MSD OF NORTH POSEY COUNTY

Modified RISE

District Evaluation Plan

2022-2023

CONTENTS

INDIANA TEACHER EVALUATION: PUBLIC LAW 90

ANNUAL EVALUATIONS

MSD of North Posey County has adopted the RISE Evaluation and Development System as a model to deliver fair, credible and accurate annual evaluations to differentiate teacher and principal performance and to support professional growth (Appendix A). This system offers objective measures for student achievement and growth, including methods for areas and subjects not measured by statewide assessments. In addition, the RISE Evaluation and Development System affords rigorous measures of teacher effectiveness, including observations, and other performance indicators. A key component of the RISE Evaluation and Development System is the Teacher Effectiveness Rubric which allows for detailed descriptions at each level of performance for each indicator. This rubric provides meaningful descriptions which ensure that certified staff members are receiving detailed, actionable feedback from their observers, including expectations for classroom practice. Teachers and Principals evaluated with this system are given an annual designation in one of the four ratings:

Highly Effective; Effective; Improvement Necessary; Ineffective. The Evaluation Plan for MSD of North Posey County encompasses all certificated employees and meets the requirements of all relevant Indiana Statutes found in IC 20-28-11.5-7. IC 20-28-11.5-4 (c) (4) & (6) require differentiated designations for each rating category. Through the process defined in RISE, educators will receive a summative rating that will place educators in each category aforementioned. The scoring process utilized can be referenced in the RISE Educator and Teacher Handbook Version 2.0 on pages 21-23 (Appendix A).

 Principals and teachers have the responsibility of recognizing that the North Posey schools are seeking the best qualified people who will provide quality education for the entire school program. No person should be permitted to continue teaching, unless he/she demonstrates effective or highly effective teaching practices. A teacher who negatively affects student achievement and growth will not receive a rating of Highly Effective or Effective (IC 20-28-11.5-4). Negative impact on student learning, as measured by student performance on statewide assessments, is characterized by a significant decrease in student achievement and notably low levels of student growth.

Furthermore, any teacher who receives an ineffective designation 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)) will be recommended for dismissal.

GENERAL PROCEDURES
>   (1) The Superintendent will meet annually with the North Posey Teachers' Association District Evaluation Team to discuss any revisions needed within the District Evaluation Plan. After these changes are completed and prior to the beginning of the school year, the Superintendent will present the revisions to the School Board for approval.

(2) The Superintendent or designee will review the District Evaluation Plan with all new employees to the District prior to the evaluation process beginning.

(3) Within the first three weeks of the school year, each principal or designee shall review the District Evaluation Plan with all employees within their school prior to evaluations beginning. This discussion shall include an explanation of the Harmony Staff Assessment Tool and evaluation forms as adopted by the District.

(4) Days as used in these administrative procedures shall be school days.

(5) After the summative conference, the teacher's evaluation will be filed in the teacher's personnel file at the district office (hardcopy) in addition to the Harmony Staff Assessment tool (e-copy).

PERFORMANCE LEVEL RATINGS

Each teacher will receive a rating at the end of the school year in one of four performance levels:

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

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

• **Improvement Necessary**: A teacher who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated improvement necessary have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

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

REMEDIATION/PROFESSIONAL DEVELOPMENT PLANS

The professional development plan will be constructed utilizing the RISE guidelines and will serve as the remediation plan specified in Indiana Code 20-28-11.5. As described in RISE, all evaluated MSD of North Posey County employees will receive completed feedback within seven business days from the completion of the Final Summative Evaluation. This feedback is delivered in the Final Summative Evaluation Conference, which is held as soon as all data results from the Indiana Department of Education have been made available. This process and the necessary forms can be found in the RISE Evaluator and Teacher Handbook Version 2.0

pages 10-11 (Appendix A). The individualized plan for educator professional development is based on prior performance. Each plan consists of Professional Development Goals and clear action steps for how each goal will be met. The teachers per RISE who must have a Remediation/Professional Development Plan are those who received a rating of Improvement Necessary or Ineffective from the previous year. The professional development plan will be developed through a collaborative effort between the Principal, Teacher, Assistant Superintendent, and an educational representation of the teacher's choice if desired by the teacher using the template from the RISE Evaluator and Teacher Handbook Version 2.0, pages 50-53. Per the RISE Evaluation and Development System, the professional development goals are identified through self-assessment and reviewing the evaluation data and are the focus of the teacher's Remediation/Professional Development Plan over the course of the year. Each goal will be specific and measurable, with clear benchmarks for success. The professional development plan will incorporate but will not be limited to the following:

1. Coursework
2. Professional development sessions, conferences
3. Utilizing teacher mentors
4. Modeling
5. Coaching
6. Professional Learning Communities
7. Teaching rounds

Professional growth experience points shall be calculated with (1) clock hour qualifying for (1) professional experience point based on, but not limited to the following activities: In-service credit, Professional Conference/Workshop/Institute, Mentoring New Teacher, School Service or Administrator, Cooperating Teacher of a Student Teacher, Presentation, Curriculum Development, Professional Programs/Committees, School Improvement Process/School Accreditation activities, College Credit (1 credit hour= 15 points) and Educational research in accordance to the Indiana Department of Education License Verification and Information System (LVIS). As outlined in IC 20-28-11 5.6, if a certificated employee receives a rating of ineffective or improvement necessary, the evaluator and the certificated employee shall develop this remediation plan not more than ninety (90) school days in length to correct the deficiencies noted in the certificated employee's evaluation (IC 20-28-11.5-6). A minimum of 2 observations, as part of the formative evaluation process, shall take place at reasonable intervals to ensure that teachers have the opportunity to demonstrate growth prior to a summative evaluation (LSA 11-405). A teacher receiving a rating as ineffective may request a conference with the superintendent. The superintendent will arrange the conference within 5 days after the request is made. This request must be submitted in writing to the Superintendent's office.

OBJECTIVE MEASURES OF STUDENT ACHIEVEMENT & GROWTH

The RISE model utilizes School-wide Learning Measures (SWL) because it is important for teachers to have a common mission of improving student achievement, all teachers will have a component of their evaluation score tied to SWL by aligning with Indiana's new A-F accountability model. The new A-F accountability model is based on several metrics of school performance.

The weighting of student achievement in the final summative evaluation and the protocol for including objective measures of student achievement and growth can be found in the RISE Educator and Teacher Handbook Version 2.0 on pages 21-24 (Appendix A). Related information pertaining to the evaluation of principals can be found in the RISE Administrative SLO's Indiana Principal Effectiveness Framework on page 18. Furthermore, this section of the Indiana Code states that student performance results must be included in the evaluations for all employees whose primary responsibility is teaching tested subjects. Student and School Wide Growth data and all other state assessments are incorporated in the Evaluation Plan, as described in the RISE Educator and Teacher Handbook Version 2.0 on pages 21-24 (Appendix A).

WALK-THROUGHS
A walk-through does not constitute a short or an extended observation. A walk-through may be conducted by administrators other than the designated primary and secondary evaluators.

RIGOROUS MEASURES OF EFFECTIVENESS & EVALUATION FEEDBACK
1) Each teacher will receive a minimum of one long observation per year.
   a. Teachers obtaining a "Highly Effective" or "Effective" on their prior year summative evaluation will receive only one long observation and a minimum of one walkthrough.
   b. Teachers receiving a "Needs Improvement" or "Ineffective" will receive at least one long observation per year, one short observation, and at least one walkthrough.
   c. Teachers on an improvement plan will receive a minimum of two observations per year, one long, one short, and at least one walk-through.
   d. New teachers will receive two observations yearly, one short and one long including walk-throughs.
   e. The principal, assistant principal, or District administrator may complete a walk-through at any time throughout the year. Walk-throughs will only offer feedback and not provide actual documentation or ratings.
2) All observations are to be unscheduled. A short observation shall be at least ten minutes in length and an extended observation shall be at least forty minutes and may take place over one class or span two consecutive class periods. There are no conferencing requirements around short observations, but a post-observation conference should be scheduled if there are areas of concern. A teacher must receive written feedback following a short observation within two school days.
3) The teacher or evaluator may request a pre-observation conference prior to an extended observation. Post observation conferences will be conducted upon the request of the teacher or evaluator.
4) Teachers should receive evaluator documentation within 72 hours of the observation. The teacher is permitted to provide a written response to the observation within five days of receiving the evaluator documentation.
5) Formal observations during the time of state assessments should be avoided if possible.
6) No formal observations are to be conducted during the first week of school but walk-throughs are permissible by the building and central office administration.
7) Only one formal observation can occur during the same day.

8) All formal observations shall be completed by May 1st.

The following observation rubric will be used for certificated staff based on their job assignment:

- Teachers- RISE Teacher Effectiveness Rubric
- Principals & Vice Principals- RISE Evaluation and Development System
- Counselor- Indiana School Couselor Effectiveness Rubric
- Special Education Teacher- Indiana Special Education Teacher Effectiveness Rubric
- Librarian- Association of Indiana School Library Educators School Librarian Evaluation Rubric
- Superintendent- Indiana School Board Association Method & Rubric
- Assistant Superintendent – Curriculum Evaluation Rubric
- Title 1 Teachers- Modified version of Indiana Special Education Teacher Effectiveness Rubric

Certificated staff without a classroom or who do not directly teach students will be evaluated by applying certain components of the RISE model and TER rubric. This modification of the RISE system is still considered by the Indiana Department of Education as using a version of RISE since MSD of North Posey County is using the RISE system of evaluation for classroom teachers (RISE, pg.8).

EVALUATORS

MSD of North Posey County will utilize the expertise of both a primary evaluator and a secondary evaluator. One evaluator is required per school. The primary evaluator is the person chiefly responsible for evaluating a teacher. The building principal serves as the primary evaluator for teachers. This evaluator approves Professional Development Plans in the fall and assigns the summative rating in the spring. The primary evaluator must perform a minimum of one extended and one short observation. The secondary evaluator conducts observations and offers feedback. This information informs the work of the primary evaluator. In rare circumstances, a secondary evaluator can be requested by the principal, assistant principal, or teacher. The Superintendent or designee will determine if the secondary evaluator is necessary and will assign the secondary evaluator if warranted. The principal, assistant principal, and secondary evaluator will use the MSD of North Posey County's Modified RISE evaluation model to evaluate teachers. No teachers will be utilized as secondary evaluators.

A teacher assigned to two or more schools shall be evaluated by the principal and/or secondary evaluator from each school. The primary evaluator will be the principal where the teacher is assigned the greatest amount of time. In the event that the amount of time is equal, the primary evaluator role will be rotated between the two principals annually.

All evaluators (primary and secondary) are required to hold a Certificate of Completion/RISE Teacher Evaluator Training through the Southern Indiana Educational Center. RISE training for evaluators is viewed as an ongoing process and evaluators will continue training and receive support through state and local opportunities. District Administrators will continue to meet and collaborate on RISE issues to ensure inter-rater reliability.

TRACKING DATA & MANAGING DOCUMENTATION

MSD of North Posey County uses Harmony School Management Software to track data and manage the documentation. Harmony offers an observation tool for the evaluators. This tool records the observation and provides a rubric for the evaluator to map their observations to the RISE rubric. Once the data is entered the evaluator can email the results to the teachers offering timely and effective feedback. Harmony also collects assessment information for each student. This student management program contains the usual functions that are a part of all student management packages, such as attendance, grades, parent communication, discipline, test scores and scheduling. By bringing all aspects of the school together, rather than just containing student information, Harmony greatly improves the overall efficiency of the school.

MSD of North Posey County relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. All teachers will be evaluated on two major components:

1) **Professional Practice** – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.
   a. Lesson plans may be viewed at any time by the evaluator.
   b. Each semester, the teacher should submit one lesson plan to be evaluated under Domain 1.
   c. Each semester, special education teachers are to submit one IEP for review to the Director of Special Programs.
   d. High School teachers are required to submit their lesson plans into the Harmony system. Junior High and Elementary teachers have the option to use paper pencil plan books or to submit their plans into the Harmony System. However, classroom assignments should continue to be entered into the Harmony System as a form of parent communication.
2) **Student Learning** – Teachers' contribution to student academic progress, assessed through multiple measures of student academic achievement and growth.

SYSTEM FOR MONITORING THE FAIRNESS, CONSISTANCY AND OBJECTIVITY OF THE SYSTEM/INTER-RATER RELIABILITY

MSD of North Posey County has created an Evaluation Review Committee. The purpose of this committee is to monitor the fairness, consistency, and objectivity of the system. The committee consists of Principals, Assistant Principal, Assistant Superintendent, and teachers representing each school in the district.

SYSTEM FOR DELIVERING SUMMATIVE EVALUATION RESULTS TO EMPLOYEES

The summative evaluation results will be discussed with the teacher at the end of year conference. As described in RISE, all evaluated MSD of North Posey County employees will receive completed feedback within seven business days from the completion of the Final Summative Evaluation. This feedback is delivered in the Final Summative Evaluation Conference, which is held as soon as all data results from the Indiana Department of Education have been made available. Data collected throughout the year and stored in the Harmony system will be discussed. At the end of the year conference, the evaluator will share final scores on rubric competencies

and domains. The evaluator will lead the discussion about possible professional goals for the following year and will establish professional development plans for struggling teachers. The overall summative scoring weights emphasize school performance and rubric data. The teacher metrics utilized to determine the summative score are:

- Teacher Rubric- 95%
- A-F Grade- 5%

According to the Indiana State Board guidance, the 2020-2021 evaluation model will have the school letter grade of "null;" therefore, the 2020-2021 Summative Evaluation Score will be based 100% on the Evaluation Rubric. If the School Letter Grade is ever "null" again, the Summative Evaluation Score will be based 100% on the Evaluation Rubric.

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.

Teachers are permitted to provide a written response to the evaluation within five days of receiving the evaluator documentation. This response will be recorded in the Harmony Staff Assessment Tool. All teachers who are rated as ineffective have the right to a private conference with the Superintendent of MSD of North Posey County (IC 20-28-11.5-6). In the event that a teacher rated as ineffective requests a conference, the teacher should provide a written request to the Superintendent and a copy of the request to the building Principal. The Superintendent will respond back within 5 days of receiving the request to schedule the conference.

INSTRUCTION DELIVERED BY TEACHERS RATED INEFFECTIVE

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. MSD of North Posey County will preempt the possibility of this happening by the following two things:

1. MSD of North Posey County will ensure struggling teachers receive support throughout the year to improve. If a teacher is not improving after being provided targeted supports, exit conferences will take place in the spring rather than having the ineffective teacher return in the fall. This applies to teachers who have been rated ineffective the previous year and has not made progress the second year based on the data collected at the end of the year.
2. In the event that a teacher is in danger of receiving an ineffective rating based on the evidence collected thus far returns to school in the fall, MSD of North Posey County will flag this when scheduling students to ensure no student has the possibility of receiving an ineffective teacher two years in a row.

However, if the fore mention process fails and a student is assigned an ineffective teacher (or two different ineffective teachers) for two consecutive years, a letter will be sent by the Superintendent to the parents notifying them of the situation.

LONG TERM ABSENCE

A certificated employee must work at least 162 days in order for the data to count towards their summative rating. If the teacher isn't present for 162 days, then the evaluator may develop a summative rating based on the measures that are available. In the event that needed data is unavailable (observations, test scores), the evaluation is deemed incomplete. In the event that a summative rating cannot be calculated due to insufficient evidence, the teacher would be ineligible to receive a raise the next school year. A teacher may appeal their case to the Review Board if they disagree with the incomplete designation. The Review Board will consist of the Superintendent, Assistant Superintendent, Association President, and educational representation of the teacher's choice.

PRINCIPAL EVALUATION SYSTEM

MSD of North Posey County will utilize a modified Rise Principal Evaluation and Development System as the method to evaluate district principals. There are two major components of the Rise Principal Evaluation and Development System, professional practice and student learning. Multiple measures inform the summative evaluation score. The overall summative scoring weights emphasize school performance and rubric data. The Principal metrics utilized to determine the summative score are:

- Principal Rubric- 95%
- A-F Grade- 5%

Principals will be observed and given timely and effective feedback two times per year through extended observations (minimum of 30 minutes). The Superintendent will serve as the primary evaluator while the Assistant Superintendent will serve as the secondary evaluator. The evaluators are required to complete the SIEC training on the RISE Principal Evaluation and Development System.

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.

SUPERINTENDENT EVALUATION SYSTEM

MSD of North Posey County's Evaluation Plan aligns the evaluations of principals and the superintendent with that of teachers. The superintendent is evaluated through a rubric accountability process involving school performance, rubric, and professional practice. The Superintendent evaluation will utilize the rubric and follow

the process outlined in the ISBA Superintendent Evaluation 2015 Revision. The overall summative scoring weights emphasize school performance and rubric data. The Superintendent metrics utilized to determine the summative score are:

- Superintendent Rubric- 95%
- A-F Grade- 5%

Superintendents will be given timely and effective feedback two times per year through Executive Sessions with the School Board. The School Board will serve as the primary evaluator providing the summative evaluation during the July meeting.

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

TEACHER

Note: Borderline points always round up.

EVALUATION PROCEDURES
(Indiana Department of Education). (2012) *HR Decision Guidance: The Summative Evaluation Cycle*)
BEGINNING OF ACADEMIC YEAR (AUGUST/SEPTEMBER)
- Principals/Primary Evaluators hold summative conferences with all returning employees. This conferences should be used as an opportunity to do the following:
  - ➢ Provide summative ratings including all necessary data returned during the summer.
  - ➢ Discuss teacher strengths and weaknesses and plan professional goals for the year accordingly.
  - ➢ Outline remediation plans for any returning teachers who have received a rating Improvement Necessary or Ineffective. A remediation period (not totaling more than 90 days) should be outlined and clear improvement goals provided.
  - ➢ Approve any common assessments that were completed prior to the beginning of the current school year.

SEPTEMBER – OCTOBER

- Principal begins the observation process.
- Conference with teachers to discuss written feedback of observation, and determine goals

NOVEMBER-DECEMBER

- Principal conducts unscheduled extended observation.

- Following the extended observation, Principal completes the appropriate post-observation forms (enters information into the Harmony system). Principal provides timely feedback by holding post conference within 5 school days of the observation and provides written feedback within 72 hours after the conference.
- Conduct post-observation conference- could be combined with Mid-Year Check-In (See January-February)

THROUGHOUT ACADEMIC YEAR

- Evaluators and teachers conference to discuss findings and evidence from ongoing formal and informal observations, collaborating to make sure both novice and veteran teachers are on pace to meet annual professional development goals.
- In instances where teachers are not on pace to meet professional development goals, evaluators will counsel teachers toward specific steps they can take to improve classroom practice, raise student achievement, and meet annual goals.

JANUARY-FEBRUARY

- Mid-year check conference with evaluator to discuss evidence
- For struggling teachers, the evaluator establishes strategies to support the teacher (EvaluatorRISE Mid-Year Professional Practice Check-In Form)
- Observations continue with written feedback

MARCH-APRIL

- Observations continue with written feedback
- Conference and written feedback (Evaluator- Post Observation notes- Harmony)

- Retiring teachers: Evaluators will not complete summative evaluations for teachers submitting their letters of retirement by March 1st to be effective the end of the current school year or sooner to the District Human Resource Officer. Observations and routine walk-throughs will be conducted by the evaluators. Retiring teachers will not be eligible for stipends distributed after their last day of service.

APRIL-MAY

- Observations continue with written feedback

MAY-JUNE

- Schedule End-of-Year conference (Teacher-End of Course Review Form and related evidence submitted at least 2 days prior to the conference)
- Conduct End-of-Year Conference (Evaluator-End-of-Year Summative Rating Form-Harmony)

- Final summative rating is determined (Highly Effective, Effective, Improvement Necessary, or Ineffective)

  **Teachers rated in the bottom two categories will work with the evaluator to establish a professional development plan to aide in professional growth in deficit areas (Teacher/Evaluator).

END OF ACADEMIC YEAR (MAY/JUNE)

- Hold end of year conferences with employees who have shown a record of effectiveness who will have a continuing contract. Discuss the evaluation evidence collected via observations throughout the year. Evaluators will not have all the evidence necessary to form a summative rating, but based on observations, there will be ample material with which to have a productive discussion. This conference allows teachers to end the school year with a strong sense of their current performance as well as general ideas for improvement in the coming year.
- Hold end of year conferences with those employees who are eligible for cancellations or nonrenewal of contracts due to reductions in force, probationary status, or incompetence. Although summative ratings will likely not be available, evaluators should use the most complete and accurate information in hand that paints a picture of teacher 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.
- If a teacher is in danger of dismissal, and all evidence collected thus far points to a poor rating, it is recommended that evaluators have these conversations with teachers in the spring, counsel out employees, or notify them of non-continuance. Evaluators will not have summative ratings at this point, but they will have evidence collected throughout the year and established patterns of poor performance from the previous year, including (but not limited to) the following: observation notes, student data (formative and summative throughout the year), student work, lesson plans, and other assessments.

Optional
Pre-Observation   Form -   Teacher

Note: This form may be used in conjunction with a pre-conference, but can also be exchanged without a pre-conference prior to the observation.

SCHOOL: _____   OBSERVER: _____

TEACHER: _____   GRADE/SUBJECT: _____

DATE AND PERIOD OF SCHEDULED OBSERVATION: _____

Dear Teacher,

In preparation for your formal observation, please answer the questions below and attach any requested material.

1) What learning objectives or standards will you target during this class?

2) How will you know if students are mastering/have mastered the objective?

3) Is there anything you would like me to know about this class in particular?

4) Are there any skills or new practices you have been working on that I should look for?

Please attach the following items for review prior to your scheduled observation:

Optional

Post-Observation   Form -   Evaluators

Instructions: The primary post-observation document should simply be a copy of the observation notes taken in the classroom. This form is designed to summarize and supplement the notes.

SCHOOL: _____   OBSERVER: _____

TEACHER: _____   GRADE/SUBJECT: _____

DATE OF OBSERVATION: _____   START TIME: _____   END TIME: _____

Domain 2: Areas of Strength Observed in the Classroom (identify specific competencies):

Domain 2: Areas for Improvement Observed in the Classroom (identify specific competencies):

Domain 1: Analysis of information (including strengths and weaknesses) in Planning:

Domain 3: Analysis of information (including strengths and weaknesses) in Leadership:

Action Steps for Teacher Areas of Improvement:
This section should be written by the teacher and evaluator during the post-conference.

Optional
Post-Observation Form – Teacher

SCHOOL: _____   OBSERVER: _____
TEACHER: _____   GRADE/SUBJECT: _____
DATE OF OBSERVATION: _____   START TIME: _____   END TIME: _____

Dear Teacher,

In preparation for our post-conference, please complete this questionnaire and bring it with you when we meet. Your honesty is appreciated and will help us to have a productive conversation about your performance and areas for improvement.

1) How do you think the lesson went? What went well and what didn't go so well?

2) Did you accomplish all that you wanted to in terms of students mastering the objectives of the lesson? If not, why do you think it did not go as planned?

3) If you were to teach this lesson again, what would you do differently?

4) Did the results of this lesson influence or change your planning for future lessons?

Optional

Mid-Year Professional Practice Check-In Form

SCHOOL: _____   SUMMATIVE EVALUATOR: _____

TEACHER: _____   GRADE/SUBJECT: _____

DATE: _____

Note: **Mid-year check-in conferences are optional for any teacher without a professional development plan, but can be helpful for evaluators to assess what information still needs to be collected, and for teachers to understand how they are performing thus far. It should be understood that the mid-year rating is only an assessment of the first part of the year and does not necessarily correspond to the end-of-year rating. If there has not yet been enough information to give a mid-year rating, circle N/A.**

Number of Formal Observations Prior to Mid-Year Check-in: _____

Number if Informal Observations Prior to Mid-Year Check-in: _____

Domain 1: Planning	Mid-Year Assessment of Domain 1
1.1 Utilize Assessment Data to Plan 1.2 Set Ambitious and Measurable 1.3 Achievement Goals 1.4 Develop Standards-Based Unit Plans and Assessments 1.5 Create Objective-Driven Lesson Plans and Assessments 1.6 Track Student Data and Analyze Progress	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**

Domain 2: Instruction	Mid-Year Assessment of Domain 2
2.1 Develop Student Understanding and Mastery of Lesson Objectives	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**
2.3 Engage Students in Academic Content	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**

2.4 Check for Understanding	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**
2.5 Modify Instruction as Needed	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**
2.6 Develop Higher Level Understanding Through Rigorous Instruction and Work	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**

2.7 Maximize Instructional Time	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**
2.8 Create Classroom Culture of Respect and Collaboration	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**
2.9 Set High Expectations for Academic Success	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**
Domain 3: Leadership	**Mid-Year Assessment of Domain 3**

3.1 Contribute to School Culture 3.2 Collaborate with Peers 3.3 Seek Professional Skills and Knowledge 3.4 Advocate for Student Success 3.5 Engage Families in Student Learning	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**
Domain 4: Professionalism	**Mid-Year Assessment of Domain 4**
1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect	
Mid-Year Rating (Circle One)	**Meets Standards Does Not Meet Standards**

Optional   Summative Rating   Form

SCHOOL: _____   SUMMATIVE EVALUATOR: _____
TEACHER: _____   GRADE/SUBJECT: _____
DATE: _____

Note: Prior to the summative conference, evaluators should complete this form based on information collected and assessed throughout the year.   A copy should be given to the teacher for discussion during the summative conference.   For more information on the Student Learning Objectives component of this form, see the Student Learning Objectives Handbook.

Teacher   Effectiveness Rubric Scoring

Number of Formal Observations: _____

Number if Informal Observations: _____

Domain 1: Planning	Competency Rating	Final Assessment of Domain 1

1.1 Utilize Assessment Data to Plan 1.2 Set Ambitious and Measurable Achievement Goals 1.3 Develop Standards-Based Unit Plans and Assessments 1.4 Create Objective-Driven Lesson Plans and Assessments 1.5 Track Student Data and Analyze Progress	1.1: _____ 1.2: _____ 1.3: _____ 1.4: _____ 1.5: _____	
Final Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.**	

Domain 2: Instruction	Competency Rating	Final Assessment of Domain 2

2.1 Develop Student Understanding and Mastery of Lesson Objectives	2.1: _____	
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students	2.2: _____	
	2.3: _____	
2.3 Engage Students in Academic Content	2.4: _____	
2.4 Check for Understanding	2.5: _____	
2.5 Modify Instruction as Needed	2.6: _____	
2.6 Develop Higher Level Understanding Through Rigorous Instruction and Work	2.7: _____	
2.7 Maximize Instructional Time	2.8: _____	
2.8 Create Classroom Culture of Respect and Collaboration	2.9: _____	
2.9 Set High Expectations for Academic Success		
Final Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.**	

Domain 3: Leadership	Competency Rating	Final Assessment of Domain 3
3.1 Contribute to School Culture 3.2 Collaborate with Peers 3.3 Seek Professional Skills and Knowledge 3.4 Advocate for Student Success 3.5 Engage Families in Student Learning	3.1: _____ 3.2: _____ 3.1: _____ 3.4: _____ 3.5: _____	
Final Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.**	

Domains 1-3 Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1		10%	
Domain 2		75%	
Domain 3		15%	
	Final Score for Domains 1-3:		

Follow the following formula to calculate by hand:

1) Rating * % Weight = Weighted Rating

2) Sum of Weighted Ratings = Final Score for Domains 1-3

Final Teacher Effectiveness Rubric Score, Domains 1-3: _____

Domain 4: Professionalism	Final Assessment of Domain 4	
1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect		
Final Rating (Circle One)	**Meets Standards**	**Does Not Meet Standards**

Final Teacher Effectiveness Rubric Score

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 Teacher Effectiveness Rubric Score: _____

Optional   Professional   Development   Plan

Using relevant student learning data, evaluation feedback and previous professional development, establish areas of professional growth below. Although there is not a required number of goals in a professional development plan, you should set as many goals as appropriate to meet your needs.   In order to focus your efforts toward meeting all of your goals, it will be best to have no more than three goals at any given time. Each of your goals is important but you should rank your goals in order of priority. On the following pages, complete the growth plan form for each goal.

Goal	Achieved?
1.	
2.	
3.	

Name:			
School:			
Grade Level(s):		**Subject(s):**	
Date Developed:		**Date Revised:**	
Primary Evaluator Approval	X	*Teacher Approval*	X

Appendix C – Indiana Teacher Effectiveness Rubric

On the following page, you will find the Indiana Teacher Effectiveness Rubric. Visit www.riseindiana.org for versions of the rubric that are printable on 8.5" x 11"

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)
1.1	**Utilize Assessment Data to Plan**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding	**Teacher uses prior assessment data to formulate:** - Achievement goals, unit plans, AND lesson plans	**Teacher uses prior assessment data to formulate** Achievement goals, unit plans, OR lesson plans, but not all of above
1.2	**Set Ambitious and Measurable Achievement Goals**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Plans an <u>ambitious</u> annual student achievement goal	**Teacher develops an annual student achievement goal that is:** - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year	**Teacher develops an annual student achievement goal that** - Measurable **The goal may *not*:** - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year
1.3	**Develop Standards-Based Unit Plans and Assessments**	**At Level 4, a teacher fulfills 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) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit	**Based on achievement goals, teacher plans units by:** - Identifying content standards that students will master in each unit -Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit	**Based on achievement goals, teacher plans units by** Identifying content standards that students will master in each unit **Teacher may *not*:** -Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit

1.4	**Create Objective-Driven Lesson Plans and Assessments**	**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 - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction	**Based on unit plan, teacher plans daily lessons by:** - Identifying lesson objectives that are aligned to state content standards. - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designing formative assessments that measure progress towards mastery and inform instruction	**Based on unit plan, teacher plans daily lessons by:** - Identifying lesson objectives that are aligned to state conten standards - Matching instructional strategies and activities/assignments to the lesson objectives. **Teacher may *not*:** - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction.
1.5	**Track Student Data and Analyze Progress**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day	**Teacher uses an effective data tracking system for:** - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals	**Teacher uses an effective data tracking system for:** - Recording student assessment/ progress data - Maintaining a grading system **Teacher may *not*:** - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals

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)	In
Competency 2.1:	Teacher is highly effective at developing student understanding and mastery of lesson objectives	Teacher is effective at developing student understanding and mastery of lesson objectives	Teacher needs improvement at developing student understanding and mastery of lesson objectives	Te un
Develop student understanding and mastery of lesson objectives	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection	- Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in easy- to- understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective	- Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Teacher attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective	- co st of - T ob th - T or st - T kn - L of

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).

2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers", early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	I
Competency 2.2:	Teacher is highly effective at demonstrating and clearly communicating content knowledge to students	Teacher is effective at demonstrating and clearly communicating content knowledge to students	Teacher needs improvement at demonstrating and clearly communicating content knowledge to students	T c
Demonstrate and Clearly Communicate Content Knowledge to Students	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each others' learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level	- Teacher demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized - Teacher restates and rephrases instruction in multiple ways to increase understanding - Teacher emphasizes key points or main ideas in content - Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional development	-Teacher delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding - Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies learned via professional development	- i - t - v u - s - l - i c

Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.

2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.

3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffe
Competency 2.3: **Engage students in academic content**	Teacher is highly effective at engaging students in academic content	Teacher is effective at engaging students in academic content	Teacher needs improvement at engaging students in academic content	Teach conte
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Teacher provides ways to engage with content that significantly promotes student mastery of the objective - Teacher provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Teacher effectively integrates technology as a tool to engage students in academic content	-3/4 or more of students are actively engaged in content at all times and not off-task - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Ways of engaging with content reflect different learning modalities or intelligences - Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)	- Fewer than 3/4 of students are engaged in content and many are off-task - Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Teacher may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective - ELL and IEP students are sometimes given appropriate accommodations to be engaged in content - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	- Fewe and m - Tea conte engag object - Tea differe - Most necess makes studer - ELL a necess - Stu disinte

Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson. 2. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.

3. Teachers may provide 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). It may also be effective to engage students via two or more strategies targeting the same modality.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective
Competency 2.4:	Teacher is highly effective at checking for understanding	Teacher is effective at checking for understanding	Teacher needs improvement at checking for understanding	Teacher is i
Check for Understanding	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* **-** Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher- order thinking	- Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) - Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding - Teacher uses wait time effectively both after posing a question and before helping students think through a response - Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)	- Teacher sometimes checks for understanding of content, but misses several key moments - Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding - Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments.	- Teacher content, or -Teacher do one ineffect capturing a - Teacher fr students ha frequently g them think - Teacher fr for underst - Teacher ra the lesson

Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.

2. Examples of how the teacher may assess student understanding and mastery of objectives:

• Checks for Understanding: thumbs up/down, cold-calling

• Do Nows, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective
Competency 2.5:	Teacher is highly effective at modifying instruction as needed	Teacher is effective at modifying instruction as needed	Teacher needs improvement at modifying instruction as needed	Teacher is
Modify Instruction As Needed	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Teacher anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	- Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Teacher responds to misunderstandings with effective scaffolding techniques - Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	- Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	- Teacher based on doing so students - Teacher teacher-dr - Teacher to misund

Notes:

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

2. A teacher can respond to misunderstandings using "scaffolding" techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds", providing visual cues, etc.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective
Competency 2.6:	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work	Teacher is effective at developing a higher level of understanding through rigorous instruction and work	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work	Teacher is understand

| Develop Higher Level of Understanding through Rigorous Instruction and Work | *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:*

- Lesson is accessible and challenging to all students

- Students are able to answer higher-level questions with meaningful responses

- Students pose higher-level questions to the teacher and to each other

- Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great

- Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments) | - Lesson is accessible and challenging to almost all students

- Teacher frequently develops higher-level understanding through effective questioning

- Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding

- Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning

- Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks | - Lesson is not always accessible or challenging for students

- Some questions used may not be effective in developing higher-level understanding (too complex or confusing)

- Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding

- While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate

- Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying | - Lesson is r (may be too

- Teacher m increase un understand

- Lesson rar not differer understand

- Lesson is a few opportu concepts.

- Teacher gi them to per |

Notes:

1. Examples of types of questions that can develop higher-level understanding:

• Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")

• Asking students to explain their reasoning

• Asking students to explain why they are learning something or to summarize the main idea

• Asking students to apply a new skill or concept in a different context

• Posing a question that increases the rigor of the lesson content

• Prompting students to make connections to previous material or prior knowledge

2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.

3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency

4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffec

Competency 2.7:	Teacher is highly effective at maximizing instructional time	Teacher is effective at maximizing instructional time	Teacher needs improvement at maximizing instructional time	Teache
Maximize Instructional Time	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:*	- Students arrive on-time and are aware of the consequences of arriving late (unexcused)	- Some students consistently arrive late (unexcused) for class without consequences	- Studer class wi
	- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher	- Class starts on-time	- Class may consistently start a few minutes late	- Teach
		- Routines, transitions, and procedures are well- executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher	- Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed	- There place. S doing a at all tir
	- Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance)	- Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance)		- There are not
	- Students share responsibility for operations and routines and work well together to accomplish these tasks	- Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective	- There is more than a brief period of time when students are left without meaningful work to keep them engaged	
			- Teacher may delegate lesson time inappropriately between parts of the lesson	- Teach lesson c
	- All students are on-task and follow instructions of teacher without much prompting	- Almost all students are on-task and follow instructions of teacher without much prompting	- Significant prompting from the teacher is necessary for students to follow instructions and remain on-task	- Even v frequent
	- Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson	- Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson.	- Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem.	- Disru commo make a

Notes:

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.

2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffec
Competency 2.8:	Teacher is highly effective at creating a classroom culture of respect and collaboration	Teacher is effective at creating a classroom culture of respect and collaboration	Teacher needs improvement at creating a classroom culture of respect and collaboration	Teache respect

Create Classroom Culture of Respect and Collaboration	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves	- Students are respectful of their teacher and peers - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions	- Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms - Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both - Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others	- Stude peers disrupti - Stude collabo togethe - Teach - Teach

Notes:

1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.

2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffec
Competency 2.9:	Teacher is highly effective at setting high expectations for academic success.	Teacher is effective at setting high expectations for academic success.	Teacher needs improvement at setting high expectations for academic success.	Teache student

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	
Set High Expectations for Academic Success	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important	- Teacher sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work - The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Teacher celebrates and praises academic work. - High quality work of all students is displayed in the classroom	- Teacher may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Teacher may praise the academic work of some, but not others - High quality work of a few, but not all students, may be displayed in the classroom	- Teach student - Stude investm be unfo assignm - Stude and risk comme - Teach behavic - High c classroc

Note:

1. There are several ways for a teacher to demonstrate high expectations - through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.

DOMAIN 3: 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)	

3.1	Contribute to School Culture	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of class	Teacher will: - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of class	Teacher will: - Contribute occasional ideas and expertise to further the school's mission and initiatives Teacher may *not*: - Frequently dedicates time to help students and peers efficiently outside of class	a l s
3.2	Collaborate with Peers	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities	Teacher will: - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need	Teacher will: - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed Teacher may *not:* - Seek to provide other teachers with assistance when needed OR - Regularly seek out opportunities to work with others	c i
3.3	Seek Professional Skills and Knowledge	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions	Teacher will: - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices	Teacher will: - Attend all mandatory professional development opportunities Teacher may *not:* - Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well	c c t

3.4	Advocate for Student Success	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Display commitment to the education of all the students in the school - Make changes and take risks to ensure student success	Teacher will: - Display commitment to the education of all his/her students - Attempt to remedy obstacles around student achievement - Advocate for students' individualized needs	Teacher will: - Display commitment to the education of all his/her students Teacher may *not:* - Advocate for students' needs	T t a a
3.5	Engage Families in Student Learning	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 - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events	Teacher will: - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school	Teacher will: - Respond to contact from parents - Engage in all forms of parent outreach required by the school Teacher may *not:* - Proactively reach out to parents to engage them in student learning	T a f

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	Does Not Meet Standard	Meets Standard
1	Attendance	Individual demonstrates a pattern of unexcused absences *	Individual has not demonstrated a pattern of unexcused absences*
2	On-Time Arrival	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 late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)

3	Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4	Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

* It should be left to the discretion of the corporation to define "unexcused absence" in this context

INDIANA TEACHER EFFECTIVENESS RUBRIC 2011-2012

ICASE COMMITTEE April 2012

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)
1.1	**Utilize Assessment Data to Plan**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** -Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding	**Teacher uses prior assessment data to formulate:** -Achievement goals, unit plans, AND lesson plans *-Use multiple assessments to determine PLOP*	**Teacher uses prior assessment data to formulate:** -Achievement goals, unit plans, OR lesson plans, but not all of the above	Teacher rarely or never uses prior assessment data when planning
1.2	**Set Ambitious and Measurable Achievement Goals**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** -Plans an ambitious annual student achievement goal	**Teacher develops an annual student achievement goal that is:** -Measurable; -Aligned to content standards; AND -Includes benchmarks to help monitor learning and inform interventions throughout the year *-Needs defined in PLOP are aligned to goals*	**Teacher develops an annual student achievement goal that is:** -Measurable **The goal may *not*:** -Align to content standards; OR -Include benchmarks to help monitor learning and inform interventions throughout the year	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3	**Develop Standards-Based Unit Plans and Assessments**	**At Level 4, a teacher fulfills 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) -Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit	**Based on achievement goals, teacher plans units by:** -Identifying content standards that students will master in each unit -Creating assessments before each unit begins for backwards planning -Allocating an instructionally appropriate amount of time for each unit	Based on achievement goals, teacher plans units by: -Identifying content standards that students will master in each unit **Teacher may *not*:** -Create assessments before each unit begins for backwards planning -Allocate an instructionally appropriate amount of time	Teacher rarely or never plans units by identifying content standards that student will master in each unit OR there is little to no evidence that teacher plans units at all

			-IEP goals aligned to state standards	for each unit	
1.4	**Create Objective-Driven Lesson Plans and Assessments**	**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 -Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction	**Based on unit plan, teacher plans daily lessons by:** - Identifying lesson objectives that are aligned to state content standards **-**Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives -Designing formative assessments that measure progress towards mastery and inform instruction *-Instruction based on IEP goals* *-Evidence that the IEP is being implemented across all settings*	**Based on unit plan, teacher plans daily lessons by:** - Identifying lesson objectives that are aligned to state content standards **-**Matching instructional strategies and activities/assignments to the lesson objectives **Teacher may *not*:** -Design assignments that are meaningful or relevant -Plan formative assessments to measure progress towards mastery or inform instruction	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments
1.5	**Track Student Data and Analyze Progress**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** -Uses daily checks for understanding for additional data points -Updates tracking system daily -Uses data analysis of student progress to drive lesson planning for the following day	**Teacher uses an effective data tracking system for:** -Recording student assessment/ progress data -Analyzing student progress towards mastery and planning future lessons/units accordingly -Maintaining a grading system aligned to student learning goals *-Teacher monitors progress on goals* *-Services are implemented as identified in IEP*	**Teacher uses an effective data tracking system for:** - Recording student assessment/progress data - Maintaining a grading system **Teacher may *not*:** -Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals	Teacher rarely or never uses a data tracking system to record student assessment/ progress data and/or has no discernable grading system

DOMAIN 2: EFFECTIVE INSTRUCTION

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

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

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).

2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers", early-childhood inquiry-based lesson, etc.). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2:2:	Teacher is highly effective at demonstrating and clearly communicating content knowledge to students	Teacher is effective at demonstrating and clearly communicating content knowledge to students	Teacher needs improvement at demonstrating and clearly communicating content knowledge to students	Teacher is ineffective at demonstrating and clearly communicating content knowledge to students
Demonstrate and Clearly Communicate Content Knowledge to Students	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* -Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding -Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest -Explanations spark student excitement and interest in the content -Students participate in each other's learning of content through collaboration during the lesson -Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level	-Teacher demonstrates content knowledge and delivers content that is factually correct -Content is clear, concise and wellorganized -Teacher restates and rephrases instruction in multiple ways to increase understanding -Teacher emphasizes key points or main ideas in content -Teacher uses developmentally appropriate language and explanations -Teacher implements relevant instructional strategies learned via professional development	-Teacher delivers content that is factually correct -Content occasionally lacks clarity and is not as well organized as it could be -Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding -Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways -Explanations sometimes lack developmentally appropriate language -Teacher does not always implement new and improved instructional strategies learned via professional development	-Teacher may deliver content that is factually incorrect -Explanations may be unclear or incoherent and fail to build student understanding of key concepts -Teacher continues with planned instruction, even when it is obvious that students are not understanding content -Teacher does not emphasize main ideas, and students are often confused about content -Teacher fails to use developmentally appropriate language

Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.

2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a   Level 1 for this competency.

3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school   or district-wide PD sessions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2:3:	Teacher is highly effective at engaging students in academic content	Teacher is effective at engaging students in academic content	Teacher needs improvement at engaging students in academic content	Teacher is ineffective at engaging students in academic content
Engage Students in Academic Content	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* - Teacher provides ways to engage with content that significantly promotes student mastery of the objective -Teacher provides differentiated ways of engaging with content specific to individual student needs -The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do -Teacher effectively integrates technology as a tool to engage students in academic content	-3/4 or more of students are actively engaged in content at all times and not offtask -Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective -Teacher sustains the attention of the class by maintaining a dynamic presence -Ways of engaging with content reflect different learning modalities or intelligences -Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged -ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) *-Evidence of use of Peer Reviewed and/or Research based strategies*	-Fewer than ¾ of students are engaged in content and many are off-task -Teacher may provide multiple ways of engaging students but perhaps not aligned to lesson objective or mastery of content -Teacher may miss opportunities to provide ways of differentiating content for student engagement -Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective -Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	-Fewer than ½ of students are engaged in content and many are off-task -Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content -Teacher does not differentiate instruction to target different learning modalities -Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students -ELL and IEP students are not provided with the necessary accommodations to engage in content

Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity.
3. Some observable evidence of engagement may include (but not be limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
4. Teachers may provide 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.). It may also be effective to engage students via two or more strategies targeting the same modality or district-wide PD sessions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2:4:	Teacher is highly effective at checking for understanding	Teacher is effective at checking for understanding	Teacher needs improvement at checking for understanding	Teacher is ineffective at checking for understanding
Check for Understanding	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* -Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) -Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking	-Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate "pulse" of the class's understanding -Teacher gains enough information during checks for understanding to modify the lesson and respond accordingly -Teacher uses a variety of methods to check for understanding -Teacher uses wait time effectively both after posing a question and before helping students think through a response -Teacher doesn't allow students to "optout" of checks for understanding and cycles back to these students -Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)	-Teacher sometimes checks for understanding of content, but misses several key moments -Teacher mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly -Teacher may not use a variety of methods to check for understanding, when doing so would be helpful -Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content -Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students -Teacher may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning	-Teacher rarely or never checks for Understanding of content, or misses nearly all key moments -Teacher rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson -Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer -Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students -Teacher rarely or never assesses for mastery at the end of the lesson

Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice 2.

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.5:	Teacher is highly effective at modifying instruction as needed	Teacher is effective at modifying instruction as needed	Teacher needs improvement at modifying instruction as needed	Teacher is ineffective at modifying instruction as needed
Modify Instruction As Needed	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* -Teacher anticipates student misunderstandings and preemptively addresses them -Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	-Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students -Teacher differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs -Teacher responds to misunderstandings with effective scaffolding techniques -Teacher doesn't give up, but continues to try to address misunderstandings with different techniques if the first try is not successful	-Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students -Teacher may primarily respond to misunderstandings by using teacherdriven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective -Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	-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 -Teacher only responds to misunderstandings by using teacherdriven scaffolding techniques -Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

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

2.   A teacher can respond to misunderstandings using "scaffolding" techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds", providing visual cues, etc.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.6:	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work	Teacher is effective at developing a higher level of understanding through rigorous instruction and work	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work	Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work
Develop Higher Level of Understanding through Rigorous Instruction and Work	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* -Lesson is accessible and challenging to all students -Students are able to answer higherlevel questions with meaningful responses -Students pose higher-level questions to the teacher and to each other -Teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great -Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments)	-Lesson is accessible and challenging to almost all students -Teacher frequently develops higherlevel understanding through effective questioning -Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding -Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning -Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks	-Lesson is not always accessible or challenging for students -Some questions used may not be effective in developing higher-level understanding (too complex or confusing) -Teacher may not always use questioning as an effective tool to increase understanding -While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate -Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying	-Lesson is not aligned with developmental level of students (may be too challenging or too easy) -Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. -Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts. -Teacher gives up on students easily and does not encourage them to persist through difficult tasks

Notes:

1. Examples of types of questions that can develop higher-level understanding:

    Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")

    Asking students to explain their reasoning, why they are learning something, or to summarize the main idea

    Asking students to apply a new skill or concept in a different context, or prompting students to make connections to previous material or prior knowledge   Posing a question that increases the rigor of the lesson content

2. Higher-level questions should result in higher-level student understanding. If it does not, credit should not be given.

3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency

4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.7: **Maximize Instructional Time**	Teacher is highly effective at maximizing instructional time	Teacher is effective at maximizing instructional time	Teacher needs improvement at maximizing instructional time	Teacher is ineffective at maximizing instructional time
	For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: -Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher -Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) -Students share responsibility for operations and routines and work well together to accomplish these tasks -All students are on-task and follow instructions of teacher without much prompting -Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson	-Students arrive on-time and are aware of the consequences of arriving late (unexcused) -Class starts on-time -Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher -Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) -Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective -Almost all students are on-task and follow instructions of teacher without much prompting -Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson ***-Master schedule of service delivery - Effectively manages instructional resources***	-Some students consistently arrive late (unexcused) for class without consequences -Class may consistently start a few minutes late -Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed -There is more than a brief period of time when students are left without meaningful work to keep them engaged -Teacher may delegate lesson time inappropriately between parts of the lesson -Significant prompting from teacher is necessary for students to follow instructions and remain on-task -Disruptive behaviors and off-task conversations sometimes occur; They may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem	-Some may frequently arrive late (unexcused) for class without consequences -Teacher may frequently start class late -There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times -There are significant periods of time in which students are not engaged in meaningful work -Even with significant prompting, students frequently do not follow directions and are off-task -Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson -Classroom management is generally poor and wastes instructional time

Notes:

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline

2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.8:	Teacher is highly effective at creating a classroom culture of respect and collaboration	Teacher is effective at creating a classroom culture of respect and collaboration	Teacher needs improvement at creating a classroom culture of respect and collaboration	Teacher is ineffective at creating a classroom culture of respect and collaboration
Create Classroom Culture of Respect and Collaboration	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* -Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance -Students reinforce positive character and behavior and discourage negative behavior amongst themselves	-Students are respectful of their teacher and peers -Students are given opportunities to collaborate and support each other in the learning process -Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior -Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinion *-Evidence of instruction on behavior goals across all settings - Evidence of implementation of positive behavior management plan -Environmental supports are in place*	-Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms -Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together -Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both -Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others	- Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior -Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention -Teacher rarely or never praises positive behavior -Teacher rarely or never addresses negative behavior

Notes:
1.   If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.
2.   Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.9: **Set High Expectations for Academic Success**	Teacher is highly effective at setting high expectations for academic success.	Teacher is effective at setting high expectations for academic success.	Teacher needs improvement at setting high expectations for academic success.	Teacher is ineffective at setting high expectations for academic success.
	For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: -Students participate in forming academic goals for themselves and analyzing their progress -Students demonstrate high academic expectations for themselves -Students comments and actions demonstrate that they are excited about their work and understand why it is important	-Teacher sets high expectations for students of all levels -Students are invested in their work and value academic success as evidenced by their effort and quality of their work -The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) -Teacher celebrates and displays high quality academic work	-Teacher may set high expectations for some, but not others -Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging -Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) -Teacher may praise the academic work of some, but not others -High quality work of a few, but not all students, may be displayed in the classroom	- Teacher rarely or never sets high expectations for students -Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments -Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers -Teacher rarely or never praises academic work or good behavior -High quality work is rarely or never displayed in the classroom

Notes:

1. There are several ways for a teacher to demonstrate high expectations – through encouraging comments, higher-level questioning, appropriate rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.

DOMAIN 3: TEACHER LEADERSHIP

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

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	**Contribute to School Culture**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** -Seek out leadership roles -Go above and beyond in dedicating time for students and peers outside of class	**Teacher will:** -Contribute ideas and expertise to further the school's mission and initiatives -Dedicate time efficiently, when needed, to helping students and peers outside of class	**Teacher will:** - Contribute occasional ideas and expertise to further the school's mission and initiatives **Teacher may *not*:** -Frequently dedicates time to help students and peers efficiently outside of class	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers
3.2	**Collaborate with Peers**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** -Go above and beyond in seeking out opportunities to collaborate -Coach peers through difficult situations -Take on leadership roles within collaborative groups such as Professional Learning Communities	**Teacher will:** -Seek out and participate in regular opportunities to work with and learn from others -Ask for assistance, when needed, and provide assistance to others in need	**Teacher will:** -Participate in occasional opportunities to work with and learn from others **Teacher may *not*:** -Seek to provide other teachers with assistance when needed OR -Regularly seek out opportunities to work with others	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player

3.3	Seek Professional Skills And Knowledge	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Regularly share newly learned knowledge and practices with others -Seek out opportunities to lead professional development sessions	**Teacher will:** -Actively pursue opportunities to improve knowledge and practice -Seek out ways to implement new practices into instruction, where applicable -Welcome constructive feedback to improve practices	**Teacher will:** -Attend all mandatory professional development opportunities **Teacher may *not*:** -Actively pursue optional professional development opportunities -Seek out ways to implement new practices into instruction -Accept constructive feedback well	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning
3.4	Advocate for Student Success	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: -Display commitment to the education of all the students in the school -Make changes and take risks to ensure student success	**Teacher will:** -Display commitment to the education of all his/her students -Attempts to remedy obstacles around student achievement -Advocate for students' individualized needs ***-Appropriate Gen Ed teachers have copies of IEP's***	**Teacher will:** -Display commitment to the education of all his/her students **Teacher may *not*:** -Advocate for students' needs	Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs
3.5	Engage Families in Student Learning	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 -Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events	**Teacher will:** -Proactively reach out to parents in a variety of ways to engage them in student learning -Respond promptly to contact from parents -Engage in all forms of parent outreach required by the school	**Teacher will:** -Respond to contact from parents -Engage in all forms of parent outreach required by the school **Teacher may *not*:** -Proactively reach out to parents to engage them in student learning	Teacher rarely or never reaches out to parents and/or frequently does not respond to contact from parents

Core Professionalism Rubic

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		Does Not Meet Standard	Meets Standard	
1	**Attendance**	Individual demonstrates a pattern of unexcused absences (absences 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 (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	
2	**On-Time Arrival**	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 late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	
3	**Policies and Procedures**	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)	*-Article 7 compliance timelines* *-Adheres to Special Ed policies*
4	**Respect**	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner	*-Maintains confidentiality of student records and information*

MSD of North Posey County

Principal Effectiveness Rubric

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.

DOMAIN 1: PURPOSEFUL PLANNING

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful u nits 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)	ImprovementNecessary (2)
1.1	Utilize Assessment Data to Plan	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** **-** Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding	**Teacher uses prior assessment data to formulate:** - Achievement goals, unit plans, AND lesson plans	**Teacher uses prior assessment data to formulate** Achievement goals, unit plans, OR lesson plans, but all of the above
1.2	Set Ambitious and Measurable Achievement Goals	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** **-** Plans an <u>ambitious</u> annual student achievement goal	**Teacher develops an annual student achievement goal that is:** - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year	**Teacher develops an annual student achievement go that is:** - Measurable **The goal may *not:*** - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year
1.3	Develop Standards-Based Unit Plans and Assessments	**At Level 4, a teacher fulfills 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) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit	**Based on achievement goals, teacher plans units by:** - Identifying content standards that students will master in each unit -Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit	**Based on achievement goals, teacher plans units by** Identifying content standards that students will maste each unit **Teacher may *not:*** -Create assessments before each unit begins backwards planning - Allocate an instructionally appropriate amount of tin for each unit

| 1.4 | Create Objective-Driven Lesson Plans and Assessments | **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

- Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction | **Based on unit plan, teacher plans daily lessons by:** - Identifying lesson objectives that are aligned to state content standards.

- Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives

- Designing formative assessments that measure progress towards mastery and inform instruction | **Based on unit plan, teacher plans daily lessons by:** - Identifying lesson objectives that are aligned to state content standards

- Matching instructional strategies and activities/assignments to the lesson objectives.

Teacher may *not*:
- Design assignments that are meaningful or relevant
- Plan formative assessments to measure progress towards mastery or inform instruction. |
| 1.5 | Track Student Data and Analyze Progress | **At Level 4, a teacher fulfills the criteria for Level 3 and additionally:**

- Uses daily checks for understanding for additional data points

- Updates tracking system daily

- Uses data analysis of student progress to drive lesson planning for the following day | **Teacher uses an effective data tracking system for:**
- Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly

- Maintaining a grading system aligned to student learning goals | **Teacher uses an effective data tracking system for:**
- Recording student assessment/ progress data
- Maintaining a grading system

Teacher may *not*:
- Use data to analyze student progress towards maste
or to plan future lessons/units
- Have grading system that appropriately aligns with student learning goals |

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)	In
Competency 2.1: **Develop student understanding and mastery of lesson objectives**	Teacher is highly effective at developing student understanding and mastery of lesson objectives	Teacher is effective at developing student understanding and mastery of lesson objectives	Teacher needs improvement at developing student understanding and mastery of lesson objectives	Te ur ob
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection	- Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in easy- to- understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective	- Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Teacher attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective	- I co st th - T be m - T ob ur ob - T pr - L m

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).

2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers", early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	
Competency 2.2:	Teacher is highly effective at demonstrating and clearly communicating content knowledge to students	Teacher is effective at demonstrating and clearly communicating content knowledge to students	Teacher needs improvement at demonstrating and clearly communicating content knowledge to students	
Demonstrate and Clearly Communicate Content Knowledge to Students	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each others' learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level	- Teacher demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized - Teacher restates and rephrases instruction in multiple ways to increase understanding - Teacher emphasizes key points or main ideas in content - Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional development	-Teacher delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding - Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies learned via professional development	

Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.

2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.

3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Inef
Competency 2.3: **Engage students in academic content**	Teacher is highly effective at engaging students in academic content *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Teacher provides ways to engage with content that significantly promotes student mastery of the objective - Teacher provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Teacher effectively integrates technology as a tool to engage students in academic content	Teacher is effective at engaging students in academic content -3/4 or more of students are actively engaged in content at all times and not off-task - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Ways of engaging with content reflect different learning modalities or intelligences - Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)	Teacher needs improvement at engaging students in academic content - Fewer than 3/4 of students are engaged in content and many are off-task - Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Teacher may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective - ELL and IEP students are sometimes given appropriate accommodations to be engaged in content - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	Teach acade - Few conte - Tea with ways to the - Tea targe - Mos skills teach these - ELL neces conte - Stud disint

Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson. 2. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.

3. Teachers may provide 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). It may also be effective to engage students via two or more strategies targeting the same modality.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffecti
Competency 2.4: **Check for Understanding**	Teacher is highly effective at checking for understanding	Teacher is effective at checking for understanding	Teacher needs improvement at checking for understanding	Teacher is
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:	- Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)	- Teacher sometimes checks for understanding of content, but misses several key moments	- Teacher content, o
	- Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof)	- Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding	- Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding	-Teacher c only one i thus rarely class's und
	- Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking	- Teacher uses wait time effectively both after posing a question and before helping students think through a response	- Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content	- Teacher t students h frequently helping th
		- Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students	- Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students	- Teacher checks for these stud
		- Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)	- Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments.	- Teacher end of the

Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.

2. Examples of how the teacher may assess student understanding and mastery of objectives:

• Checks for Understanding: thumbs up/down, cold-calling

• Do Nows, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffec...
Competency 2.5:	Teacher is highly effective at modifying instruction as needed	Teacher is effective at modifying instruction as needed	Teacher needs improvement at modifying instruction as needed	Teacher i... needed
Modify Instruction As Needed	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Teacher anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	- Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Teacher responds to misunderstandings with effective scaffolding techniques - Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	- Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	- Teache... instructic... any atter... understa... - Teache... using tea... - Teacher... respond... succeedi...

Notes:

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

2. A teacher can respond to misunderstandings using "scaffolding" techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds", providing visual cues, etc.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffecti
Competency 2.6: **Develop Higher Level of Understanding through Rigorous Instruction and Work**	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work	Teacher is effective at developing a higher level of understanding through rigorous instruction and work	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work	Teacher is understan
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Lesson is accessible and challenging to all students - Students are able to answer higher-level questions with meaningful responses - Students pose higher-level questions to the teacher and to each other - Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great - Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments)	- Lesson is accessible and challenging to almost all students - Teacher frequently develops higher-level understanding through effective questioning - Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding - Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning - Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks	- Lesson is not always accessible or challenging for students - Some questions used may not be effective in developing higher-level understanding (too complex or confusing) - Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding - While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate - Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying	- Lesson is students (- Teacher tool to inc surface un - Lesson ra Teacher de students' l - Lesson is have few o apply conc - Teacher encourage

Notes:

1. Examples of types of questions that can develop higher-level understanding:

• Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent") • Asking students to explain their reasoning

• Asking students to explain why they are learning something or to summarize the main idea

• Asking students to apply a new skill or concept in a different context

• Posing a question that increases the rigor of the lesson content

• Prompting students to make connections to previous material or prior knowledge

2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.

3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency

4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffe
Competency 2.7: **Maximize Instructional Time**	Teacher is highly effective at maximizing instructional time	Teacher is effective at maximizing instructional time	Teacher needs improvement at maximizing instructional time	Teache time
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher - Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) - Students share responsibility for operations and routines and work well together to accomplish these tasks - All students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson	- Students arrive on-time and are aware of the consequences of arriving late (unexcused) - Class starts on-time - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher - Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) - Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective - Almost all students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson.	- Some students consistently arrive late (unexcused) for class without consequences - Class may consistently start a few minutes late - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed - There is more than a brief period of time when students are left without meaningful work to keep them engaged - Teacher may delegate lesson time inappropriately between parts of the lesson - Significant prompting from the teacher is necessary for students to follow instructions and remain on-task - Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem.	- Stude for cla - Teach - There proced what t directi - There studen - Teach the les - Even frequen task - Disru are co have t

Notes:

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.

2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffe
Competency 2.8: **Create Classroom Culture of Respect and Collaboration**	Teacher is highly effective at creating a classroom culture of respect and collaboration	Teacher is effective at creating a classroom culture of respect and collaboration	Teacher needs improvement at creating a classroom culture of respect and collaboration	Teache culture
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves	- Students are respectful of their teacher and peers - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions	- Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms - Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both - Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others	- Stude or pee disrupt - Stude collabo well to - Teach behavi - Teach behavi

Notes:

1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.

2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffe
Competency 2.9: **Set High Expectations for Academic Success**	Teacher is highly effective at setting high expectations for academic success.	Teacher is effective at setting high expectations for academic success.	Teacher needs improvement at setting high expectations for academic success.	Teache for stu
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important	- Teacher sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work - The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Teacher celebrates and praises academic work. - High quality work of all students is displayed in the classroom	- Teacher may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Teacher may praise the academic work of some, but not others - High quality work of a few, but not all students, may be displayed in the classroom	- Teac for stu - Stude invest might attemp - Stude challer discou peers - Teac good b - High the cla

Note:

1. There are several ways for a teacher to demonstrate high expectations - through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.

DOMAIN 3: 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)	
3.1	Contribute to School Culture	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of class	Teacher will: - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of class	Teacher will: - Contribute occasional ideas and expertise to further the school's mission and initiatives Teacher may *not*: - Frequently dedicates time to help students and peers efficiently outside of class	
3.2	Collaborate with Peers	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities	Teacher will: - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need	Teacher will: - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed Teacher may *not:* - Seek to provide other teachers with assistance when needed OR - Regularly seek out opportunities to work with others	
3.3	Seek Professional Skills and Knowledge	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions	Teacher will: - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices	Teacher will: - Attend all mandatory professional development opportunities Teacher may *not:* - Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well	

| 3.4 | Advocate for Student Success | At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:

- Display commitment to the education of all the students in the school
- Make changes and take risks to ensure student success | Teacher will:
- Display commitment to the education of all his/her students
- Attempt to remedy obstacles around student achievement
- Advocate for students' individualized needs | Teacher will:
- Display commitment to the education of all his/her students

Teacher may *not:*
- Advocate for students' needs | |
| 3.5 | Engage Families in Student Learning | 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
- Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events | Teacher will:
- Proactively reach out to parents in a variety of ways to engage them in student learning
- Respond promptly to contact from parents
- Engage in all forms of parent outreach required by the school | Teacher will:
- Respond to contact from parents
- Engage in all forms of parent outreach required by the school

Teacher may *not:*
- Proactively reach out to parents to engage them in student learning | |

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	Does Not Meet Standard	Meets Standard
1	Attendance	Individual demonstrates a pattern of unexcused absences *	Individual has not demonstrated a pattern of unexcused absences*
2	On-Time Arrival	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 late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3	Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4	Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

* It should be left to the discretion of the corporation to define "unexcused absence" in this context

School Librarian Evaluation Resources Information Sheet

Description:

The School Librarian Evaluation Rubric is endorsed by the Association for Indiana School Library Educators (AISLE).

It is recommended that this evaluation tool be used at the school library where the majority of the librarian's time is spent.

Statement about modifications:

It is recommended that this document be used in its entirety as it is best practice for a school librarian. The following minor edits do not require permission from AISLE:

- Use of the rubric with all domains and competencies
- Addition of competencies
- Notes added to clarify the domains or competencies   The rubric should not be changed to fit the current job description of the school librarian, but the rubric should be followed as an example of best practice in the field of school librarians.

Expected levels of Competency – Use established weights below when using the School Librarian Evaluation Rubric. While all domains and competencies must be included, these weights may be changed by individual schools; however, no Domain may fall below 25%.

Domain	
Domain 1	30%
Domain 2	40 %
Domain 3	30%

Any adaptation of this resource must be used with permission from AISLE.

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Appendix G: School Counselor Effectiveness Rubric

Professional School Counselor Effectiveness Rubric 2011

I. Overview II. Effectiveness Rubric
a. Domain 1: Academic Achievement
b. Domain 2: Student Assistance Services
c. Domain 3: Career Development
d. Domain 4: Professional Leadership

III. Summary and Rating

Overview

What is the purpose of the Professional School Counselor Rubric?
The School Counselor Rubric was developed for three key purposes:
- **To shine a spotlight on great school counselors**: The rubric is designed to assist principals in their efforts to increase school counselor effectiveness.
- **To provide clear expectations for school counselors**: The rubric defines and prioritizes the actions that effective school counselor use to achieve gains in student achievement, and personal, social, and career development.
- **To support a fair and transparent evaluation of effectiveness**: The rubric provides the foundation for accurately assessing effectiveness along four domains. **Who developed the Professional School Counselor Effectiveness Rubric?**

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

What research and evidence support the Professional School Counselor Effectiveness Rubric?
- American School Counselor Association (ASCA) National Model
- ASCA Counselor Standards
- Indiana Student Assistant Services, Article 4
- California Carmel Unified School District Evaluation
- Missouri School Counselor Evaluation
- New Hampshire School Counselor Evaluation
- North Carolina School Counselor Evaluation ☐   Centinela Valley Union

High School District
- Indiana Program Standards for School Counselors
- Indiana Student Standards

How is the Professional School Counselor Effectiveness Rubric organized?

The rubric is divided into four domains.
- Domain 1: Academic Achievement
- Domain 2: Student Assistant Services
- Domain 3: Career Development
- Domain 4: Professional Leadership

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

How do we weigh different parts of the framework?

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

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

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

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

1. **Training and Support**: Administrators responsible for the evaluation of school counselors must receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance and provide constructive feedback and differentiated support.

2. **Accountability**: The differentiation of school counselor effectiveness must be a priority for district administrators and one for which they are held accountable. Even the best evaluation tool will fail if the information it produces is of no consequence.

3.   **Credible distribution**: If the rubric is implemented effectively, ratings will not be ambiguous, surprising, or without clear justification. The performance distribution of school counselors must be monitored and a vehicle established to declare evaluations invalid if results are inflated.

4.   **Decision-making**: Results from the school counselor evaluation must be fully integrated with other district systems and policies and a primary factor in employment decisions. This evaluation tool will assist in determining such issues as which school counselors receive tenure, how school counselors are assigned, retained, compensated and advanced, what professional development school counselors receive, and when and how school counselors are dismissed.

Friendly Disclaimer:

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

DOMAIN 1: ACADEMIC ACHIEVEMENT

School counselors utilize data, knowledge of current trends, and standards to impact and support academic achievement and to engage all students in critical thinking.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
1.1	The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration.	The school counselor monitors student achievement but does not utilize the data to enhance student success.	The school counselor does not monitor academic achievement.	
1.2	The school counselor demonstrates knowledge of current trends in student development and academic achievement.	The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, inservices, reads professional journals, etc.) and incorporates new knowledge in her/his daily work.	The school counselor regularly engages in professional development.	The school counselor sporadically engages in professional development.	The school counselor does not engage in professional development.	
1.3	The school counselor supports all students in making decisions, setting goals and taking appropriate action to achieve goals.	The school counselor encourages all students in using a decisionmaking/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists *all* students in identifying short-term and longterm goals and in developing appropriate action plans.	The school counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists some students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor rarely assists students in identifying shortterm and long-term goals or in developing appropriate action plans.	The school counselor does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans.	

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.4	The school counselor engages all students in problem solving, critical thinking, and other activities.	The school counselor consistently provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	
1.5	The school counselor utilizes and sequences guidance activities and materials to impact all students' academic achievement.	Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage all students in appropriate decision making. Activities are logically sequenced within individual lessons.	Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons.	Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making. Some activities are logically sequenced within individual lessons.	Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons.	
1.6	The school counselor supports all students in developmentally appropriate academic preparation essential for a wide variety of postsecondary options.	The school counselor consistently guides *all* students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor generally guides students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options.	

DOMAIN 2: STUDENT ASSISTANCE SERVICES School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score

2.1	The school counselor assists all students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	The school counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models appropriate behaviors.	The school counselor often encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors.	The school counselor rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors.	The school counselor does not encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors.	
2.2	The school counselor facilitates all students' understanding of safety and survival skills and implements prevention programming to support students' healthy physical, social, emotional, and academic development including stakeholder collaboration.	The school counselor consistently explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders.	The school counselor often explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify school and community resources; and implements any prevention programming for students.	The school counselor rarely explains the students' right to a safe and secure school environment, helps students to differentiate situations that require peer support, adult assistance and professional help, assists students to identify school and community resources, or implements any prevention programming for students.	The school counselor does not explain the students' right to a safe and secure school environment, help students to differentiate situations that require peer support, adult assistance and professional help, help students to identify school and community resources, or implement any prevention programming for students.	
2.3	The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.	The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor often addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor rarely addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate	The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals.	
2.4	The school counselor provides services to all students, fostering a clear understanding of diversity, ethnicity, and culture.	The school counselor consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.	The school counselor takes a multicultural or diverse perspective into consideration when providing services to students.	The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture.	The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students.	

DOMAIN 3: CAREER DEVELOPMENT

School counselors facilitate a comprehensive career program that develops an understanding of the relationship between school and work and supports student in the application of strategies.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
3.1	The school counselor facilitates a comprehensive career program that is ageappropriate and aligned with local, state, and national standards.	The school counselor facilitates ageappropriate career development, aligned with local, state, and national standards, utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences.	The school counselor facilitates ageappropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used.	The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards.	The school counselor does not facilitate age-appropriate career development.	
3.2	The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and the world of work.	The school counselor helps all students understand the relationship between educational achievement and career success, explains how work can help students achieve personal success and satisfaction, and demonstrates knowledge of students' background, skills, and interests. Data include ageappropriate assessments, increasing awareness of interests, abilities, aptitude, and values. The counselor uses this knowledge to meet students' needs and assist in career development, promoting lifelong learning and employability skills.	The school counselor helps all students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. The counselor promotes lifelong learning and employability skills. Some data is utilized.	The school counselor rarely helps students understand the relationship between educational achievement and career success and rarely explain how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized.	The school counselor does not help students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction. The counselor does not promote lifelong learning and employability skills. Data is not used.	
3.3	The school counselor supports all students in the application of strategies to achieve future success and satisfaction.	The counselor consistently helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are rarely encouraged to use research and informational resources to obtain career information.	The counselor does not help students apply decisionmaking skills to career awareness, career planning, course selection or career transitions. Students are not encouraged to use research and informational resources to obtain career information.	

3.4	The school counselor collaboratively analyzes data, utilizes research-based interventions and develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong	The school counselor consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes,	The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes,	The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes,	The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring	
	learning and career readiness.	knowledge, and skills necessary for lifelong learning and career readiness.	knowledge, and skills necessary for lifelong learning and career readiness.	knowledge, and skills necessary for lifelong learning and career readiness.	the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	

DOMAIN 4: 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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
4.1 The school counselor establishes professional goals and pursues opportunities to grow professionally.	The counselor's professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks.	Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community.	Professional goals are sometimes established. The school counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community.	Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community.	
4.2 The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community.	The school counselor provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders.	The school counselor provides consistent and effective leadership in the school counseling program and the school.	The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style.	The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community.	
4.3 The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students' needs.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor demonstrates a direct impact of these collaborative activities on students.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds.	The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others.	The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders.	
4.4 The school counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs.	The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy and procedure is questionable.	The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school.	
4.5 The school counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation).	The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor demonstrates student outcome data that are directly attributable to the school counseling program.	The school counseling program consistently builds the academic, career, and personal/social development of most students in the school, supporting at least some of this with student outcome data.	The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program.	The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness.	

4.6	The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services. Note: This may include other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students.	The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies.	The school counselor provides management activities that support the program's guidance, counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about students with school personnel, parents, and community agencies.	The school counselor provides some, but not adequate, program management to the school counseling program. The school counselor is inconsistent in supporting other educational or student services programs.	The school counselor does not support the school counseling program with any program management activities. The school counselor is not involved—or is minimally involved—in providing support to other educational or student services programming through partnerships.	

SUMMARY AND RATING

May be based on observations, school counselor reflections, classroom visits, and data. <u>Overall</u>
<u>Rating</u>

Indicator	Maximum Score	Score
Academic Achievement	24	
Student Assistance Services	16	
Career Development	16	
Professional Leadership	24	
Strengths		

KEY	
72-80	Highly Effective
64-71	Effective
56-63	Improvement Necessary
0-55	Ineffective
Specific Growth Areas	

 Additional documentation may be attached.

Employee Signature: _____   Administrator Signature: _____

Date: _____   Date: _____

*The ratings have been discussed between the evaluator and the school counselor. Signing this document attest that the school counselor has read the document, not that he/she is in agreement with the document.