student learning.
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**Targeted Objective Defined**

**Targeted Population:** students who start courses at the lowest level of preparation as identified in step 1's students - Henry, Jonas, Sophie, Carillo, Steven

**Targeted IN Content Standard:** Standards - Reading: Word Recognition, Fluency, Vocabulary Development

**Growth and/or Mastery Goal:** At least a of these students will increase their reading proficiency from the intensive level to at least the strategic level on the DIBELS EOT Assessment

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<b>Targeted Objective Public</b>	The teacher has surpassed expectations described in the Student Learning Objective and/or demonstrated an outstanding impact on student learning.	The teacher has met the expectations described in the Student Learning Objective and/or demonstrated considerable impact on student learning.	The teacher has not fully met the expectations described in the Student Learning Objective but has demonstrated an outstanding impact on student learning.	The teacher has not met the expectations described in the Student Learning Objective and has demonstrated an insufficient impact on student learning.
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**Targeted Objective Defined**

**Targeted Population:** students who start courses at the lowest level of preparation as identified in step 1

**Targeted IN Content Standard:**

**Growth and/or Mastery Goal:**

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**Work Sessions**

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

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# IPS / RISE Teacher Evaluations

## Steps to Writing SLO's

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

**IPS -RISE**

**Determine Students' Starting Points**

Grade Level/Subject \_\_\_\_\_

Teacher: \_\_\_\_\_

Evaluator Name \_\_\_\_\_

Level of Preparedness	Evidence Collected	Possible Sources of Baseline Data
<p><b>High</b> (Students prerequisite skills or knowledge are ahead of where they need to be starting this course/subject.)</p>		<ul style="list-style-type: none"> <li>--Results from the Beginning of Year Assessment identified by the district approved assessment chart</li> <li>--Prior year district assessments that assess knowledge and skills that are pre-requisites to the current subject/course (DIBELS-EOY SRI-EOY</li> <li>--Results of tests from other subjects such as ISTEP, as long as the test assessed pre-requisite knowledge and skills.</li> <li>--Students' grades in previous classes in similar subject or course.</li> <li>--Present grades in the class</li> <li>--Previous Teacher Professional Input</li> <li>--Previous year final grades</li> <li>--Participation Grades</li> <li>--Scrimmage data</li> <li>--Attendance Data</li> <li>--Predictor test data</li> <li>--Discipline Data</li> <li>--Participation grades</li> <li>--Results of Intervention strategies</li> <li>--Performance assessments                             <ul style="list-style-type: none"> <li>writing essays</li> <li>a speech</li> <li>conducting experiments</li> <li>reading out loud</li> <li>other _____</li> </ul> </li> <li>--Student IEP Information</li> <li>--Other _____</li> </ul>
<p><b>Medium</b> (Students prerequisite skills or knowledge are where they need to be starting this course/ subject.)</p>		
<p><b>Low</b> (Students prerequisite skills or knowledge are below where they should be starting this course/subject)</p>		<ul style="list-style-type: none"> <li>--Other _____</li> </ul>



# 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 ( ) / ( ) students (approximately ( )% lower)

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

Set Student Learning Objective (Targeted)

Teacher(s): \_\_\_\_\_

Grade Level/Subject/Period: \_\_\_\_\_

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

Teacher(s): \_\_\_\_\_

Evaluator: \_\_\_\_\_

Class Learning Objective Assessment: \_\_\_\_\_

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

Evaluator Feedback:

Class Learning Objective Approved

Targeted Learning Objective Assessment: \_\_\_\_\_

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

Targeted Learning Objective Approved

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Teacher(s) \_\_\_\_\_ Date: \_\_\_\_\_

# myIPS Student Learning Objectives (SLO's) Assessment Guidelines

Grade	Subject	Beginning Data	Middle Progress Data	End Progress Data
<b>Elementary</b>				
<b>Preschool Kindergarten</b>	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
<b>1st Grade</b>	Math	mClass-BOY Pre-Test	mClass- MOY Teacher Created Test	mClass-EOY Post-Test
	ELA	DIBELS-BOY Pre-Test	DIBELS- MOY Teacher Created Test	DIBELS-EOY Post-Test
<b>2nd Grade</b>	Math	mClass-BOY Pre-Test	mClass- MOY Teacher Created Test	mClass-EOY Post-Test
	ELA	DIBELS-BOY Pre-Test	DIBELS- MOY Teacher Created Test	DIBELS-EOY Post-Test
<b>3rd Grade</b>	Math	mClass-BOY Pre-Test	mClass- MOY Teacher Created Test	mClass-EOY Post-Test
	ELA	SRI-BOY Pre-Test Diagnostic A	SRI- MOY Teacher Created Test Diagnostic B & C	SRI-EOY Post-Test ISTEP
<b>4th Grade</b>	Math	Pre-Test Diagnostic A	Teacher Created Test Diagnostic B & C	Post-Test ISTEP
	ELA	SRI-BOY Pre-Test Diagnostic A	SRI- MOY Teacher Created Test Diagnostic B & C	SRI-EOY Post-Test ISTEP
<b>5th Grade</b>	Math	Pre-Test Diagnostic A	Teacher Created Test Diagnostic B & C	Post-Test ISTEP
	Science	Pre-Test Acuity A	Teacher Created Test Acuity B & C	Post-Test ISTEP
<b>5th Grade</b>	ELA	SRI-BOY Pre-Test Diagnostic A	SRI- MOY Teacher Created Test Diagnostic B & C	SRI-EOY Post-Test ISTEP
	Math	Pre-Test Diagnostic A	Teacher Created Test Diagnostic B & C	Post-Test ISTEP
<b>5th Grade</b>	Social Studies	Pre-Test Acuity A	Teacher Created Test Acuity B & C	Post-Test ISTEP

# myIPS Student Learning Objectives (SLO's) Assessment Guidelines

Grade	Subject	SRI-BOY Pre-Test Diagnostic A	SRI-MOY Teacher Created Test Diagnostic B & C	SRI-EOY Post-Test ISTEP
<b>6th Grade</b>	ELA	Pre-Test Diagnostic A	Teacher Created Test Diagnostic B & C	Post-Test ISTEP
	Math	Pre-Test Diagnostic A	Teacher Created Test Diagnostic B & C	Post-Test ISTEP
	Science	Pre-Test Acuity A	Teacher Created Test Acuity B & C	Post-Test ISTEP
<b>Secondary</b>				
<b>7th Grade</b>	ELA	SRI-BOY Pre-Test Diagnostic A	SRI-MOY Teacher Created Test Diagnostic B & C	SRI-EOY Post-Test ISTEP
	Math	Pre-Test Diagnostic A	Teacher Created Test Diagnostic B & C	Post-Test ISTEP
	Science	Pre-Test	Teacher Created Test	Post-Test
	Social Studies	Pre-Test Acuity A	Teacher Created Test Acuity B & C	Post-Test ISTEP
<b>8th Grade</b>	ELA	SRI-BOY Pre-Test Diagnostic A	SRI-MOY Teacher Created Test Diagnostic B & C	SRI-EOY Post-Test ISTEP
	Math	Pre-Test Diagnostic A	Teacher Created Test Diagnostic B & C	Post-Test ISTEP
	Science	Pre-Test	Teacher Created Test	Post-Test
	Social Studies	Pre-Test	Teacher Created Test	Post-Test
	English 9	Pre-Test	Teacher Created Test	Post-Test
	English 10	Pre-Test Acuity A Diagnostic A	Teacher Created Test Acuity B Diagnostic B & C	Post-Test ECA ECA
	English 11	Pre-Test	Teacher Created Test	Post-Test
	English 12	Pre-Test	Teacher Created Test	Post-Test
	Algebra I	Pre-Test Acuity A Diagnostic A	Teacher Created Test Acuity B Diagnostic B & C	Post-Test ECA ECA
	Mathematics	Pre-Test	Teacher Created Test	Post-Test
<b>Mathematics</b>	Algebra II	Pre-Test	Teacher Created Test	Post-Test
	Geometry	Pre-Test	Teacher Created Test	Post-Test
	Pre-Calculus Calculus	Pre-Test Pre-Test	Teacher Created Test Teacher Created Test	Post-Test Post-Test

# myIPS Student Learning Objectives (SLO's) Assessment Guidelines

<b>Social Studies</b>	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
<b>Science</b>	Economics	Pre-Test	Teacher Created Test	Post-Test
	World History/Civilization	Pre-Test	Teacher Created Test	Post-Test
	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
<b>Foreign Language</b>	French I	Pre-Test	Teacher Created Test	Post-Test
	Chinese I	Pre-Test	Teacher Created Test	Post-Test
	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)
	High School	Pre-Test (Personal Fitness Plan)	Teacher Created Test	Post-Test (Personal Fitness Plan)
	Elementary (4 <sup>th</sup> Grade) General Music	Music Achievement Test (MAT)- BOY	Music Achievement Test (MAT)- MOY	Music Achievement Test (MAT)- EOY
	Middle School Band/Orchestra/Vocal	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 Band/Orchestra/Vocal	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 <sup>th</sup> Grade)	Terry Eder Pre-Test	Terry Eder, Interval/Sevenths Test	Terry Eder Post-Test	
Elementary School	Teacher Created Test	Teacher Created Test	Teacher Created Test	
Middle School	Teacher Created Test	Teacher Created Test	Teacher Created Test	
<b>Vocal Music</b>	Elementary (4 <sup>th</sup> Grade) General Music	Music Achievement Test (MAT)- BOY	Music Achievement Test (MAT)- MOY	Music Achievement Test (MAT)- EOY
	Middle School Band/Orchestra/Vocal	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 Band/Orchestra/Vocal	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
<b>Instrumental Music</b>	Music Theory (11 <sup>th</sup> Grade)	Terry Eder Pre-Test	Terry Eder, Interval/Sevenths Test	Terry Eder Post-Test
	Elementary School	Teacher Created Test	Teacher Created Test	Teacher Created Test
	Middle School	Teacher Created Test	Teacher Created Test	Teacher Created Test

# myIPS Student Learning Objectives (SLO's) Assessment Guidelines

<b>Visual Arts</b>	High School	Teacher Created Test	Teacher Created Test	Teacher Created Test	Teacher Created Test
	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
<b>All Grades</b>					
<b>ESL Students</b>	Elementary, Middle, and High Schools	LAS Links/WIDA- Previous Year Scores	Teacher Created Test	Teacher Created Test	LAS Links/WIDA- EOY



# **Student Learning Objectives**

## **Mid-Year Check**

**Mid-Course Check-In:**

Review student learning data supplied by the teacher.

***Prior to the mid-course check-in:***

**The teacher should:**

- Collect important interim student learning data related to the Student Learning Objectives and complete the *Mid-Course Check-in Form*. Both should be submitted to the evaluator 48 hours before the review (2 school days).

**The evaluator should:**

- Schedule the mid-course check-in.
- Review the *Mid-Course Check-in Form* and examine all available formative student learning outcomes that relate to the Class or Targeted Learning Objective.

***During the mid-course check-in:***

Review the *Mid-Course Check-In Form* 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.

***After the mid-course check-in:***

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.

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

# **Student Learning Objectives**

**Final Rating Score  
Forms**

# End of Year Review - Class Learning Objective

Teacher: \_\_\_\_\_

Grade Level/Subject/Period \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date of Progress Check in: \_\_\_\_\_

In preparation for our End of Year Review - Class Learning Objective, please complete this form and submit it to your evaluator on the date indicated \_\_\_\_\_

## Class Objective

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
What was your Class Learning Objective? (Cut and paste this from your Form 5)				

Content Mastery Standard	Number of Students Who Achieved Mastery	Number of Students in Class	Percentage of Students Who Achieved Mastery

Based on the above table and your Class Student Learning Objective, indicate your appropriate performance level.

Highly Effective

Effective

Improvement  
Necessary

Ineffective

\_\_\_\_\_  
Teacher's Signature/Date

\_\_\_\_\_  
Evaluator's Signature/Date

# End of Year Review - Targeted Learning Objective

Teacher: \_\_\_\_\_

Grade Level/Subject/Period \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date of Progress Check in: \_\_\_\_\_

In preparation for our End of Year Review - Targeted Learning Objective, please complete this form and submit it to your evaluator on the date indicated \_\_\_\_\_

## Targeted Objective

<b>Targeted Learning Objective</b> (Cut and paste this from your Form 5)	
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**Highly Effective**

**Effective**

**Improvement Necessary**

**Ineffective**

1. Describe the evidence used to determine whether your students either met or did not meet the Targeted Learning Objective.
2. If your students did not meet the Targeted Learning Objective, discuss additional evidence indicating that students may have made some academic progress. If your students did not meet the Targeted Learning Objective, discuss evidence indicating that students may have made outstanding academic progress. Whenever possible, attach copies of the evidence discussed to this form.
3. Were there any changes to the number of students in your class or significant student attendance issues that should be considered when scoring your Targeted Learning Objective?

\_\_\_\_\_  
Teacher's Signature/Date

\_\_\_\_\_  
Evaluator's Signature/Date

# **Appendix A**

## **Teacher Evaluation Notification Form**



**School #**  
**Teacher Evaluation Notification**  
**2014-2015**

*This document serves to confirm my acknowledgement that I will be formally evaluated during the 2012-2013 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 Own It online program to which I will also have access.*

*I also understand that other IPS administrators may participate in the evaluation process and serve as a second evaluator, 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](http://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 Elementary Education – IPS-RISE FOLDER*

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

# **Appendix B**

**The Evaluation Process**

**On-Line Program**

**“Standards For Success”**





## Standards For Success

*Making Evaluation Meaningful*

Standard for Success is an online customizable teacher evaluation system. The Indianapolis Public Schools is currently using this on-line system in the 2014-2015 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.

The program has an excellent communication process. School administrative will be able to...

- View the whole staff, staff assigned to another administrator below you, or other custom created groups of staff (i.e. Math Teachers)
- Sort by name, date last evaluated, total observations completed, who has open observations, and who needs the most professional assistance
- 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
- Detailed or summary view of completed observations – color coded so you know the outcome of the observation and can look for trends of improvement
- 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
- Jump To tool allows to you navigate to staff members quickly

This program each day will email to administrators and certified staff and alert them to...

- 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

- 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.

# **Appendix C**

**Intervention Plans**

**and**

**Performance Improvement Plan**



# INTERVENTION PLAN

Name \_\_\_\_\_

Date \_\_\_\_\_

Intervention Growth Plan Goal #1	Action Steps: <i>Include specific and measurable steps you will take to improve.</i>	Benchmarks and Data: <i>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.</i>	Evidence of Achievement: <i>How do you know that your goal has been met?</i>
Overall Goal:  Goal:  (Domain: 2 Competency:	<b>Action Step 1</b>		
<b>Action Step 2</b>			

Primary Evaluator's Signature/Date \_\_\_\_\_

Teacher's Signature/Date \_\_\_\_\_



# PERFORMANCE IMPROVEMENT PLAN

Name \_\_\_\_\_ Date \_\_\_\_\_

Intervention Growth Plan Goal #1	Action Steps: <i>Include specific and measurable steps you will take to improve.</i>	Benchmarks and Data: <i>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.</i>	Evidence of Achievement: <i>How do you know that your goal has been met?</i>
Overall Goal:  Goal:  (Domain: 2 Competency:	<b>Action Step 1</b>		
	<b>Action Step 2</b>		

Primary Evaluator's Signature/Date

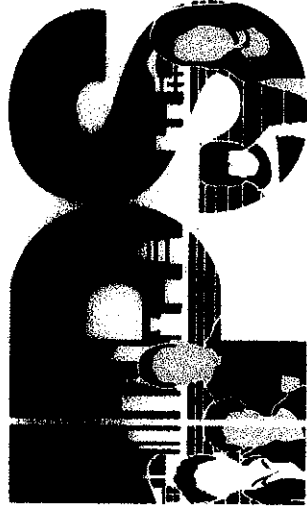
Teacher's Signature/Date

# PERFORMANCE IMPROVEMENT PLAN

IPS Teacher PIP	Teacher Name:	Date:	Evidence of Achievement
Overall Goal	enter teacher name here		
Action Steps	Benchmarks and Data		
<p>Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).</p>	<p>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.</p>		<p>How do you know that your goal has been met?</p>
<p><b>Action Step 1</b></p>	<p>Data:</p>	<p>Data:</p>	
<p><b>Action Step 2</b></p>	<p>Data:</p>	<p>Data:</p>	

# Appendix D

## Teacher Effectiveness Rubric



**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><b>Utilize Assessment Data to Plan</b></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>

		<p>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>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>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><b>1.2 Sets Ambitious and Measurable Achievement Goals</b></p>	<p>*Teacher fulfills most of the criteria for Level 3 and additionally plans an ambitious 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>assessment data to inform instructional modifications for individual students.</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 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</p>	<p>assessment data to inform instructional modifications for individual students.</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</p>	<p>assessment data to inform instructional modifications for individual students</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</p>

	<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><b>1.3</b></p> <p><b>Develop Standards-Based Unit Plans and Assessments</b></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>and long term instructional goals.</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><b>1.4</b></p> <p><b>Create Objective-Driven Lesson Plans and Assessments</b></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><b>1.5</b></p> <p><b>Track Student Data and Analyze Progress</b></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><b>Competency 2.1:</b></p> <p><b>Develop student understanding and mastery of lesson objectives</b></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>2.1.6 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>2.1.1 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>2.1.6 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>2.1.1 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 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><b>2.2</b></p> <p><b>Demonstrates and Communicate Content Knowledge to Students</b></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>*****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</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)
<p><b>2.3</b></p> <p><b>Engage Students in Academic Content</b></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>***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.	consistently adjusts lesson accordingly to accommodate for student whose prerequisite skills and knowledge are not developed to engage in the content. 2.3.6 All ELL and IEP students have the appropriate accommodations to be engaged in content. 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. 2.3.8 Teacher consistently and effectively integrates technology as a tool to engage students in academic content at least weekly.	occasionally attempts to modify instruction for these students is limited or not always effective 2.3.6 ELL and IEP students are sometimes given the necessary and appropriate accommodations to be engaged in content. 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. 2.3.8 Teacher occasionally and inconsistently integrates technology as a tool to engage students in academic content.	or never makes an effort to adjust instruction for these students. 2.3.6 ELL and IEP students rarely or never provided with the necessary and appropriate accommodations to be engaged in content. 2.3.7 Most or all students are rarely actively listening and are overtly disinterested in engaging in the learning activities. 2.3.8 Teacher rarely or never integrates technology as a tool to engage students in academic content.
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<b>Competency</b>	<b>Highly Effective (4)</b> *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. **Teacher fulfills most of the criteria 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).	<b>Effective (3)</b> 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). 2.4.3 Teacher consistently uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding.	<b>Improvement Necessary (2)</b> 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. 2.4.3 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.	<b>Ineffective (1)</b> 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. 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
<b>Competency 2.4</b> <b>Check for Understanding</b>				

\*\*\*Teacher fulfills most of the criteria for Level 3 as observed during the year and additionally always 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.

2.4.4 Teacher uses wait time effectively both after posing a question and before helping students think through a response.

2.4.5 Teacher doesn't allow students to "opt-out" of checks for understanding and 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.

2.4.7 Learning activities are consistently analyzed and paced to accommodate student differences.

2.4.8 Monitoring consistently and frequently occurs through questioning techniques and checking students' performances as they are engaged in learning activities.

2.4.9 Monitoring techniques consistently address higher order thinking skills when appropriate.

2.4.10 Pre-teaching and re-teaching consistently occurs when necessary and includes a variety of re-teaching strategies and approaches.

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.

2.4.5 Teacher occasionally allows students to "opt-out" of checks for understanding without cycling back to these students

2.4.6 Teacher occasionally assesses student mastery at the end of the lesson through formal or informal assessments.

2.4.7 Occasionally some learning activities are analyzed and paced to accommodate student differences.

2.4.8 Monitoring Occasionally occurs through questioning techniques and checking students' performances as they are engaged in learning activities.

2.4.9 Monitoring techniques occasionally address higher order thinking skills when appropriate.

2.4.10 Pre-teaching and re-teaching occurs when necessary and occasionally includes a variety of re-teaching strategies and approaches.

understanding.

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.

2.4.5 Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students

2.4.6 Teacher rarely or never assesses students for mastery at the end of the lesson through formal or informal assessments.

2.4.7 Rarely or never are learning activities analyzed and paced to accommodate student differences.

2.4.8 Monitoring rarely or may never occur through questioning techniques and checking students' performances as they are engaged in learning activities.

2.4.9 Monitoring techniques rarely or never address higher order thinking skills when appropriate.

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.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>Competency 2.5:</b></p> <p><b>Modify Instruction As Needed</b></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><b>Competency 2.6:</b></p> <p><b>Develop Higher Level of Understanding through Rigorous Instruction and Work</b></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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<p><b>Competency</b></p> <p><b>Competency 2.7:</b></p> <p><b>Maximize Instructional Time</b></p>	<p><b>Highly Effective (4)</b></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>**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><b>Effective (3)</b></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>2.7.5 Consistently students are engaged in meaningful work even when teacher is taking time to do routine tasks (for example, taking attendance).</p>	<p><b>Improvement Necessary (2)</b></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>2.7.5 Occasionally there is more than a brief period of time when students are left without meaningful work to keep them engaged.</p>	<p><b>Ineffective (1)</b></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>
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<p><b>Competency 2.8: Create Classroom Culture of Respect and Collaboration</b></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>****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 all 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.
<b>Competency</b>  <b>Competency 2.9:</b>  <b>Set High Expectations for Academic Success</b>	<b>Highly Effective (4)</b> <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>	<b>Effective (3)</b> <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>	<b>Improvement Necessary (2)</b> <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>	<b>Ineffective (1)</b> <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><b>2.10 Classroom Management</b></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><b>2.11 Classroom Procedures</b></p> <p><b>**</b>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><b>**</b> 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><b>***</b> 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)
<b>3.1</b> <b>Contribute to School Culture</b>	<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>
<b>3.2</b> <b>Collaborate with Peers</b>	<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>
<b>3.3</b> <b>Seek Professional Skills and Knowledge</b>	<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>

		3.3.3 Welcomes constructive feedback to improve practices consistently.	3.3.3 Occasionally does not accept constructive feedback well to improve practices.	3.3.3 Rarely or never accepts constructive feedback well to help improve practices.
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<b>3.4</b> <b>Advocate for Student Success</b>	<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>3.4.1 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>3.4.1 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>*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>**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.</p> <p>3.5.2 Always responds promptly to contact from parents.</p> <p>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.</p> <p>3.5.2 Occasionally, but not always responds to parent contacts in a timely manner.</p> <p>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.</p> <p>3.5.2 Rarely or never responds to contacts from parents.</p> <p>3.5.3 Teacher rarely or never engages in any forms of parent outreach required by the school.</p>

<p><b>3.6</b> Demonstrates standard oral and written communications and uses appropriate communication strategies</p>	<p>*Teacher fulfills the criteria for Level 3 and additionally works with colleagues to ensure that all spoken and written communications from the school to learners, families/guardians, and the community are accurate, clear, professional, and accessible to all who need them.</p>	<p>** Teacher fulfills the criteria for Level 3 and additionally develops learning environments in which learners learn and use communication techniques (questioning, paraphrasing, listening, etc.) that promote inquiry, engagement, and productive interactions.</p>	<p>3.6.1 Teacher always and consistently uses standard spoken communications (grammar, pronunciation, sentence structure, volume, pacing) that are well matched to the content or the information being exchanged and to audiences involved.</p> <p>3.6.2 Teacher always and consistently uses standard written communications (grammar, spelling, punctuation, sentence structure, paragraphs) that are well suited to the content or information being exchanged and to audiences involved.</p> <p>3.6.3 Teacher consistently monitors and/or modifies spoken and written communications using self-reflection and feedback from others.</p> <p>3.6.4 Teacher regularly and consistently collaborates with colleagues to learn and practice effective communication skills (listening, questioning, etc.) that will characterize interactions with learners, families/guardians, peers, and others school-wide.</p> <p>3.6.5 Teacher consistently uses different modes of communication (notes, classroom website, e-mail, text, Connect Ed., etc.) which ensures effective interactions with students, peers, parents and community members.</p>	<p>3.6.1 Teacher occasionally uses, but not always, standard spoken communications (grammar, pronunciation, sentence structure, volume, pacing) that are well matched to the content or the information being exchanged and to audiences involved.</p> <p>3.6.2 Teacher occasionally, but not always, uses standard written communications (grammar, spelling, punctuation, sentence structure, paragraphs) that are well suited to the content or information being exchanged and to audiences involved.</p> <p>3.6.3 Teacher occasionally, but not always, monitors and/or modifies spoken and written communications using self-reflection and feedback from others.</p> <p>3.6.4 Teacher occasionally collaborates with colleagues to learn and practice effective communication skills (listening, questioning, etc.) that will characterize interactions with learners, families/guardians, peers, and others school-wide.</p> <p>3.6.5 Teacher occasionally uses different modes of communication (notes, classroom website, e-mail, text, Connect Ed., etc.) which ensures effective interactions with students, peers, parents and community members.</p>	<p>3.6.1 Teacher rarely or never uses standard spoken communications (grammar, pronunciation, sentence structure, volume, pacing) that are well matched to the content or the information being exchanged and to audiences involved.</p> <p>3.6.2 Teacher rarely or never uses standard written communications (grammar, spelling, punctuation, sentence structure, paragraphs) that are well suited to the content or information being exchanged and to audiences involved.</p> <p>3.6.3 Teacher rarely or never monitors and/or modifies spoken and written communications using self-reflection and feedback from others.</p> <p>3.6.4 Teacher rarely or never collaborates with colleagues to learn and practice effective communication skills (listening, questioning, etc.) that will characterize interactions with learners, families/guardians, peers, and others school-wide.</p> <p>3.6.5 Teacher rarely or never uses different modes of communication (notes, classroom website, e-mail, text, Connect Ed., etc.) which ensures effective interactions with students, peers, parents and community members.</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

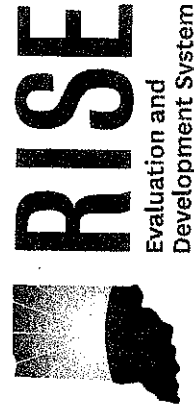
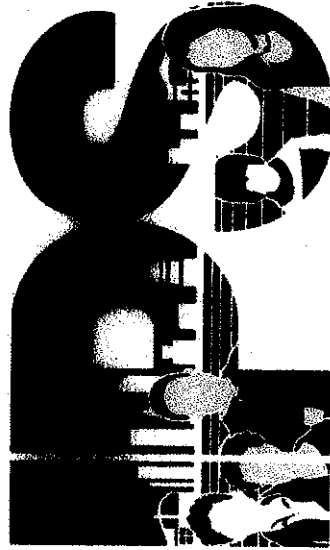
# **Appendix E**

## **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><b>1.1</b></p> <p><b>Utilize Assessment Data to Plan</b></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>1.1.1.1 Teacher consistently uses prior assessment data to formulate achievement goals AND lesson plans.</p> <p>1.1.1.2 Teacher consistently incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding.</p> <p>1.1.1.3 Unit assessments are developed prior to instruction to measure student learning.</p> <p>1.1.1.4 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>1.1.1.5 Consistently and effectively uses assessment tools for both formative and summative purposes to inform, guide and</p>	<p>1.1.1.1 Teacher occasionally uses prior assessment data to formulate achievement goals OR lesson plans, but not both.</p> <p>1.1.1.2 Teacher occasionally incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding.</p> <p>1.1.1.3 Occasionally drafts unit tests as instruction proceeds.</p> <p>1.1.1.4 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>1.1.1.5 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 (PLAAFP) 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 (PLAAFP) 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 (PLAAFP) to develop and measure IEP goal progress.</p>
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<p><b>1.2</b></p> <p><b>Sets Ambitious and Measurable Achievement Goals</b></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><b>1.1.11 The Special Education teacher consistently works with colleagues to develop, use and evaluate assessments to measure student progress on IEP goals.</b></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><b>1.1.11 The Special Education Teacher occasionally works with colleagues to develop, use and evaluate assessments to measure student progress on IEP goals.</b></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><b>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.</b></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>
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	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.
<p><b>1.3</b></p> <p><b>Develop Standards-Based Unit Plans and Assessments</b></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</p>	<p>1.3.1 Based on achievement goals, teacher consistently 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 instructional 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 instructional 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 instructional 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>

	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><b>Create Objective-Driven Lesson Plans and Assessments</b></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>1.4.3 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>1.4.1 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>1.4.3 Based on standards being taught, teacher inconsistently matches and designs instructional strategies and activities/ assignments to the lesson objectives.</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 unit plan, teacher rarely or never matches and designs instructional strategies and/or activities/ assignments to the lesson objectives.</p>
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	<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>1.4.4 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><b>1.5</b> <b>Track Student Data and Analyze Progress</b></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)
<p><b>Competency 2.1:</b></p> <p><b>Develop student understanding and mastery of lesson objectives</b></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>2.1.6 Lesson consistently builds on students' prior knowledge of key concepts and skills and makes this connection evident to students.</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>2.1.6 Lesson occasionally fails to build on prior knowledge of students and occasionally students fail to make the connection.</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 Rarely or never is an effort made to connect objective to prior knowledge of students.</p>

		<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><b>2.2</b></p> <p><b>Demonstrates and Clearly Communicate Content Knowledge to Students</b></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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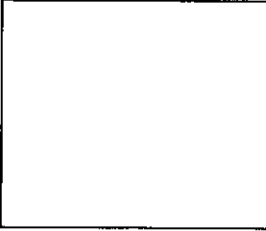
Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>2.3</b></p> <p><b>Engage Students in Academic Content</b></p>	<p>*Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally is always highly effective at engaging 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>***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 something else meaningful to do.</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>2.3.4 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>	<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>routinely</p>	<p>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>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)
<b>Competency 2.4</b>	*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.	2.4.1 Teacher occasionally checks for understanding in instructional lessons.	2.4.1 Teacher is rarely or never checks for understanding in instructional lessons.
<b>Check for Understanding</b>	**Teacher fulfills most of the criteria	2.4.2 Teacher consistently checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward).	2.4.2 Teacher occasionally checks for understanding of content, but misses several key moments to do so.	2.4.2 Teacher rarely or never checks for understanding of content and misses nearly all key moments to do so.

<p>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>***Teacher fulfills most of the criteria for Level 3 as observed during the year and additionally always 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 analyzed and paced to accommodate student differences.</p> <p>2.4.8 Monitoring rarely or may never occur 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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thinking skills when appropriate.

2.4.10 Pre-teaching and re-teaching consistently occurs when necessary and includes a variety of re-teaching strategies and approaches.

2.4.10 Pre-teaching and re-teaching occurs when necessary and occasionally includes a variety of re-teaching strategies and approaches.

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.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>2.5:</b></p> <p><b>Modify Instruction As Needed</b></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>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>
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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>Competency 2.6:</b> <b>Develop Higher Level of Understanding through Rigorous Instruction and Work</b></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</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>

<p>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>2.6.5 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>	<p>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 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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<p><b>Competency</b></p> <p><b>Competency 2.7:</b></p> <p><b>Maximize Instructional Time</b></p>	<p><b>Highly Effective (4)</b></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</p>	<p><b>Effective (3)</b></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</p>	<p><b>Improvement Necessary (2)</b></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</p>	<p><b>Ineffective (1)</b></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</p>
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<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><b>Competency 2.8:</b>  <b>Create Classroom Culture of Respect and Collaboration</b></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><b>Competency 2.9:</b></p> <p><b>Set High Expectations for Academic Success</b></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><b>2.10 Classroom Management</b></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><b>2.11 Classroom Procedures</b></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.</p> <p>2.11.5 Classroom is consistently safe, and learning is consistently accessible to all students.</p> <p>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.</p> <p>2.11.5 Classroom is occasionally safe, and learning is sometimes not accessible to all students.</p> <p>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.</p> <p>2.11.5 Classroom is rarely or never safe, and learning is rarely or never accessible to all students.</p> <p>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)
<p><b>3.1</b></p> <p><b>Contribute to School Culture</b></p>	<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>
<p><b>3.2</b></p> <p><b>Collaborate with Peers</b></p>	<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>
<p><b>3.3</b></p>	<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><b>Seek Professional Skills and Knowledge</b></p>	<p>and practices with others.</p> <p><b>**Teacher fulfills the criteria for Level 3 and additionally Seek out opportunities to lead professional development sessions</b></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>
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<p><b>3.4 Advocate for Student Success</b></p>	<p><b>*Teacher fulfills the criteria for Level 3 and additionally displays commitment to the education of all the students in the school.</b></p> <p><b>** Teacher fulfills the criteria for Level 3 and additionally makes changes and takes risks to ensure student success.</b></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><b>3.4.4 The Special Education teacher consistently ensures that all appropriate school personnel have copies of student IEPs.</b></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><b>3.4.4 The Special Education teacher occasionally ensures that all appropriate school personnel have copies of student IEPs.</b></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><b>3.4.4 The Special Education teacher rarely or never attempts to ensure that all appropriate school personnel have copies of student IEPs.</b></p>
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<p><b>3.5</b></p> <p><b>Engage Families in Student Learning</b></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.</p> <p>**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><b>3.5.1</b> Proactively reaches out to parents in a variety of ways to engage them in student learning.</p> <p>3.5.2 Always responds promptly to contact from parents.</p> <p>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.</p> <p>3.5.2 Occasionally, but not always responds to parent contacts in a timely manner.</p> <p>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.</p> <p>3.5.2 Rarely or never responds to contacts from parents.</p> <p>3.5.3 Teacher rarely or never engages in any forms of parent outreach required by the school.</p>
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<p><b>3.6</b></p> <p><b>Demonstrates standard oral and written communications and uses appropriate communication strategies</b></p>	<p>*Teacher fulfills the criteria for Level 3 and additionally works with colleagues to ensure that all spoken and written communications from the school to learners, families/guardians, and the community are accurate, clear, professional, and accessible to all who need them.</p> <p>** Teacher fulfills the criteria for Level 3 and additionally develops learning environments in which learners learn and use communication techniques (questioning, paraphrasing, listening, etc.) that promote inquiry, engagement, and productive interactions.</p>	<p>3.6.1 Teacher always and consistently uses standard spoken communications (grammar, pronunciation, sentence structure, volume, pacing) that are well matched to the content or the information being exchanged and to audiences involved.</p> <p>3.6.2 Teacher always and consistently uses standard written communications (grammar, spelling, punctuation, sentence structure, paragraphs) that are well suited to the content or information being exchanged and to audiences involved.</p> <p>3.6.3 Teacher consistently monitors and/or modifies spoken and written communications using self-reflection and feedback from others.</p> <p>3.6.4 Teacher regularly and consistently collaborates with colleagues to learn and practice effective communication skills (listening, questioning, etc.) that will characterize interactions with learners, families/guardians, peers, and others school-wide.</p> <p>3.6.5 Teacher consistently uses different modes of communication (notes, classroom website, e-mail, text, Connect Ed., etc.) which ensures effective interactions with students, peers, parents and community members.</p>	<p>3.6.1 Teacher occasionally uses, but not always, standard spoken communications (grammar, pronunciation, sentence structure, volume, pacing) that are well matched to the content or the information being exchanged and to audiences involved.</p> <p>3.6.2 Teacher occasionally, but not always, uses standard written communications (grammar, spelling, punctuation, sentence structure, paragraphs) that are well suited to the content or information being exchanged and to audiences involved.</p> <p>3.6.3 Teacher occasionally, but not always, monitors and/or modifies spoken and written communications using self-reflection and feedback from others.</p> <p>3.6.4 Teacher occasionally collaborates with colleagues to learn and practice effective communication skills (listening, questioning, etc.) that will characterize interactions with learners, families/guardians, peers, and others school-wide.</p> <p>3.6.5 Teacher occasionally uses different modes of communication (notes, classroom website, e-mail, text, Connect Ed., etc.) which ensures effective interactions with students, peers, parents and community members.</p>	<p>3.6.1 Teacher rarely or never uses standard spoken communications (grammar, pronunciation, sentence structure, volume, pacing) that are well matched to the content or the information being exchanged and to audiences involved.</p> <p>3.6.2 Teacher rarely or never uses standard written communications (grammar, spelling, punctuation, sentence structure, paragraphs) that are well suited to the content or information being exchanged and to audiences involved.</p> <p>3.6.3 Teacher rarely or never monitors and/or modifies spoken and written communications using self-reflection and feedback from others.</p> <p>3.6.4 Teacher rarely or never collaborates with colleagues to learn and practice effective communication skills (listening, questioning, etc.) that will characterize interactions with learners, families/guardians, peers, and others school-wide.</p> <p>3.6.5 Teacher rarely or never uses different modes of communication (notes, classroom website, e-mail, text, Connect Ed., etc.) which ensures effective interactions with students, peers, parents and community members.</p>
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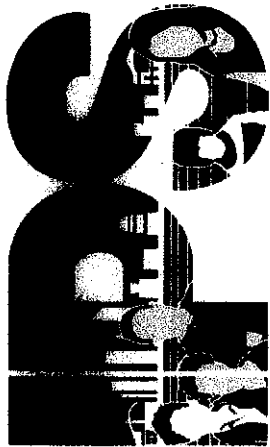
## Domain 4: Core Professionalism Rubric

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**



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# Indianapolis Public Schools Preschool Teacher Effectiveness Rubric

(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 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 Set Ambitious and Measurable Achievement Goals</p> <p>*Teacher fulfills the criteria for Level 3 and additionally plans an ambitious 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 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>
<p><b>1.4</b></p> <p><b>Create Objective-Driven Lesson Plans and Assessments</b></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>** 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>1.4.1 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>1.4.3 Based on unit plan, teacher consistently designs informal formative assessments that measure progress towards mastery and inform instruction.</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>1.4.3 Based on unit plan, teacher occasionally designs informal formative assessments that measure progress towards mastery and inform instruction.</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>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><b>1.5</b></p> <p><b>Track Student Data and Analyze Progress</b></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>**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>1.5.1 Teacher consistently uses an effective data tracking system for recording student assessment and progress data.</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>1.5.1 Teacher occasionally uses an effective data tracking system for recording student assessment and progress data.</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>1.5.1 Teacher rarely or never uses an effective data tracking system for recording student assessment and progress data.</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><b>Competency 2.1</b></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>	

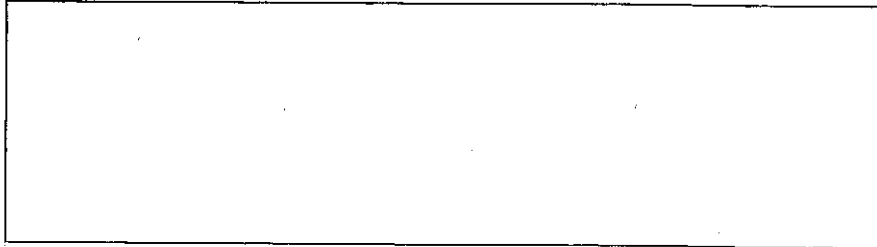
Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>Competency 2.2:</b></p> <p><b>Demonstrate and Clearly Communicate Content Knowledge to Students</b></p>	<p><i>*For Level 4, and most of the Level 3 evidence is observed during the year and additionally is highly 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><b>Effective (3)</b></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><b>Improvement Necessary (2)</b></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><b>Ineffective (1)</b></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><b>Competency 2.3:</b> 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 according 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 according 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 according 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>
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<p><b>Competency 2.4:</b> <b>Checks for Understanding</b></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 Nows, 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 Nows, 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>4.2.2 Teacher rarely or rarely checks for understanding of content, but misses most or all key moments.</p> <p>4.2.3 Teacher rarely or never uses a variety of methods to check for understanding such as thumbs up/down, cold-calling, Do Nows, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slip, etc.</p> <p>4.2.4 Teacher rarely or never uses wait time</p>
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<p>effectively both after posing a question and giving a directive.</p> <p>2.4.5 Teacher doesn't allow students to "opt-out" of checks for understanding and consistently 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 Teacher consistently makes sure Learning activities are analyzed and paced to accommodate student differences.</p> <p>2.4.8 Monitoring consistently occurs through questioning techniques and checking students' performance as they are engages in learning activities.</p> <p>2.4.9 Monitoring techniques consistently address higher order thinking skills when appropriate.</p> <p>2.4.10 Re-teaching occurs consistently when necessary and effectively includes a variety of strategies and appropriate approaches.</p>	<p>effectively both after posing a question and giving a directive.</p> <p>2.4.5 Teacher occasionally allows students to "opt-out" of checks for understanding and occasionally cycles back to these students.</p> <p>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).</p> <p>2.4.7 Learning activities are occasionally analyzed and paced to accommodate student differences.</p> <p>2.4.8 Monitoring occasionally occurs through questioning techniques and checking students' performance as they are engages in learning activities.</p> <p>2.4.9 Monitoring techniques occasionally address higher order thinking skills when appropriate.</p> <p>2.4.10 Re-teaching occasionally occurs when necessary and occasionally includes a variety of strategies and appropriate approaches.</p>	<p>effectively both after posing a question and giving a directive.</p> <p>2.4.5 Teacher allows students to "opt-out" of checks for understanding and rarely or never cycles back to these students.</p> <p>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).</p> <p>2.4.7 Learning activities are rarely or never analyzed and paced to accommodate student differences.</p> <p>2.4.8 Monitoring rarely or never occurs through questioning techniques and checking students' performance as they are engages in learning activities.</p> <p>2.4.9 Monitoring techniques rarely or never address higher order thinking skills when appropriate.</p> <p>2.4.10 Re-teaching rarely or never occurs when necessary and rarely or never includes a variety of strategies and appropriate approaches.</p>
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**Competency 2.5**

**Modifying Instruction**

\*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.

\*\* 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.

2.5.1 Teacher is consistently effective at modifying instruction as needed.

2.5.2 Teacher consistently makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students.

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.

2.5.4 Teacher consistently continues to try to address misunderstanding with different techniques if the first try is not successful.

2.5.1 Teacher is occasionally effective at modifying instruction as needed.

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.

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.

2.5.4 Teacher occasionally continues to try to address misunderstanding with different techniques if the first try is not successful.

2.5.1 Teacher is rarely or never effective at modifying instruction as needed.

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.

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.

2.5.4 Teacher rarely or never continues to try to address misunderstanding with different techniques if the first try is not successful.



Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>Competency 2.6:</b></p> <p><b>Develop Higher Level of Understanding through Rigorous Instruction and Work</b></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><b>Competency 2.7:</b> <b>Maximize Instructional Time</b></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</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>Competency</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>	<p><b>Highly Effective (4)</b> *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.  **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><b>Effective (3)</b> 2.8.1 Teacher is consistently effective at creating a classroom culture of respect and collaboration.  2.8.2 Teacher consistently models respect to other staff and students.  2.8.3 Students are consistently given opportunities to collaborate and encourage each other in the learning process.  2.8.4 Teacher consistently reinforces positive character and behavior and consistently uses consequences appropriately to discourage negative behavior.  2.8.5 Teacher consistently has good rapport with students, and shows genuine interest in their thoughts and opinions.</p>	<p><b>Improvement Necessary (2)</b> 2.8.1 Teacher occasionally is effective at creating a classroom culture of respect and collaboration.  2.8.2 Teacher occasionally models respect to other staff and students.  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.  2.8.4 Teacher occasionally reinforces positive character and behavior and occasionally uses consequences appropriately to discourage negative behavior.  2.8.5 Teacher occasionally has good rapport with students, and occasionally shows genuine interest in their thoughts and opinions.</p>	<p><b>Ineffective (1)</b> 2.8.1 Teacher rarely or never creates a classroom culture of respect and collaboration.  2.8.2 Students are frequently or always disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior.  2.8.3 Students are rarely or never given many opportunities to collaborate and rarely or never given teacher support.  2.8.4 Teacher rarely or never reinforces positive character and behavior and rarely or never uses consequences appropriately to discourage negative behavior.  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>
<p><b>Competency 2.8:</b> <b>Create Classroom Culture of Respect and Collaboration</b></p>					

Competency	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
<p><b>Competency 2.9:</b></p> <p><b>Set High Expectations for Academic Success</b></p>	<p>*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.</p> <p>**For Level 4 and much of the Level 3 evidence is observed during the year and additionally demonstrates extremely high academic expectations for students.</p> <p>***For Level 4 and much of the Level 3 evidence is observed during the year and additionally student comments and actions demonstrate that they are excited about their work and teacher celebrates and praises academic work of all students.</p>	<p>2.9.1 Teacher is consistently effective at setting high expectations for academic success.</p> <p>2.9.2 Teacher consistently sets high expectations for students of all levels.</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 consistently 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 consistently celebrates and praises academic work of all students.</p> <p>2.9.6 High quality work of all students is consistently displayed in the classroom.</p>	<p>2.9.1 Teacher occasionally sets high expectations for academic success.</p> <p>2.9.2 Teacher occasionally sets high expectations for some, but not other students.</p> <p>2.9.3 Students occasionally are invested in their work, but may spend time off-task or give up when work is challenging.</p> <p>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).</p> <p>2.9.5 Teacher occasionally praises the academic work of some students, but not others.</p> <p>2.9.6 High quality work of a few students occasionally may be displayed in the classroom.</p>	<p>2.9.1 Teacher rarely or never sets 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 ever are invested in their work, but spend a lot time off-task or usually or always give up when work is challenging.</p> <p>2.9.4 Students rarely or never 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 for any students.</p> <p>2.9.6 High quality work is rarely or never displayed in the classroom.</p>

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>Competency 2.10</b></p> <p><b>Classroom Management</b></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>2.10.2 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>2.10.2 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>2.10.2 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 appropriate techniques to maintain appropriate behaviors.</p>

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>Competency 2.11</b></p> <p><b>Classroom Procedures</b></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>2.11.1 .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>2.11.1 .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>2.11.1 .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>

### DOMAIN 3: Teacher Leadership

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>3.1</b></p> <p><b>Contribute to School Culture</b></p>	<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 schools' 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>
<p><b>3.2</b></p> <p><b>Collaborate with Peers</b></p>	<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>
<p><b>3.3</b></p> <p><b>Seek Professional Skills and Knowledge</b></p>	<p>*At Level 4, a teacher fulfills the criteria for Level 3 and additionally regularly share 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><b>3.4</b> <b>Advocate for Student Success</b></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><b>3.5</b> <b>Engage Families in Student Learning</b></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>





# **Appendix G**

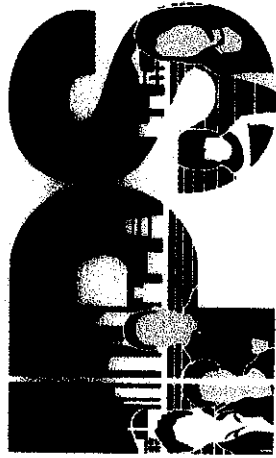
## **Instructional Coach / Interventionist Coordinator Effectiveness Rubric**

**Indianapolis Public School**

**Instructional Coach /  
Interventionist Coordinator**

**Effectiveness Rubric**

(Modified July 2013)



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# IPS

## Instructional Coach/Interventionist Coordinator Evaluation Domain Rubrics

### Domain 1: Purposeful planning Highly effective (4)

COMPONENT	Effective (3)	Improvement Necessary(2)	Ineffective (1)
<p><b>1.1</b></p> <p><b>Demonstrates Knowledge of Resources including technology</b></p>	<p>1.1 Consistently utilizes school and district instructional and/or curriculum resources.</p> <p>1.1.1 Consistently accesses and uses district resources for teachers and students through professional development and instructional planning.</p> <p>1.1.2 Consistently disseminates resources for teachers, students and parents.</p> <p>1.1.3 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>
<p><b>1.2</b></p> <p><b>Tracks and analyzes student data to make curricular decisions.</b></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>

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

<p><b>Demonstrates Knowledge of Common Core Standards, Indiana State Standards, Foundational Standards, IPS Curriculum and Pacing Guides</b></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><b>2.1</b></p> <p><b>Demonstrates the Delivery of Rigorous and Effective Instruction</b></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><b>2.2</b></p> <p><b>Demonstrates that data drives instruction through the cycle of assessment and instruction</b></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><b>2.3</b></p> <p><b>Supports Teachers in the Consistent Utilization of Effective Procedures</b></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><b>2.4</b></p> <p><b>Works with Teachers to Foster a Culture for Learning with High Expectations for Academic Success-Rigor</b></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><b>2.5</b></p> <p><b>Supporting Teachers in engaging students in Academic Content</b></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><b>2.6</b></p> <p><b>Supports a Culture for Adult Learning</b></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><b>Demonstrates Flexibility and Responsiveness</b></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><b>Clearly communicates to all stakeholders</b></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><b>3.1</b></p> <p><b>Grows and Develops Professionally</b></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, RLI, 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, RLI, 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, RLI, Staffing, M-Team, Learning Logs).</p>
<p><b>3.2</b></p> <p><b>Supports Personalized Professional Growth for Teachers</b></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><b>3.3</b></p> <p><b>Advocates for Student Success</b></p>	<p>* At Level 4, fulfills most of the criteria for Level 3 and additionally participates in or facilitates courageous conversations with administrators, staff, parents and/or students regarding 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><b>3.4</b></p> <p><b>Collaborate with peers</b></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><b>3.5</b></p> <p><b>Fosters Equitable Practices</b></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**

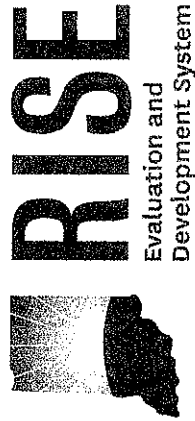
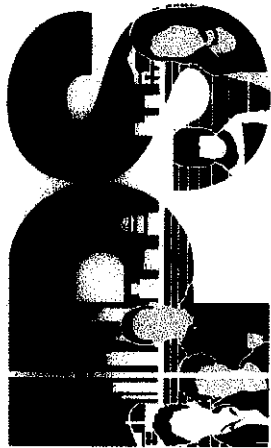
These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do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

<b>Indicator</b>	<b>WEIGHT SCALE</b>	<b>Does Not Meet Standard</b>	<b>Meets Standard</b>	<b>Guidelines</b>
<b>Attendance / On-Time Arrival</b>	<b>.50</b>	<p>Individual demonstrates a pattern of unexcused absences *</p> <p>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*</p> <p>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.</p> <p>Greater than 5 days tardy of 10 minutes or more within the evaluation cycle in the current school year.</p> <p>Received 4 minor or 2 major infractions with written documentation within the evaluation cycle in the current school year.</p>
<b>Policies and Guidelines/ District Core Values</b>	<b>.50</b>	<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)</p> <p>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)</p> <p>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 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  <b>Demonstrating knowledge of literature and current trends in library practice and information technology</b></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.            1.1.2 Media 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.				
<b>Competencies</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>	
<b>1.2</b> <b>Establishing and successfully implementing goals for the school library program appropriate to the setting and the students served</b>	<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>	
<b>1.3</b> <b>Demonstrating knowledge of resources, both within and beyond the school and district</b>	<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.					

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>1.4</b> <b>Developing and implementing a plan to evaluate the library program</b>	<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>
<b>1.5</b> <b>Establishing a culture for investigation and love of literature</b>	<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><b>1.6</b></p> <p><b>Establishing and maintaining library procedures</b></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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<p><b>1.7</b></p> <p><b>Organize physical space to enable smooth flow</b></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><b>Ineffective (1)</b></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>
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<p><b>1.8</b></p> <p><b>Maintaining and extending the library collection in accordance with the schools' needs and within budget limitations</b></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>*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><b>2.1</b></p> <p><b>Creating an environment conducive to learning</b></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.</p> <p>**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.</p> <p>2.1.2 Media Specialist has established expectations that students are productively engaged.</p> <p>2.1.3 Students are consistently using the media center resources appropriately.</p> <p>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.</p> <p>2.1.2 Media Specialist occasionally establishes expectations that students are productively engaged.</p> <p>2.1.3 Students are occasionally using the media center resources appropriately.</p> <p>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.</p> <p>2.1.2 Media Specialist rarely or never establishes expectations that students are productively engaged.</p> <p>2.1.3 Students are rarely or never using the media center resources appropriately.</p> <p>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><b>2.2</b></p> <p><b>Demonstrate and Clearly Communicate Content Knowledge to Students</b></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>



	demonstrating that they understand the content at a higher level.	language. 2.2.7 Media Specialist consistently implements relevant, new and improved instructional strategies learned via professional development	language 2.2.7 Media Specialist occasionally implements new and improved instructional strategies learned via professional development	language. 2.2.7 Media Specialist rarely or never implements new and improved instructional strategies learned via professional development
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<p><b>2.3</b></p> <p><b>Engage Students in Academic Content</b></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.</p> <p>** Media Specialist fulfills the criteria for Level 3 and additionally provides differentiated ways of engaging with content specific to individual student needs</p> <p>*** 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).</p> <p>**** Media Specialist fulfills the criteria for Level 3 and additionally <i>the lesson progresses at an appropriate pace so that students are never disengaged</i></p>	<p>2.3.1 Media Specialist is consistently effective at engaging students in academic content</p> <p>2.3.2 More than ¾ of students are actively engaged in content at all times and not off task</p> <p>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>2.3.4 Media Specialist sustains the attention of the class by maintaining a dynamic presence</p> <p>2.3.5 Media Specialist consistently finds ways of engaging students with content that reflect different learning modalities or intelligences.</p> <p>2.3.6 Media Specialist adjusts</p>	<p>2.3.1 Media Specialist is occasionally effective at engaging students in academic content.</p> <p>2.3.2 Fewer than ¾ of students are engaged in content and many are off task.</p> <p>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>2.3.4 Media Specialist occasionally sustains the attention of the class by maintaining a presence</p> <p>2.3.5 Media Specialists may miss opportunities to provide ways of differentiating content for student engagement.</p> <p>2.3.6 Some students may not</p>	<p>2.3.1 Media Specialist is rarely or never effective at engaging students in academic content</p> <p>2.3.2 Fewer than ½ of students are engaged in content and many are off task.</p> <p>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.</p> <p>2.3.4 Media Specialist rarely or never sustains the attention of the class.</p> <p>2.3.5 Media Specialists does not differentiate instruction to target different learning modalities</p> <p>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>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>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>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>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 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><b>2.4</b> <b>Check for Understanding</b></p>	<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>2.3.9 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>2.4.1 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>2.3.9 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> <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>

	<p><b>**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</b></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.		
<p><b>2.5</b></p> <p><b>Modify Instruction as Needed</b></p>	<p>*Media Specialist fulfills the criteria for Level 3 and additionally anticipates student misunderstandings and preemptively addresses them.</p> <p>**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</p>	<p>2.5.1 Media Specialist is consistently effective at modifying instruction as needed.</p> <p>2.5.2 Media Specialist makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students.</p> <p>2.5.3 Media Specialist consistently differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs.</p> <p>2.5.4 Media Specialist consistently responds to misunderstandings with effective scaffolding techniques.</p> <p>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.</p> <p>2.6.1 Media Specialist is consistently effective at</p>	<p>2.5.1 Media Specialist is rarely or never effective at modifying instruction as needed.</p> <p>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.</p> <p>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.</p> <p>2.5.4 Media Specialist rarely or never responds to misunderstandings by using teacher-driven scaffolding techniques.</p> <p>2.5.5 Media Specialist repeatedly uses the same techniques to respond to misunderstandings, even when it is not succeeding.</p> <p>2.6.1 Media Specialist rarely or never is effective at maximizing</p>
<p>*Media Specialist fulfills the criteria for Level 3 and additionally</p>	<p>consistently effective at</p>	<p>2.5.1 Media Specialist occasionally effective at modifying instruction as needed.</p> <p>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.</p> <p>2.5.3 Media Specialist occasionally differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs.</p> <p>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.</p> <p>2.5.5 Media Specialist occasionally persists in using a particular technique for responding to a misunderstanding, even when it is not succeeding.</p> <p>2.6.1 Media Specialist occasionally is effective at maximizing</p>	<p>2.5.1 Media Specialist is rarely or never effective at modifying instruction as needed.</p> <p>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.</p> <p>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.</p> <p>2.5.4 Media Specialist rarely or never responds to misunderstandings by using teacher-driven scaffolding techniques.</p> <p>2.5.5 Media Specialist repeatedly uses the same techniques to respond to misunderstandings, even when it is not succeeding.</p> <p>2.6.1 Media Specialist rarely or never is effective at maximizing</p>

<p><b>2.6</b></p> <p><b>Maximize Instructional Time</b></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><b>2.7</b></p> <p><b>Assisting students in the use of technology in the Media Center</b></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.
<p><b>2.8</b></p> <p><b>Collaborating with teachers in the design of instructional units and lessons</b></p>	<p>*Media Specialist initiates collaboration with classroom teachers in the design of instructional lessons, locating additional resources from sources outside of the school.</p>	<p>2.8.1 Media Specialist consistently initiates collaboration with classroom teachers in the design of instructional lessons.</p>	<p>2.8.1 Media Specialist occasionally collaborates with classroom teachers in the design of instructional lessons.</p>	<p>2.8.1 Media Specialist rarely or never collaborates with classroom teachers in the design of instructional lessons.</p>
<p><b>2.9</b></p> <p><b>Engaging students in enjoying literature and in learning multiple literacy skills</b></p>	<p>*Students are highly engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.</p> <p>**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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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</p>	<p>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.</p> <p>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</p>

**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><b>3.1</b></p> <p><b>Contribute to school culture</b></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><b>3.2</b></p> <p><b>Collaborate with Peers</b></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>additionally takes the initiative in assuming leadership among the faculty.</p>	<p>mutual support and cooperation.</p>	<p>characterized by mutual support and cooperation.</p>	<p>support and cooperation.</p>
<p><b>3.3</b> <b>Establishing, and evaluating, and maintaining library procedures in regards to staffing, student or parent volunteers</b></p>	<p>* Media Specialist fulfills the criteria for Level 3 and additionally Media assistants, students, or parent/community volunteers work independently and contribute to the success of the library.  ** Media Specialist fulfills the criteria for Level 3 and additionally will proactively evaluate procedures. Library guidelines so they are sophisticated and consistent which allows the operation of the library to be seamless with students assuming considerable responsibility.</p>	<p>3.3.1 Media assistants, students, or parent/community volunteers are clear as to their roles.  3.3.2 Media Specialist consistently uses the strengths of available media assistant, students and parent volunteers to help programs run smoothly.</p>	<p>3.3.1 Media assistants, students, or parent/community volunteers are occasionally clear as to their roles.  3.3.2 Media Specialist consistently uses the strengths of available media assistant, students and parent volunteers to help programs run smoothly.</p>	<p>3.3.1 Media assistants, students, or parent/community volunteers are rarely clear as to their role.  3.3.2 Media Specialist consistently uses the strengths of available media assistant, students and parent volunteers to help programs run smoothly.</p>
<p><b>3.4</b> <b>Advocate for Student Success</b></p>	<p>*Media Specialist fulfills the criteria for Level 3 and additionally will display commitment to the education of all students in the school, not just his/her own students.  **Media Specialist fulfills the criteria for Level 3 and additionally will make changes and take risks to ensure student success and advocate for students' individualized needs.</p>	<p>3.4.1. Media Specialist consistently displays commitment to the education of his/her students.  3.4.2 Media Specialist consistently attempts to remedy obstacles around student achievement and will advocate for students' individualized needs.</p>	<p>3.4.1. Media Specialist occasionally displays commitment to the education of his/her students.  3.4.2 Media Specialist occasionally advocates for students' needs.</p>	<p>3.4.1 Media Specialist rarely or never displays commitment to the education of his/her students.  3.4.2 Media Specialist rarely or never accepts responsibility for students' success and rarely or never advocates for students' needs.</p>
	<p>* Media Specialist fulfills the</p>	<p>3.5.1 Media Specialist</p>	<p>3.5.1 Media Specialist's efforts</p>	<p>3.5.1 Media Specialist ignores</p>



<p>3.5</p> <p><b>Preparing and submitting reports and budgets</b></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</p> <p><b>Communicating with the larger community</b></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><b>3.7</b> <b>Participating in a professional community</b></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 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><b>3.8</b></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><b>Seek professional skills and knowledge</b></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**

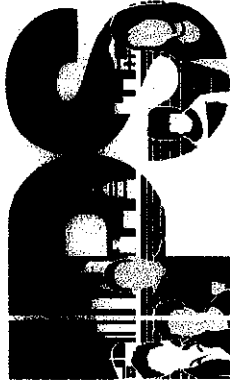
These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do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

Indicator	WEIGHT SCALE	Does Not Meet Standard	Meets Standard	Guidelines
<p><b>Attendance / On-Time Arrival</b></p>	<p align="center"><b>.50</b></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.</p>
<p><b>Policies and Guidelines/ District Core Values</b></p>	<p align="center"><b>.50</b></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>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>

# **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><b>1.1</b></p> <p><b>Demonstrates knowledge of the practice of school nursing by utilizing education, skills and judgment in planning nursing care of students.</b></p>	<p>*The nurse fulfills the criteria for Level 3 and additionally 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 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, 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 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>****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>communicated to all school personnel. Nurse follows the building and District emergency/safety plan.</p> <p>1.1.4 Nurse consistently and effectively applies current knowledge of the epidemiology of infectious and communicable diseases in 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>knowledge of the building and District emergency/safety plan.</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>building and District.</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 pathophysiology, 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>
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<p><b>1.2</b> <b>Demonstrates knowledge of child and adolescent development related to learning, health literacy, and health education.</b></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><b>1.3</b> <b>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.</b></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.  **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.  1.3.2 A formal assessment of the school health services program is consistently developed and implemented.  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  1.3.2 Nurse occasionally develops and implements assessments of the school health services program in the school.  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.  1.3.2 Nurse rarely or never develops assessments of the school health services program.  1.3.3 Nurse rarely or never evaluates the nursing service program in the school.</p>

<p><b>1.4</b> <b>Demonstrates knowledge of local, state, and federal governance, health and education laws and rules, school district policies, procedures and resources.</b></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 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><b>2.1</b></p> <p><b>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.</b></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><b>2.2</b></p> <p><b>Follows health protocols and procedures for safe and effective health care that is</b></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.  <b>Collaborates with local and state health departments, and other county and state government agencies.</b></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.</p> <p>***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.</p> <p>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><b>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</b></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.</p> <p>**Nurse fulfills most of the criteria for Level 3 and additionally the 5 Rights of Medication Administration are displayed.</p> <p>***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.</p> <p>****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.</p> <p>2.3.2 Medications are consistently properly stored and labeled with student's name and easily accessible for student administration.</p> <p>2.3.3 A daily schedule of medications and treatments is consistently accessible to nurse and substitute nurse.</p> <p>2.3.4 Nurse consistently respects and ensures confidentiality of health status, information and records of students</p> <p>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.</p> <p>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.</p> <p>2.3.3 Occasionally an organized schedule of medications and treatments are not available and accessible to nurse or substitute nurse.</p> <p>2.3.4 Nurse occasionally makes an effort to ensure confidentiality of health status, health information and records of students.</p> <p>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.</p> <p>2.3.2 Medications are rarely or never properly stored, labeled with student's name or easily to find for each student.</p> <p>2.3.3 No schedule of medications and treatments is rarely or never readily accessible for nurse or substitute nurse.</p> <p>2.3.4 Nurse rarely or never ensures and maintains confidentiality of health status, information and records of students.</p> <p>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><b>2.4</b></p> <p><b>Assessment of Student Health Needs.</b></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><b>2.5</b></p> <p><b>Administers health care regimens for medications, treatments, and anticipatory health counseling.</b></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 available for treatments 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>

	<p>2.5.6 All treatment information is consistently documented in an organized manner.</p>	<p>Quick retrieval.</p>	<p>2.5.6 Treatment information is rarely or never documented.</p>
<p><b>2.6</b> <b>Promotion of staff and student wellness through policies, coordination, intentional individual interactions and group presentations and activities</b></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.</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 rarely or never completed.</p> <p>2.6.2 There is no data collection done.</p>
<p><b>2.7</b> <b>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.</b></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>2.7.1 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>

	<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.</p>	<p>2.7.4 Consistently gives assistance in the 504 process for students.</p>	<p>2.7.4 Occasionally gives some assistance in the 504 process for students.</p>	<p>2.7.4 Declines to assist with the 504 process for students.</p>
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### Domain 3: Professional Responsibilities

Competency	Highly effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>3.1</b>  <b>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.</b></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><b>3.2</b></p> <p><b>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.</b></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><b>3.3</b></p> <p><b>Communicating with students, school staff, families, and</b></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>

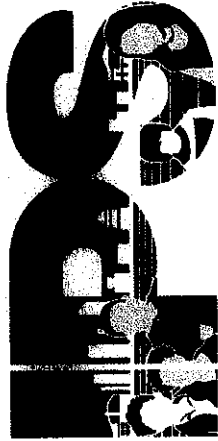
<p><b>community members and about school health.</b></p> <p><b>Communication with health care providers with a parent signed release of information.</b></p>	<p>information to others regarding the school health program.</p> <p>**Nurse fulfills most of the criteria for Level 3 and additionally utilizes 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><b>3.4</b></p> <p><b>Actively participates in the professional community for professional growth and development regarding the performance of and delivery of safe and effective school health services.</b></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 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, <a href="http://www.doe.in.gov/student-services">www.doe.in.gov/student-services</a>; INSSWA, <a href="http://www.insswa.org">www.insswa.org</a>; IPS Online, Data Warehouse; Census Bureau, <a href="http://www.census.gov">www.census.gov</a>; Kids Count, <a href="http://www.iyi.org/reports">www.iyi.org/reports</a>; SAVI, <a href="http://www.savi.org">www.savi.org</a>; 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, <a href="http://www.doe.in.gov/student-services">www.doe.in.gov/student-services</a>; INSSWA, <a href="http://www.insswa.org">www.insswa.org</a>; IPS Online, Data Warehouse; Census Bureau, <a href="http://www.census.gov">www.census.gov</a>; Kids Count, <a href="http://www.iyi.org/reports">www.iyi.org/reports</a>; SAVI, <a href="http://www.savi.org">www.savi.org</a>; 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, <a href="http://www.doe.in.gov/student-services">www.doe.in.gov/student-services</a>; INSSWA, <a href="http://www.insswa.org">www.insswa.org</a>; IPS Online, Data Warehouse; Census Bureau, <a href="http://www.census.gov">www.census.gov</a>; Kids</p>

		<p>Indiana, <a href="http://www.statsindiana.edu">www.statsindiana.edu</a>; United Way, <a href="http://www.uwci.org">www.uwci.org</a>; etc.</p>	<p>Indiana, <a href="http://www.statsindiana.edu">www.statsindiana.edu</a>; United Way, <a href="http://www.uwci.org">www.uwci.org</a>; etc.</p>	<p>Count, <a href="http://www.ivl.org/reports">www.ivl.org/reports</a>; SAVI, <a href="http://www.savi.org">www.savi.org</a>; STATS Indiana, <a href="http://www.statsindiana.edu">www.statsindiana.edu</a>; United Way, <a href="http://www.uwci.org">www.uwci.org</a>; etc.</p>
<p><b>1.2</b> <b>Set ambitious and measurable student goals</b></p>	<p>*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</p>	<p>1.2.1 SSW consistently develops measurable culturally competent student goals, aligned to the Indiana School Social Work Standards, 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), Individual Educational Plan (IEP) goals, individual/group counseling goals, etc.</p>	<p>1.2.1 SSW occasionally develops measurable culturally competent student goals, aligned to the Indiana School Social Work Standards, 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), Individual Educational Plan (IEP) goals, individual/group counseling goals, etc.</p>	<p>1.2.1 SSW lacks basic skills and ability to and/or rarely develop(s) measurable culturally competent student goals, aligned to the Indiana School Social Work Standards, 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), Individual Educational Plan (IEP) goals, individual/group counseling goals, etc.</p>
<p><b>1.3</b> <b>Utilize evidenced-based assessments and interventions</b></p>	<p>*At Level 4, a SSW fulfills the criteria for Level 3, and 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</p>	<p>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 (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.</p>	<p>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 (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.</p>	<p>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 (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.</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 consistently obtains information from evidenced-based resources which may include: books, curriculum, literature, Evidenced-Based Intervention Network, <a href="http://www.ebi.missouri.edu">www.ebi.missouri.edu</a>; Intervention Central, <a href="http://www.interventioncentral.org">www.interventioncentral.org</a>; Institute of Education Sciences, <a href="http://www.ies.edu.gov">www.ies.edu.gov</a>; National Registry of Evidenced-based Programs, <a href="http://www.nrepp.samsha.gov">www.nrepp.samsha.gov</a>; Response to Intervention, <a href="http://www.rti4success.org">www.rti4success.org</a>; <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, <a href="http://www.ebi.missouri.edu">www.ebi.missouri.edu</a>; Intervention Central, <a href="http://www.interventioncentral.org">www.interventioncentral.org</a>; Institute of Education Sciences, <a href="http://www.ies.edu.gov">www.ies.edu.gov</a>; National Registry of Evidenced-based Programs, <a href="http://www.nrepp.samsha.gov">www.nrepp.samsha.gov</a>; Response to Intervention, <a href="http://www.rti4success.org">www.rti4success.org</a>; <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, <a href="http://www.ebi.missouri.edu">www.ebi.missouri.edu</a>; Intervention Central, <a href="http://www.interventioncentral.org">www.interventioncentral.org</a>; Institute of Education Sciences, <a href="http://www.ies.edu.gov">www.ies.edu.gov</a>; National Registry of Evidenced-based Programs, <a href="http://www.nrepp.samsha.gov">www.nrepp.samsha.gov</a>; Response to Intervention, <a href="http://www.rti4success.org">www.rti4success.org</a>; <i>School Social Work Source</i> by Cynthia Franklin; etc.</p>
<p><b>1.4</b></p> <p><b>Track student progress and record for the purposes of intervention analysis</b></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>** At Level 4, a SSW fulfills the criteria for Level 3, and additionally has a thorough knowledge of safeguards related to privacy and confidentiality of</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><b>2.1</b></p> <p><b>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</b></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><b>2.2</b></p> <p><b>Identify and implement prevention services to identify barriers to student achievement and develop plans to reduce such barriers</b></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><b>2.3</b></p> <p><b>Provide assessment services of student</b></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>

**and family needs in order to design effective interventions**

intervention plans that impact student functioning.

\*\* 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.

attention challenges, behavioral concerns, child abuse/neglect, crisis, mental illness, special education, study skills, suicidal ideation, task completion, test taking, etc.

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.

attention challenges, behavioral concerns, child abuse/neglect, crisis, mental illness, special education, study skills, suicidal ideation, task completion, test taking, etc.

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 the response to the school social work intervention; utilizing data

concerns, child abuse/neglect, crisis, mental illness, special education, study skills, suicidal ideation, task completion, test taking, etc.

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><b>2.4</b> <b>Provide culturally appropriate, evidenced-based school-wide, small group and individual social work intervention services to promote student academic, career and emotional/social development</b></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>the response to the school social work intervention; utilizing data from teacher and parent referrals; etc.</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>
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<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>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>2.4.4 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>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 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>2.4.3 SSW occasionally provides consultation services, collaborates with others when requested and participates in mandatory only intra/interdisciplinary teams.</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>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 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 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 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>
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		<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><b>2.5</b></p> <p><b>Identify and facilitate referral services</b></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><b>2.6</b></p> <p><b>Demonstrate school social work skills by implementing the Indiana School Social Work Standards and National Association of Social Workers Code of Ethics</b></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>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><b>2.6.1</b> 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>2.6.1 SSW consistently 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>2.6.1 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>2.6.1 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>2.6.1 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><b>2.6.2</b> SSW consistently demonstrates skills related to clear communication and ethical problem-solving.</p>	<p>2.6.2 SSW consistently demonstrates skills related to clear communication and ethical problem-solving.</p>	<p>2.6.2 SSW occasionally demonstrates skills related to clear communication and ethical problem-solving.</p>	<p>2.6.2 SSW occasionally demonstrates skills related to clear communication and ethical problem-solving.</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><b>2.6.3</b> SSW consistently demonstrates good time management skills and typically sets appropriate priorities.</p>	<p>2.6.3 SSW consistently demonstrates good time management skills and typically sets appropriate priorities.</p>	<p>2.6.3 SSW occasionally demonstrates basic time management skills and attempts to set appropriate priorities.</p>	<p>2.6.3 SSW occasionally demonstrates basic time management skills and attempts to set appropriate priorities.</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)
<p><b>3.1</b></p> <p><b>Contribute to school culture</b></p>	<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>
<p><b>3.2</b></p> <p><b>Collaborate with peers</b></p>	<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 school 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>

<p><b>3.3</b></p> <p><b>Enhance professional skills and knowledge</b></p>	<p>Social Work Association, National Association of Social Workers, community partnerships, boards, etc.</p> <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>
<p><b>3.4</b></p> <p><b>Advocate for student success</b></p>	<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>
<p><b>3.5</b></p> <p><b>Engage families and the school community in student achievement</b></p>	<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>

## 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	<p>Individual demonstrates a pattern of unexcused absences.</p> <p>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 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.)</p> <p>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 has not demonstrated a pattern of unexcused absences.</p> <p>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>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.)</p> <p>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>Greater than 63 hours sick or unexcused (non-FMLA days within the evaluation cycle in the current school year.)</p> <p>Greater than 5 days tardy of 10 minutes or more within the current school year.</p> <p>Received 4 minor or 2 major infractions with written documentation within the evaluation cycle in the current school year.</p> <p>Follows and reinforces the District Core Values of</p> <ul style="list-style-type: none"> <li>• Excellence</li> <li>• Scholarship</li> <li>• Courage</li> <li>• Respect</li> </ul>
2 Policies and procedures / district core values	.50			

# **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)
<b>1.1</b> <b>Assessment Measures and Data Collection Methods</b>	<p>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.</p> <p>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, &amp; provide relevant diagnostic information.</p>	<p>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.</p> <p>1.1.2 Consistently follows procedures regarding standardization, and provides relevant diagnostic information.</p>	<p>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.</p> <p>1.1.2 Occasionally follows procedures regarding standardization.</p>	<p>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.</p> <p>1.1.2 Rarely or never follows procedures regarding standardization.</p>
<b>1.2</b> <b>Data-based Decision Making</b>	<p>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.</p>	<p>1.2.1 Consistently attends and participates in M-Team meetings that correlate with school assignments.</p>	<p>1.2.1 Occasionally attends and participates in M-Team meetings that correlate with school assignments.</p>	<p>1.2.1 Rarely or never attends M-Team meetings that correlate with school assignments.</p>

<p><b>1.3</b></p> <p><b>Comprehensive Evaluation Report</b></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><b>1.4</b></p> <p><b>Accountability with State and District Regulations</b></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><b>1.5</b></p> <p><b>Ethical Practice</b></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 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><b>1.6</b></p> <p><b>Diversity and Cultural Competence</b></p>	<p>1.6.1 Fulfills the criteria for Level 3 and additionally receives direct or online training on cultural diversity.</p> <p>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>1.6.2 Consistently advocates for the equal treatment of all students and families.</p>	<p>1.6.1 Occasionally challenges negative attitudes and inequitable practices.</p> <p>1.6.2 Occasionally advocates for the equal treatment of all students and families.</p>	<p>1.6.1 Rarely or never challenges negative attitudes and inequitable practices.</p> <p>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><b>2.1</b></p> <p><b>Interventions and instructional strategies</b></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><b>2.2</b></p> <p><b>Evaluation procedures</b></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>2.2.3 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>2.2.1 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>2.2.3 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>2.2.1 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>2.2.4 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><b>3.1</b> <b>Crisis/safety, prevention, intervention, and recovery</b></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. 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. 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. 3.1.2 Occasionally attends crisis and safety training.</p>	<p>3.1.1 Rarely or never participates on a School Safety Team. 3.1.2 Rarely or never attends crisis and safety training.</p>
<p><b>3.2</b> <b>Collaboration between families and schools.</b></p>	<p>3.2.1 Fulfills criteria for Level 3 and additionally logs parental contact information on current IEP system. 3.2.2 Fulfills criteria for Level 3 and additionally makes frequent contact with parents throughout the entire evaluation process keeping parents fully informed. 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. 3.2.2 Consistently makes contacts with parents concerning evaluation information. 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. 3.2.2 Occasionally makes contacts with parents concerning evaluation information. 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. 3.2.2 Rarely or never makes contacts with parents concerning evaluation information. 3.2.3 Rarely or never accepts requests for testing and shows a pattern of denials when parents have requested testing.</p>

<p><b>3.3</b></p> <p><b>Leadership</b></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><b>3.4</b></p> <p><b>Professional Development</b></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>

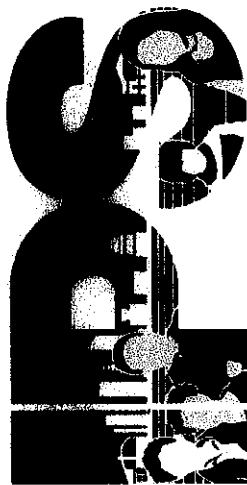
## Domain 4: Core Professionalism Rubric

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
<b>Attendance / On-Time Arrival</b>	.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.
<b>Policies and Guidelines/ District Core Values</b>	.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><b>1.1 Utilize Assessment Data to Plan (Planning for initial or reevaluation of students)</b></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><b>1.2 Set Ambitious and Measureable Goals (Developing annual goals based on the assessments of the student)</b></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><b>1.3</b> <b>Develop Standards-based Unit Plans and Assessments</b> <b>(Develop short term objectives based on assessment battery)</b></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><b>1.4</b> <b>Create Objective Driven Lesson Plans and Assessments</b></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.  ** 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.  1.4.2 Based on student goals, SLP consistently matches instructional strategies and activities/ assignments to the lesson objectives.  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.  1.4.2 Based on student goals, SLP occasionally matches instructional strategies and activities/ assignments to the lesson objectives.  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.  1.4.2 Based on student goals, SLP rarely or never matches instructional strategies and activities/ assignments to the lesson objectives.  1.4.3 Based on student goals, SLP rarely or never designs formative assessments that measure progress towards mastery and inform instruction.</p>
<p><b>1.5</b> <b>Track Student Data and Analyze Progress (Daily log/data collection/progress monitoring)</b></p>	<p>*At level 4, a SLP fulfills the criteria for Level 3 and additionally updates tracking system daily.  ** 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.  *** 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.  1.5.2 The SLP consistently analyzes student progress towards mastery and planning future lessons/objectives accordingly.  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.  1.5.2 The SLP occasionally analyzes student progress towards mastery and planning future lessons/objectives accordingly.  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.  1.5.2 The SLP rarely or never analyzes student progress towards mastery and planning future lessons/objectives accordingly.  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><b>2.1</b></p> <p><b>Develop student understanding and mastery of lesson objectives (student understands what they are working on and why it is important)</b></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.</p> <p>**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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>2.1.5 The SPL's lesson is rarely or never well-organized to move students towards mastery of the objective.</p>

<p><b>2.2</b></p> <p><b>Demonstrate and clearly communicate content knowledge to the student (SLP communicates knowledge of session content to students)</b></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><b>2.3 Engage students in academic content (students engaged during speech/lang. sessions)</b></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 according 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 according 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 according 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><b>2.4</b></p> <p><b>Check for understanding</b></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><b>2.5</b></p> <p><b>Modify instruction as needed</b></p>	<p>*At level 4, a SLP fulfills the criteria for Level 3 and additionally always anticipates student misunderstandings and preemptively addresses them.</p> <p>**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.</p> <p>2.5.2 The SLP consistently differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs.</p> <p>2.5.3 The SLP consistently responds to misunderstandings with effective scaffolding student driven techniques for example, re-explaining a concept.</p> <p>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.</p> <p>2.5.2 The SLP occasionally differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs.</p> <p>2.5.3 The SLP occasionally responds to misunderstandings by using SLP-driven scaffolding techniques, when student-driven techniques could have been more effective.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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><b>2.6</b></p> <p><b>Develop Higher Level of Understanding through rigorous instruction and work (SLP models and talks through thinking process to increase student understanding)</b></p>	<p>*At level 4, a SLP fulfills the criteria for Level 3 and additionally all lessons are accessible and challenging to all students.</p> <p>**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.</p> <p>***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.</p> <p>2.6.2 The SLP consistently develops higher-level understanding through effective questioning.</p> <p>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 occasionally accessible or challenging for students.</p> <p>2.6.2 The SLP's questions used occasionally are effective in developing higher-level understanding (too complex or confusing).</p> <p>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.</p> <p>2.6.2 The SLP's questions used rarely or never are effective in developing higher-level understanding (too complex or confusing).</p> <p>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><b>2.7</b></p> <p><b>Maximize Instructional Time</b></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 start 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><b>2.8</b> <b>Create Classroom culture of respect and collaboration (as applied to 'speech room')</b></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><b>2.9</b> <b>Set high expectations for academic success (Student progress)</b></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><b>3.1</b> 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. 3.2.1 The SLP rarely or never participates in opportunities to work with others (works in isolation) and to learn from others.</p>
<p><b>3.2</b> 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><b>3.3</b></p> <p><b>Seek Professional skills and knowledge (Professional development)</b></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><b>3.4</b></p> <p><b>Advocate for Student Success</b></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><b>3.5</b></p> <p><b>Engage Families in Student Learning</b></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.</p> <p>3.5.3 The SLP consistently engages in all forms of parent outreach required by the school.</p>	<p>from parents.</p> <p>3.5.3 The SLP occasionally engages in some forms of parent outreach required by the school.</p>	<p>from parents.</p> <p>3.5.3 The SLP rarely or never engages in some forms of parent outreach required by the school.</p>
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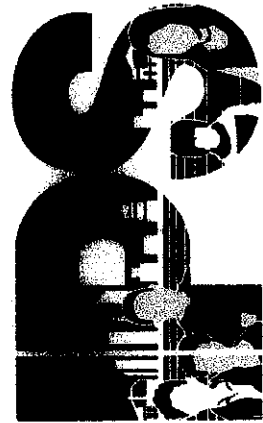
## DOMAIN 4: Core Professionalism

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	<p>Individual demonstrates a pattern of unexcused absences.</p> <p>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 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.)</p> <p>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 has not demonstrated a pattern of unexcused absences.</p> <p>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>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.)</p> <p>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>Greater than 63 hours sick or unexcused (non-FMLA days within the evaluation cycle in the current school year.)</p> <p>Greater than 5 days tardy of 10 minutes or more within the current school year.</p> <p>Received 4 minor or 2 major infractions with written documentation within the evaluation cycle in the current school year.</p> <p>Follows and reinforces the District Core Values of</p> <ul style="list-style-type: none"> <li>• Excellence</li> <li>• Scholarship</li> <li>• Courage</li> <li>• Respect</li> </ul>
2 Policies and procedures / district core values	.50			

# **Appendix M**

## **Behavior Specialist Effectiveness Rubric**



# Indianapolis Public School Behavior Specialist Effectiveness Rubric

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(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)
<b>1.1</b> <b>Demonstrates Knowledge of Resources including technology</b>	<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>
<b>1.2</b> <b>Tracks and analyzes student data to make behavioral decisions.</b>	<p>* At Level 4, fulfills most of the criteria for Level 3 and additionally participates in 8-Step, STPT, and/or Response to Instruction (RI) 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>





<p><b>Management</b></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.</p> <p>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.</p> <p>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.</p> <p>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><b>2.1</b></p> <p><b>Designs and Delivers Rigorous and Effective Behavioral Instruction</b></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><b>2.2</b></p> <p><b>Demonstrates knowledge that the cycle of behavioral planning is driven by data.</b></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>

<p><b>2.3</b></p> <p><b>Supports Teachers in the Consistent Utilization of Effective Procedures</b></p>	<p>* 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.</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 procedures.</p>	<p>2.2.4 Consistently utilizes multiple formal and informal assessments in collaboration with staff and/or parents.</p> <p>2.3.1 Consistently models research-based behavioral 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, using learning styles, interest inventories, informal assessments and other tools.</p>	<p>2.2.4 Occasionally utilizes multiple formal and informal assessments in collaboration with staff and/or parents.</p> <p>2.3.1 Occasionally models research-based behavioral 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, using learning styles, interest inventories, informal assessments and other tools.</p>	<p>2.2.4 Rarely or never utilizes multiple formal and informal assessments in collaboration with staff and/or parents.</p> <p>2.3.1 Rarely or never models research-based behavioral 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, using learning styles, interest inventories, informal assessments and other tools.</p>
<p><b>2.4</b></p> <p><b>Works with Staff to Foster a Positive Climate for Learning</b></p>	<p>* At Level 4, fulfills most of the criteria for Level 3 and additionally implements Positive Behavior Interventions and Supports (PBIS) school-wide.</p> <p>** 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.</p> <p>*** At Level 4, fulfills most of the criteria for Level 3 and additionally implements recognition programs for students who personify positive behavior.</p> <p>* At Level 4, fulfills most of</p>	<p>2.4.1 Consistently shares quality behavioral goals or activities, which convey high expectations for student achievement.</p> <p>2.4.2 Consistently encourages teachers to meet individual student needs through the use of differentiated behavior strategies</p> <p>2.4.3 Consistently sets rigorous and relevant expectations for student behavior.</p>	<p>2.4.1 Occasionally shares quality behavioral goals or activities, which convey high expectations for student achievement.</p> <p>2.4.2 Occasionally encourages teachers to meet individual student needs through the use of differentiated behavior strategies</p> <p>2.4.3 Occasionally sets rigorous and relevant expectations for student behavior.</p>	<p>2.4.1 Rarely or never shares quality behavioral goals or activities, which convey high expectations for student achievement.</p> <p>2.4.2 Rarely or never encourages teachers to meet individual student needs through the use of differentiated behavior strategies</p> <p>2.4.3 Rarely or never sets rigorous and relevant expectations for student behavior.</p>
		<p>2.5.1 Consistently supports</p>	<p>2.5.1 Occasionally supports</p>	<p>2.5.1 Rarely or never supports</p>

<p><b>2.5</b></p> <p><b>Supports student engagement in appropriate school behavior</b></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><b>2.6</b></p> <p><b>Demonstrates Flexibility and Responsiveness</b></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><b>2.7</b></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><b>Clearly communicates to all stakeholders</b></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><b>3.1</b></p> <p><b>Grows and Develops Professionally</b></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><b>3.2</b></p> <p><b>Supports Personalized Professional Growth for Teachers</b></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>

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

<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, MTeam 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, MTeam 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, MTeam 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>* 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>

**3.5**

**Fosters Equitable Practices**



**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 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	.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 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><b>1.1</b></p> <p><b>Utilize student, school and community data to plan</b></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>1.1.1 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>1.1.1 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 consistently obtains data from some of the following sources to formulate culturally competent goals: IDOE, Student Services, <a href="http://www.doe.in.gov/student-services">www.doe.in.gov/student-services</a>; IPS Online, Data Warehouse; ISCA, <a href="http://www.indianaschoolcounselor.org">www.indianaschoolcounselor.org</a>; Census Bureau, <a href="http://www.census.gov">www.census.gov</a>; Kids Count, <a href="http://www.iyi.org/reports">www.iyi.org/reports</a>; SAVI, <a href="http://www.savi.org">www.savi.org</a>; STAS Indiana, <a href="http://www.statsindiana.edu">www.statsindiana.edu</a>; United Way, <a href="http://www.uwci.org">www.uwci.org</a>; etc.</p>	<p>1.1.2 ESC occasionally obtains data from some of the following sources to formulate culturally competent goals: IDOE, Student Services, <a href="http://www.doe.in.gov/student-services">www.doe.in.gov/student-services</a>; IPS Online, Data Warehouse; ISCA, <a href="http://www.indianaschoolcounselor.org">www.indianaschoolcounselor.org</a>; Census Bureau, <a href="http://www.census.gov">www.census.gov</a>; Kids Count, <a href="http://www.iyi.org/reports">www.iyi.org/reports</a>; SAVI, <a href="http://www.savi.org">www.savi.org</a>; STAS Indiana, <a href="http://www.statsindiana.edu">www.statsindiana.edu</a>; United Way, <a href="http://www.uwci.org">www.uwci.org</a>; 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, <a href="http://www.doe.in.gov/student-services">www.doe.in.gov/student-services</a>; IPS Online, Data Warehouse; ISCA, <a href="http://www.indianaschoolcounselor.org">www.indianaschoolcounselor.org</a>; Census Bureau, <a href="http://www.census.gov">www.census.gov</a>; Kids Count, <a href="http://www.iyi.org/reports">www.iyi.org/reports</a>; SAVI, <a href="http://www.savi.org">www.savi.org</a>; STAS Indiana, <a href="http://www.statsindiana.edu">www.statsindiana.edu</a>; United Way, <a href="http://www.uwci.org">www.uwci.org</a>; etc.</p>	

<p><b>1.2</b></p> <p><b>Set ambitious and measurable student goals</b></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><b>1.3</b></p> <p><b>Utilize standards-based assessments and interventions</b></p>	<p>*At Level 4, an ESC fulfills the criteria for Level 3, and 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, <a href="http://www.ebi.missouri.edu">www.ebi.missouri.edu</a>; Intervention Central, <a href="http://www.interventioncentral.org">www.interventioncentral.org</a>; Institute of Education Sciences, <a href="http://www.ies.edu.gov">www.ies.edu.gov</a>; National Registry of Evidenced-based Programs, <a href="http://www.nrepp.samsha.gov">www.nrepp.samsha.gov</a>; Response to Intervention, <a href="http://www.rti4success.org">www.rti4success.org</a>; etc.</p>	<p>1.3.3 ESC occasionally obtains information from evidenced-based resources which may include: books, curriculum, literature, Evidenced-Based Intervention Network, <a href="http://www.ebi.missouri.edu">www.ebi.missouri.edu</a>; Intervention Central, <a href="http://www.interventioncentral.org">www.interventioncentral.org</a>; Institute of Education Sciences, <a href="http://www.ies.edu.gov">www.ies.edu.gov</a>; National Registry of Evidenced-based Programs, <a href="http://www.nrepp.samsha.gov">www.nrepp.samsha.gov</a>; Response to Intervention, <a href="http://www.rti4success.org">www.rti4success.org</a>; 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, <a href="http://www.ebi.missouri.edu">www.ebi.missouri.edu</a>; Intervention Central, <a href="http://www.interventioncentral.org">www.interventioncentral.org</a>; Institute of Education Sciences, <a href="http://www.ies.edu.gov">www.ies.edu.gov</a>; National Registry of Evidenced-based Programs, <a href="http://www.nrepp.samsha.gov">www.nrepp.samsha.gov</a>; Response to Intervention, <a href="http://www.rti4success.org">www.rti4success.org</a>; etc.</p>
<p><b>1.4</b> <b>Track student progress and record for the purposes of intervention analysis</b></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>*At Level 4, an ESC fulfills the criteria for Level 3, and additionally has a thorough knowledge of safeguards related to privacy and confidentiality of information, uses sound judgment in everyday practice and promotes the importance of confidentiality among colleagues.</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 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 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)
<b>2.1 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</b>	<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>
<b>2.2 Identify and implement prevention services to identify barriers to student achievement and develop plans to reduce such barriers</b>	<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, 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, 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, gangs, positive behavioral supports, relationships, sexual harassment, violence, etc.</p>
<b>2.3 Provide assessment services of student and family needs in</b>	<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><b>order to design effective interventions</b></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>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>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><b>2.4</b></p> <p><b>Provide culturally appropriate, evidenced-based school-wide, small group and individual school counselor intervention services to promote student academic, career and emotional/social development</b></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	<p>homeless (attendance, emotional, housing, physical needs, stability); etc.</p> <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>2.4.3 ESC consistently and effectively provides consultation services, actively shares expertise, collaborates with others and contributes 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>2.4.5 ESC consistently provides opportunities for students to</p>	<p>homeless (attendance, emotional, housing, physical needs, stability); 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>2.4.3 ESC occasionally provides consultation services, collaborates with others when requested and participates in mandatory only intra/interdisciplinary teams.</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>2.4.5 ESC occasionally provides opportunities for students to</p>	<p>housing, physical needs, stability); 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 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 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 lacks basic skills and ability to and/or rarely or never</p>
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<p><b>2.5</b> <b>Identify and facilitate referral services</b></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>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>2.5.1 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 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 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 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 Dept.], etc.); Off Campus</p>

<p><b>2.6</b> <b>Demonstrate elementary school counselor skills by implementing the Indiana Content and Program Standards for School Counseling and American School Counselor Association Code of Ethics</b></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>Instruction; ROOTS; etc.</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>2.7.1 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>Instruction; ROOTS; etc.</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>2.7.1 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>Dept., etc.); Off Campus Instruction; ROOTS; etc.</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>2.7.1 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><b>2.7</b> <b>Facilitate comprehensive academic and career programs that are developmentally-appropriate and aligned with local, state and national standards</b></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>Instruction; ROOTS; etc.</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>Instruction; ROOTS; 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>Dept., etc.); Off Campus Instruction; ROOTS; 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><b>** 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.</b></p> <p><b>**** 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</b></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><b>3.1</b></p> <p><b>Contribute to school culture</b></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.</p> <p>**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.</p> <p>***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.</p> <p>3.1.2 ESC consistently and efficiently dedicates time to support major school initiatives.</p> <p>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.</p> <p>3.1.2 ESC occasionally uses time to support initiatives that improve the school culture.</p> <p>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.</p> <p>3.1.2 ESC rarely or never uses time to support initiatives that improve the school culture.</p> <p>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><b>3.2</b></p> <p><b>Collaborate with peers</b></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.</p> <p>**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 relationship with school personnel, parents and community partners.</p> <p>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.</p> <p>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.</p> <p>3.2.2 ESC rarely or never attends building staff and district school counselor/professional meetings.</p>

<p><b>3.3</b> <b>Enhance professional skills and knowledge</b></p>	<p>Counselor Association, American School Counselors Association, community partnerships, boards, etc. *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. **At Level 4, an ESC fulfills the criteria for Level 3, and additionally seeks collegial consultation.</p>	<p>3.3.1 ESC consistently pursues professional development by reviewing professional literature, attending conferences and workshops and/or completing in-class/online course work. 3.3.2 ESC consistently welcomes constructive feedback to improve professional knowledge and skills.</p>	<p>3.3.1 ESC occasionally pursues professional development by reviewing professional literature, attending conferences and workshops and/or completing in-class/online course work. 3.3.2 ESC occasionally accepts constructive feedback to improve professional knowledge and skills.</p>	<p>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. 3.3.2 ESC rarely accepts constructive feedback to improve professional knowledge and skills.</p>
<p><b>3.4</b> <b>Advocate for student success</b></p>	<p>*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. **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.</p>	<p>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. 3.4.2 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.</p>	<p>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. 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.</p>	<p>3.4.1 ESC lacks basic skills and ability to and/or 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. 3.4.2 ESC lacks basic skills and ability to and/or rarely or never advocate(s) for students or their needs by educating students and parents regarding their rights and responsibilities as well as attainment of resources and services.</p>
<p><b>3.5</b> <b>Engage families and the school community in</b></p>	<p>*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</p>	<p>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</p>	<p>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</p>	<p>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.</p>

student achievement	between parents and staff.	conferences.
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**DOMAIN 4: Core Professionalism**

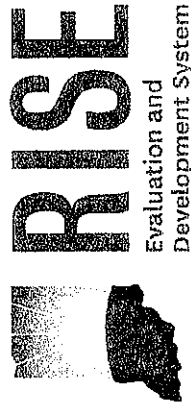
These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with elementary school counseling and more to do with basic employment practice. ESCs are expected to meet these standards. If they 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"> <li>• Excellence</li> <li>• Scholarship</li> <li>• Courage</li> <li>• Respect</li> </ul>



# **Appendix O**

## **Secondary Lead Counselor Effectiveness Rubric**



**Indianapolis Public Schools**

**Secondary Lead  
Counselor**

**Effectiveness Rubric**

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>1.1</b></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><b>1.2</b></p> <p>The Lead Counselor schedules all students in appropriate courses to challenge and enhance student learning and achievement.</p>	<p>*At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally works with all 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>administration to identify 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 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><b>1.3</b></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><b>1.4</b></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>1.1.4.1 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>aligned student needs and based on data to impact all students' academic achievement.</p>	<p>designed to make content and concepts relevant, and engage all students in appropriate decision making.</p> <p>** At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally all guidance activities are always logically sequenced within individual lessons.</p>	<p>and consistently engage students in appropriate decision making.</p> <p>1.4.2 The majority of activities are consistently logically sequenced within individual lessons.</p>	<p>1.4.2 Some activities are occasionally logically sequenced within individual lessons.</p>	<p>decision making.</p> <p>1.4.2 Activities are rarely or never logically sequenced within individual lessons.</p>
<p>1.5 The Lead Counselor supports all students in developmentally appropriate academic preparation essential for a wide variety of post-secondary options.</p>	<p>*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.</p> <p>**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.</p>	<p>1.5.1 Lead Counselor consistently guides students in establishing challenging academic goals and understanding assessment results.</p> <p>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.</p>	<p>1.5.1 Lead Counselor occasionally guides students in establishing challenging academic goals and understanding assessment results.</p> <p>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.</p>	<p>1.5.1 Lead Counselor rarely or never guides students in establishing challenging academic goals and understanding assessment results.</p> <p>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.</p>
<p>1.6 The Lead Counselor supports all students in completion of standardized testing.</p>	<p>*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.</p>	<p>1.6.1 Lead Counselor consistently coordinates test schedule, roster, room assignments, etc. for standardized testing as assigned.</p> <p>1.6.2 Lead Counselor consistently assists with preparation of accurate test rosters.</p> <p>1.6.3 Lead Counselor</p>	<p>1.6.1 Lead Counselor occasionally coordinates test schedule, roster, room assignments, etc. for standardized testing as assigned with moderate success.</p> <p>1.6.2 Lead Counselor occasionally assists with preparation of mostly accurate test rosters.</p> <p>1.6.3 Lead Counselor</p>	<p>1.6.1 Lead Counselor rarely or never successful in coordinating test schedule, roster, room assignments, etc. for standardized testing as assigned.</p> <p>1.6.2 Lead Counselor rarely or never prepares accurate test rosters.</p> <p>1.6.3 Lead Counselor rarely or</p>

	<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 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 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 1: INTERPERSONAL SKILLS** is necessary for lifelong learning through effective programming and collaboration. Also facilitate a comprehensive career program that develops an understanding of the relationship between education and work and supports student in the application of strategies.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>2.1</b></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><b>2.2</b></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><b>2.3</b></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>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>*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>*At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally implements all of the Career and College Readiness activities appropriate for his/her assigned caseload.</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><b>2.4</b></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 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 research Career Explorer to research</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, timelines, etc., participates in 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><b>2.5</b> 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><b>2.6</b> 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>

<p>academic qualities, education and training, and the world of work.</p>	<p>2.6.2 Lead Counselor consistently explains how work can help students achieve personal success and satisfaction.</p> <p>2.6.3 Lead Counselor consistently promotes lifelong learning and employability skills.</p> <p>2.6.4 Lead Counselor consistently utilizes data.</p>	<p>2.6.2 Lead Counselor occasionally explains how work can help students achieve personal success and satisfaction.</p> <p>2.6.3 Lead Counselor occasionally promotes lifelong learning and employability skills.</p> <p>2.6.4 Lead Counselor occasionally utilizes data.</p>	<p>2.6.2 Lead Counselor rarely or never explains how work can help students achieve personal success and satisfaction.</p> <p>2.6.3 Lead Counselor rarely or never promotes lifelong learning and employability skills.</p> <p>2.6.4 Lead Counselor rarely or never utilizes data.</p>
<p>2.7 The Lead Counselor supports all students in the application of strategies to achieve future success and satisfaction.</p>	<p>** 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.</p> <p>**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.</p> <p>****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.</p>	<p>2.7.1 Lead Counselor consistently helps students apply decision-making skills to career awareness, career planning, course selection and career transitions.</p> <p>2.7.2 Lead Counselor consistently encourages students to use multiple research and informational resources to obtain career information.</p>	<p>2.7.1 Lead Counselor rarely or never helps students apply decision-making skills to career awareness, career planning, course selection or career transitions.</p> <p>2.7.2 Lead Counselor rarely or never encourages students to use research and informational resources to obtain career information.</p>

<p><b>2.8</b> The Lead Counselor implements and models invitational practices with all stakeholders.</p>	<p>always strongly encourages students to use multiple research and informational resources to obtain career information.</p>	<p>information. 2.7.3 Lead Counselor consistently supports students in completing tasks on their graduation plans and consistently ensures progress is updated on IPS Online. 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. 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. 2.7.4 Lead counselor rarely or never monitors counselors to ensure that some students have completed graduation plans.</p>
<p><b>2.8</b> 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. **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. 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. 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. 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 (2)	Ineffective (1)
<p><b>3.1</b></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><b>3.2</b></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><b>3.3</b></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 communication skills 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 effe communication skills and rarely or never collaborates with all stakeholders from a variety of backgrounds.</p>
<p><b>3.4</b> 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.  3.4.3 Lead Counselor consistently shares information about students with personnel, parents, and community agencies that is not legally or ethically appropriate and is consistently able to determine what information does or does not fit the criteria.</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.  3.4.3 Lead Counselor occasionally shares information about students with personnel, parents, and community agencies that is not legally or ethically appropriate and occasionally is unable to determine what information does or does not fit the criteria.</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.  3.4.3 Lead Counselor rarely or never shares information about students, personnel, parents, and community agencies that is not legally or ethically appropriate and rarely or never able to determine what information does or does not fit the criteria.</p>
<p><b>3.5</b> 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, 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 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><b>3.6</b></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><b>3.7</b></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><b>3.8</b></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 ensure 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>

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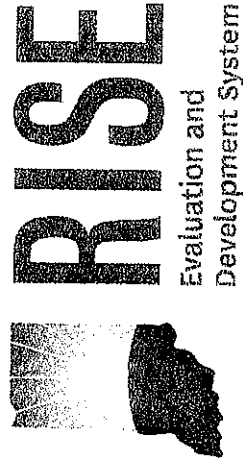
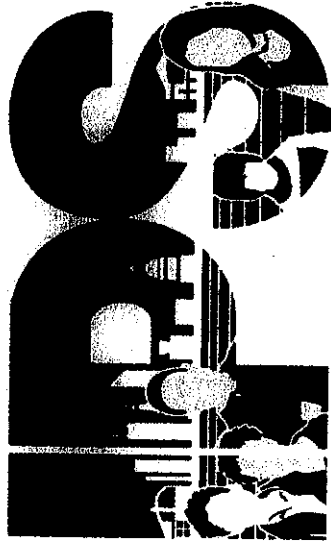
counseling program.





# **Appendix P**

## **Secondary School Counselor Effectiveness Rubric**



**Indianapolis Public Schools**

# **Secondary School Counselor Effectiveness Rubric**

**Modified July 2013**

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**DOMA ACADEMIC ACHIEVEMENT, DATA, and SC**

**ULING**

School counselors utilize data, knowledge of curricula, and standards to impact and support academic achievement through appropriate scheduling, testing and guidance practices.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>1.1</b></p> <p>The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.</p>	<p>*At Level 4, a School 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 School 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 School Counselor consistently monitors student achievement and sometimes utilizes the data to enhance student success through collaboration.</p> <p>1.1.2 School Counselor consistently utilizes data to accurately schedule students.</p>	<p>1.1.1 School Counselor occasionally monitors student achievement and sometimes does not utilize the data to enhance student success.</p> <p>1.1.2 School Counselor occasionally utilizes data to accurately schedule students.</p>	<p>1.1.1 School Counselor rarely or never monitors academic achievement.</p> <p>1.1.2 School Counselor rarely or never utilizes data to accurately schedule students.</p>
<p><b>1.2</b></p> <p>The school counselor schedules all students in appropriate courses to challenge and enhance student learning and achievement.</p>	<p>*At Level 4, a School Counselor fulfills the criteria for Level 3 and additionally works with all elective area, AP, IB and Honor's level teachers to identify appropriate students for each course.</p>	<p>1.2.1 School Counselor consistently accurately tracks all student credit/course completion to guide and encourages students to pursue the highest diploma possible.</p> <p>1.2.2 School Counselor consistently meets with students to complete Course Request Sheets based on previous courses completed.</p> <p>1.2.3 School Counselor consistently enters course requests into e-School for all students ensuring each student has a full schedule by the assigned date.</p> <p>1.2.4 School Counselor consistently works with administration to identify and enter course requests for all incoming students by assigned date.</p> <p>1.2.5 School Counselor</p>	<p>1.2.1 School Counselor occasionally accurately tracks most student credit/course completion to guide and encourage students to pursue the highest diploma possible.</p> <p>1.2.2 School Counselor occasionally meets with students to complete Course Request Sheets based on previous courses completed.</p> <p>1.2.3 School Counselor occasionally enters course requests into e-School for students ensuring each student has a full schedule by the assigned date.</p> <p>1.2.4 School Counselor occasionally works with administration to identify and enter course requests for incoming students by assigned date.</p> <p>1.2.5 School Counselor</p>	<p>1.2.1 School 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 School Counselor rarely or never meets with students to complete Course Request Sheets based on previous courses completed.</p> <p>1.2.3 School Counselor rarely or never enters course requests into e-School for students ensuring each student has a full schedule by the assigned date.</p> <p>1.2.4 School Counselor rarely or never works with administration to identify and enter course requests for incoming students by assigned date.</p> <p>1.2.5 School Counselor rarely or</p>

<p><b>1.3</b></p> <p>The school 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 School Counselor fulfills the criteria for Level 3 and additionally consistently 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>consistently reviews 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 School Counselor consistently works with administration to make adjustments to all student schedules to balance class sizes and make final request changes by assigned date.</p> <p>1.3.1 School 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 School Counselor consistently assists all students in reviewing and updating their graduation plan yearly.</p>	<p>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 School Counselor works with administration to make adjustments to most student schedules to balance class sizes and make final request changes by assigned date.</p> <p>1.3.1 School 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 School Counselor occasionally assists students in reviewing and updating their graduations plan, yearly.</p>	<p>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 School 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>1.3.1 School Counselor rarely or never collaborates to analyze 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 School Counselor rarely or never assists students in reviewing and updating their graduations plan, yearly.</p>
<p><b>1.4</b></p> <p>The school counselor plans and develops guidance activities aligned with student needs and based on data to impact all students' academic achievement.</p>	<p>*At Level 4, a School Counselor fulfills the criteria for Level 3 and additionally all guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage all students in appropriate decision making.</p> <p>**At Level 4, a School Counselor fulfills the criteria for Level 3 and additionally all guidance activities are always logically sequenced within individual lessons.</p>	<p>1.4.1 Guidance activities and materials are consistently appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making.</p> <p>1.4.2 Majority of activities is logically sequenced within individual lessons.</p>	<p>1.4.1 Guidance activities and materials are occasionally appropriate for students and engage some students in appropriate decision making.</p> <p>1.4.2 Occasionally some activities are logically sequenced within individual lessons.</p>	<p>1.4.1 Guidance activities and materials are rarely or never appropriate for students and do not engage students in appropriate decision making.</p> <p>1.4.2 Activities are not logically sequenced within individual lessons.</p>

<p><b>1.5</b></p> <p>The school counselor supports all students in developmentally appropriate academic preparation essential for a wide variety of post-secondary options.</p>	<p>*At Level 4, a School Counselor fulfills the criteria for Level 3 and additionally consistently guides all students in establishing challenging academic goals and understanding assessment results.</p> <p>**At Level 4, a School Counselor 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.</p>	<p>1.5.1 School Counselor consistently guides students in establishing challenging academic goals and understanding assessment results.</p> <p>1.5.2 School Counselor consistently assists some students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.</p>	<p>1.5.1 School Counselor occasionally guides students in establishing challenging academic goals and understanding assessment results.</p> <p>1.5.2 School 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.</p>	<p>1.5.1 School Counselor rarely or never guides students in establishing challenging academic goals and understanding assessment results.</p> <p>1.5.2 School Counselor rarely or never supports students in academic preparation essential for a wide variety of post-secondary options.</p>
<p><b>1.6</b></p> <p>The school counselor supports all students in completion of standardized testing.</p>	<p>*At Level 4, a School 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.</p>	<p>1.6.1 Counselor consistently coordinates test schedule, roster, room assignments, etc. for standardized testing as assigned.</p> <p>1.6.2 Counselor consistently assists with preparation of accurate test rosters.</p> <p>1.6.3 Counselor consistently and effectively proctors tests as assigned.</p> <p>1.6.4 Counselor consistently assists with accurate inventory and return of all test materials as assigned.</p> <p>1.6.5 Counselor consistently communicates test schedules and plans to all staff as assigned.</p> <p>1.6.6 Counselor consistently provides effective and accurate staff development and training regarding test administration as assigned.</p>	<p>1.6.1 Counselor occasionally coordinates test schedule, roster, room assignments, etc. for standardized testing as assigned with moderate success.</p> <p>1.6.2 Counselor occasionally assists with preparation of mostly accurate test rosters.</p> <p>1.6.3 Counselor occasionally effective in proctoring tests as assigned.</p> <p>1.6.4 Counselor occasionally assists with a somewhat accurate inventory and return of test materials as assigned.</p> <p>1.6.5 Counselor occasionally communicates test schedules and plans to most staff as assigned.</p> <p>1.6.6 Counselor occasionally provides moderately effective and/or partially accurate staff development and training regarding test administration as assigned.</p>	<p>1.6.1 Counselor rarely or never successful in coordinating test schedule, roster, room assignments, etc. for standardized testing as assigned.</p> <p>1.6.2 Counselor rarely or never prepares accurate test rosters.</p> <p>1.6.3 Counselor rarely or never effectively proctors tests.</p> <p>1.6.4 Counselor rarely or never assists with the inventory and return of test materials as assigned.</p> <p>1.6.5 Counselor rarely or never communicates test schedule and plan to staff as assigned.</p> <p>1.6.6 Counselor staff development and training regarding test administration is rarely or never effective and/or accurate.</p>

# DOMA STUDENT ASSISTANCE SERVICES and CAREER READINESS

in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration. Also facilitate a comprehensive career program that develops an understanding of the relationship between education and work and supports student in the application of strategies:

School counselors and

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>2.1</b></p> <p>The school 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 School 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 School Counselor fulfills the criteria for Level 3 and additionally School always effectively models appropriate behaviors.</p>	<p>2.1.1 School 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 School Counselor consistently models appropriate behaviors.</p>	<p>2.1.1 School 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 School Counselor rarely or never models appropriate behaviors.</p>	<p>2.1.1 School Counselor rarely or never explains the students' right to a safe and secure school environment.</p> <p>2.1.2 School Counselor rarely or never helps students to differentiate situations that require peer support, adult assistance and professional help.</p> <p>2.1.3 School Counselor rarely or never helps students to identify school and community resources.</p> <p>2.1.4 School Counselor rarely or never implements any prevention programming for students.</p>
<p><b>2.2</b></p> <p>The school counselor facilitates all students' understanding of safety and survival skills and implements prevention programming to support students' healthy physical, social, emotional, and academic development including stakeholder collaboration.</p>	<p>*At Level 4, a School Counselor fulfills the criteria for Level 3 and additionally always explains the students' right to a safe and secure school environment.</p> <p>**At Level 4, a School 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 School Counselor fulfills the criteria for Level 3 and additionally School always provides adult assistance and professional help School Counselor assists students to identify resources.</p> <p>****At Level 4, a School Counselor fulfills the criteria for Level 3 and additionally always implements prevention programming for students or stakeholders.</p>	<p>2.2.1 School Counselor consistently explains the students' right to a safe and secure school environment.</p> <p>2.2.2 School Counselor consistently helps students to differentiate situations that require peer support, adult assistance and professional help.</p> <p>2.2.3 School Counselor consistently assists students to identify school and community resource.</p> <p>2.2.4 School Counselor consistently implements many prevention programs for students.</p>	<p>2.2.1 School Counselor only sometimes explains the students' right to a safe and secure school environment.</p> <p>2.2.2 School Counselor occasionally helps students to differentiate situations that require peer support, adult assistance and professional help.</p> <p>2.2.3 School Counselor occasionally assists students to identify school and community resources.</p> <p>2.2.4 School Counselor occasionally implements some prevention programming for students.</p>	<p>2.2.1 School Counselor rarely or never explains the students' right to a safe and secure school environment.</p> <p>2.2.2 School Counselor rarely or never helps students to differentiate situations that require peer support, adult assistance and professional help.</p> <p>2.2.3 School Counselor rarely or never helps students to identify school and community resources.</p> <p>2.2.4 School Counselor rarely or never implements any prevention programming for students.</p>

<p><b>2.3</b></p> <p>The school counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs.</p>	<p>*At Level 4, a School Counselor fulfills the criteria for Level 3 and additionally always demonstrates professional conduct and integrity.</p> <p>** At Level 4, a School Counselor fulfills the criteria for Level 3 and additionally seeks appropriate intervention services for student consultation, and/or (clinical) supervision.</p> <p>***At Level 4, a School Counselor fulfills the criteria for Level 3 and additionally abides by all ethical and legal codes and seeks consultation and supervision as needed.</p>	<p>2.3.1 School Counselor consistently holds to the ethical code of the American Lead Counselor Association.</p> <p>2.3.2 School Counselor consistently seeks appropriate intervention services for student consultation, and/or (clinical) supervision.</p> <p>2.3.3 School Counselor consistently displays the highest ethical standards.</p> <p>2.3.4 School Counselor consistently abides by ethical and legal codes and seeks consultation and supervision as needed.</p>	<p>2.3.1 School Counselor rarely or never holds to the ethical code of the American Lead Counselor Association.</p> <p>2.3.2 School Counselor rarely or never seeks appropriate intervention services for student consultation, and/or (clinical) supervision.</p> <p>2.3.3 School Counselor rarely or never displays the highest ethical standards.</p> <p>2.3.4 School Counselor rarely or never abides by ethical and legal codes and seeks consultation and supervision as needed.</p>
<p><b>2.4</b></p> <p>The school counselor support and implements activities that prepare students for college and/or a career.</p>	<p>At Level 4, a School Counselor fulfills the criteria for Level 3 and additionally successfully implements <i>all</i> of the Career and College Readiness activities appropriate for his/her assigned caseload.</p>	<p>2.4.1 School 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 research 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 School 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</p>	<p>2.4.1 School 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 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 School 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</p>

<p><b>2.5</b></p> <p>The school counselor engages all students in problem solving, critical thinking, and other activities.</p>	<p>*At Level 4, a School Counselor fulfills the criteria for Level 3 and additionally always provides opportunities and supports for all students to engage in problem solving and in investigating and analyzing concepts and questions.</p>	<p>eligible students are with placement of students in Dual Credit, AP, Honors, IB, and Technical Certification.</p> <p>2.5.1 School Counselor consistently provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.</p>	<p>eligible students and work with placement of students in Dual Credit, AP, Honors, IB, and Technical Certification.</p> <p>2.5.1 School Counselor occasionally provides opportunities and supports for students to engage in problem solving and in investigating and analyzing concepts and questions.</p>	<p>eligible students and work placement of students in Dual Credit, AP, Honors, IB, and Technical Certification.</p> <p>2.5.1 School Counselor rarely or never provides opportunities and supports for students to engage in problem solving and in investigating and analyzing concepts and questions.</p>
<p><b>2.6</b></p> <p>The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and the world of work.</p>	<p>*At Level 4, a School Counselor fulfills the criteria for Level 3 and additionally helps all students understand the relationship between educational achievement and career success.</p> <p>**At Level 4, a School Counselor fulfills the criteria for Level 3 and additionally explains fully how work can help students achieve personal success and satisfaction, and demonstrates knowledge of students' background, skills, and interests.</p> <p>***At Level 4, a School Counselor fulfills the criteria for Level 3 and additionally all data include age-appropriate assessments, increasing awareness of interests, abilities, aptitude, and values.</p> <p>****At Level 4, a School Counselor fulfills the criteria for Level 3 and additionally his/her knowledge to meets all students' needs and assists in career development, promoting lifelong learning and employability skills.</p>	<p>2.6.1 School Counselor consistently helps students understand the relationship between educational achievement and career success.</p> <p>2.6.2 School Counselor consistently explains how work can help students achieve personal success and satisfaction.</p> <p>2.6.3 School Counselor consistently promotes lifelong learning and employability skills.</p> <p>2.6.4 School Counselor consistently utilizes data to make all decisions.</p>	<p>2.6.1 School Counselor occasionally helps students understand the relationship between educational achievement and career success.</p> <p>2.6.2 School Counselor occasionally explains how work can help students achieve personal success and satisfaction.</p> <p>2.6.3 School Counselor occasionally promotes lifelong learning and employability skills.</p> <p>2.6.4 School Counselor occasionally utilizes data to make all decisions.</p>	<p>2.6.1 School Counselor rarely or never helps students understand the relationship between educational achievement and career success.</p> <p>2.6.2 School Counselor rarely or never explains how work can help students achieve personal success and satisfaction.</p> <p>2.6.3 School Counselor rarely or never promotes lifelong learning and employability skills.</p> <p>2.6.4 School Counselor rarely or never utilizes data to make all decisions.</p>



<p><b>2.7</b></p> <p>The school counselor supports all students in the application of strategies to achieve future success and satisfaction.</p>	<p>* At Level 4, a School Counselor fulfills the criteria for Level 3 and additionally consistently helps ALL students apply decision-making skills to career planning, course selection and career transitions.</p> <p>** At Level 4, a School Counselor fulfills the criteria for Level 3 and additionally strongly encourages students to use multiple research and informational resources to obtain career information.</p>	<p>2.7.1 School Counselor consistently helps students apply decision-making skills to career awareness, career planning, course selection and career transitions.</p> <p>2.7.2 School Counselor consistently encourages students to use multiple research and informational resources to obtain career information.</p> <p>2.7.3 School Counselor consistently supports all students in completing tasks on their graduation plans and ensures progress is updated on iPS Online.</p>	<p>2.7.1 School Counselor occasionally helps students apply decision-making skills to career awareness, career planning, course selection or career transitions.</p> <p>2.7.2 School Counselor occasionally encourages students to use research and informational resources to obtain career information.</p> <p>2.7.3 School Counselor occasionally supports some students in completing most tasks on their graduation plans and ensures progress is updated on iPS Online.</p>	<p>2.7.1 School Counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions.</p> <p>2.7.2 School Counselor rarely or never encourages students to use research and informational resources to obtain career information.</p> <p>2.7.3 School Counselor rarely or never supports students in completing tasks on their graduation plans.</p>
<p><b>2.8</b></p> <p>The school counselor implements and models invitational practices with all stakeholders.</p>	<p>* At Level 4, a School 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 School Counselor fulfills the criteria for Level 3 and additionally consistently models behaviors that foster a clear understanding and appreciation of diversity, ethnicity, and culture.</p>	<p>2.8.1 School Counselor consistently uses invitational practices in all written, verbal and non-verbal communications.</p> <p>2.8.2 School Counselor consistently models behaviors that foster a clear understanding and appreciation of diversity, ethnicity, and culture.</p>	<p>2.8.1 School Counselor occasionally uses invitational practices in all written, verbal and non-verbal communications.</p> <p>2.8.2 School Counselor occasionally models behaviors that foster a clear understanding and appreciation of diversity, ethnicity, and culture.</p>	<p>2.8.1 School Counselor rarely or never uses invitational practices in all written, verbal and non-verbal communications.</p> <p>2.8.2 School 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

School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive school-counseling program.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>3.1</b> The school counselor establishes professional goals and pursues opportunities to grow professionally.	*At Level 4, a School Counselor fulfills the criteria for Level 3 and additionally professional goals are evidenced in improved personal, professional, and program development.  **At Level 4, a School Counselor fulfills the criteria for Level 3 and additionally is an active member of one or more professional organizations or networks.	3.1.1 School Counselor consistently develops / establishes professional goals.  3.1.2 School counselor consistently pursues applicable opportunities to acquire knowledge and enhance skills.  3.1.3 School Counselor consistently participates in the professional community.	3.1.1 School Counselor occasionally develops / establishes professional goals.  3.1.2 School counselor occasionally pursues applicable opportunities to acquire knowledge and enhance skills.  3.1.3 School Counselor occasionally participates in the professional community.	3.1.1 School Counselor rarely or never develops / establishes professional goals.  3.1.2 School counselor rarely or never pursues applicable opportunities to acquire knowledge and enhance skills.  3.1.3 School Counselor rarely or never participates in the professional community.
<b>3.2</b> The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community.	*At Level 4, a School Counselor fulfills the criteria for Level 3 and additionally provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders.	3.2.1 School Counselor consistently and effectively provides effective leadership in the school counseling program and the school setting or the community.  3.2.2 School Counselor consistently follows through appropriately with directives.	3.2.1 School Counselor occasionally provides effective leadership in the school-counseling program and in the school setting or the community.  3.2.2 School Counselor occasionally follows through appropriately with directives.	3.2.1 School Counselor rarely or never provides effective leadership in the school counseling program and the school setting, or the community.  3.2.2 School Counselor rarely or never follows through appropriately with directives.
<b>3.3</b> The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students' needs.	*At Level 4, a School Counselor fulfills the criteria for Level 3 and additionally always demonstrates highly effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds.  **At Level 4, a School Counselor fulfills the criteria for Level 3 and additionally always demonstrates a direct impact of their collaborative activities with	3.3.1 School Counselor consistently demonstrates effective communication skills and consistently collaborates with all teachers, families, and community stakeholders.  3.3.2 School Counselor consistently demonstrates effective communication skills and consistently collaborates with all stakeholders from a variety of backgrounds.	3.3.1 School Counselor occasionally demonstrates effective communication skills and occasionally collaborates with some teachers and community stakeholders.  3.3.2 School Counselor occasionally demonstrates effective communication skills and occasionally collaborates with all stakeholders from a variety of backgrounds.	3.3.1 School Counselor rarely or never demonstrates effective communication skills and rarely or never collaborates with any teachers and community stakeholders.  3.3.2 School Counselor rarely or never demonstrates effective communication skills and rarely or never collaborates with all stakeholders from a variety of backgrounds.

<p><b>3.4</b> The school counselor provides systems support by working with other educational programs and student services. Note: This may include other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students.</p>	<p>teachers, families, and community stakeholders on the students.</p> <p>*At Level 4, a School Counselor fulfills the criteria for Level 3 and additionally always advocates for all students.</p> <p>**At Level 4, a School Counselor fulfills the criteria for Level 3 and additionally always promotes ethical standards with students, school personnel, parents, and community agencies.</p>	<p>consistently effective members of the student population.</p> <p>3.4.1 School Counselor consistently assists teachers with the integration of guidance activities into the curriculum.</p> <p>3.4.2 School Counselor consistently shares legally, ethically appropriate information about students with school personnel, parents, and community agencies.</p>	<p>occasionally effective with only a very small population of the members of the student population to the detriment of others.</p> <p>3.4.1 The School Counselor occasionally supports other educational or student services programs.</p> <p>3.4.2 School Counselor occasionally shares legally, ethically appropriate information about students with school personnel, parents, and community agencies.</p>	<p>or never effective with only a small population of the members of the student population to the detriment of others.</p> <p>3.4.1 The School Counselor rarely or never supports other educational or student services programs.</p> <p>3.4.2 School Counselor rarely or never shares legally, ethically appropriate information about students with school personnel, parents, and community agencies.</p>
<p><b>3.5</b> The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.</p>	<p>*At Level 4, a School 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 School 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 School Counselor occasionally 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 School Counselor rarely or never addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.</p>
<p><b>3.6</b> The school counselor demonstrates knowledge of current trends in student development and academic achievement.</p>	<p>*At Level 4, a School 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 School Counselor</p>	<p>3.6.1 School Counselor consistently and regularly engages in professional development.</p>	<p>3.6.1 School Counselor occasionally and sporadically engages in professional development.</p>	<p>3.6.1 School Counselor rarely or never engages in professional development.</p>

	fulfills the criteria for Level 3 and additionally always incorporates new knowledge in her/his daily work			

### 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 the standards. If they do not, it will affect their overall rating negatively.

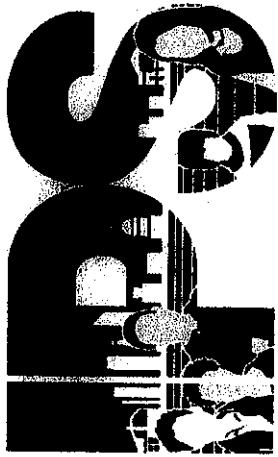
Indicator	WEIGHT SCALE	Does Not Meet Standard	Meets Standard	Guidelines
Attendance / On-Time Arrival	.50	Individual demonstrates a pattern of unexcused absences * Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) 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 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) 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)	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	.50	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 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 Q**

**Elementary**

**Compliance Monitor**

**Effectiveness Rubric**



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# Indianapolis Public Schools Elementary Compliance Monitor Effectiveness Rubric

Modified July 2013

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# Elementary Compliance Monitor Evaluation Domain Rubrics

## Domain 1: Purposeful Planning

The Compliance Monitor utilizes data, assists in the development and tracking of measurable goals, monitoring schedules, accommodations, and transitions from pre-school to secondary.

COMPETENCIES	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	IMPROVEMENT NECESSARY (2)	INEFFECTIVE (1)
<p><b>1.1</b></p> <p><b>Organizes and facilitates M-Team meetings that foster input from all members in an effort to adhere to state and district compliance timelines.</b></p>	<p>* At Level 4, a compliance monitor fulfills the criteria for Level 3 and additionally provides weekly M-Team Agendas for each team member at least 24 hours prior to the meeting and uploads to online folder for all building staff to review.</p> <p>** At Level 4, a compliance monitor fulfills the criteria for Level 3 and additionally makes arrangements in advance for school staff and outside agencies to present data to address academic and/or behavioral concerns for students presented to the M-Team.</p> <p>*** At Level 4, a compliance monitor fulfills the criteria for Level 3 and additionally follows state and district guidelines for monitoring all conferences and evaluations.</p>	<p>1.1.1 Compliance Monitor consistently demonstrates effective organization and facilitation of meetings that adhere to state and district guidelines.</p> <p>1.1.2 Compliance Monitor consistently provides weekly M-Team Agendas for each team member prior to the meeting.</p> <p>1.1.3 Compliance Monitor consistently makes arrangements in advance for school staff and outside agencies to present data to address academic and/or behavioral concerns for students presented to the M-Team.</p> <p>1.1.4 Compliance Monitor consistently follows state and district guidelines for monitoring all conferences and evaluations.</p>	<p>1.1.1 Compliance Monitor occasionally demonstrates effective organization and facilitation of meetings that adhere to state and district guidelines.</p> <p>1.1.2 Compliance Monitor occasionally provides weekly M-Team Agendas for each team member prior to the meeting.</p> <p>1.1.3 Compliance Monitor occasionally makes arrangements in advance for school staff and outside agencies to present data to address academic and/or behavioral concerns for students presented to the M-Team.</p> <p>1.1.4 Compliance Monitor occasionally follows state and district guidelines for monitoring all conferences and evaluations.</p>	<p>1.1.1 Compliance Monitor rarely or never demonstrates effective organization and facilitation of meetings that adhere to state and district guidelines.</p> <p>1.1.2 Compliance Monitor rarely or never provides weekly M-Team Agendas for each team member prior to the meeting.</p> <p>1.1.3 Compliance Monitor rarely or never makes arrangements in advance for school staff and outside agencies to present data to address academic and/or behavioral concerns for students presented to the M-Team.</p> <p>1.1.4 Compliance Monitor rarely or never follows state and district guidelines for monitoring all conferences and evaluations.</p>

<p><b>1.2</b></p> <p><b>Maintains Special Education Database</b></p>	<p>*At Level 4, a Compliance Monitor fulfills the criteria for level 3 and additionally maintains databases or spreadsheets that are easily understood comprehensive and adjusted when necessary.</p> <p>**At Level 4, a Compliance Monitor fulfills the criteria for level 3 and additionally data on the Special Education Placement Screen is updated weekly with no errors or omissions.</p> <p>***At Level 4, a Compliance Monitor fulfills the criteria for level 3 and additionally assigns and monitors TOR Screen on as needed basis.</p> <p>****At Level 4, a Compliance Monitor fulfills the criteria for level 3 and additionally randomly monitors TOR's Progress on Goals.</p>	<p>1.2.1 Compliance Monitor consistently maintains a Special Education Database.</p> <p>1.2.2 Compliance Monitor consistently maintains databases or spreadsheets that contain all the necessary compliance fields associated with the job responsibilities.</p> <p>1.2.3 Compliance Monitor consistently enters and updates data such as transportation, evaluation, related services, etc. on the Special Education Placement Screen weekly with minimal amount of errors or omissions.</p> <p>1.2.4 Compliance Monitor consistently updates the TOR Screen and Caseloads.</p> <p>1.2.5 Compliance Monitor consistently monitors the completion of Progress on Goals by collecting TOR sign-off.</p>	<p>1.2.1 Compliance Monitor occasionally maintains a Special Education Database.</p> <p>1.2.2 Compliance Monitor occasionally maintains databases or spreadsheets that contain all the necessary compliance fields associated with the job responsibilities.</p> <p>1.2.3 Compliance Monitor occasionally enters and updates data such as transportation, evaluation, related services, etc. on the Special Education Placement Screen weekly with minimal amount of errors or omissions.</p> <p>1.2.4 Compliance Monitor occasionally updates the TOR Screen and Caseloads.</p> <p>1.2.5 Compliance Monitor occasionally monitors the completion of Progress on Goals by collecting TOR sign-off.</p>	<p>1.2.1 Compliance Monitor rarely or never maintains a Special Education Database.</p> <p>1.2.2 Compliance Monitor rarely or never maintains databases or spreadsheets that contain all the necessary compliance fields associated with the job responsibilities.</p> <p>1.2.3 Compliance Monitor rarely or never enters and updates data such as transportation, evaluation, related services, etc. on the Special Education Placement Screen weekly with minimal amount of errors or omissions.</p> <p>1.2.4 Compliance Monitor rarely or never updates the TOR Screen and Caseloads.</p> <p>1.2.5 Compliance Monitor rarely or never monitors the completion of Progress on Goals by collecting TOR sign-off.</p>
<p><b>1.3</b></p> <p><b>Demonstrates Knowledge of Resources</b></p>	<p>*At Level 4, a Compliance Monitor fulfills the criteria for level 3 and additionally problem solves through case conferences, staffing etc. to provide instructional supports and services above and beyond district resources.</p>	<p>1.3.1 Compliance Monitor consistently and effectively demonstrates knowledge of resources.</p> <p>1.3.2 Compliance Monitor consistently utilizes district supports and accesses resources</p>	<p>1.3.1 Compliance Monitor occasionally demonstrates knowledge of resources.</p> <p>1.3.2 Compliance Monitor occasionally utilizes district supports and accesses resources</p>	<p>1.3.1 Compliance Monitor rarely or never demonstrates knowledge of resources.</p> <p>1.3.2 Compliance Monitor rarely or never utilizes district supports and accesses resources for</p>



	<p><b>** At Level 4, a Compliance Monitor fulfills the criteria for level 3 and additionally seeks out support and resources from outside agencies.</b></p>	<p>for teachers, parents, students, coaches and other building staff.</p> <p>1.3.3 Compliance Monitor consistently meets with staff and administrators to share resources to discuss students and help problem solve in the building.</p>	<p>for teachers, parents, students, coaches and other building staff.</p> <p>1.3.3 Compliance Monitor occasionally meets with staff and administrators to share resources to discuss students and help problem solve in the building.</p>	<p>teachers, parents, students, coaches and other building staff.</p> <p>1.3.3 Compliance Monitor rarely or never meets with staff and administrators to share resources to discuss students and help problem solve in the building.</p>
<p><b>1.4</b></p> <p><b>Access and Monitors Student Data</b></p>	<p><b>*At Level 4, a Compliance Monitor fulfills the criteria for level 3 and additionally maintains, collaborates and monitors a data driven culture where all Special Education Teachers actively use relevant data.</b></p> <p><b>**At Level 4, a Compliance Monitor fulfills the criteria for level 3 and additionally monitors students' annual PLAAFP so that it aligns with their measurable goals, services and accommodations.</b></p>	<p>1.4.1 Compliance Monitor consistently accesses and monitors student data.</p> <p>1.4.2 Compliance Monitor consistently maintains and monitors a data driven culture where Special Education Teachers actively use relevant data to develop a PLAAFP (Present Level of Academic Achievement and Functional Performance) to write measurable goals.</p> <p>1.4.3 Compliance Monitor consistently determines academic, social and emotional progress of students.</p> <p>1.4.4 Compliance Monitor consistently utilizes attendance, disciplinary data, grades and Progress on Goals, etc. to determine the effectiveness of supports and or services for student success.</p>	<p>1.4.1 Compliance Monitor occasionally accesses and monitors student data.</p> <p>1.4.2 Compliance Monitor occasionally maintains and monitors a data driven culture where Special Education Teachers actively use relevant data to develop a PLAAFP (Present Level of Academic Achievement and Functional Performance) to write measurable goals.</p> <p>1.4.3 Compliance Monitor occasionally determines academic, social and emotional progress of students.</p> <p>1.4.4 Compliance Monitor occasionally utilizes attendance, disciplinary data, grades and Progress on Goals, etc. to determine the effectiveness of supports and or services for student success.</p>	<p>1.4.1 Compliance Monitor rarely or never accesses and monitors student data.</p> <p>1.4.2 Compliance Monitor rarely or never maintains and monitors a data driven culture where Special Education Teachers actively use relevant data to develop a PLAAFP (Present Level of Academic Achievement and Functional Performance) to write measurable goals.</p> <p>1.4.3 Compliance Monitor rarely or never determines academic, social and emotional progress of students.</p> <p>1.4.4 Compliance Monitor rarely or never utilizes attendance, disciplinary data, grades and Progress on Goals, etc. to determine the effectiveness of supports and or services for student success.</p>

## Domain 2: Elementary Compliance Monitor's Support Services

COMPETENCY	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	IMPROVEMENT NECESSARY (2)	INEFFECTIVE (1)
<p><b>2.1</b></p> <p><b>Clearly communicates to all stakeholders</b></p>	<p>*At Level 4, a Compliance Monitor fulfills the criteria for level 3 and additionally ensures that all communications are positive, clear, correct and expressive with well-chosen and appropriate vocabulary.</p> <p>** At Level 4, a Compliance Monitor fulfills the criteria for level 3 and additionally ensures that all participants have a voice in discussions.</p>	<p>2.1.1 Compliance Monitor consistently communicates to all stakeholders.</p> <p>2.1.2 Compliance Monitor consistently communicates with staff or parents through various mediums (such as phone calls, emails, texts, or meetings).</p> <p>2.1.3 Compliance Monitor consistently communicates in a clear, concise and well organized manner.</p> <p>2.1.4 Compliance Monitor consistently maintains an inclusive manner and approach with staff, students, and parents.</p>	<p>2.1.1 Compliance Monitor occasionally communicates to all stakeholders.</p> <p>2.1.2 Compliance Monitor occasionally communicates with staff or parents through various mediums (such as phone calls, emails, texts, or meetings).</p> <p>2.1.3 Compliance Monitor occasionally communicates in a clear, concise and well organized manner.</p> <p>2.1.4 Compliance Monitor occasionally maintains an inclusive manner and approach with staff, students, and parents.</p>	<p>2.1.1 Compliance Monitor rarely or never communicates to all stakeholders.</p> <p>2.1.2 Compliance Monitor rarely or never communicates with staff or parents through various mediums (such as phone calls, emails, texts, or meetings).</p> <p>2.1.3 Compliance Monitor rarely or never communicates in a clear, concise and well organized manner.</p> <p>2.1.4 Compliance Monitor rarely or never maintains an inclusive manner and approach with staff, students, and parents.</p>
<p><b>2.2</b></p> <p><b>Exhibits knowledge of Data Driven Instruction</b></p>	<p>*At Level 4, a Compliance Monitor fulfills the criteria for level 3 and additionally monitors progress toward goals to ensure if there is no progress, revisions are made to better address student needs.</p> <p>**At Level 4, a Compliance Monitor fulfills the criteria for level 3 and additionally provides</p>	<p>2.2.1 Compliance Monitor is consistently effective in exhibiting knowledge of Data Driven Instruction by supporting the TOR and TOS.</p> <p>2.2.2 Compliance Monitor consistently facilitates and assists in the identification of data sources, academic and social emotional skills to develop</p>	<p>2.2.1 Compliance Monitor is occasionally effective in exhibiting knowledge of Data Driven Instruction by supporting the TOR and TOS.</p> <p>2.2.2 Compliance Monitor occasionally facilitates and assists in the identification of data sources, academic and social emotional skills to develop</p>	<p>2.2.1 Compliance Monitor is rarely or never effective in exhibiting knowledge of Data Driven Instruction by supporting the TOR and TOS.</p> <p>2.2.2 Compliance Monitor rarely or never facilitates and assists in the identification of data sources, academic and social emotional skills to develop and</p>

<p>training &amp; support to TOR &amp; TOS when individual instruction is needed (after group presentation or remediation).</p> <p>** At Level 4, a Compliance Monitor fulfills the criteria for level 3 and additionally monitors with previous data that goals are relevant to student needs and aligned with grade level.</p> <p>** At Level 4, a Compliance Monitor fulfills the criteria for level 3 and additionally provides training in the development of effective, measurable goals and suggests progress monitoring assessment tools for them.</p> <p>*** At Level 4, a Compliance Monitor fulfills the criteria for level 3 and additionally provides support &amp; resources for developing the BIP.</p> <p>**** At Level 4, a Compliance Monitor fulfills the criteria for level 3 and additionally provides support to teachers for successful/reasonable strategies for behaviors and academics.</p>	<p>and implement measurable IEP goals.</p> <p>2.2.3 Compliance Monitor consistently reviews IEP's and suggests revisions if warranted IEP's academic and/or behavior goals are regularly based on current assessment data using available achievement/social emotional documentation.</p> <p>2.2.4 Compliance Monitor consistently utilizes ACR checklist from our forms to enter clear precise and measurable IEPs.</p> <p>2.2.5 Compliance Monitor consistently generates FBA &amp; BIP consents. Distribute &amp; explain how to gather assessments needed for the FBA and how to track completion.</p> <p>2.2.6 Compliance Monitor consistently provides monthly advanced notices of upcoming</p>	<p>and implement measurable IEP goals.</p> <p>2.2.3 Compliance Monitor occasionally reviews IEP's and suggests revisions if warranted IEP's academic and/or behavior goals are regularly based on current assessment data using available achievement/social emotional documentation.</p> <p>2.2.4 Compliance Monitor occasionally utilizes ACR checklist from our forms to enter clear precise and measurable IEPs.</p> <p>2.2.5 Compliance Monitor occasionally generates FBA &amp; BIP consents. Distribute &amp; explain how to gather assessments needed for the FBA and how to track completion.</p> <p>2.2.6 Compliance Monitor occasionally provides monthly advanced notices of upcoming</p>	<p>implement measurable IEP goals.</p> <p>2.2.3 Compliance Monitor rarely or never reviews IEP's and suggests revisions if warranted IEP's academic and/or behavior goals are regularly based on current assessment data using available achievement/social emotional documentation.</p> <p>2.2.4 Compliance Monitor rarely or never utilizes ACR checklist from our forms to enter clear precise and measurable IEPs.</p> <p>2.2.5 Compliance Monitor rarely or never generates FBA &amp; BIP consents. Distribute &amp; explain how to gather assessments needed for the FBA and how to track completion.</p> <p>2.2.6 Compliance Monitor rarely or never provides monthly advanced notices of upcoming</p>
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**Individual Education  
Plan=IEP  
Teacher of Record=TOR  
Teacher of Service=TOS**

<p><b>2.3</b></p> <p><b>Demonstrates Knowledge of Indiana State Curriculum Standards and Common Core Standards and their alignment to Student Goals.</b></p>	<p>* At Level 4, a Compliance Monitor fulfills the criteria for level 3 and additionally demonstrates knowledge of academic standards and their alignment to student goals. Provides individual coaching sessions on how to align goals to standards.</p>	<p>2.3.1 Compliance Monitor is consistently and effectively in demonstrating knowledge of Indiana State Curriculum Standards and Common Core Standards and their alignment to Student Goals.</p> <p>2.3.2 Compliance Monitor consistently demonstrates thorough knowledge of academic standards and uses this information to help teachers align student goals to standards.</p> <p>2.3.3 Compliance Monitor consistently conducts professional development sessions on how to align goals to standards.</p>	<p>2.3.1 Compliance Monitor is occasionally and effectively in demonstrating knowledge of Indiana State Curriculum Standards and Common Core Standards and their alignment to Student Goals.</p> <p>2.3.2 Compliance Monitor occasionally demonstrates thorough knowledge of academic standards and uses this information to help teachers align student goals to standards.</p> <p>2.3.3 Compliance Monitor occasionally conducts professional development sessions on how to align goals to standards.</p>	<p>2.3.1 Compliance Monitor is rarely or never effective in demonstrating knowledge of Indiana State Curriculum Standards and Common Core Standards and their alignment to Student Goals.</p> <p>2.3.2 Compliance Monitor rarely or never demonstrates thorough knowledge of academic standards and uses this information to help teachers align student goals to standards.</p> <p>2.3.3 Compliance Monitor rarely or never conducts professional development sessions on how to align goals to standards.</p>
<p><b>2.4</b></p> <p><b>Understands the relationship between Present Levels of Academic Achievement and Functional Performance (PLAAFP) and (Individual</b></p>	<p>* At Level 4, a Compliance Monitor fulfills the criteria for level 3 and additionally provides individual coaching sessions and Professional Development support for teachers to identify data, develop comprehensive PLAAFP and appropriate IEP Goals.</p>	<p>2.4.1 Compliance Monitor consistently demonstrates a strong understanding of the relationship between present Levels of Academic Achievement and Functional Performance (PLAAFP) and (Individual Education Goals) IEP goals.</p> <p>2.4.2 Compliance Monitor consistently ensures that the goals align with standards and are based on current data and the PLAAFP.</p> <p>2.4.3 Compliance Monitor</p>	<p>2.4.1 Compliance Monitor occasionally demonstrates a strong understanding of the relationship between present Levels of Academic Achievement and Functional Performance (PLAAFP) and (Individual Education Goals) IEP goals.</p> <p>2.4.2 Compliance Monitor occasionally ensures that the goals align with standards and are based on current data and the PLAAFP.</p> <p>2.4.3 Compliance Monitor</p>	<p>2.4.1 Compliance Monitor rarely or never demonstrates a strong understanding of the relationship between present Levels of Academic Achievement and Functional Performance (PLAAFP) and (Individual Education Goals) IEP goals.</p> <p>2.4.2 Compliance Monitor rarely or never ensures that the goals align with standards and are based on current data and the PLAAFP.</p> <p>2.4.3 Compliance Monitor rarely</p>

<p><b>Education Goals) IEP goals.</b></p> <p><i>Individual Education Plan=IEP</i></p> <p><i>Present Level of Academic Achievement and Functional Performance=PLAAFP</i></p>		<p>consistently provides Professional Development support for each assigned school to identify data, align standards, and develop a PLAAFP and IEP Goals.</p> <p>2. 4.4 Compliance Monitor consistently monitors documentation of progress on goals that show student academic and behavioral growth.</p>	<p>occasionally provides Professional Development support for each assigned school to identify data, align standards, and develop a PLAAFP and IEP Goals.</p> <p>2. 4.4 Compliance Monitor occasionally monitors documentation of progress on goals that show student academic and behavioral growth.</p>	<p>or never provides Professional Development support for each assigned school to identify data, align standards, and develop a PLAAFP and IEP Goals.</p> <p>2. 4.4 Compliance Monitor rarely or never monitors documentation of progress on goals that show student academic and behavioral growth.</p>
<p><b>2.5 Performs Compliance Monitor Role adheres to all district, state and federal guidelines.</b></p>	<p>*At Level 4, a Compliance Monitor fulfills the criteria for level 3 and additionally facilitates M-Team meetings weekly and develops agenda.</p> <p>** At Level 4, a Compliance Monitor fulfills the criteria for level 3 and additionally encourages and supports 100% participation of the team membership as required by district rubric.</p> <p>*** At Level 4, a Compliance Monitor fulfills the criteria for level 3 and additionally coordinates agenda for evaluations and discusses parent request and refusals for evaluations.</p> <p>****At Level 4, a Compliance</p>	<p>2.5.1 Compliance Monitor consistently performs roles and responsibilities and adheres to all district, state and federal guidelines.</p> <p>2.5.2 Compliance Monitor consistently facilitates weekly M-Team meetings and develops agenda.</p> <p>2.5.3 Compliance Monitor consistently encourages 100% participation of the core membership; psychologist, compliance monitor, speech therapist, social worker or counselor, administrator as required by district rubric.</p> <p>2.5.4 Compliance Monitor consistently coordinates timeliness for evaluations and</p>	<p>2.5.1 Compliance Monitor occasionally performs roles and responsibilities and adheres to all district, state and federal guidelines.</p> <p>2.5.2 Compliance Monitor occasionally facilitates weekly M-Team meetings and develops agenda.</p> <p>2.5.3 Compliance Monitor occasionally encourages 100% participation of the core membership; psychologist, compliance monitor, speech therapist, social worker or counselor, administrator as required by district rubric.</p> <p>2.5.4 Compliance Monitor occasionally coordinates timeliness for evaluations and</p>	<p>2.5.1 Compliance Monitor rarely or never performs roles and responsibilities and adheres to all district, state and federal guidelines.</p> <p>2.5.2 Compliance Monitor rarely or never facilitates weekly M-Team meetings and develops agenda.</p> <p>2.5.3 Compliance Monitor rarely or never encourages 100% participation of the core membership; psychologist, compliance monitor, speech therapist, social worker or counselor, administrator as required by district rubric.</p> <p>2.5.4 Compliance Monitor rarely or never coordinates timeliness for evaluations and discusses</p>

	<p>Monitor fulfills the criteria for level 3 and additionally establishes interventions for academics and behaviors.</p>	<p>discusses parent request and refusals for evaluation.</p> <p>2.5.5 Compliance Monitor consistently establishes student academic and behavioral interventions.</p> <p>2.5.6 Compliance Monitor consistently reviews all data to determine evaluation status of timelines.</p> <p>2.5.7 Compliance Monitor consistently monitors all evaluation timelines and ensures team members submit required components.</p> <p>2.5.8 Compliance Monitor consistently encourages the membership to actively participate in Multidisciplinary meetings.</p>	<p>discusses parent request and refusals for evaluation.</p> <p>2.5.5 Compliance Monitor occasionally establishes student academic and behavioral interventions.</p> <p>2.5.6 Compliance Monitor occasionally reviews all data to determine evaluation status of timelines.</p> <p>2.5.7 Compliance Monitor occasionally monitors all evaluation timelines and ensures team members submit required components.</p> <p>2.5.8 Compliance Monitor occasionally encourages the membership to actively participate in Multidisciplinary meetings.</p>	<p>parent request and refusals for evaluation.</p> <p>2.5.5 Compliance Monitor rarely or never establishes student academic and behavioral interventions.</p> <p>2.5.6 Compliance Monitor rarely or never reviews all data to determine evaluation status of timelines.</p> <p>2.5.7 Compliance Monitor rarely or never monitors all evaluation timelines and ensures team members submit required components.</p> <p>2.5.8 Compliance Monitor rarely or never encourages the membership to actively participate in Multidisciplinary meetings.</p>
<p><b>2.6</b> <b>Supports a Culture for Adult Learning</b></p>	<p>*At Level 4, a Compliance Monitor fulfills the criteria for level 3 and additionally learning is supported through relevant and consistent staff development activities and materials that support quality work.</p>	<p>2.6.1 Compliance Monitor consistently and effectively supports a Culture for Adult Learning.</p> <p>2.6.2 Compliance Monitor consistently develops professional development activities for staff to learn and understand the process of developing IEPs in the Indiana IEP System.</p>	<p>2.6.1 Compliance Monitor occasionally supports a Culture for Adult Learning.</p> <p>2.6.2 Compliance Monitor occasionally develops professional development activities for staff to learn and understand the process of developing IEPs in the Indiana IEP System.</p>	<p>2.6.1 Compliance Monitor rarely or never supports a Culture for Adult Learning.</p> <p>2.6.2 Compliance Monitor rarely or never develops professional development activities for staff to learn and understand the process of developing IEPs in the Indiana IEP System.</p>

	<p>2.6.3 Compliance Monitor consistently shares district compliance information on a regular basis with colleagues.</p> <p>2.6.4 Compliance Monitor consistently consults and collaborates with special education teachers to support adult learning activities based on their individual needs.</p>	<p>2.6.3 Compliance Monitor occasionally shares district compliance information on a regular basis with colleagues.</p> <p>2.6.4 Compliance Monitor occasionally consults and collaborates with special education teachers to support adult learning activities based on their individual needs.</p>	<p>2.6.3 Compliance Monitor rarely or never shares district compliance information on a regular basis with colleagues.</p> <p>2.6.4 Compliance Monitor rarely or never consults and collaborates with special education teachers to support adult learning activities based on their individual needs.</p>
<p><b>2.7</b></p> <p><b>Works with Teachers to maintain an effective data collection system for guiding interventions, developing accommodations and developing behavior support plans to increase student achievement.</b></p>	<p>*At Level 4, a Compliance Monitor fulfills the criteria for level 3 and additionally very effectively checks the Teacher of Record/Teacher of Service data collection process for monitoring progress on goals, interventions, accommodations and behavior support plans to increase student achievement.</p> <p>** At Level 4, a Compliance Monitor fulfills the criteria for level 3 and additionally assists in the identification of academic and social and emotional skills to develop and monitor implementation of measurable goals.</p> <p>*** At Level 4, a Compliance Monitor fulfills the criteria for level 3 and additionally works with teachers to develop accommodations and develop</p>	<p>2.7.1 The Compliance Monitor consistently checks the teacher of Record/ Teacher of Service data collection process for monitoring progress on goals, interventions, accommodations and behavior support plans to increase student achievement.</p> <p>2.7.2 Compliance Monitor consistently assists in identification of academic and social and emotional skills to develop and consistently monitors implementation of measurable goals.</p> <p>2.7.3 Compliance Monitor consistently reviews Indiana IEPs and collaborates with the Teacher of Record to make certain it reflects current and relevant information.</p>	<p>2.7.1 The Compliance Monitor rarely or never checks the teacher of Record/ Teacher of Service data collection process for monitoring progress on goals, interventions, accommodations and behavior support plans to increase student achievement.</p> <p>2.7.2 Compliance Monitor rarely or never assists in identification of academic and social and emotional skills to develop and rarely or never monitors implementation of measurable goals.</p> <p>2.7.3 Compliance Monitor rarely or never reviews Indiana IEPs and collaborates with the Teacher of Record to make certain it reflects current and relevant information.</p>

	<p>behavior support plans.</p> <p>**** At Level 4, a Compliance Monitor fulfills the criteria for level 3 and additionally attends all BBT meetings when expertise may be needed (to determine if evaluation is appropriate).</p>	<p>2.7.4 Compliance Monitor consistently oversees that the data is accurately reported to students and/ or parents in easily understood language.</p> <p>2.7.5 Compliance Monitor consistently oversees that the data is used to develop behavior support plans, accommodations, and update progress on goals for students.</p> <p>2.7.6 Compliance Monitor consistently reports to the administrators the status of TOR/TOS fulfilling their responsibilities as outlined in Article 7.</p>	<p>2.7.4 Compliance Monitor occasionally oversees that the data is accurately reported to students and/ or parents in easily understood language.</p> <p>2.7.5 Compliance Monitor occasionally oversees that the data is used to develop behavior support plans, accommodations, and update progress on goals for students.</p> <p>2.7.6 Compliance Monitor occasionally reports to the administrators the status of TOR/TOS fulfilling their responsibilities as outlined in Article 7.</p>	<p>2.7.4 Compliance Monitor rarely or never oversees that the data is accurately reported to students and/ or parents in easily understood language.</p> <p>2.7.5 Compliance Monitor rarely or never oversees that the data is used to develop behavior support plans, accommodations, and update progress on goals for students.</p> <p>2.7.6 Compliance Monitor rarely or never reports to the administrators the status of TOR/TOS fulfilling their responsibilities as outlined in Article 7.</p>
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### Domain 3: Elementary Compliance Monitor's Leadership

COMPETENCY	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	IMPROVEMENT NECESSARY (2)	INEFFECTIVE (1)
<p><b>3.1</b></p> <p><b>Contributes to School Culture</b></p> <p><i>Teacher of Record=TOR</i> <i>Teacher of Service=TOS</i></p>	<p>*At Level 4, a Compliance Monitor fulfills the criteria for level 3 and additionally participates in select school activities(s).</p> <p>**At Level 4, a Compliance Monitor fulfills the criteria for level 3 and additionally dedicates time and contributes ideas to increase the achievement rate of students.</p> <p>**At Level 4, a Compliance Monitor fulfills the criteria for level 3 and additionally seeks out professional development, leadership roles and learning opportunities that build expertise.</p>	<p>3.1.1 Compliance Monitor consistently makes a positive contribution to the school culture.</p> <p>3.1.2 Compliance Monitor consistently addresses staff to inform and give updates on district, state and federal SPED policies.</p> <p>3.1.3 Compliance Monitor consistently supports and assists individual teachers with IEP training and professional learning (i.e. How to do a Behavior Improvement Plan (BIP), develop a PLAAF to write effective measurable goals to improve student learning and services etc.).</p> <p>3.1.4 Compliance Monitor consistently dedicates time and consistently contributes ideas and expertise to promote the school mission in at least one school.</p> <p>3.2.1 Compliance Monitor consistently and effectively facilitates collegial interactions.</p> <p>3.2.2 Compliance Monitor</p>	<p>3.1.1 Compliance Monitor occasionally makes a positive contribution to the school culture.</p> <p>3.1.2 Compliance Monitor occasionally addresses staff to inform and give updates on district, state and federal SPED policies.</p> <p>3.1.3 Compliance Monitor occasionally supports and assists individual teachers with IEP training and professional learning (i.e. How to do a Behavior Improvement Plan (BIP), develop a PLAAF to write effective measurable goals to improve student learning and services etc.).</p> <p>3.1.4 Compliance Monitor occasionally dedicates time and consistently contributes ideas and expertise to promote the school mission in at least one school.</p> <p>3.2.1 Compliance Monitor occasionally facilitates collegial interactions.</p> <p>3.2.2 Compliance Monitor</p>	<p>3.1.1 Compliance Monitor rarely or never makes a positive contribution to the school culture.</p> <p>3.1.2 Compliance Monitor rarely or never addresses staff to inform and give updates on district, state and federal SPED policies.</p> <p>3.1.3 Compliance Monitor rarely or never supports and assists individual teachers with IEP training and professional learning (i.e. How to do a Behavior Improvement Plan (BIP) develops a PLAAF to write effective measurable goals to improve student learning and services etc.).</p> <p>3.1.4 Compliance Monitor rarely or never dedicates time and consistently contributes ideas and expertise to promote the school mission in at least one school.</p> <p>3.2.1 Compliance Monitor rarely or never facilitates collegial interactions.</p> <p>3.2.2 Compliance Monitor rarely</p>
<p><b>3.2</b></p>				

<p><b>Facilitates Collegial Interactions</b></p>	<p>members share professional conversations and information about students.</p> <p>**At Level 4, a Compliance Monitor fulfills the criteria for level 3 and additionally collaborates with colleagues to support productive team work.</p>	<p>consistently encourages collaborative participation among staff members to share positive conversations and information about students and families.</p> <p>3.2.3 Compliance Monitor consistently arranges informal collaborative work sessions to share ideas on how to write an IIEP, respond to Progress on Goals, write measurable goals, complete a manifestation conference etc.</p> <p>3.2.4 Compliance Monitor consistently communicates respect to create a collegial work and learning environment.</p> <p>3.3.1 Compliance Monitor consistently grows and develops professionally by attending district sponsored activities.</p> <p>3.3.2 Compliance Monitor consistently participates in professional development activities at the building and/or district level.</p> <p>3.3.3 Compliance Monitor consistently participates in professional learning communities at the building and/or district level (for example: IPS Online, RTI,</p>	<p>occasionally encourages collaborative participation among staff members to share positive conversations and information about students and families.</p> <p>3.2.3 Compliance Monitor occasionally arranges informal collaborative work sessions to share ideas on how to write an IIEP, respond to Progress on Goals, write measurable goals, complete a manifestation conference etc.</p> <p>3.2.4 Compliance Monitor occasionally communicates respect to create a collegial work and learning environment.</p> <p>3.3.1 Compliance Monitor occasionally grows and develops professionally by attending district sponsored activities.</p> <p>3.3.2 Compliance Monitor occasionally participates in professional development activities at the building and/or district level.</p> <p>3.3.3 Compliance Monitor occasionally participates in professional learning communities at the building and/or district level (for example: IPS Online, RTI,</p>	<p>or never encourages collaborative participation among staff members to share positive conversations and information about students and families.</p> <p>3.2.3 Compliance Monitor rarely or never arranges informal collaborative work sessions to share ideas on how to write an IIEP, respond to Progress on Goals, write measurable goals, complete a manifestation conference etc.</p> <p>3.2.4 Compliance Monitor rarely or never communicates respect to create a collegial work and learning environment.</p> <p>3.3.1 Compliance Monitor rarely or never grows and develops professionally by attending district sponsored activities.</p> <p>3.3.2 Compliance Monitor rarely or never participates in professional development activities at the building and/or district level.</p> <p>3.3.3 Compliance Monitor rarely or never participates in professional learning communities at the building and/or district level (for example: IPS Online, RTI,</p>
<p><b>3.3 Compliance Monitor Grows and Develops Professionally</b></p>	<p>*At Level 4, a Compliance Monitor fulfills 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, a Compliance Monitor fulfills 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>consistently encourages collaborative participation among staff members to share positive conversations and information about students and families.</p> <p>3.2.3 Compliance Monitor consistently arranges informal collaborative work sessions to share ideas on how to write an IIEP, respond to Progress on Goals, write measurable goals, complete a manifestation conference etc.</p> <p>3.2.4 Compliance Monitor consistently communicates respect to create a collegial work and learning environment.</p> <p>3.3.1 Compliance Monitor consistently grows and develops professionally by attending district sponsored activities.</p> <p>3.3.2 Compliance Monitor consistently participates in professional development activities at the building and/or district level.</p> <p>3.3.3 Compliance Monitor consistently participates in professional learning communities at the building and/or district level (for example: IPS Online, RTI,</p>	<p>occasionally encourages collaborative participation among staff members to share positive conversations and information about students and families.</p> <p>3.2.3 Compliance Monitor occasionally arranges informal collaborative work sessions to share ideas on how to write an IIEP, respond to Progress on Goals, write measurable goals, complete a manifestation conference etc.</p> <p>3.2.4 Compliance Monitor occasionally communicates respect to create a collegial work and learning environment.</p> <p>3.3.1 Compliance Monitor occasionally grows and develops professionally by attending district sponsored activities.</p> <p>3.3.2 Compliance Monitor occasionally participates in professional development activities at the building and/or district level.</p> <p>3.3.3 Compliance Monitor occasionally participates in professional learning communities at the building and/or district level (for example: IPS Online, RTI,</p>	<p>or never encourages collaborative participation among staff members to share positive conversations and information about students and families.</p> <p>3.2.3 Compliance Monitor rarely or never arranges informal collaborative work sessions to share ideas on how to write an IIEP, respond to Progress on Goals, write measurable goals, complete a manifestation conference etc.</p> <p>3.2.4 Compliance Monitor rarely or never communicates respect to create a collegial work and learning environment.</p> <p>3.3.1 Compliance Monitor rarely or never grows and develops professionally by attending district sponsored activities.</p> <p>3.3.2 Compliance Monitor rarely or never participates in professional development activities at the building and/or district level.</p> <p>3.3.3 Compliance Monitor rarely or never participates in professional learning communities at the building and/or district level (for example: IPS Online, RTI,</p>

<p><b>3.4</b></p> <p><b>Demonstrates Flexibility and Responsiveness</b></p>	<p>*At Level 4, a Compliance Monitor fulfills the criteria for level 3 and additionally demonstrates leadership and timely flexibility and responsiveness to district, building, and staff responsibilities and needs.</p> <p>** At Level 4, a Compliance Monitor fulfills 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>*** At Level 4, a Compliance Monitor fulfills the criteria for level 3 and additionally responds to last minute requests from district or building level stakeholders in an expeditious, professional and courteous manner.</p>	<p>Staffing, and M-Team).</p> <p>3.4.1 Compliance Monitor consistently demonstrates timeliness, flexibility and responsiveness to district, building, and staff responsibilities and needs.</p> <p>3.4.2 Compliance Monitor consistently develops and communicates an appropriate plan of response and monitors implementation with fidelity.</p> <p>3.4.3 Compliance Monitor consistently completes District and building level reports (i.e. child count, case conference timelines, building reports etc.) on time.</p> <p>3.4.4 Compliance Monitor consistently demonstrates a flexible and timely response to staff, building and/or district needs.</p> <p>3.4.5 Compliance Monitor consistently allocates time and services equitably for each building based on need.</p>	<p>Staffing, and M-Team).</p> <p>3.4.1 Compliance Monitor occasionally demonstrates timeliness, flexibility and responsiveness to district, building, and staff responsibilities and needs.</p> <p>3.4.2 Compliance Monitor occasionally develops and communicates an appropriate plan of response and monitors implementation with fidelity.</p> <p>3.4.3 Compliance Monitor occasionally completes District and building level reports (i.e. child count, case conference timelines, building reports etc.) on time.</p> <p>3.4.4 Compliance Monitor occasionally demonstrates a flexible and timely response to staff, building and/or district needs.</p> <p>3.4.5 Compliance Monitor occasionally allocates time and services equitably for each building based on need.</p>	<p>Staffing, and M-Team).</p> <p>3.4.1 Compliance Monitor rarely or never demonstrates timeliness, flexibility and responsiveness to district, building, and staff responsibilities and needs.</p> <p>3.4.2 Compliance Monitor rarely or never develops and communicates an appropriate plan of response and monitors implementation with fidelity.</p> <p>3.4.3 Compliance Monitor rarely or never completes District and building level reports (i.e. child count, case conference timelines, building reports etc.) on time.</p> <p>3.4.4 Compliance Monitor rarely or never demonstrates a flexible and timely response to staff, building and/or district needs.</p> <p>3.4.5 Compliance Monitor rarely or never allocates time and services equitably for each building based on need.</p>
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<p><b>3.5</b></p> <p><b>Fosters an environment of respect and rapport</b></p>	<p>*At Level 4 a Compliance Monitor fulfills most of the criteria for Level 3 and additionally communicates high expectations with students.</p> <p>**At Level 4 a Compliance Monitor fulfills most of the criteria for Level 3 and encourages parent involvement in the development of their child's IEP.</p> <p>***At Level 4 a Compliance Monitor fulfills most of the criteria for Level 3 and additionally establishes an inviting and welcoming environment.</p> <p>****At Level 4 a Compliance Monitor fulfills most of the criteria for Level 3 and additionally empowers parents with educational information, tools and resources.</p>	<p>3.5.1 Compliance Monitor consistently fosters an environment of respect and rapport.</p> <p>3.5.2 Compliance Monitor consistently communicates respect with students, parents, building staff, administration and personnel from outside agencies.</p> <p>3.5.3 Compliance Monitor is consistently ethical and transparent, consistently uses good judgment and consistently maintains confidentiality as outlined in Article 7.</p> <p>3.5.4 Compliance Monitor consistently seeks and consistently values parent input and viewpoints.</p>	<p>3.5.1 Compliance Monitor occasionally fosters an environment of respect and rapport.</p> <p>3.5.2 Compliance Monitor occasionally communicates respect with students, parents, building staff, administration and personnel from outside agencies.</p> <p>3.5.3 Compliance Monitor is occasionally ethical and transparent, consistently uses good judgment and consistently maintains confidentiality as outlined in Article 7.</p> <p>3.5.4 Compliance Monitor occasionally seeks and consistently values parent input and viewpoints.</p>	<p>3.5.1 Compliance Monitor rarely or never fosters an environment of respect and rapport.</p> <p>3.5.2 Compliance Monitor rarely or never communicates respect with students, parents, building staff, administration and personnel from outside agencies.</p> <p>3.5.3 Compliance Monitor is rarely or never ethical and transparent, consistently uses good judgment and consistently maintains confidentiality as outlined in Article 7.</p> <p>3.5.4 Compliance Monitor rarely or never seeks and consistently values parent input and viewpoints.</p>
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### 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.

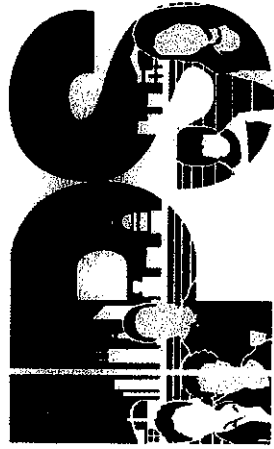
Indicator	WEIGHT SCALE	Does Not Meet Standard	Meets Standard	Guidelines
<p><b>Attendance / On-Time Arrival</b></p>	<p>.50</p>	<p>Individual demonstrates a pattern of unexcused absences * Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set 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.</p>
<p><b>Policies and Guidelines/ District Core Values</b></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>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>

# **Appendix R**

**Secondary**

**Compliance Coordinator**

**Effectiveness Rubric**



# Indianapolis Public Schools

# Secondary Compliance

# Coordinator

# Effectiveness Rubric

(Revised July 2013)

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## Secondary Compliance Coordinator Evaluation Domain Rubrics

**Domain 1: Purposeful Planning – The Secondary Compliance Coordinator utilizes data, to assist in the development of measurable goals to make sure the student IEP aligns with the documented services and/or accommodations**

Competency	Highly Effective (4)	Effective (3)	Improvement Needed (2)	Ineffective (1)
<p><b>Competency 1.1</b></p> <p><b>Organize and Facilitate team meetings that foster input from all constituents in an effort to adhere to state and district compliance timelines</b></p>	<p>*Compliance Monitor fulfills the criteria for Level 3 and additionally weekly M Team agendas are available at least 24 hours prior to the M team meeting.</p> <p>**Compliance Monitor fulfills the criteria for Level 3 and additionally maintains accommodations in an online folder that is available to all staff.</p> <p>***Compliance Monitor fulfills the criteria for Level 3 and additionally suspensions and discipline referrals are tracked and monitored at M team meetings.</p> <p>****Compliance Monitor fulfills the criteria for Level 3 and additionally Meets all district guidelines and timelines for conferences (transition/annual case reviews, manifestations, STN requests and move-in conferences).</p>	<p>1.1.1 Secondary Compliance Coordinator consistently collaborates and communicates with students, parents, outside agencies and district programs, administrators and staff (OCI, ARCHES, AOP, and Satellite Programs etc.).</p> <p>1.1.2 Secondary consistently creates and maintains a district scheduling worksheet and works with scheduling VP and counselors to ensure student schedules are aligned with the student IEP services.</p> <p>1.1.3 Secondary Compliance Coordinator consistently, collaborates and works with Administrators, Dean of Students, and School Social Worker to monitor suspensions, expulsions and manifestation determinations.</p> <p>1.1.4 Secondary Compliance Coordinator consistently follows state and district guidelines for conferences and meets required timelines (transition/annual case reviews, manifestations, STN requests and move-in conferences).</p>	<p>1.1.1 Secondary Compliance Coordinator occasionally collaborates and communicates with students, parents, outside agencies and district programs, administrators and staff (OCI, ARCHES, AOP, and Satellite Programs etc.).</p> <p>1.1.2 Secondary Compliance Coordinator occasionally creates and maintains a district scheduling worksheet and works with scheduling VP and counselors to ensure student schedules are aligned with student IEP services.</p> <p>1.1.3 Secondary Compliance Coordinator occasionally collaborates and works with Administrators, Dean of Students, and School Social Worker to monitor suspensions, expulsions and manifestation determinations.</p> <p>1.1.4 Secondary Compliance Coordinator occasionally follows state and district guidelines for conferences and meets required timelines (transition/annual case reviews, manifestations, STN requests and move-in conferences).</p>	<p>1.1.1 Secondary Compliance Coordinator rarely or never collaborates and/or communicates with students, parents, outside agencies and district programs, administrators and staff (OCI, ARCHES, AOP, and Satellite Programs etc.).</p> <p>1.1.2. Secondary Compliance Coordinator rarely or never creates and maintains a district scheduling worksheet and works with scheduling VP and counselors to ensure student schedules are aligned with student IEP services.</p> <p>1.1.3 Secondary Compliance Coordinator rarely or never collaborates and works with Administrators, Dean of Students, and School Social Worker to monitor suspensions, expulsions and manifestation determinations.</p> <p>1.1.4 Secondary Compliance Coordinator rarely or never follows state and district guidelines for conferences and meets required timelines (transition/annual case reviews, manifestations, STN requests and move-in conferences).</p>



<p><b>Competency 1.2</b></p> <p><b>Maintains multiple databases</b></p>	<p>*Compliance Monitor fulfills most of the criteria for Level 3 and additionally databases and spreadsheets are available to all staff in an online folder.</p> <p>**Compliance Monitor fulfills most of the criteria for Level 3 and additionally TOR caseloads are updated and sent by e-mail to the teacher of record (TOR) on a weekly basis.</p> <p>***Compliance Monitor fulfills most of the criteria for Level 3 and additionally requires TOR to review, update and complete Progress on Goals with the students on their caseload.</p> <p>****Compliance Monitor fulfills most of the criteria for Level 3 and additionally Requires TOR to review and update accommodations with the students on their caseload.</p> <p>*****Compliance Monitor fulfills most of the criteria for Level 3 and additionally accommodations are available to all staff in an online folder.</p>	<p>1.1.1 Secondary Compliance Coordinator consistently maintains multiple databases or spreadsheets that contain all necessary compliance fields associated with the job responsibilities.</p> <p>1.2.2 Secondary Compliance Coordinator consistently assigns and monitors TOR caseloads.</p> <p>1.2.3 Secondary Compliance Coordinator consistently monitors the completion of Progress on Goals.</p> <p>1.2.4 Secondary Compliance Coordinator consistently enters and updates data on SPED Placement Screen weekly with a <i>minimal amount of errors or omissions</i>.</p> <p>1.2.5 Secondary Compliance Coordinator consistently monitors and makes available student accommodations to all staff.</p>	<p>1.1.1 Secondary Compliance Coordinator occasionally maintains multiple databases or spreadsheets that contain all necessary compliance fields associated with the job responsibilities.</p> <p>1.2.2 Secondary Compliance Coordinator occasionally assigns and monitors TOR caseloads.</p> <p>1.2.3 Secondary Compliance Coordinator occasionally monitors the completion of Progress on Goals.</p> <p>1.2.4 Secondary Compliance Coordinator occasionally enters and updates data on SPED Placement Screen weekly with a <i>minimal amount of errors or omissions</i>.</p> <p>1.2.5 Secondary Compliance Coordinator occasionally monitors and makes available student accommodations to all staff.</p>	<p>1.1.1 Secondary Compliance Coordinator rarely or never maintains multiple databases or spreadsheets that contain all necessary compliance fields associated with job responsibilities.</p> <p>1.2.2 Secondary Compliance Coordinator rarely or never assigns and monitors TOR caseloads.</p> <p>1.2.3 Secondary Compliance Coordinator rarely or never monitors the completion of Progress on Goals.</p> <p>1.2.4 Secondary Compliance Coordinator rarely or never enters and updates data on SPED Placement Screen weekly with a <i>minimal amount of errors or omissions</i>.</p> <p>1.2.5 Secondary Compliance Coordinator rarely or never monitors and makes available student accommodations to all staff.</p>
<p><b>Competency 1.3</b></p> <p><b>Demonstrates Knowledge of Resources and Provides Operational Supports</b></p>	<p>*Compliance Monitor fulfills most of the criteria for Level 3 and additionally problem solves through case conferences, staffing etc. to provide instructional supports and services above and beyond district resources.</p> <p>**Compliance Monitor fulfills most of the criteria for Level 3 and additionally seeks out support and resources from outside agencies.</p>	<p>1.3.1 Secondary Compliance Coordinator consistently utilizes district supports and accesses resources for TOR, TOS and students, to provide instructional supports or services to enhance student learning.</p> <p>1.3.2 Secondary Compliance Coordinator consistently accesses and uses district resources for teachers and through professional development.</p>	<p>1.3.1 Secondary Compliance Coordinator occasionally utilizes district supports and accesses resources for TOR, TOS and students, to provide instructional supports or services to enhance student learning.</p> <p>1.3.2 Secondary Compliance Coordinator occasionally accesses and uses district resources for teachers and through professional development.</p>	<p>1.3.1 Secondary Compliance Coordinator rarely or never utilizes district supports and accesses resources for TOR, TOS and students, to provide instructional supports or services to enhance student learning.</p> <p>1.3.2 Secondary Compliance Coordinator rarely or never accesses and uses district resources for teachers and through professional development.</p>

<p><b>Competency 1.4</b></p> <p><b>Uses Communication Techniques Effectively with all stakeholders</b></p>	<p>*Compliance Monitor fulfills the criteria for Level 3 and additionally uses effective communication with outside agencies, and various audiences at the district and building level (<b>magnet office, AOP, OCI, SPED advocates, mental health agencies, etc.</b>) using various mediums of communications such as telephone conferences, texting, emails, meetings etc.</p> <p>**Compliance Monitor fulfills the criteria for Level 3 and additionally all reports and documents are shared at building and district level.</p>	<p><b>1.4.1 Secondary Compliance</b> Coordinator consistently uses effective communication with staff, students, parents, outside agencies, etc. through various mediums of communications (such as telephone conferences, texting, emails, meetings, or home visits).</p> <p><b>1.4.2 Secondary Compliance</b> Coordinator consistently oversees reports for accuracy (i.e. child count, attendance, suspensions, scheduling, accommodations etc.).</p> <p><b>1.4.3 Secondary Compliance</b> Coordinator consistently uses oral and written directions that are clear.</p>	<p><b>1.4.1 Secondary Compliance</b> Coordinator occasionally uses effective communication with administrators, staff, students, parents, outside agencies, etc. through various mediums of communications (such as telephone conferences, texting, emails, meetings, or home visits).</p> <p><b>1.4.2 Secondary Compliance</b> Coordinator occasionally oversees reports for accuracy (i.e. child count, attendance, suspensions, scheduling, accommodations etc.).</p> <p><b>1.4.3 Secondary Compliance</b> Coordinator occasionally uses oral and written directions that are clear.</p>	<p><b>1.4.1 Secondary Compliance</b> Coordinator rarely or never uses effective communication with administrators, staff, students, parents, outside agencies, etc. through various mediums of communications (such as telephone conferences, texting, emails, meetings, or home visits).</p> <p><b>1.4.2 Secondary Compliance</b> Coordinator rarely or never oversees reports for accuracy (i.e. child count, attendance, suspensions, scheduling, accommodations etc.).</p> <p><b>1.4.3 Secondary Compliance</b> Coordinator rarely or never uses oral and written directions that are clear.</p>
<p><b>Competency 1.5</b></p> <p><b>Accesses and Monitors Student Data</b></p>	<p>*Compliance Monitor fulfills the criteria for Level 3 and additionally creates and maintains a checklist online or uses a spreadsheet to document and monitor students' annual PLAAFP so that PLAAFP aligns with their measurable goals, services and accommodations.</p> <p>**Compliance Monitor fulfills the criteria for Level 3 and additionally Monitors communication of the PLAAFP, measurable goals and accommodations with students.</p>	<p><b>1.5.1 Secondary Compliance</b> Coordinator consistently monitors and provides student data where SPED teachers can actively use relevant data to develop a PLAAFP (Present Level of Academic Achievement and Functional Performance) to write measurable goals.</p> <p><b>1.5.2 Secondary Compliance</b> Coordinator consistently monitors and provides student data where SPED teachers can create a Behavior Improvement Plan (BIP) to improve academic, social and emotional growth.</p> <p><b>1.5.3 Secondary Compliance</b> Coordinator consistently monitors and provides student data where SPED teachers can substantiate the effectiveness of supports and or services for student success (Attendance, disciplinary data, grades, Progress on Goals etc.).</p>	<p><b>1.5.1 Secondary Compliance</b> Coordinator consistently monitors and provides student data where SPED teachers can occasionally monitors and provides student data where SPED teachers can actively use relevant data to develop a PLAAFP (Present Level of Academic Achievement and Functional Performance) to write measurable goals.</p> <p><b>1.5.2 Secondary Compliance</b> Coordinator consistently monitors and provides student data where SPED teachers can create a Behavior Improvement Plan (BIP) to improve academic, social and emotional growth.</p> <p><b>1.5.3 Substantiate the effectiveness of support and/or services for student success (Attendance, disciplinary data, grades, Progress on Goals etc.).</b></p>	<p><b>1.5.1 Secondary Compliance</b> Coordinator consistently monitors and provides student data where SPED teachers can rarely or never monitors and provides student data where SPED teachers can actively use relevant data to develop a PLAAFP (Present Level of Academic Achievement and Functional Performance) to write measurable goals.</p> <p><b>1.5.2 Secondary Compliance</b> Coordinator consistently monitors and provides student data where SPED teachers can create a Behavior Improvement Plan (BIP) to improve academic, social and emotional growth.</p> <p><b>1.5.3 Secondary Compliance</b> Coordinator consistently monitors and provides student data where SPED teachers can Substantiate the effectiveness of supports and or services for student success (Attendance, disciplinary data, grades, Progress on Goals etc.).</p>

## Domain 2: Instructional Alignment and Compliance Responsibilities

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>Competency 2.1</b></p> <p><b>Understands the relationship between a student's PLAAFP, IEP goals, state and core academic standards</b></p>	<p>*Compliance Monitor fulfills the criteria for Level 3 and additionally communicates with student and parent to ensure they understand the relationship between the PLAAFP, transition IEP goals, state and core academic, standards.</p> <p>**Compliance Monitor fulfills the criteria for Level 3 and additionally monitors how the TOR shares and explains progress on goals with the students on their caseload.</p> <p>***Compliance Monitor fulfills the criteria for Level 3 and additionally encourages students to understand and communicate their present levels of academic performance.</p>	<p>2.1.1 Secondary Compliance Coordinator consistently reviews the Teacher of Record (TOR) IEP's Present Level of Academic Achievement and Functional Performance (PLAAFP) to determine that the goals are aligned, measurable and driven by data.</p> <p>2.1.2 Secondary Compliance Coordinator consistently reviews and monitors the needs defined in the student's PLAAFP making sure they always align to the student's measurable goals.</p> <p>2.1.3 Secondary Compliance Coordinator consistently monitors the TOR's documentation of progress on goals making sure they show the student's academic and behavioral growth.</p>	<p>2.1.1 Secondary Compliance Coordinator occasionally reviews the Teacher of Record (TOR) IEP's and Present Level of Academic Achievement and Functional Performance (PLAAFP) to determine that the goals are aligned, measurable and driven by data.</p> <p>2.1.2 Secondary Compliance Coordinator occasionally reviews and monitors the needs defined in the student's PLAAFP making sure they always align to the student's measurable goals.</p> <p>2.1.3 Secondary Compliance Coordinator occasionally monitors the TOR's documentation of progress on goals making sure they show the student's academic and behavioral growth.</p>	<p>2.1.1 Secondary Compliance Coordinator rarely or never reviews or never reviews the Teacher of Record (TOR) IEP's and Present Level of Academic Achievement and Functional Performance (PLAAFP) to determine that the goals are aligned, measurable and driven by data.</p> <p>2.1.2 Secondary Compliance Coordinator rarely or never reviews and monitors the needs defined in the student's PLAAFP making sure they always align to the student's measurable goals.</p> <p>2.1.3 Secondary Compliance Coordinator rarely or never monitors the TOR's documentation of progress on goals making sure they show the student's academic and behavioral growth.</p>

<p><b>Competency 2.2</b></p> <p><b>Uses student measurable goals to improve social emotional and academic achievement</b></p>	<p>*Compliance Monitor fulfills the criteria for Level 3 and additionally communicates information from district level and provides training opportunities to necessary staff (TOR's, TOS's, administrators etc.).</p> <p>**Compliance Monitor fulfills the criteria for Level 3 and additionally allows students have an active role in using their academic social and emotional data to develop their transition and postsecondary goals for their annual Case Conference Reviews (ACR).</p> <p>***Compliance Monitor fulfills the criteria for Level 3 and additionally always reviews all Annual Case Reviews (ACR).</p>	<p>2.2.1 Secondary Compliance Coordinator consistently supports the TOR and TOS to communicate and collaborate testing data (SRI scores, benchmarks, formal and informal assessments, classroom performance etc.).</p> <p>2.2.2 Secondary Compliance Coordinator consistently monitors the implementation of classroom and testing accommodations.</p> <p>2.2.3 Secondary Compliance Coordinator consistently assists in the development of measurable goals, Functional Behavior Assessments (FBA's), and Behavior Improvement Plans (BIP's).</p> <p>2.2.4 Secondary Compliance Coordinator consistently monitors each TOR's caseload and implementation and completion of Progress on Goals.</p> <p>2.2.5 Secondary Compliance Coordinator consistently monitors the implementation of goals across educational settings (AOP, OCI, ROOTS, Inclusion, self contained).</p> <p>2.3.1 Secondary Compliance Coordinator consistently compliant with IN Indicator 11 timeline for compliance with school and/or parent requests for Initial evaluations.</p> <p>2.3.2 Secondary Compliance Coordinator consistently compliant with IN Indicator 13 for Secondary Transition Conferences.</p> <p>2.3.3 Secondary Compliance Coordinator consistently compliant on timeline for re-evaluation.</p>	<p>2.2.1 Secondary Compliance Coordinator occasionally supports the TOR and TOS to communicate and collaborate testing data (SRI scores, benchmarks, formal and informal assessments, classroom performance etc.).</p> <p>2.2.2 Secondary Compliance Coordinator occasionally monitors the implementation of classroom and testing accommodations.</p> <p>2.2.3 Secondary Compliance Coordinator occasionally assists in the development of measurable goals, Functional Behavior Assessments (FBA's), and Behavior Improvement Plans (BIP's).</p> <p>2.2.4 Secondary Compliance Coordinator occasionally monitors each TOR's caseload and implementation and completion of Progress on Goals.</p> <p>2.2.5 Secondary Compliance Coordinator occasionally monitors the implementation of goals across educational settings (AOP, OCI, ROOTS, Inclusion, self contained).</p> <p>2.3.1 Secondary Compliance Coordinator occasionally compliant with IN Indicator 11 timeline for compliance with school and/or parent requests for Initial evaluations.</p> <p>2.3.2 Secondary Compliance Coordinator occasionally compliant with IN Indicator 13 for Secondary Transition Conferences.</p> <p>2.3.3 Secondary Compliance Coordinator occasionally compliant with timeline for re-evaluation.</p>	<p>2.2.1 Secondary Compliance Coordinator rarely or never supports the TOR and TOS to communicate and collaborate testing data (SRI scores, benchmarks, formal and informal assessments, classroom performance etc.).</p> <p>2.2.2 Secondary Compliance Coordinator rarely or never monitors the implementation of classroom and testing accommodations.</p> <p>2.2.3 Secondary Compliance Coordinator rarely assists in the development of measurable goals, Functional Behavior Assessments (FBA's), and Behavior Improvement Plans (BIP's).</p> <p>2.2.4 Secondary Compliance Coordinator rarely or never monitors each TOR's caseload and implementation and completion of Progress on Goals.</p> <p>2.2.5 Secondary Compliance Coordinator rarely or never monitors the implementation of goals across educational settings (AOP, OCI, ROOTS, Inclusion, self contained).</p> <p>2.3.1 Secondary Compliance Coordinator rarely or never compliant with IN Indicator 11 timeline for compliance with school and/or parent requests for Initial evaluations.</p> <p>2.3.2 Secondary Compliance Coordinator rarely or never compliant with IN Indicator 13 Secondary for Transition Conferences.</p> <p>2.3.3 Secondary Compliance Coordinator rarely or never compliant with timeline for re-evaluation.</p>
<p><b>Competency 2.3</b></p> <p><b>Performs Compliance Coordinator responsibilities and adheres to all district, state and federal guidelines</b></p>	<p>*Compliance Monitor fulfills the criteria for Level 3 and additionally achieves a 95-100% completion rate on <i>all</i> timelines.</p> <p>**Compliance Monitor fulfills the criteria for Level 3 and additionally provides training and support with TOR's on the IIEP process and required timelines.</p>	<p>2.3.1 Secondary Compliance Coordinator consistently compliant with IN Indicator 11 timeline for compliance with school and/or parent requests for Initial evaluations.</p> <p>2.3.2 Secondary Compliance Coordinator consistently compliant with IN Indicator 13 for Secondary Transition Conferences.</p> <p>2.3.3 Secondary Compliance Coordinator consistently compliant on timeline for re-evaluation.</p>	<p>2.3.1 Secondary Compliance Coordinator rarely or never compliant with IN Indicator 11 timeline for compliance with school and/or parent requests for Initial evaluations.</p> <p>2.3.2 Secondary Compliance Coordinator rarely or never compliant with IN Indicator 13 Secondary for Transition Conferences.</p> <p>2.3.3 Secondary Compliance Coordinator rarely or never compliant with timeline for re-evaluation.</p>	<p>2.3.1 Secondary Compliance Coordinator rarely or never compliant with IN Indicator 11 timeline for compliance with school and/or parent requests for Initial evaluations.</p> <p>2.3.2 Secondary Compliance Coordinator rarely or never compliant with IN Indicator 13 Secondary for Transition Conferences.</p> <p>2.3.3 Secondary Compliance Coordinator rarely or never compliant with timeline for re-evaluation.</p>

	<p>2.3.4 Secondary Compliance Coordinator consistently compliant with timeline for Manifestation conferences.</p> <p>2.3.5 Secondary Compliance Coordinator consistently compliant with timeline for Move-in Case Conferences.</p> <p>2.4.1 Secondary Compliance Coordinator consistently works with TOR and TOS to monitor measurable instructional and/or behavioral goals.</p> <p>2.4.2 Secondary Compliance Coordinator consistently communicates with TOR and TOS to establish realistic expectations for student achievement that is consistent with evidence using multiple measures (i.e. Progress on Goals, SRI scores, report cards, benchmarks etc.).</p>	<p>2.3.4 Secondary Compliance Coordinator rarely or never compliant with timeline for Manifestation conferences.</p> <p>2.3.5 Secondary Compliance Coordinator rarely or never compliant with timeline for Move-in Case Conferences.</p> <p>2.4.1 Secondary Compliance Coordinator rarely or never works with TOR and TOS to monitor measurable instructional and/or behavioral goals.</p> <p>2.4.2 Secondary Compliance Coordinator rarely or never communicates with TOR and TOS to establish realistic expectations for student achievement consistent that is with evidence using multiple measures (i.e. Progress on Goals, SRI scores, report cards, benchmarks etc.).</p>	<p>2.3.4 Secondary Compliance Coordinator occasionally compliant with timeline for Manifestation conferences.</p> <p>2.3.5 Secondary Compliance Coordinator occasionally compliant with timeline for Move-in Case Conferences.</p> <p>2.4.1 Secondary Compliance Coordinator occasionally works with TOR and TOS to monitor measurable instructional and/or behavioral goals.</p> <p>2.4.2 Secondary Compliance Coordinator occasionally communicates with TOR and TOS to establish realistic expectations for student achievement that is consistent with evidence using multiple measures (i.e. Progress on Goals, SRI scores, report cards, benchmarks etc.).</p>	<p>2.3.4 Secondary Compliance Coordinator rarely or never compliant with timeline for Manifestation conferences.</p> <p>2.3.5 Secondary Compliance Coordinator rarely or never compliant with timeline for Move-in Case Conferences.</p> <p>2.4.1 Secondary Compliance Coordinator rarely or never works with TOR and TOS to monitor measurable instructional and/or behavioral goals.</p> <p>2.4.2 Secondary Compliance Coordinator rarely or never communicates with TOR and TOS to establish realistic expectations for student achievement consistent that is with evidence using multiple measures (i.e. Progress on Goals, SRI scores, report cards, benchmarks etc.).</p>
<p><b>Competency 2.4</b></p> <p><b>Works with all staff (Teacher of Record, Teacher of Service, Administrators etc.) to foster high expectations for student success</b></p>	<p>*Compliance Monitor fulfills the criteria for Level 3 and additionally makes certain that measurable instructional and/or behavioral goals <i>always</i> convey realistic expectations for student achievement with consistent evidence of growth through multiple measures (i.e. Progress on Goals, report cards, benchmarks etc.). Supports the TOR's to encourage <i>all students</i> on their assigned caseload to:</p> <p>**Compliance Monitor fulfills the criteria for Level 3 and additionally supports the TOR's to encourage <i>all students</i> on their assigned caseload to participate and help develop their PLAAFP and measurable goals.</p> <p>***Compliance Monitor fulfills the criteria for Level 3 and additionally communicates and articulates their PLAAFP and measurable goals.</p> <p>****Compliance Monitor fulfills the criteria for Level 3 and additionally conducts their case conferences.</p>	<p>2.5.1 Secondary Compliance Coordinator consistently facilitates weekly M-Team meetings and develops agenda.</p> <p>2.5.2 Secondary Compliance Coordinator consistently encourages 100% participation of the core membership as required by district</p>	<p>2.5.1 Secondary Compliance Coordinator consistently facilitates weekly M-Team meetings and develops agenda.</p> <p>2.5.2 Secondary Compliance Coordinator consistently encourages 100% participation of the core membership as required by district</p>	<p>2.5.1 Secondary Compliance Coordinator rarely or never facilitates weekly M-Team meetings and develops agenda.</p> <p>2.5.2 Secondary Compliance Coordinator rarely or never encourages 100% participation of the core membership as required by</p>
<p><b>Competency 2.5</b></p> <p><b>Facilitates Multidisciplinary Team Meeting (M-Team)</b></p>	<p>*Compliance Monitor fulfills the criteria for Level 3 and additionally facilitates <i>all</i> M-Team meetings weekly and develops agenda.</p> <p>**Compliance Monitor fulfills the criteria for Level 3 and additionally encourages and supports 100% participation of the team membership</p>	<p>2.5.1 Secondary Compliance Coordinator consistently facilitates weekly M-Team meetings and develops agenda.</p> <p>2.5.2 Secondary Compliance Coordinator consistently encourages 100% participation of the core membership as required by district</p>	<p>2.5.1 Secondary Compliance Coordinator consistently facilitates weekly M-Team meetings and develops agenda.</p> <p>2.5.2 Secondary Compliance Coordinator consistently encourages 100% participation of the core membership as required by district</p>	<p>2.5.1 Secondary Compliance Coordinator rarely or never facilitates weekly M-Team meetings and develops agenda.</p> <p>2.5.2 Secondary Compliance Coordinator rarely or never encourages 100% participation of the core membership as required by</p>

Expect. is District Rubric	as required by district rubric.	rubric.	rubric.	district rubric.
<p>***Compliance Monitor fulfills the criteria for Level 3 and additionally coordinates agenda for evaluations and discusses parent request and refusals for evaluations.</p> <p>****Compliance Monitor fulfills the criteria for Level 3 and additionally establishes interventions for academics and behaviors.</p> <p>*****Compliance Monitor fulfills the criteria for Level 3 and additionally reviews all data to determine evaluation timelines/status.</p> <p>*****Compliance Monitor fulfills the criteria for Level 3 and additionally monitors <i>all</i> evaluation timelines and assures <i>all</i> participants complete <i>all</i> required components.</p>	<p>2.5.3 Secondary Compliance Coordinator consistently coordinates timeline for evaluations and discusses parent request and refusals for evaluation.</p> <p>2.5.4 Secondary Compliance Coordinator consistently establishes student interventions for academics, behaviors etc.</p> <p>2.5.5 Secondary Compliance Coordinator consistently reviews all data to determine evaluation timelines/status.</p> <p>2.5.6 Secondary Compliance Coordinator consistently monitors all evaluation timelines and the team members required components.</p> <p>2.5.7 Secondary Compliance Coordinator consistently encourages the core membership to actively participate in Multidisciplinary/M-Team meetings.</p>	<p>2.5.3 Secondary Compliance Coordinator occasionally coordinates timeline for evaluations and discusses parent request and refusals for evaluation.</p> <p>2.5.4 Secondary Compliance Coordinator occasionally establishes student interventions for academics, behaviors etc.</p> <p>2.5.5 Secondary Compliance Coordinator occasionally reviews all data to determine evaluation timelines/status.</p> <p>2.5.6 Secondary Compliance Coordinator occasionally monitors all evaluation timelines and the team members required components.</p> <p>2.5.7 Secondary Compliance Coordinator occasionally encourages the core membership to actively participate in Multidisciplinary/M-Team meetings.</p>	<p>2.5.3 Secondary Compliance Coordinator rarely or never coordinates timeline for evaluations and discusses parent request and refusals for evaluation.</p> <p>2.5.4 Secondary Compliance Coordinator rarely or never establishes student interventions for academics, behaviors etc.</p> <p>2.5.5 Secondary Compliance Coordinator rarely or never reviews all data to determine evaluation timelines/status.</p> <p>2.5.6 Secondary Compliance Coordinator rarely or never monitors all evaluation timelines and the team members required components.</p> <p>2.5.7 Secondary Compliance Coordinator rarely or never encourages the core membership to consistently and actively participates in Multidisciplinary/M-Team meetings.</p>	<p>2.5.3 Secondary Compliance Coordinator rarely or never coordinates timeline for evaluations and discusses parent request and refusals for evaluation.</p> <p>2.5.4 Secondary Compliance Coordinator rarely or never establishes student interventions for academics, behaviors etc.</p> <p>2.5.5 Secondary Compliance Coordinator rarely or never reviews all data to determine evaluation timelines/status.</p> <p>2.5.6 Secondary Compliance Coordinator rarely or never monitors all evaluation timelines and the team members required components.</p> <p>2.5.7 Secondary Compliance Coordinator rarely or never encourages the core membership to consistently and actively participates in Multidisciplinary/M-Team meetings.</p>
<p>Competency 2.6 Helps maintain a data collection system to guide interventions, develop accommodations and behavior support plans to improve student achievement</p>	<p>*At Level 4 a Secondary Compliance Coordinator fulfills most of the criteria for Level 3 and additionally monitors and requires TOR's to reconvene case conferences when the progress on written goals (POG's) are not evident.</p>	<p>2.6.1 Secondary Compliance Coordinator consistently monitors TOR's completion and documentation of progress on goals and the distribution of student accommodations.</p> <p>2.6.2 Secondary Compliance Coordinator consistently monitors student attendance, in-school and out of school suspensions and reconvene IIEP conferences to address behaviors.</p> <p>2.6.3 Secondary Compliance Monitor consistently works with TOR's, counselors and students to review student transcripts, PLAAFP, and the IIEP post-secondary measurable goals</p>	<p>2.6.1 Secondary Compliance Coordinator occasionally monitors TOR's completion and documentation of progress on goals and the distribution of student accommodations.</p> <p>2.6.2 Secondary Compliance Coordinator occasionally monitors student attendance, in-school and out of school suspensions and reconvene IIEP conferences to address behaviors.</p> <p>2.6.3 Secondary Compliance Coordinator occasionally works with TOR's, counselors and students to review student transcripts, PLAAFP, and the IIEP post-secondary</p>	<p>2.6.1 Secondary Compliance Coordinator rarely or never monitors TOR's completion and documentation of progress on goals and the distribution of student accommodations.</p> <p>2.6.2 Secondary Compliance Coordinator rarely or never monitors student attendance, in-school and out of school suspensions and reconvene IIEP conferences to address behaviors.</p> <p>2.6.3 Secondary Compliance Coordinator rarely or never works with TOR's, counselors and students to review student transcripts, PLAAFP, and the IIEP post-secondary</p>

<p><b>Competency 2.7</b> Disrupts inequitable practices, demonstrates flexibility and sets high expectations for academic success</p>	<p>*At Level 4 a Secondary Compliance Coordinator fulfills most of the criteria for Level 3 and additionally reviews the alignment between district policy, Article 7 and the implementation of student IIEP's across the curriculum.</p> <p>**At Level 4 a Secondary Compliance Coordinator fulfills most of the criteria for Level 3 and additionally ensures that the building administrators, deans, counselors and staff understand and follow Article 7 and IPS Policy and Procedures as it relates to discipline for students with disabilities.</p>	<p>to prepare for post-secondary education or training.</p> <p>2.7.1 Secondary Compliance Coordinator consistently communicates student outcomes, disrupts inequitable practices, and provides opportunities to ensure implementation of student IIEP's.</p> <p>2.7.2 Secondary Compliance Coordinator consistently challenges negative attitudes and notions of inequities.</p> <p>2.7.3 Secondary Compliance Coordinator consistently empowers TOR's to actively take ownership and engage in difficult conversations with TOS, students, staff, parents, outside agencies etc.</p>	<p>measurable goals to prepare for post-secondary education or training.</p> <p>2.7.1 Secondary Compliance Coordinator occasionally communicates student outcomes, disrupts inequitable practices, and provides opportunities to ensure implementation of student IIEP's.</p> <p>2.7.2 Secondary Compliance Coordinator occasionally challenges negative attitudes and notions of inequities.</p> <p>2.7.3 Secondary Compliance Coordinator occasionally empowers TOR's to actively take ownership and engage in difficult conversations with TOS, students, staff, parents, outside agencies etc.</p>	<p>measurable goals to prepare for secondary education or training.</p> <p>2.7.1 Secondary Compliance Coordinator rarely or never communicates student outcomes, disrupts inequitable practices, and provides opportunities to ensure implementation of student IIEP's.</p> <p>2.7.2 Secondary Compliance Coordinator rarely or never challenges negative attitudes and notions of inequities.</p> <p>2.7.3 Secondary Compliance Coordinator rarely or never empowers TOR's to actively take ownership and engage in difficult conversations with TOS, students, staff, parents, outside agencies etc.</p>
<p><b>Competency 2.8</b> Advocates for Student Success</p>	<p>*At Level 4 a Secondary Compliance Coordinator fulfills most of the criteria for Level 3 and additionally empowers student advocacy.</p>	<p>2.8.1 Secondary Compliance Coordinator consistently monitors student participation in their case conferences, graduation plans etc.</p> <p>2.8.2 Secondary Compliance Coordinator consistently ensures students are aware of post-secondary activities and services i.e. graduation plan, PSAT, ACT, SAT and career goals.</p>	<p>2.8.1 Secondary Compliance Coordinator occasionally monitors student participation in their case conferences, graduation plans etc.</p> <p>2.8.2 Secondary Compliance Coordinator occasionally ensures students are aware of post-secondary activities and services i.e. graduation plan, PSAT, ACT, SAT and career goals.</p>	<p>2.8.1 Secondary Compliance Coordinator rarely or never monitors student participation in their case conferences, graduation plans etc.</p> <p>2.8.2 Secondary Compliance Coordinator rarely or never ensures students are aware of post-secondary activities and services i.e. graduation plan, PSAT, ACT, SAT and career goals.</p>

## Domain 3 Secondary Compliance Coordinator Leadership

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary(2)	Ineffective(1)
<p><b>Competency 3.1</b></p> <p><b>Contributes to School Culture</b></p>	<p>*At Level 4 a Secondary Compliance Coordinator fulfills most of the criteria for Level 3 and additionally dedicates time (goes beyond in dedicating time for students and peers outside of class or school) to contribute ideas to improve the graduation rate of students with disabilities.</p> <p>**At Level 4 a Secondary Compliance Coordinator fulfills most of the criteria for Level 3 and additionally seeks out professional development, leadership roles and learning opportunities that build the expertise for self and other educators.</p>	<p>3.1.1 Secondary Compliance Coordinator consistently addresses administrators and staff to inform and give updates on district, state and federal SPED policies.</p> <p>3.1.2 Secondary Compliance Coordinator consistently supports and assists individual teachers with IIEP training and professional learning (i.e. How to do a Behavior Improvement Plan (BIP), develop a PLAAFP to write effective measurable goals to improve student learning and services etc.).</p> <p>3.1.3 Secondary Compliance Coordinator consistently participates in all school-based professional development and faculty meetings as a full-time member of the school community.</p>	<p>3.1.1 Secondary Compliance Coordinator occasionally addresses administrators and staff to inform and give updates on district, state and federal SPED policies.</p> <p>3.1.2 Secondary Compliance Coordinator occasionally supports and assists individual teachers with IIEP training and professional learning (i.e. How to do a Behavior Improvement Plan (BIP), develop a PLAAFP to write effective measurable goals to improve student learning and services etc.).</p> <p>3.1.3 Secondary Compliance Coordinator occasionally participates in all school-based professional development and faculty meetings as a full-time member of the school community.</p>	<p>3.1.1 Secondary Compliance Coordinator rarely or never addresses administrators and staff to inform and give updates on district, state and federal SPED policies.</p> <p>3.1.2 Secondary Compliance Coordinator rarely or never supports and assists individual teachers with IIEP training and professional learning (i.e. How to do a Behavior Improvement Plan (BIP), develop a PLAAFP to write effective measurable goals to improve student learning and services etc.).</p> <p>3.1.3 Secondary Compliance Coordinator rarely or never participates in all school-based professional development and faculty meetings as a full-time member of the school community.</p>
<p><b>Competency 3.2</b></p> <p><b>Collaborates with colleagues and facilitates peer interactions</b></p>	<p>*At Level 4 a Secondary Compliance Coordinator fulfills most of the criteria for Level 3 and additionally Creates and articulates a collaborative environment where staff members share encouraging conversations and information about students.</p> <p>**At Level 4 a Secondary Compliance Coordinator fulfills most of the criteria for Level 3 and additionally collaborates with colleagues to support productive teamwork.</p>	<p>3.2.1 Secondary Compliance Coordinator consistently encourages collaborative participation among staff members to share positive conversations and information about students.</p> <p>3.2.2 Secondary Compliance Coordinator consistently arranges informal collaborative work sessions to share ideas on how to write an IIEP, respond to Progress on Goals, write measurable goals, complete a manifestation conference etc.</p> <p>3.2.3 Secondary Compliance Coordinator consistently</p>	<p>3.2.1 Secondary Compliance Coordinator occasionally encourages collaborative participation among staff members to share positive conversations and information about students.</p> <p>3.2.2 Secondary Compliance Coordinator occasionally arranges informal collaborative work sessions to share ideas on how to write an IIEP, respond to Progress on Goals, write measurable goals, and complete a manifestation conference etc.</p> <p>3.2.3 Secondary Compliance Coordinator occasionally</p>	<p>3.2.1 Secondary Compliance Coordinator rarely or never encourages collaborative participation among staff members to share positive conversations and information about students.</p> <p>3.2.2 Secondary Compliance Coordinator rarely or never arranges informal collaborative work sessions to share ideas on how to write an IIEP, respond to Progress on Goals, write measurable goals, complete a manifestation conference etc.</p> <p>3.2.3 Rarely communicates respect to create a congenial work</p>



	communicates res... create a congenial work and learning environment.	communicates respect to create a congenial work and learning environment.	and learning environment.
<p><b>Competency 3.3</b></p> <p><b>Seek Professional Skills and Knowledge</b></p> <p>*At Level 4 a Secondary Coordinator fulfills most of the criteria for Level 3 and additionally researches best practices in special education and shares information with colleagues and administrators.</p> <p>**At Level 4 a Secondary Compliance Coordinator fulfills most of the criteria for Level 3 and additionally enrolls in free onsite or online classes for professional growth.</p> <p>***At Level 4 a Secondary Compliance Coordinator fulfills most of the criteria for Level 3 and additionally attends workshops for overall professional growth.</p>	<p>3.3.1 Secondary Compliance Coordinator consistently shares learned knowledge from monthly SPED trainings and district meetings.</p> <p>3.3.2 Secondary Compliance Coordinator consistently seeks out ways to implement new practices learned from Learning Connections, Webinars etc.</p> <p>3.3.3 Secondary Compliance Coordinator consistently welcomes constructive feedback to improve practices.</p>	<p>3.3.1 Secondary Compliance Coordinator occasionally shares learned knowledge from monthly SPED trainings and district meetings.</p> <p>3.3.2 Secondary Compliance Coordinator occasionally seeks out ways to implement new practices learned from Learning Connections, Webinars etc.</p> <p>3.3.3 Secondary Compliance Coordinator occasionally welcomes constructive feedback to improve practices.</p>	<p>3.3.1 Secondary Compliance Coordinator rarely or never shares learned knowledge from monthly SPED trainings and district meetings.</p> <p>3.3.2 Secondary Compliance Coordinator rarely or never seeks out ways to implement new practices learned from Learning Connections, Webinars etc.</p> <p>3.3.3 Secondary Compliance Coordinator rarely or never welcomes constructive feedback to improve practices.</p>
<p><b>Competency 3.4</b></p> <p><b>Demonstrates Flexibility and Responsiveness</b></p> <p>*At Level 4 a Secondary Compliance Coordinator fulfills most of the criteria for Level 3 and additionally responds immediately to all communications in a culturally sensitive manner.</p> <p>**At Level 4 a Secondary Compliance Coordinator fulfills most of the criteria for Level 3 and additionally responds to last minute requests from district or building level stakeholders in an expeditious, professional and courteous manner.</p>	<p>3.4.1 Secondary Compliance Coordinator consistently completes written and verbal communications accurately and in a timely manner.</p> <p>3.4.2 Secondary Compliance Coordinator consistently completes District and building level reports (i.e. child count, case conference timelines, building reports etc.) on time.</p> <p>3.4.3 Secondary Compliance Coordinator consistently responds to all telephone calls, e-mails, text messages, written correspondences etc. in a timely manner.</p>	<p>3.4.1 Secondary Compliance Coordinator occasionally completes written and verbal communications accurately and in a timely manner.</p> <p>3.4.2 Secondary Compliance Coordinator occasionally completes District and building level reports (i.e. child count, case conference timelines, building reports etc.) on time.</p> <p>3.4.3 Secondary Compliance Coordinator occasionally responds to all telephone calls, e-mails, text messages, written correspondences etc. in a timely manner.</p>	<p>3.4.1 Secondary Compliance Coordinator rarely or never completes written and verbal communications accurately and in a timely manner.</p> <p>3.4.2 Secondary Compliance Coordinator rarely or never completes District and building level reports (i.e. child count, case conference timelines, building reports etc.) on time.</p> <p>3.4.3 Secondary Compliance Coordinator rarely or never responds to all telephone calls, e-mails, text messages, written correspondences etc. in a timely manner.</p>
<p>*At Level 4 a Secondary Compliance Coordinator fulfills most of the criteria for Level 3 and additionally communicates high expectations with students.</p>	<p>3.5.1 Secondary Compliance Coordinator consistently communicates respect with students, parents, building staff, administration and personnel from outside agencies.</p>	<p>3.5.1 Secondary Compliance Coordinator occasionally communicates respect with students, parents, building staff, administration and personnel from outside agencies.</p>	<p>3.5.1 Secondary Compliance rarely or never communicates respect with students, parents, building staff, administration and personnel from outside agencies.</p>

<p><b>Compete....</b></p> <p><b>Fosters an environment of respect and rapport</b></p>	<p><b>**At Level 4 a Secondary Compliance Coordinator fulfills most of the criteria for Level 3 and additionally consistently encourages parent involvement in the delivery of student services and learning.</b></p> <p><b>***At Level 4 a Secondary Compliance Coordinator fulfills most of the criteria for Level 3 and additionally establishes an inviting and welcoming environment.</b></p> <p><b>****At Level 4 a Secondary Compliance Coordinator fulfills most of the criteria for Level 3 and additionally empowers parents with educational information, tools and resources.</b></p>	<p><b>3.5.2 Secondary Compliance</b> Coordinator is consistently ethical and transparent, uses good judgment and maintains confidentiality with student records according to the IN State Guidelines listed in Article 7.</p> <p><b>3.5.3 Secondary Compliance</b> Coordinator is consistently sensitive to parent perceptions and viewpoints.</p>	<p><b>3.5.2 Secondary Compliance</b> Coordinator is occasionally ethical and transparent, uses good judgment and maintains confidentiality with student records according to the IN State Guidelines listed in Article 7.</p> <p><b>3.5.3 Secondary Compliance</b> Coordinator is occasionally sensitive to parent perceptions and viewpoints.</p>	<p><b>3.5.2 Secondary Compliance</b> Coordinator is rarely or never ethical and transparent, uses good judgment and maintains confidentiality with student records according to the IN State Guidelines listed in Article 7.</p> <p><b>3.5.3 Secondary Compliance</b> Coordinator is rarely sensitive to parent perceptions and viewpoints.</p>
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Individual Education Plan=IEP  
Teacher of Record=TOR  
Teacher of Service=TOS  
Special Education Department=SPED  
Progress on Goals=POG  
Present Level of Academic Achievement and Functional Performance=PLAAPF

## 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 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	.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 S**

## **School Level Administrative Summative Evaluation**

**The Indianapolis Public Schools is currently using the following Rubric for Administrative School Level (includes Principal, Academic Dean, Discipline Dean). Administrators are presently being evaluated from January 2012 to December 2012. In January 2013 when the new yearly evaluation cycle begins, we will be adopting and using a modified IPS RISE Principal Metrics and Summative Evaluation.**



Indianapolis Public Schools  
**ADMINISTRATIVE**  
**SCHOOL LEVEL**

(Principal, Assistant Principal, Academic Dean, Discipline Dean)  
**EVALUATIVE RATING SHEET**

Administrator's Name \_\_\_\_\_ Date \_\_\_\_\_

Location \_\_\_\_\_ Title \_\_\_\_\_

Areas To Be Evaluated	Total Possible Points	Administrator's Score
Area 1: Strategic Leadership	20	
Area 2: Curriculum and Instruction Accountability	30	
Area 3: Supervision and Evaluation of Personnel	25	
Area 4: School Operations	25	
<b>TOTAL POINTS</b>	<b>100</b>	

If an increase in salary will be offered by the IPS School Board, the administrator will earn the offered the 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 and a Performance Plan (PIP) will be developed and implemented in order for the administrator to continue in the current position.
- 69 – below points – administrator has failed to perform the administrative duties and responsibilities in an acceptable manner. Administrator will be removed from the Administrative position.

### AREA 1: Strategic Leadership

Area 1	Value	Exceeds Expectation	Meets Expectations	Does not meet Expectations	Score
1A. Communication: Internal and External	4	4	3	2	
1B. Time Management	4	4	3	2	
1C. Program Implementation with High Fidelity	4	4	3	2	
1D. Cultural Changing Practices	4	4	3	2	
1E. Invitational Practices	4	4	3	2	
1F: Professionalism					
<b>TOTAL AREA 1</b>	<b>20</b>				

### AREA 2: Curriculum and Instruction Accountability

Area 2	Value	Exceeds Expectation	Meets Expectations	Does not meet Expectations	Score
2A. Data Collection and the Use of Data to increase student achievement : Demonstrates Annual Performance Targets Demonstrates measurable Improvement in Data points	4	4	3	2	
2B. Impact of Title I Funding	3	3	2	1	
2C. Professional Development	4	4	3	1	
2D. Instructional Leadership: Monitoring SIP Strategies	3	3	2	1	

Value	Received A	Received B	Received C	Received D	Received F
2E. School's Accountability Grade	8	4	2	1	0

	Value	Exceeded expected increases	Made expected increases	Made below expected increases	Make no increases	Score
2 F. Achievement of District's Strategic Plan Accountability Goals - ELA	4	4	3	2	1	

	Value	Exceeded expected increases	Made expected increases	Made below expected increases	Make no increases	Score
2 G and . Achievement of District's Strategic Plan Accountability Goals - MATH	4	4	3	2	1	
<b>TOTAL AREA 2</b>	<b>30</b>					

**AREA 3: Supervision and Evaluation of Personnel**

Area 3		Value	Exceeds Expectation	Meets Expectations	Does not meet Expectations	Score
3A. Evaluation of Certified Personnel		4	4	3	2	
3B. Utilization of the Assistance/Intervention Plans and Progressive Discipline Process		4	4	3	2	
3C. Planning and Development of Rigorous Student Learning Objectives		4	4	3	2	
3D. Cultural Achievement		3	3	2	1	
<ul style="list-style-type: none"> <li>• High Expectations</li> <li>• Academic Rigor</li> <li>• Instructional Time</li> </ul>						
3E. Evaluation of Classified Personnel		3				
3F. Communication of Expectation to Staff, Students Parents and Community Members		4	4	3	2	
3G. Monitoring All Staff Attendance		3	3	2	1	
<b>TOTAL AREA 3</b>		<b>25</b>				

**AREA 4: School Operations**

Area 4		Value	Exceeds Expectation	Meets Expectations	Does not meet Expectations	Score
4A. Discipline		4	4	3	2	
4B. Building and Grounds		3	3	2	1	
4C. Compliance Responses		3	3	2	1	
4D. Monitoring and Compliance of District Dress Code Policy and Expectations for Students		3	3	2	1	
4E. Use of School and District Resources		3	3	2	1	



4F. Transportation	3	3	2	1
4G. Community Engagement	3	3	2	1
4H. Athletics/School Events/Extra Curricular	3	3	2	1
<b>TOTAL AREA 4</b>	<b>25</b>			

**COMMENTS:**

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

# **Appendix T**

## **District Level Administrative Summative Evaluation**

### **School-wide Learning Measures**

#### **A – F Categories**

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

**Indianapolis Public Schools  
ADMINISTRATIVE**

**DISTRICT / INSTRUCTIONAL SUPPORT STAFF  
(Content Director, Elementary Director, Secondary Director, Content Supervisor, Specialist, Content Coordinator)  
SUMMATIVE RATING SHEET**

Administrator's Name \_\_\_\_\_ Date \_\_\_\_\_

Location \_\_\_\_\_ Title \_\_\_\_\_

Areas To Be Evaluated	Total Possible Points	Administrator's Score
Area 1: Strategic Leadership	21	
Area 2: Curriculum and Instruction Accountability	35	
Area 3: Supervision and Evaluation of Personnel	20	
Area 4: School Operations	24	
<b>TOTAL POINTS</b>	<b>100</b>	

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 can be removed from their present administrative position.

## AREA 1: Strategic Leadership

Area 1		Value	Exceeds Expectation	Meets Expectations	Does not meet Expectations	Score
1A. Communicates: Internally and Externally		3	3	2	1	
1B. Time Management		3	3	2	1	
1C. Monitors and evaluates the effectiveness of school programs		3	3	2	1	
1D. Monitors student progress at each school to determine whether schools are meeting high academic standards		3	3	2	1	
1E. Cultural Changing Practices		3	3	2	1	
1F. Invitational Practices		3	3	2	1	
1G. Professionalism		3	3	2	1	
<b>Total Area 1</b>		<b>21</b>				

## AREA 2: Curriculum and Instruction Accountability

Area 2		Value	Exceeds Expectation	Meets Expectations	Does not meet Expectations	Score
2A. Instructional Leadership		4	4	3	1	
2B. Communicates a clear vision of excellence and continuous improvement consistent with the goals of the school district/division		4	4	3	1	
2C. Works with others to create a learning environment and insures each learner has appropriate programming available		4	4	3	1	
2D. Encourages and/or provides professional staff development opportunities consistent with district and/or division improvement plans		3	3	2	1	
2E. Innovative Practices		3	3	2	1	
2F. Identifies, analyses and resolves problems using effective problem-solving techniques		3	3	2	1	
	Value	Grade	Grade	Grade	Grade	Score

	A	B	C	D	F	Score
2G. P.L. 221 Status	8	6	4	2	0	
	Excellent 16-20	Average 6-10		Poor 0-5		
2H. Client Survey	6	4	2	1		
<b>Total Area 2</b>	<b>35</b>					

**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 area of responsibility	4	4	3	1	
3B. Assists in acquiring qualified candidates for employment.	4	4	3	1	
3D. Creates a positive working environment and climate within area(s) of responsibility	4	4	3	1	
3E. Models continuous learning and promotes the professional growth of self and others.	4	4	3	1	
3F. Monitoring Staff Attendance	4	4	3	1	
<b>TOTAL AREA 3</b>	<b>20</b>				

**AREA 4: Effective and Efficient Organizational Operations**

Area 4	Value	Exceeds Expectation	Meets Expectations	Does not meet Expectations	Score
4A. Monitors the alignment of assigned program areas to	4	4	2	1	

achieve high performance							
4B. Demonstrates effective organizational skills to achieve district, school, community	4	4	2	1			
4C. Compliance Responses	4	4	2	1			
4D. Monitors and Complies with all District Policies and Procedures	4						
4E. Use of School and District Resources	4	4	2	1			
4F. Promotes the success of all IPS personnel and students by understanding and influencing the larger social, economic, and cultural context.	4	4	2	1			
<b>TOTAL AREA 4</b>	<b>24</b>						

**COMMENTS:**

Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_