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Evaluation Plan Submission Coversheet 2015-2016	s the IDOE to publish mponents of DOE will review each strict will need to	bmit its staff performance evaluation plan to the department and require e for teachers, administrators, parents, and other stakeholders of the co / <u>Indiana Code 20-28-11.5</u> . Per Indiana's ESEA Flexibility Waiver, the I tricts feedback on the review. In order to provide quick feedback, the dis	school corporation to su ims to provide a referenc ol corporation required b J-28-11.5 and provide dis Jonding page number(s).	Indiana Code 20-28-11.5-8(d) requires each the plans on its website. This cover sheet a performance evaluation plans for each scho evaluation plan for the requirements of IC 20 ensure that each requirement list the correspondence.
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		A Indiana Department of Education Glenda Ritz, NBCT Indiana Superintendent of Public Instruction	Possibilities. NG THEM HAPPEN.	the MAK

Objective Measures of Student Achievenet and One			Superintendent Evaluation – Page 382
Requirements	Statute	Examples of Relevant Information	Reference Page
Objective measures of student achievement and growth	IC 20-28-11.5-4 (c) (2)	Weighting of student achievement in final summative evaluation for all certificated employees	Section: Final Summative Evaluation Page 23 (Middle section)
employees evaluations.		Protocol for including objective measures of student achievement and growth	& Page 25 Section: Measures of Student Learning Pages 27-31
from statewide assessments	IC 20-28-11.5-4 (c) (2)	Student and/or School Wide Growth data (individual growth measure for teachers in grades 4-8)	Section: School-wide Learning Measures
whose responsibilities include teaching tested subjects.		evaluations	Section: Assessment Guidelines Pages 56-60
Methods of assessing student growth in evaluations of	IC 20-28-11.5-4 (c) (2)	Student Learning Objectives Other Student Learning Measures for non-tested	Section: Measures of Student Learning
employees who do not teach tested		subjects	Pages 27-31
subjects.		Student Learning Measures for Non-Teaching Staff School-wide learning measures/A-F	Groups 4, 5 and 6 – Pages 30-31
Student assessment results from locally developed assessments	IC 20-28-11.5-4 (c) (2)	Student Learning Objectives or other student learning measures such as school-wide letter grade A-F	Section: Measures of Student Learning Panes 27-31
evaluations for certificated employees.			Section: School-wide Learning Measures Page 22

Requirements	Statute	Examples of Relevant Information	Reference Page Number
Rigorous measures of effectiveness, including observations and other	IC 20-28-11.5-4 (c) (3)	 IC 20-28-11.5-4 (c) Observation Rubrics allowing for detailed description at (3) each level of performance for each indicator. 	Section: Final Summative Evaluation Page 23
performance indicators.		 Other Certificated Staff 	Student Learning Pages 28-31
		Principals	Section: Appendices D – S pages 72-339
		Other measures used for evaluations	Section: Appendix T – Principal & Assistant
			Principal Evaluations Pages 340-376
			Section: Appendix U Central Office –
			Pages 377-381
			Superintendent

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

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			Evaluation Plan Discussion
Section: Appendix B pages 63-69 Section: IPS Teacher Evaluation Process – Step 4 pages16 Step 5 – page 17 Step 7 - pages-17-18 Step 10 – page 18 Step 11 – pages 18-19 Section: Guidelines Part I, #2, a Pages 1 Part III #1, a-d Page 2 Part III #4, a Page3 Section: Student Learning Objectives Training Powerpoint – pages 46-55	Process for delivering feedback on evaluations Process for tying evaluation results to professional development	IC 20-28-11.5-4 (c) (5) IC 20-28-11.5-4 (d)	Recommendations for improvement and the time in which improvement is expected.
Reference Page	Examples of Relevant Information	Statute	Requirements
			Evaluation Feedback
Section. Final Summative Evaluation Page 23-26 Section: Measures of Student Learning Pages 27-31 Section: Standard For Success (on line data tracking system) – Appendix B pages 63-69 Section; Student Learning Objectives Process – pages 32-42 Section: Student Learning Objectives Mid-Year Check – pages 43-45	 Process for determining summative rating Scoring Student Learning Measures Weights of evaluation components Process for tracking data and managing documentation 	IC 20-28-11.5-4 (c) (4) and (6)	All evaluation components, including but not limited to student performance data and observation results, factored into the final summative rating.

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Requirements

Statute

Examples of Relevant Information

Reference Page Number

I eachers acting as evaluators which are optional) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff their responsibilities IC 20-28-11.5-5(b); IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D) Process for determining evaluators proved by the principal as a significant part of their responsibilities	in IC 20-20-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5- 8(a)(1)(D) 8(a)(1)(D)	Statute	Evaluators	evaluations are conducted. meeting before the evaluations are conducted. Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one.	writing and explained prior to (1) and (2) will be explained to the governing body in a public
a cti	Section: Guidelines Part III, #3, a, b Pages 3 Section: Timelines Evaluation On-line Program Training Aug. 18,, 19, 20 Page 12 Section: Timelines – Step 2 Certified Staff RISE Evaluation System – Sept. 4 Page 12 Section: Appendix A Teacher Evaluation Notification Form pages 61-62 Step 3 page 12	ation Reference Page Number		cted. g body, the shall discuss presentative, if Steps 1, 2, 3 and 4 page 12 page 12	a public

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All evaluators receive training and support in evaluation skills	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5- 8(a)(1)(D)	Description of evaluator training and ongoing training	Section: Guidelines Part III, 3,b Page 3 Section: Timelines Step 2 and Step 4 page 12
Feedback and Remediation Plans			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6	System for delivering summative evaluation results to employees	Section: Guidelines Part III, #9,a, b, c, d #10, a, b, c Pages 6-8 Section: Timelines Pages 13-14
Remediation plans assigned to teachers rated as ineffective or improvement necessary.	IC 20-28-11.5-6	Remediation plan creation and timeframe Process for tying evaluation results to professional development	Section: Guidelines Part III, #5,a, b, Pages 4 Section: Timelines Pages 11-15
Remediation plans include the use of employee's license renewal credits.	IC 20-28-11.5-6	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	Section: Guidelines Part III, #5,a,b, Pages 4
Means by which teachers rated as ineffective can request a private conference with the superintendent.	IC 20-28-11.5-6	Process for teachers rated as ineffective to request conference with superintendent	Section: Guidelines Part III, #10,c, Pages 7- 8

Examples of Relevant Information	Reference Page
	Number
Process for ensuring students do not receive instruction	
from ineffective teachers two years in a row	Section: Guidelines
	Part III, #11,a, c
	Pages 8
	Examples of Relevant Information Process for ensuring students do not receive instruction from ineffective teachers two years in a row

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

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Certified Staff noitenlev3 System atos-2016





IPS RISE Certified Staff Evaluation System

Part I: RISE Evaluation and Development System

- 1. The Indiana Teacher Evaluation Cabinet, a diverse group of educators from around the state, developed RISE over the course of a year.
- 2. RISE Teacher Evaluation looks at two components:
- a. Professional Practice Teacher Effectiveness Rubric TER Includes:
- Pre-Observation Conference
- Teacher Evidence submitted for Domains 1 and 3
- Observations (both Formal and Informal)
- Post-Observation Conferences
- Final Summative Evaluation
- b. Student Learning Evidence
- səpnlənl
- Individual Growth Model Data for Grades 4 8
- Schoolwide Learning Measure Grade of A F that the building receives from IDOE
- Student Learning Objectives objectives set by the teacher (and agreed upon with the principal) that students in her selected class will achieve by the end of the school year
- 3. Benefits of RISE
- a. It captures what we should be doing in every classroom every day.
- b. Feedback on Measure of Student Learning will result in more standards-driven teaching.
- C. The rubric can be used for planning lessons on a day-to-day basis to reflect on a teacher's instruction and to improve a teacher's practice.
- d. It gives teachers more frequent feedback that is more relevant and helpful to improve their practices in the classroom.
- Ceachers also agreed that both observation feedback (79%) and the rubric/framework (68%) promoted student learning.

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

Part II: IPS RISE

- In the spring of 2011, the Indiana legislature passed IC 20-28-11.5, a new law relating to the evaluation of all certified teaching staff and administrators. Prior to this legislation, evaluation systems around the state varied greatly in quality and consistency. The new law introduced three main requirements of all evaluation systems:
- Every teacher must receive an evaluation annually;
- Every evaluation system must include four performance categories: Highly Effective, Effective, Improvement Necessary, and Ineffective; and
- Every evaluation system must incorporate measures of student growth and achievement as a significant portion of a teacher's evaluation.
- 2. IPS chose to adopt a modified version of RISE IPS RISE
- a. Committee of IEA members and IPS administrators have been meeting over the past few years to develop the modified RISE system called IPS RISE.
- b. The committee chose to make minor edits to the RISE system, but adhered to the minimum requirements listed below:
- i Professional Practice Components
- ii. Measures of Student Learning
- gumative Scoring

Part III: Components of IPS RISE

- 1. Observations
- a. At least two (2) "Short Observations" at least 15 minutes in length.
- b. At least one (1) "Long Observations" at least 40 minutes in length.
- c. Short Observations will be done throughout the school year
- d. Long Observations one in the first semester and one in the second semester ONLY if the teacher has an Ineffective or Needs Improvement rating on the Mid-Year Evaluation review.
- Timelines for Conducting Certified Staff Evaluations
 a. See attached document entitled "TIMELINES" on pages 10-13 of this document for a detailed description of all timelines to be followed by all evaluators.

3. Evaluators

a. All teachers will be assigned a "Primary Evaluator"

- (A xibney Geotember 4 (See Appendix A) Teachers must be notified in writing the name of the primary evaluator
- administrative supervisor. Primary Evaluators assigned to all certified staff will be their immediate

RISE Evaluation System b. All Primary Evaluators and Secondary Evaluators MUST be trained in the IPS

- All evaluators must be certified administrators
- All evaluators must be trained by the certified trainer
- evaluate certified staff. • All evaluators must complete the training sessions to be able to
- ${\rm Primary}$ Evaluators must complete all of the "Long Observations"
- Primary Evaluator. IPS RISE trained administrator (secondary evaluator) other than their Certified staff can be observed on any of their Short Evaluations by another

4. Evaluation Forms

System. a. IPS will use the online evaluation program called "Standards for Success"

- Forms on this on-line evaluation system include: .
- Observation Form 0
- indicates "Needs Improvement" or "Ineffective") Mid-Year Evaluation (for those who have a TER score that 0
- Teacher Effectiveness Rubric Summative Evaluation 0
- Final Summative Evaluation Rating
- b. Student Learning Objective (SLO) Forms
- Staff in designed groups will be required to write Student Learning Objectives

RISE Information 2015-2016, click on the Folder – IPS-RISE Writing SLO Divisions, click on Office of Human Resources, click on the Folder - IPS-Objectives. The following forms can be found on IPS Online under IPS The following forms can be used to guide the writing of the Student Learning

Information.

Form 1 - Determine Students' Starting Points

- Form 2 Worksheet-Class Student Learning Objectives
- Form 3 Set Student Learning Objectives (Class)
- Form 4 Set Student Learning Objectives (Targeted)
- Information for the SLO's (Class Learning Objectives and/or Targeted Form 5 - Evaluator Approval of Student Learning Objectives
- (under Student Learning Objective section) Learning Objectives) must be entered into the Standard For Success program
- by the primary evaluator by the designed timeline. Certified Staff SLO's must be approved in the Standard For Success program

5. Remediation Plans

- a. Intervention Plans
- An Intervention Plan should be written if deficiencies are noted on any and all
- Distributions (short and long observations) where improvement is needed
 Intervention Plan written and implemented
- Intervention Plan should be from 3 to 8 weeks in length.
- Intervention Plans are to only cover a **maximum** of two (2) indicators at a time to work on for improvement at a time.
- Plans to be developed by primary evaluator and teacher and representation from the IEA if the teacher requests
- It should include areas of concern/deficiencies.
- No more than two areas of concern maximum should be addressed on a plan at one given time
- It should include:
- 60VT
- Action Steps
- Benchmarks and Data
- Evidence of achievement
- What assistance will be provided and when feedback will be given to the staff member
- What Professional Development will be given to help improve this teacher's performance.
- Intervention Plan must be reviewed at the end of the time period established and a determination is made to...
- Continue the Intervention Plan as written
- Revise the Intervention Plan and continue it
- Discontinue the Intervention Plan because deficiencies have been corrected and it is no longer needed
- Teachers with an Intervention Plan can use professional development activities they attend for license renewal credits as part of meeting their Intervention Plan
- b. Performance Improvement Plan
- A Performance Improvement Plan should be written if a teacher receives an Ineffective or Needs Improvement rating on their preliminary and/or Final Teacher Effectiveness Rubric (TER).
- Must be written for teachers who have been rated Ineffective or Needs
 Improvement
- Must be written by the primary evaluator and teacher and an IEA representative (if teacher requests)
- The Professional Development Plan must address areas of deficiencies. It is
 to include
- GOAL(s) to address the competencies where a rating of "2" or "1" has been noted in their final observation

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

6. Measures of Student Learning

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

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

7. Student Learning Objectives

IPS RISE Definition of Student Learning Objective

- Student learning objectives are targets of student growth and achievement set at the start of the school year that teachers and students work towards achieving throughout the year.
- Most teachers will set two student learning objectives this upcoming year around one class of students.
- Class Student Learning Objective

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

- Targeted Student Learning Objective
- A goal that targets students beginning the class at a low level of preparedness. There are five steps to writing a Student Learning Objectives (SLO)
- Step 1: Select Quality Assessments
- Step 2: Determine Students' starting Points
- Step 3: Write Student Learning Objectives
- Step 4: Track Progress and Refine Instruction
- Step 5: Review Results and Score

8. Assessments to measure student learning

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

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

9. Final IPS RISE Summative Evaluation

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

10. End of Academic Year (June)

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

- Primary evaluator must hold an end-of-year conference with employees who are eligible for cancellations or non-renewal of contracts due to reduction in force, probationary status, or incompetence.* Although the potal summative ratings will likely not be available until late June, Primary evaluators will use the most complete and accurate information in hand that shows a picture of the teacher's effectiveness for the year. Any decisions should be based on a body of evidence collected over time as well as on the evaluator's best professional judgment.
- Evidence collected (including, but not limited to observation notes, student data [formative and summative throughout the year] student work, lesson plans, and other assessments) throughout the school year can be used to document the poor performance rating. *Note on "incompetence": IC 20-28-7.5-1(e) (4) permits a school year can be used to document the poor performance rating.
- Note on incompetence \therefore IC 20-28-7.5-1(e) (4) permits a contract contract incompetence. IC 20-28-7.5-1(e) (4) permits a teacher contract for "incompetence". Incompetence includes (but NOT limited to) a teacher's receipt of ineffective designations on two consecutive performance evaluations (IC 20-28-7.5-1(e)(A)(A)) or an Ineffective designation or Improvement Vecessary rating in three years of any five year period (IC 20-28-7.5-1(e)(A)(B)).
- Certified staff member can request a conference with the superintendent after they receive their cancellation or non-renewal of contract notice (IC 20-28-7.5.2). The Superintendent must hold this conference with the certified staff member within 10 days of receipt of this request.

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

- 11. Notification of parents if a student is assigned an Ineffective teacher
- By statue a school corporation if required to notify parents in an instance where a student is assigned an Ineffective teacher (or two different ineffective teachers) for two consecutive years.
- b. If this occurs, the school's administrator will send a written letter home to the parents informing them of the assignment of this teacher to their child. They will be given options to choose from in the letter as to whether they want to have their child remain with this teacher or be assigned to another teacher.
- c. To avoid such a situation from occurring IPS will do the following:

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

12. Certified Staff who will use the IPS RISE system

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

IPS RISE system?

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

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

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

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14. Training of Certified Staff

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

school year

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





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

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

11		10	Q	00	7	STEP	თ
Second Review & Approval of staff-provided evidence for Domains 1 and 3		Mid-Year Evaluation Conference & Develop Intervention Plan	First Long Observation	Student Learning Objectives (SLO) Approval	First Review & Approval of staff-provided evidence for Domains 1 and 3	DESCRIPTION	Student Learning Objectives (SLO) Development
Certified Personnel & Evaluator		Certified Personnel & Evaluator	Evaluator	Evaluator	Certified Personnel & Evaluator	₩но	Certified Personnel
1/4/16		12/17/15	12/17/15	10/30/15	10/19/15	DEADLINE	10/2/15
10/20/15 - 1/4/16		10/25/15 - 12/17/15	10/20/15 - 12/17/15	10/2/15-10/30/15	8/7/15 - 10/19/15	SUGGESTED TIMING	9/15/15 – 10/2/15
At least ANOTHER 3 INDICATORS must have at least 2 pieces of evidence documented in the Standard For Success software program. Evidence must be titled, described, rated by the employee and approved by the Evaluator.	IMPLEMENTED THE SECOND SEMESTER.	An Intervention Plan should be written for all certified personnel who show evidence of needing improvement or ineffectiveness at mid-year. INTERVENTION DI ANS MUST BE	For staff showing evidence of struggling (needs improvement or ineffectiveness) during first short observation.	SLOs must be entered into Standard For Success and approved by Evaluator in the system.	At least 3 indicators must have at least 2 pieces of evidence documented in the Standard For Success software program. Evidence must be titled, described, rated by the employee and approved by the Evaluator.	NOTES	SLO development can begin earlier than the suggested timing if needed.

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

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





IPS Teacher Evaluation Process Guidelines

Step 1: Written notification to certified staff of primary evaluator

- · Copies of the evaluation tool shared with certified staff
- Discussion of the Teacher Effectiveness Rubric
- Documentation of notification must be kept by the primary evaluator
- A list from each school with teachers' names and their primary evaluator must be sent to HR (HR will give a copy to IEA)
- Evaluators
- o Primary Evaluators
- Principals, Assistant Principals, Deans
- Possible Additional Evaluators
- Academic Improvement Officers (AIOs)
- Can only complete short observations

Step 2: First Short Observation

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

Step 3: Student Learning Objective (SLOs)

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

Step 4: First Semester Long Observation

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

Step 5: Mid-Year Evaluation Conference & Develop Intervention Plan

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

- Mid-Year Conference MUST be held
- For teachers who have received an "Improvement Needed" or "Ineffective" rating in their first semester rubric teacher evaluation rubric total score
- For teachers who are currently on an Intervention Plan
- If deficiencies are noted in either one or both indicators on Domain 4 -
- Core Professionalism

0

Mid-Year Conference will be used to

Write an Intervention Plan (using the IPS Intervention Plan template) for the second semester which addresses the competencies where a rating of "2" (Needs Improvement) or "1" (Ineffective) have been noted in their first semester observations.

1. The Intervention Plan should include:

- a. Goal state the goal the teacher will work to achieve.
- b. Domain and Competency list the domain number and competency number being addressed.
- Action Steps include specific and measurable
 steps the teacher will take to improve. Must also
 include measurable steps that the administrator will
 do in order to support the teacher.
- d. Benchmarks and Data set benchmarks to check the progress throughout the improvement timeline (should be no more than 2 to 4 weeks in length). Also include the data that provides documentation that the teacher's progress is adequate at each benchmark.
- e. Evidence of Achievement list how you will know that the goal has been met.

2. The plan must be jointly developed by the Primary Evaluator and the teacher.

3. The teacher can request that an IEA Representative of their choice be present as the Intervention Plan is being developed and signed.

Step 6: Review teachers' evidence for Domains I and 3 located in Standard for Success -under "Artifacts."

Step 7: Review of SLO Progress

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

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

Step 8: Monitor Intervention Plans

"Ineffective") at mid-year. "Ineffective") at mid-year.

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

Step 9: Second Long Observation

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

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

Step 10: Second Short Observation

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

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

Step 11: Collect Final evidence for Domains 1 and 3

- Review teachers' evidence for Domains 1 and 3 located in Standard for Success Artifacts.
- Each teacher will complete the "End of Year Review- Class Learning Objective" and/or "End of Year Review-Targeted Learning Objective".
 Evaluator and teacher will conference to review the results of the topology.
- Evaluator and teacher will conference to review the results of the teacher's SLO as documented on the SLO End of Year Review forms and determine the final grade to be entered into the Final Summative Evaluation on the Standards for Success system.

Step 12: Performance Improvement Plan

 Performance Improvement Plan must be developed by the Primary evaluator and teacher and an IEA representative, if the teacher requests.

Step 13: Complete Final Summative Evaluations

Step 14: Submission to HR

• Submit copies of these signed (Incomplete and completed) Final Summative Evaluations, Intervention Plans and Performance Improvement Plans to HR.

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Ratings of Certified Employees

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

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

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

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

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





Evaluation Rating Scale

				dn punoı s⁄ıewle s	Note: Borderline point
4.0 Points	5.5 oints		2.5 Points	25 Strio	
and the second sec	γlηgiH Vitoeît⊒	Effective		Improvement Improvement	Ineffective

Final Summative Rating

Ineffective

Effective

Highly Effective

Improvement Necessary

10



School-wide Learning Measures

A – F Categories

IPS will use the following scale for assessing the Schoolwide Learning Measures

stnioq 4 = A

B = 3 points

c = 2 points

T = 1 point

F = 0 points

FINAL SUMMATIVE EVALUATION

Name:

School Year:

Employee Effectiveness Rubric (EER)

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

Finalization Worksheet - Group 2

Component	Raw Score	Weight	Weighted Score
Employee Effectiveness Rubric	2.79	X 0.60	1.67
Individual Growth Model	200	< >>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>	
Individual Growth Model	3.00	× 0.20	0.60
Student Learning Outcome	3.00	X 0.15	0.45
School-Wide Learning Measure	4.00	X 0.05	0.20
Sum of the Weighted Scores			2.92
Final Rating			Effective

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



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0.00	Estimated Score: 0.00 EER + SLO	0.00 Ineffective	Final Rating:	2	
		0.0	25.0%	0.0	Individual Growth Model Data:
		0.0	5.0%	0.0	School-wide Learning Measure:
0.00	14%	0.0	10.0%	0.0	Student Learning Objectives:
0.00	86%	Not Yet Assigned	60.0%	Not Yet Assigned	Employee Effectiveness Rubric: Click Here to Calculate EER

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

* EER + SLO percentages are calculated automatically using the weight of the EER & SLO against themselves.	Update Scores and Return to Staff Member's Profile - Save and View as PDF	 Finalization is still in progress Denote 103_teacher Sandbox as "Finalized" for the year. 103_teacher Sandbox cannot be "Finalized" this year due to: 	 Share Data With 103_teacher Sandbox Share All Finalization Data, Comments, and Scores (0.00) Share Comments and Estimated Score EER + SLO (0.00) Share Comments and EER Score Only (0.00) Do Not Share Any Finalization Data At This Time 	Final Comments

fo səruseaM Student Learning

Section II – IPS-RISE Evaluation System

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Measures of Student Learning

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





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

)	3 Stoup	Certified staff has NO Individual Growth Model (IGM) data, but work with students and is assigned to a assigned to a building.	Teacher Effectiveness Rubric – 60% Student Learning Objectives – 35% Write either Class Learning Objective - 17.5% Targeted Learning Objective #1 - 17.5% OR Targeted Learning Objective #1 - 17.5% Targeted Learning Objective #1 - 17.5% Targeted Learning Objective #1 - 17.5%	Building-Based Pre-School Teachers Elementary Kindergarten – 3 rd Grade Teachers Elementary Foreign Language Teachers ESL/ELL Teachers Mon-ELA Middle School Teachers Non-ELA Middle School Teachers Non-ELA Middle School Teachers Non-ELA Middle School Teachers Non-BLA Middle School Teachers Non-BLA Middle School Teachers Special Ed Inclusion Teachers Special Ed Inclusion Teachers Elementary & Secondary Music Teachers Elementary & Secondary Music Teachers Elementary & Secondary Music Teachers
)	2 Stoup	Certified staff that have fewer than taught (but at least one) have Individual Growth Model (IGM) data	Teacher Effectiveness Rubric - 60% Individual Growth Model (IGM) – 20% Student Learning Objective Class Learning Objective Targeted Learning Objective ascol-wide Learning - 5% = swL = 29% = swL = 5%	Self-Contained 4 – 8 Grade Teachers Self-Contained Spec. Ed. 4-8 Teachers Math Teachers with less than ½ Individual Growth Model ELA Teachers with less than ½ IGM Title I 4-6 Grade Teachers Title I 4-6 Grade Teachers
)	T dno.r	Certified staff that teach a class where half of class is taught has Individual Growth Model (IGM) data	Teacher Effectiveness Rubric - 60% Individual Growth Model (IGM) – 25% Student Learning Objective 5% Targeted Learning Objective – 5% School-wide Learning - 5% Instruction - 5%	Elementary 4 – 6th Grade Teachers 7/8 Non-Departmentalized Teachers ELA 7 & 8 Grade Teachers Math 7 & 8 Grade Teachers Reading 7 & 8 Grade Teachers Title I Math 7 & 8 Grade Teachers
	Group	Description	Components of Certified Final Evaluation Score	ດມາວ ni ກີຣາຊ Staff in Group

compando pupor a function			
Secondary Media Specialists		with students, and	
Behavior Specialists		(IGM) data, works	0
Social Workers	0/ of a monor ?	Growth Model	9
Guidance Counselors	School-wide Learning Measure -10%	[subivibn] oN	Group
Lead Counselors	Teacher Effectiveness Rubric – 90%	Certified staff has	unuag
ELA Coordinator			
Turnaround Specialists			
AV ID Coordinator			
Arches/Search/Project Site Teachers			
Nurses			
Audiologists			
Private School Evaluation Team			
Spec. Ed. Coordinators (Not Administrators)			
Kaleidoscope Social Workers			
Kaleidoscope Teachers			
Spec. Ed. Compliance Monitors			
PYC Evaluation Team			
Specialized Social Worker (Kay Christensen)			
Psychologists		teachers.	
Marion Co. Jail and Juvenile Teachers		served by itinerant	
Visually Impaired Teachers		school or are being	
Orthopedic Impaired Teachers		than by boundary	
Itinerant Deaf-Hard of Hearing Teachers			
		program, rather	
Satellite Teachers	%52 = \$ABKAEA2 =	are assigned by	
Roots Therapists		building, students	
Roots Teachers	# LEW = 22.09	particular IPS	
Special Ed Elementary Coaches		s ot bangizza	0
Community Based Preschool Teachers		with students not	S
Alternative Education Teachers	barents - 25%	(IGM) data, works	dnoin
K-6 Media Specialist	Contraction of the second se	Growth Model	Group
Elementary Interventionists (Coaches)	Surveys from students, peers and	IsubivibnI oN	
District Interventionists	Teacher Effectiveness Rubric - 75%	Certified staff has	
		particular building.	
		building to a	
		בואס ponuque גע	
	%sz	program, rather	
	= 0'IS =	are assigned by	
	22% ЕК =	peers, but students	
	Addres to	əmos ,stnəbuts	
		amos diw	4
		(IGM) data, works	ducin
Alternative Education Teachers	2-Targeted Learning Objective	Growth Model	Group
Day Adult Teachers	Student Learning Objectives – 25%	Isubivibal ON	
Off-Campus Instruction Teachers	Teacher Effectiveness Rubric – 75%	Certified staff has	
Teachers			
Building-Based Deaf-Hard of Hearing			
Significant Disabilities/Autism Teachers			
(Tosmigradial Assignment) ASOT			
Secondary Interventionists			
STRIDENC RIDEN 8-2			
Special Ed. Coaches-Secondary Level K-8 Media Specialists			
Special Ed. Coaches-Secondary Level	965 = 7MS =		
Speech Therapists Special Ed. Coaches-Secondary Level	%SE = 0TS =		
Vocational Teachers Speech Therapists Special Ed. Coaches-Secondary Level			
Speech Therapists Special Ed. Coaches-Secondary Level	%SE = 0TS =		

Student Learning Objectives (SLO's)

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

IPS RISE Definition of Student Learning Objective

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

All teachers will set two student learning objectives this upcoming year

around a group of students.

1. Class Student Learning Objective

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

2.-Targeted Student Learning Objective

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

There are five steps to writing a Student Learning Objectives (SLO)

Step 1: Select Quality Assessments

Step 2: Determine Students' starting Points Step 3: Write Student Learning Objectives

Step 4: Track Progress and Refine Instruction

Step 5: Review Results and Score

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

Student Learning Sbjectives

DOCUMENTS FOR WRITING SLO'S IPS - RISE

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

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

IPS - RISE Steps to Writing SLO

IPS – RISE Step 1 Data Gathering

IPS - RISE SLO Assessment Guidelines

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

IPS – RISE – Worksheet for help with Step 2

IPS – RISE – SAMPLE Worksheet for Step 2

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

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

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

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

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

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

Step 1: Gathering Data

a. Determine the assessment you will use to measure your achievement Guidelines to help
 you determine the assessment.

b. Administer the assessment to the students.

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

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d. Go to Step 2

(FORM 2)

IPS -RISE

striog pritats 'strabute snimrated :step 2:

frade Level/Subject

Teacher:

Evaluator Name

	T
Studionation Other Other	Low stills or knowledge are skills or knowledge are below where they should be starting this course/subject)
nadto	
program adva function	
stnaminagxa guitoubnoo	
a speech a speech	
Performance assessments	
Results noitnervention structegies	
Participation grades	
Discipline Data	(.tosįdus
Predictor test data	starting this course/
Attendance Data	where they need to be
Scrimmage data	skills or knowledge are
Participation Grades	stiziupsnsng ztnsbut2)
Previous year final grades	muibaM
Previous Teacher Professional Input	
Present grades in the class	
or course.	
Students' grades in previous classes in similar subjec	
and skills.	
as long as the test assessed pre-requisite knowledge	
Results of tests from other subjects such as ISTEP,	
SRI-EOY	
(DIBERS-EON	course/subject.)
subject/course	need to be starting this
and skills that are pre-requisites to the current	skills or knowledge are ahead of where they
identified by the district approved assessment chart Prior year district assessments that assess knowledge	stisiupsnang strabut2)
tnemszeszar na v to gninnige B ent mort stursed	ЧбіН
themseast need to oninning ant mont stillag	
Evidence Collected Possible Sources of Baseline Data	Preparedness Level of

(FORM 2)

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gwgIPS -RISE Step 2: Determine Students' Starting Points

frade Level/Subject

Teacher:

-Predictor test data Predictor test data Predictor test data Porteipation grades Portormance assessments Performance assessments writing essays a speech conducting experiments reading out loud other Other Other		Rafael Erika Jharroe Rosa Bianna Antonio Kyren	.0W Students prerequisite kills or knowledge are elow where they hould be starting this ourse/subject)
Previous year final grades Participation Grades Scrimmage data	Valencia	Ocativio Andre	
Previous Teacher Professional Input	IsdA	Christian	(.təsjduz
or course. Present grades in the class	Juan	Reyeonna	larting this course/
Students' grades in previous classes in similar subject	Xavier	Jazmen	here they need to be
and skills.	Rene	Suddinpe	Students prerequisite kills or knowledge are
as long as the test assessed pre-requisite knowledge	Kenia	Luis	wnipaw
and skills that are pre-requisites to the current subject/course (DIBELS-EOY SRI-EOY Results of tests from other subjects such as ISTEP,	nitzuA	əinandət2	
Results from the Beginning of Year Assessment identified by the district approved assessment chart Prior year district assessments that assess knowledge			head of where they eed to be starting this ourse/subject.)
Possible Sources of Baseline Data		Caleb	High Findents prerequisite Kills or knowledge are
		ອເມເ	Evaluator Na
		ويتواسك والمالي والالالية المحمد الالتحاد	Alas III
			Teacher:

Form B

Step 2 Worksheet Class Student Learning Objectives

	content mastery		
Ineffective	Few or no students achieve		Fewer than /
Necessary Improvement	Most student In the high + Most medium levels + Few of the students in low level of preparedness	High: Medium: wo.l	(approximately %) (%)
Effective	 + high ent In the high + Almost all students medium > Almost all students in low > Alents in low > Alents in low 	:ngiH muibəM woJ:	(% ylətemixorqqa)
Highly Effective	 + Agid ent In the bust IA + student in ban IIA Wost of the students in low Nose of preparedness 	:nuibəM imuibəM iwoJ	(approximately %) (approximately %)
Регfотталсе Level	səniləbinƏ bətzəggu2	category Chosen from each Number of Students	Final Proposition of Students

Form B

Step 2 Worksheet Class Student Learning Objectives

Ineffective	Few or no students achieve content mastery		Fewer than 18/24
Necessary Improvement	Host student In the high + Most medium levels + Few of the students in low level of preparedness	1 :AgiH 41 :muibəM 5 :wo.d	18 /24 students (% 27 yl9tsmixorqqs)
Effective	+ high the the high + Almost all students medium levels + Many of the students in low level of preparedness	1 :dgiH Medium: 14 С :woJ	20 /24 students (approximately 83%)
Ніghly Бffective	+ high the the high + All medium levels + Most of the students in low level of preparedness	1 :dgiH Medium: 15 8 :woJ	22/24 students (approximately 91%)
Performance Level	səniləbinə bətsəggu2	category Chosen from each Number of Students	Final Proposition of Students

Step 3: Set Student Learning Objective (Class)

Teacher(s):

Grade Level/Subject/Period:

– мод		
– muibaM		
	Preparedness	
– dgiH	Level of Student	Pre-Work: Step 2
Score:	Approved Mastery Score	
:tn9m2s9zsA	Approved Assessment	re-Work: Step 1

Defined				
Objective				
Class				
10	mastery.	mastery.	mastery.	
	achieve content	achieve content	to achieve content	
	of students to	of the students to	number of students	content mastery.
	exceptional number	redmun Jnacifingie	less than significant	students to achieve
Rubric	teacher moved an	teacher moved a	teacher moved a	teacher moved few
Objective	starting points, the	starting points, the	starting points, the	starting points, the
Class	Based on students'	Based on students'	Based on students'	Based on students'
10	(4)	(3)	Necessary (2)	(I)
	Highly Effective	Effective	Improvement	Ineffective

Use the following directions to write your class learning objective:

guidance to determine what # or % of students at each level will achieve the content mastery score 2) Look at numbers of students in the different Levels of Preparedness. Use the following 1) Complete the Pre-Work section using the information from Step 1 and Step 2 approved forms.

preparedness and most of the students in the low level of preparedness achieve content A "Highly Effective" teacher should have all students in the high and medium levels of determined in Step 1:

- mastery. in the medium level, and many students in the low level of preparedness achieve content An "Effective" teacher should have all students in the high level, almost all the students
- medium, and few students in the low level of preparedness achieve content mastery. An "Improvement Necessary" teacher should have most students in the high and
- level of preparedness achieve content mastery. An "Ineffective" teacher should have few or no students in the high, medium, and low

85/100 or above o the end of course assessment; "Highly Effective": 90% of students will score an 3) Draft objective across performance levels (Ex. "Effective": 80% of students will score an

85/100 or above, etc.)

mastery.

Form #4

Step 3: Set Student Learning Objective (Targeted)

Teacher(s):

Grade Level/Subject/Period:

	Growth and/or Achievement Go	:[sc		
	Tลrgeted IN Content Standards	:		
Targeted Objective Defined	Targeted Population: Students Step 2	who start the course at th	e lowest level of prepared	ni bəfitnəbi za zzənb
Targeted Objective Rubric	The teacher has surpassed expectations described in the Student Learning Objective and/or demonstrated an outstanding impact on student learning.	The teacher has met the expectation described in the Dbjective and/or has demonstrated a considerable impact on student learning.	The teacher has not fully met the expectation Student Learning Objective, but has demonstrated some impact on student impact on student	The teacher has not met the expectation described in the Student Learning Objective and has demonstrated an insufficient impact insufficient learning.
	Highly Effective (4)	(3) Effective	Necessary (2) Improvement	(1) Ineffective

Use the following directions to write your targeted learning objective:

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

Form #5

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

Teacher(s):

Evaluator:

Class Learning Objective Assessment:

			.,,Julian	Frojulava
				Dbjective Dbjective
Few students achieve content mastery	Less than significant number of students achieve content mastery	Significant number of students achieve content mastery	Exceptional number of students achieve content mastery	
Ineffective (1)	Necessary (2) Improvement	Effective (3)	Highly Effective (4)	

Evaluator Feedback:

Targeted Learning Objective Assessment:

			Growth and/or Achievement Goal:	
.S qətz ni bəfitnəbl zs zean	at the lowest level of prepared.	o start the course/subject	Targeted Population: Students wh Targeted IN Content Standards:	largeted .earning bjective
Did not meet goal, little to no student mastery or progress.	Did not fully meet goal, but showed some student mastery or progress.	Met goal or otherwise demonstrated significant student mastery or progress	Surpassed goal or otherwise demonstrated outstanding student mastery or progress	F -+05403
Ineffective (1)	Improvement Necessary (2)	Effective (3)	Highly Effective	

Evaluator Feedback:

Student Learning Sevitoes

Mid-Year Check

is teacher should continue to monitor progress i Ilow through with the support strategies discusse		bluods toteulev
elieve brie <i>mio³ al-Soerto Servo</i> O-biM edit weive gageg ned/mid gled lliw tedt anoitseup kae bluor hedret fer ted ned ned verver i verver After the mid After the mid	e the current level of student learning	ssubsib llew se ,
im ədī painu	:ui-xəəyə əsinoə-pi	
to the evaluator 48 hours before the review (2 school days).	Learning Objective.	09198161 10
ne teacher should: Collect important interim student learning data related to the Student Learning Objectives and complete the Mid-Course Check-in Form. Both should be submitted	The evaluator should: Schedule the mid-course check-in Review the Mid-Course Check-in Review that hallable formative : examine all available formative : outcomes that relate to the Clas	bns moo gnimeel trebu
he teacher should: Collect important interim student learning data related to the Student Learning Objectives and complete the Mid-Course Check-in Form. Both should be submitted	Schedule the mid-course check- Review the Mid-Course Check-in Review the Mid-Course Check-in Review the formative	bns moo gnimeel trebu

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

SLO - Mid-Course Check-in Form



Teacher Grade Level/Subject/Period

Evaluator:

Date of mid-course progress check-in: _

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

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

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

What additional resources do you need to support you as you work to achieve

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

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

Student Learning Objectives

Training Powerpoint





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

A Class Learning Objective

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

LH









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

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Step 2: Determine Each Student's Starting Point

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

Other Data Points to Consider

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



The Student Groups Students who start the course (subject Students who start the course (subject) The stort of the course (subject) Students of the stort of the course (subject) Students of the stort of the course (subject) Students of the stort of the stort

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





Remember there are 2 parts to the SLO

- for the course. Class Learning Objective
- Targeted Learning Objective
- covering a subset of the Indiana content
 standards for the course.

What does the TER Say?

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



Writing the Class Objective

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

Most, Many, Few...

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







- The students fell in the groups as follows:
- վքյվ սյ Շ 🔤
- unibəm ni 7 💻
- wol ni 71
- E To be Highly Effective: 3 + 7 + 9 = 19
- So 19 students or 70% need to demonstrate mastery of content at the end of the year.



■ 27 students in the class

- = The students fell in the groups as follows:
- dpid ni E 🗧
- muibəm ni 7 💼
- wol ni 71 =
- To be Effective: 3 + 5 + 8 = 16
- So 16 students or 59% need to demonstrate mastery of content at the end of the year.

Needs Improvement Example: Imaginary Class:

- a 27 students in the class
- The students fell in the groups as follows:
- dgid ni 5 📄
- wol ni 71 muibəm ni 7 🗧
- To be Needs Improvement: 2 + 4 + 5 = 11
- mastery of content at the end of the year. So 11 students or 41% need to demonstrate

Example: Imaginary Class:

Ineffective

- Students in the class
- = The students fell in the groups as follows:
- Apid ni S 📄
- muibəm ni 7 ╸
- To be Ineffective: 1 + 2 + 3 = 6 wol ni 71 =
- mastery of content at the end of the year. So 6 students or 22% need to demonstrate







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Student Learning Objectives

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Student Learr Ag Objectives (SLO's)

2015-2016

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

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Student Learr Assessment Guidelines

2015-2016

		,	Calandara	
Post-Test	Teacher Created Test	Pre-Test	Pre-Calculus	
Post-Test	Teacher Created Test	Pre-Test	Geometry	
Post-Test	Teacher Created Test	Pre-Test	Algebra II	
ECA	Benchmark 2 & 3	Benchmark A		
Post-Test	Teacher Created Test	Pre-Test	Algebra I	Mathematics
Post-Test	Teacher Created Test	Pre-Test	English 12	
Post-Test	Teacher Created Test	Pre-Test	English 11	
ECA	Benchmark 2 & 3	Benchmark A		
Post-Test	Teacher Created Test	Pre-Test	English 10	
Post-Test	Teacher Created Test	Pre-Test	English 9	English
Post-Test	Teacher Created Test	Pre-Test	Social Studies	
Post-Test	Teacher Created Test	Pre-Test	Science	
ISTEP	Benchmark 2 & 3	Benchmark A		
Post-Test	Teacher Created Test	Pre-Test	Math	
ISTEP	Benchmark 2 & 3	Benchmark A		
Post-Test	Teacher Created Test	Pre-Test		
SRI- EOY	SRI- MOY	SRI- BOY	ELA	8 th Grade
ISTEP	Benchmark Soc. Studies	Acuity A		24
Post-Test	Teacher Created Test	Pre-Test	Social Studies	
Post-Test	Teacher Created Test	Pre-Test	Science	T
ISTEP	Benchmark 2 & 3	Benchmark A		T
Post-Test	Teacher Created Test	Pre-Test	Math	
ISTEP	Benchmark 2 & 3	Benchmark A		T
Post-Test	Teacher Created Test	Pre-Test		
SRI- EOY	SRI- MOY	SRI- BOY	ELA	7 th Grade
		Secondary		-
ISTEP	Benchmark Science	Benchmar		
Post-Test	Teacher Created Test	Pre-Test	Science	
ISTEP	Benchmark 2 & 3	Benchmark A		
Post-Test	Teacher Created Test	Pre-Test	Math	
ISTEP	Benchmark 2 & 3	Benchmark A		
Post-Test	Teacher Created Test	Pre-Test		
SRI- EUY	TOIN-INC			

Terry Eder,
Indiana State School MusicIndiana State School MusicAssociation Pre-TestAssociation Division V, Grade 1 - MOYDivision V, Grade 1 - BOYGrade 1 - MOYIndiana State School MusicIndiana State School MusicAssociation Pre-TestIndiana State School MusicDivision III, Grade 3 - BOYGrade 3-MOYTerry Eder Pre-TestTerry Eder
Music Achievement Test (MAT)- MOY
Teacher Created Test

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Student Learn ang Objectives (SLO's) Assessment Guidelines



Student Learn Ag Objectives (SLO's)

2015-2016

T72	High School	Teacher Created Test	Teacher Created Test	Teacher Created Test
Visual Arts	Elementary (Grade 3)	Teacher Created Test	Teacher Created Test	Teacher Created Test
	Secondary	Teacher Created Tect	Topohon Ononted Toot	To remote the
	Secondary	reacher Created Test	Teacher Created Test	Teacher Created Test
	(Beginning Art)			
	Art Course (Other)	Teacher Created Test	Teacher Created Test	Teacher Created Test
		All Grades		
ESL Students	Elementary, Middle, and	ACCESS- Previous	Teacher Created Test	ACCESS- EOV
	High Schools	Year Scores		

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Teacher Evaluation Notification

Form



Teacher Evaluation Notification 2015-2016

formally evaluated during the 2015-2016 school year by

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

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

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

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

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

Administrator's Signature	Date	
Teacher's Signature	Date	

Appendix B view B view



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Standards For Success



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

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

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

- View the whole staff, staff assigned to another administrator below you, or other custom created groups of staff (i.e. Math Teachers)
- Sort by name, date last evaluated, total observations completed, who has
 open observations, and who needs the most professional assistance
- Details of open observations including type of observation, where you are at in the process of that observation, which administrator is facilitating the observation, and when that step is due
- Detailed or summary view of completed observations color coded so you know the outcome of the observation and can look for trends of improvement
- Number of rubric indicators that a particular staff member is less than effective on. Click on the number to view the actual indicators they need to work on
- Jump To tool allows to you navigate to staff members quickly

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

- · Observations ready for review or approval
- Observations that have been reopened for changes
- · Learning Objective / Goal Settings ready for review or approval
- · Artifacts that have been uploaded
- · Mid-year reports ready for review
- · Pre and post observation forms ready for review
- · Professional Development Tasks that have been started
- Unread comments
- · Staff added to your account
- · Support tickets that have been answered
- Observations, Artifacts, Professional Development Tasks each has a two way comment section that will allow you to keep a recorded dialog between

Artifacts can be uploaded by staff or admin and coded directly to the observation rubric.

Updating the Certified Staff Groups

Under "Utilities" click on "Modify Staff Finalization Category Placements Click on "Utilities" on the navigation black bar on the top SIgn into SFS

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

Your staff list should be displayed like example displayed below

Aəvun	%0.0	%0.0	%0'0	%0.0	%0°SZ	%0°0 %0°0
chool-wide Learning Measure Idividual Growth Model Data	%0°SZ	%0°0%	%0.0 %0.2	%0.0	%0°0 %0°0	%0.01
tudent Learning Objectives	%0.01	%0°S1	%0°SE	%0°SZ	%0°0	%0'0
mployee Effectiveness Rubric	%0'09	%0.09	%0°09	%0°SZ	%0°52	%0'06
	L duona	z dnoug	e conb 3	6 Group 4	croup 5	Group 6

9 group	Group 5	P croup 4	C Group 3	Croup 2	Croup 1	COFFMAN, CHELSEA
Group 6	Group 5	6roup 4	Croup 3	Croup 2	conb 1	риляяску, sherry
Group 6	c croup 5	6roup 4	C dronb 3	Group 2	Croup 1	BOREM, SARAH
9 dnoug	Group 5	6 Group 4	C Group 3	C Group 2	Croup 1	BATTIATO, ANGELA
9 duora	Croup 5	Group 4	e dno 19	Croup 2	c dnoug 🕤	BAKER, LAURA
6 Group 6	g dnoug	6roup 4	e dnoig o	Croup 2	C Group 1	АКМВRUSTER, JEANNE
		\$	if Applicable	Il to Select	A ອളനംdጋ	Accept Changes

Check each teachers group that is clicked.

If it is correct, go to the next teacher

If the teacher is in the wrong group, click on the circle in front of

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

NOTE: Refer to the document entitled "IPS-RISE Evaluation Groups" for

O Group 1 Croup 2 Croup 3 Croup 4 Croup 5 Croup 6

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

Description of list of staff in each group

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

Accept Changes

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Staff Finalization Categories

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Updating the Primary and Secondary Evaluators

DIRECTIONS FOR ONLY ONE PRIMARY EVALUATOR IN A BUILDING

Under "Utilities" click on "Managing Primary and Secondary Evaluators" Click on "Utilities" on the navigation black bar on the top SIZ of ni ngiz



Utilities Your staff list should be displayed like example displayed below



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

If you want to add a secondary evaluator for any teacher, please do the following:

DINN' WYBCARET

CORDERO, LINDSAY

COOPER, JULIANNA

COFFMAN, CHELSEA

BUJARSKY, SHERRY

Partitioning for".

PRE-SCHOOL TEACHER

KINDERGARTEN TCHN

PRE-SCHOOL T CACHER

ELEMENTARY TCH

ELEMENTARY TCHR

Click on column title "Select All" on the Primary Make sure your name is displayed in the white box after "Staff Partitioning for"

ирбон - Клерсозаал

εεςουσειλ - Ηοgan

гесоидзил - Нода

Kuepuk

6couqsily

Secondary Evaluator should click on the circle in the "Secondary" evaluator

IJON

Click on the "Accept Changes"

OGRAN - VIEMING

OGRAN - Yısmir¶ 🛜

OGRAN - VIEming 💟

OQRAN - YISMH9 💟

OGRAN - YISMITY 💟

Have the person who will be the secondary evaluator, go into program and

The secondary evaluator's name should be in the white box after "Staff follow the directions above to get to this screen.

Click "Accept Changes" button. column next to the teacher's name(s) they will be the secondary evaluator.

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(Assistant Principals, Deans, Supervisors, etc.) (Assistant Principals, Deans, Supervisors, etc.)



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

Your staff list should be displayed like example displayed below

\$

Staff Partitioning for AKRIDGE, JOYCE

SIZ of ningiz



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

be the **PRIMARY** evaluator.

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

Click "Accept Changes" to save this information.

CONTINUE FOR THE REMAINING EVALUATORS...

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

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

Click "Accept Changes" to save this information.

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Intervention Plans

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Performance Improvement Plan

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INTERVENTION PLAN

Name			
Intervention Growth Plan Goal #1	Plan Goal #1	Date	
Overall Goal:	Action Steps:	Benchmarks and Data:	Evidence of
Goal:	Include specific and measurable steps you will take to improve.	r progress throughout the improvement timeline (no more than 90 school days for remediation u will use to ensure your progress is adequate at each benchmark.	Achievement: How do you know that your goal has
	Action Step 1		been met?
(Domain: 2			
competency.			
	Action Step 2		

Primary Evaluator's Signature/Date

14

Teacher's Signature/Date

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Teacher Effectiveness Rubric

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Modified July 2013

Development System Indianapolis Public Schools Rubric 2.0 eacher ffectiveness

Evaluation and

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

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

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

data. t of the criteria nally updates 1.5.2 Teacher consistently maintains	1.5instructioninstruction.additional data points.additional for	ns by designing formative ts that measure progress astery and to inform	Ins	on f	a C	ns of differentiated instructional strategies, anticipating where these will be needed to enhance instruction. 1.4.3 Based on standards being taught, teacher consistently plans daily lessons by matching instructional strategies as well as designing meaningful and relevant activities/assignments to the lesson objectives. 1.4.4 Based on standards being taught, teacher consistently plans	assessments where necessary and uses all assessments to directly inform instruction. 1.4.2 Consistently plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction. 1.4.3 Based on standards being taught, teacher consistently plans daily lessons by matching instructional strategies as well as designing meaningful and relevant activities/assignments to the lesson objectives. 1.4.4 Based on standards being taught, teacher consistently plans
	g all ool	ative		5	o م		n e ty
	uses an 1.5.1 Teacher rarely or never uses em for effective data tracking system for recording student assessment and/or progress data.	y, but nottaught, teacher rarely or never plansrmativeor designs formative assessments torogressmeasure progress towards masteryrmor inform instruction.	eing 1.4.4 Based on standards being				

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	*Teacher fulfills most of the criteria	2.1.1 Teacher is consistently effective at	2.1.1Teacher is occasionally effective at	2.1.1 Teacher is rarely or never
Competency 2.1:	for Level 3 and additionally teacher is	developing student understanding and	developing student understanding and	effective at developing student
	highly effective at developing student	mastery of lesson objectives.	mastery of lesson objectives.	understanding and mastery of lesson
	understanding and mastery of lesson		22	objectives.
	objectives for each lesson.	2.1.2 Lesson objective is consistently	2.1.2 Lesson objective occasionally may	2.1.2 Lesson objective is missing more
		specific, measurable, and aligned to	not be specific and/or measurable,	than one component, rarely or never
Develop student	**Teacher fulfills most of the criteria	standards.	and/or aligned to standards.	specific and/or measurable, and/or
understanding	for Level 3 and additionally students			aligned to standards
and mastery of	can explain what they are learning			
	when asked by anyone and also tell	2.1.3 Lesson objective(s) consistently	2.1.3 Lesson objective occasionally	2.1.3 Lesson objective is rarely or
lesson objectives	why it is important, beyond	conveys what students are learning and	conveys what students are learning and	never clear about what students are
	repeating the stated objective.	what they will be able to do by the end of	what they will be able to do by the end	learning or what students will be able
	2	the lesson.	of the lesson.	to do by the end of the lesson.
	***Teacher fulfills most of the criteria for Level 3 and additionally	2.1.4 Objective(s) is consistently stated and	2.1.4 Objective is occasionally stated	2.1.4 Objective is rarely or never
	teacher effectively engages prior	posted in a student-friendly manner and	and written, but not in a student-	stated or written in a student-friendly
	knowledge of students in connecting	explained to students in easy- to-	friendly manner that leads to	manner and it rarely or never leads to
	to lesson. Students demonstrate	understand terms.	understanding.	students' understanding.
	through work or comments that they understand this connection.	2.1.5 Teacher consistently references the	2.1.5 Teacher occasionally references	2.1.5 Teacher rarely or never discusses
		objective so that students understand why they are learning what they are learning.	objective, but students sometimes fail to understand why they are learning	the importance of the objective or there may not be a clear
			what they are learning.	understanding amongst students as to why the objective is important.
		2.1.6 Lesson consistently builds on students' prior knowledge of key concepts	2.1.6 Lesson occasionally fails to build on prior knowledge of students and	2.1.6 Rarely or never is an effort made to connect objective to prior
		and skills and makes this connection evident to students.	occasionally students fail to make the connection.	knowledge of students.
		2.1.7 Lesson is consistently well-organized to move students towards mastery of the	2.1.7 Occasionally the organization of a lesson is connected to mastery of the	2.1.7 Rarely or never is the lesson organized and leading to mastery of the objective.

DOMAIN 2: EFFECTIVE INSTRUCTION

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

teach.

2.2.9 Teacher consistently and regularly highlights key concepts and ideas, and uses them as bases to

key concepts and ideas, and uses them

understands key concepts and ideas in

2.2.9 Teacher rarely or never

2.2.9 Teacher occasionally highlights

knowledge.

to enhance student content

subject-specific instructional strategies

to enhance student content

instructional strategies to enhance student content knowledge.

knowledge.

Undrstanding		ompetency
**Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally accepts only high quality student responses (those that reveal understanding or lack thereof).	*Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking.	Highly Effective (4)
2.4.3 Teacher consistently uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding.		Effective (3)
2.4.3 Teacher may use more than o type of check for understanding, bu occasionally unsuccessful in captur an accurate "pulse" of the class's understanding.	understanding in instructional lesso 2.4.2 Teacher occasionally checks fi understanding of content, but miss several key moments to do so.	2.4.1 Teacher occasionally checks for

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			something else meaningful to do.
2.3.8 Teacher consistently and effectively integrates technology as a tool to engage students in academic content at least weekly.	2.3.7 All or almost all students work hard and are deeply active rather than being passive / receptive in the learning activities going on during classroom instruction.	2.3.6 All ELL and IEP students have the appropriate accommodations to be engaged in content.	consistently adjusts lesson accordingly to accommodate for student whose prerequisite skills and knowledge are not developed to engage in the content.
2.3.8 Teacher occasionally and inconsistently integrates technology as a tool to engage students in academic content.	2.3.7 Some students may appear to b actively listening, but when it comes time for participation are disinterested in engaging in the learning activities.	2.3.6 ELL and IEP students are sometimes given the necessary and appropriate accommodations to be engaged in content.	instruction for these students is limited or not always effective

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	*Teacher fulfills most of the criteria for	2.5.1 Teacher is consistently effective	.2.5.1 Teacher occasionally is effective	2.5.1 Teacher is rarely or never
	Level 3 as observed during the year and	at modifying instruction as needed.	at modifying instruction as needed.	effective at modifying instruction as
	additionally teacher anticipates			needed
Competency 2.5:	student misunderstandings and			
	preemptively addresses them	2.5.2 Teacher consistently makes	2.5.2 Teacher occasionally attempts to	2.5.2 Teacher rarely or never attempts
Modify Instruction Ds		adjustments to instruction based on	make adjustments to instruction based	to adjust instruction based on checks
	** Teacher fulfills most of the criteria	checks for understanding that lead to	on checks for understanding, but these	for understanding, and any attempts at
Ineeded	for Level 3 as observed during the year	increased understanding for most	attempts may be misguided and may	doing so frequently fail to increase
	and additionally teacher is able to	students.	not increase understanding for all	understanding for students.
	modify instruction to respond to all		students.	
	misunderstandings without taking			
	away from the flow of the lesson or	2.5.3 Teacher consistently responds to	2.5.3 Teacher occasionally responds to	2.5.3 Teacher rarely or never responds
	losing engagement.	misunderstandings with effective	misunderstandings by using teacher-	to misunderstandings by using teacher-
		scaffolding techniques which includes	driven scaffolding techniques (for	driven scaffolding techniques
		student-driven techniques which are	example, re-explaining a concept),	
		more effective in re-explaining a	when student-driven techniques could	
		concept	have been more effective.	
		2.5.4 Teacher doesn't give up, but	2.5.4 Teacher occasionally uses a	2.5.4 Teacher repeatedly uses the
		consistently continues to address	particular technique for responding to	same technique to respond to
		misunderstanding with different	a misunderstanding, even when it is	misunderstandings even when it is not
		techniques such as activating	not succeeding.	succeeding and rarely or never aware
		background knowledge, asking leading		of the other techniques that could be
		questions, breaking the task into small		used to help students with their
		parts, using mnemonic devices or		misunderstandings.
		analogies, using manipulatives or		
		hands-on models, using "think alouds",		
		providing visual cues, etc. if the first try		
		is not successful.		

pro bey	gr ** for anc stu		S.	Competency 2.6: Develop Higher	Competency
providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or present	great. ****Teacher fulfills most of the criteria for Level 3 as observed during the year and additionally encourages all students' interest in learning by	***Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not	**Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally all students pose higher-level questions to the teacher and to each other.	*Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally all students are able to answer higher-level questions with meaningful responses.	Highly Effective (4)
2.6.5 Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning. Teacher consistently asks students to explain their reasoning and asks students to apply a new skill or concept in a different potent.	2.6.4 Lesson consistently pushes almost all students forward due to differentiation of instruction based on each student's level of understanding.	2.6.3 Teacher frequently develops higher-level understanding through activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", classify". "compare", "decide", "evaluate", "explain", or "represent").	2.6.2 Lesson is consistently accessible and challenging to almost all students.		Effective /31
2.6.5 While students occasionally may have some opportunity to meaningfully practice and to apply concepts, instruction is more teacher- directed than appropriate.	2.6.4 Lesson occasionally pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding	2.6.3 Occasionally some questions used may not be effective in developing higher-level understanding (too low level or too complex or confusing)	2.6.2 Lesson is occasionally accessible and/or challenging for students.	Improvement Necessary (2) 2.6.1 Teacher occasionally is effective in developing a higher level of understanding through rigorous instruction and work.	
2.6.5 Lesson is almost always teacher directed. Students rarely or never have opportunities to meaningfully practice or to apply concepts.	2.6.4 Lesson rarely or never pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding.	2.6.3 Teacher rarely or never uses questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts.	2.6.2 Lesson is rarely or never accessible for students and is rarely or never aligned with developmental level of students (may be too challenging or too easy).	Ineffective (1) 2.6.1 Teacher rarely or never is effective at developing a higher level of understanding through rigorous instruction and work.	

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	*Teacher fulfills most of the criteria	2.7.1 Teacher is consistently effective at	2.7.1 Teacher occasionally effective at	2.7.1 Teacher rarely or never effective
	for Level 3 as observed during the year	maximizing instructional time.	maximizing instructional time.	at maximizing instructional time.
	and additionally routines, transitions,			
	and procedures are well executed. All	2.7.2 Students always arrive on-time and	2.7.2 Some students occasionally arrive	2.7.2 Students may frequently arrive
Competency 2.7:	students know what they are	are aware of the consequences of	late (unexcused) for class without	late (unexcused) for class without
	supposed to be doing and when	arriving late (unexcused).	receiving any consequences for being	receiving any consequences for being
Maximize	without prompting from the teacher.		late.	late.
Instructional Time	**Teacher fulfills most of the criteria	2.7.3 Class consistently starts on-time	2.7.3 Class occasionally may start a few	2.7.3 Teacher rarely or never starts
	for Level 3 as observed during the year	every time each day.	minutes late.	class on time.
	and additionally students are always			
	engaged in meaningful work while	2.7.4 Routines, transitions, and	2.7.4 Routines, transitions, and	2.7.4 There is rarely or never any
	waiting for the teacher (for example,	procedures are well executed. Students	procedures are in place, but	routines or procedures in place.
	during attendance).	know what they are supposed to be	occasionally require significant teacher	Students are unclear about what they
		doing and when with minimal prompting	direction or prompting to be followed.	should be doing and require
	***Teacher fulfills most of the criteria	from the teacher.		significant direction from the teacher
	for Level 3 as observed during the year			at all times.
	and additionally students share			
	responsibility for operations and	2.7.5 Consistently students are engaged	2.7.5 Occasionally there is more than a	2.7.5 There are significant periods of
	routines and work well together to	in meaningful work even when teacher is	brief period of time when students are	time in which students are not
	accomplish these tasks.	taking time to do routine tasks (for	left without meaningful work to keep	engaged in meaningful work.
		example, taking attendance).	thom openand	

lessons.	understanding in all instructional	to create a higher-level of	challenging tasks rather than questions	2.6.8 Teacher consistently uses		instructional lessons.	summarize the main idea in all	why they are learning something or to	higher level thinking skills to explain	2.6.7 Teacher makes the students use	
doing this in instructional lessons.	of understanding, but is inconsistent in	using questions to create a higher-level	students challenging tasks rather than	2.6.8 Teacher occasionally tries to give	but not in all instructional lessons.	and/or to summarize the main idea,	why they are learning something	higher level thinking skills to explain	opportunities for the students use	2.6.7 Teacher occasionally provides	
	instructional lessons.	higher-level of understanding in	students challenging tasks to create a	2.6.8 Teacher rarely or never gives		and/or to summarize the main idea.	why they are learning something	higher level thinking skills to explain	opportunities for the students use	2.6.7 Teacher rarely or never provides	

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

		students, and consistently shows genuine interest in their thoughts and opinions.	the behavior of a few students, while ignoring the behavior (positive or negative) of others.	addresses negative behaviors.
Competency	Highly Effortion (A)			-
Ambaran	півліу впестіче (4)	Effective (3)	Improvement Necessary (2)	Inoffection /11
	*Teacher fulfills most of the criteria for Level 3 as observed during the upper and	2.9.1 Teacher is effective at setting high	2.9.1 Teacher needs improvement at	2.9.1 Teacher is ineffective at cotting kick
	additionally all students participate in	expectations for academic success.	setting high expectations for academic	expectations for student success.
	forming academic goals for themselves		3 UCC 833.	
Competency 2 g.	and analyzing their progress.	2.9.2 Teacher consistently sets high	2.9.2 Teacher occasionally may set high	2 9 2 Toochor mind.
the former of the second	**Teacher fulfills most of the criteria	expectations for students at all levels demonstrated through encouraging	expectations for some, but not other	expectations for students
Set High	for Level 3 as observed during the year	comments, higher-level questioning,		
Expectations for	demonstrate high academic	appropriately rigorous assignments,		
Academic Success	expectations for themselves.	expectations written and posted in the classroom, individual student work		
	***Teacher fulfills most of the criteria	plans, etc.		
	for Level 3 as observed during the year and additionally all student comments	2.9.3 Students are consistently invested in their work and value academic	2.9.3 Students are occasionally invested in their work, but may	2.9.3 Students rarely or never
	and actions demonstrate that they are excited about their work and	success as evidenced by their effort and quality of their work.	occasionally spend time off-task or give up when work is challenging	their work. For example, students might
				attempt assignments.
		2.9.4 The classroom is a safe place to take on challenges and risk failure	2.9.4 Some students may be afraid to take on challenges and risk failure	2.9.4 Students are generally afraid to take
		(students do not feel shy about asking questions or bad about answering incorrectly).	(hesitant to ask for help when needed or give-up easily).	frequently discouraging comments from the teacher or peers.
		2.9.5 Teacher celebrates and consistently praises academic work and	2.9.5 Teacher occasionally praises the academic work or good behavior of	2.9.5 Teacher rarely or never praises academic work or good behavior.

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

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Name Int	
	*Teacher fulfills most of the criteria	2 1 1 Consistantic and section.	improvement Necessary (2)	Ineffective (1)
3.1	for Level 3 and additionally seeks out	contributor ideor and regularly	3.1.1 Occasionally contributes ideas	3.1.1 Rarely or never contributes
	leadership roles	contributes lideas and expertise to	and expertise to further the school's	ideas aimed at improving school
	interview of the second s	Turther the schools' mission and	mission and initiatives.	efforts
Contribute to School		initiatives.		
	**Teacher fulfills the criteria for Level			
Culture	3 and additionally goes above and	3.1.2 On a regular basis consistently		
	beyond in dedicating and	dedicates time efficiently when	holp students and address time to	
	volunteering time for students and	needed to helping students and	help students and peers efficiently	3.1.2 Dedicates little or no time
	peers outside of class	mental in the students and	outside of class.	outside of class towards helping
	*Teacher fulfills the criteria for Loval	presis outside of class.		students and peers.
	3 and additionally goes above and	Darticinates in regular opportunities	3.2.1 Sometimes participate in	3.2.1 Rarely or never participates in
C C C	beyond in seeking out opportunities	to work with and loans opportunities	occasional opportunities to work with	opportunities to work with others
3.2	to collaborate.	work with and learn from others.	and learn from others and asks for	and/or ask for assistance when
			assistance when needed.	needed.
Collaborate with Peers	** Teacher fulfills the criteria for	3.2.2 Consistently asks for assistance,	3.2.2 Sometimes seeks to provide	3.2.2 Works in isolation and is not a
	Level 3 and additionally coaches	when needed, and provides	other teachers with assistance when	team place
	peers through difficult situations.	assistance to others in need.	needed and/or sometimes seeks out	the second secon
	*** Teacher fulfills the criteria for		opportunities to work with others.	
	Level 3 and additionally takes on			
	leadership roles within collaborative			
	groups such as Professional Learning			
	Communities, Learning Log Meetings			
	and/or STPT meetings.			
	*Teacher fulfills the criteria for Level	3.3.1 Actively and consistently	-	
	3 and additionally regularly share	pursues all opportunities to improve	mandatory	3.3.1 Rarely or never attends
3.3	newly learned knowledge and	knowledge and practice.	_	professional development
	practices with others.	-	actively pursue optional professional	opportunities.
Seek Drofossional chille	ж. Ж. М. 1		development opportunities	
	reacher ruifills the criteria for Level			
and Knowledge	o and additionally Seek out	3.3.2 Consistently and regularly seeks	3.3.2 Occasionally seeks out ways to	-
	opportunities to lead professional	out ways to implement new practices		3.3.2 Rarely or never shows interest
	acverobilient sessions	into instruction, where applicable		

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

DOMAIN 3: Teacher Leadership

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Special Ed. Teacher Effectiveness Rubric



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

1.1.10 The Special Education Teacher uses multiple valid assessments to determine the Present Level of A adventic Achievement (PLA AFF) to develop and measure IEP goal progress.	1.1.9 Consistently a nd effective y collaborates with o the rs to develop common a see ssments, which will evaluate m stery of grade level standar ds.	1.1.8 Consistently a nd effectivel v aligns student assessment with established state stanclards and district benchmarks	1.1.7 Consistently and systematically asses ses every student's mastery of the elesson content at the end of each lesso in through formal or imformal assessments.	adjust instruction. 1.1.6 Consistently ar d ffectively uses diagnostic, formed at ive, and summative assessmed at to inform instructional modifications for in livi dual students.
1.1.10 The Special Education Teacher occasionally uses multiple valid assessments to determine the Present Level of Academic Achievement (PLAAFP) to develop and measure IEP goal progress.	1.1.9 Occasionally collaborates with others to develop common assessments, which will evaluate mastery of grade level standards.	1.1.8 Occasionally may not align student assessment with established state standards and district benchmarks.	1.1.7 Occasionally may not assess some students' mastery of the lesson content at the end of each lesson through formal or informal assessments.	1.1.6 Occasionally uses diagnostic, formative and/or summative assessment data to inform instructional modifications for individual students.
1.1.10 The Special Education Teacher rarely or never uses multiple valid assessments to determine the Present Level of Academic Achievement (PLAAFP) to develop and measure IEP goal progress.	1.1.9 Rarely or never collaborates with others to develop common assessment, which will evaluate mastery of grade level standards.	1.1.8 Rarely or never aligns student assessments with established state standards and district benchmarks.	1.1.7 Rarely or never assesses some students' mastery of the lesson content at the end of each lesson through formal or informal assessments.	1.1.6 Rarely or never uses diagnostic, formative and/or summative assessment data to inform. instructional modifications for individual students.

sequences	criteria for	****Teach	informatic	can verbal	and the cr	they will b	they are g	additional	criteria fo	***Teach			maximized.	learning it	Achievement Goals valuable a			Sets Amhitique and	-	goal.	1.2 annual st		criteria fc	*Teacher						
additionally teacher designs and sequences short-term goals to		****Teacher fulfills most of the	information when asked.	can verbally articulate this	and the criteria for success and	they will be held accountable for	they are going to learn, what	additionally students know what	criteria for Level 3 and	***Teacher fulfills most of the			d.	learning is consistently	valuable and clear, and student	additionally goals set are	criteria for Level 3 and	** Teacher fulfills most of the			annual student achievement	additionally plans an ambitious	criteria for Level 3 and	*Teacher fulfills most of the						
viable methods of assessment.	1.2.5 Goals consistently permit	goals.	short and long term instructional	1.2.4 Teacher consistently sets		year.	interventions throughout the	learning and inform	benchmarks to help monitor	goal(s) that consistently Includes	develops student achievement	1.2.3 Teacher consistently				standards.	goal(s) that is aligned to content	develops student achievement	1.2.2 Teacher consistently		is measurable (SLO's).	student achievement goal(s) that	to develop a required annual	1.2.1 Teacher consistently is able	goals.	measure student progress on IEP	evaluate assessments to	colleagues to develop, use and	teacher consistently works with	1.1.11 The Special Education
viable methods of assessment.	1.2.5 Goals occasionally permit	term instructional goals.	consistently set short and long	1.2.4 Teacher does not		year.	interventions throughout the	learning and inform	benchmarks to help monitor	goal(s) that may not Include	develops student achievement	1.2.3 Teacher occasionally				aligned to content standards.	goal(s) that may not always be	develops student achievement	1.2.2 Teacher occasionally		is measurable (SLO's).	student achievement goal(s) that	develops a required annual	1.2.1 Teacher occasionally	goals.	measure student progress on IEP	evaluate assessments to	colleagues to develop, use and	Teacher occasionally works with	1.1.11 The Special Education
permit viable methods of assessment.	1.2.5 Goals rarely or never	goals.	short and long term instructional	1.2.4 Teacher rarely or never sets			year.	interventions throughout the	help monitor learning and inform	or never Include benchmarks to	achievement goal(s) that rarely	1.2.3 Teacher develops student	Processing for process	nlanning nurnoses	general and not helpful for	standards and are extremely	or never aligned to content	achievement goal(s) that rarely	1.2.2 Teacher develops student		is measurable (SLO's).	student achievement goal(s) that	develops a required annual	1.2.1 Teacher rarely or never	goals.	measure student progress on IEP	and evaluate assessments to	with colleagues to develop, use	Teacher rarely or never works	1.1.11 The Special Education

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

1.4 Create Objective-Driven Lesson Plans and Assessments	
*Teacher fulfills most of the criteria for Level 3 and additionally incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction.	beginning of the lesson.
 1.4.1 Based on standards being taught, teacher consistently plans daily lessons by Identifying lesson objectives that are aligned to state content standards. 1.4.2 Special Education teacher consistently plans and collaborates with the General Education teacher for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction. 	clearly aligned to the state standards, and demonstrate significant growth.
 1.4.1 Based on standard(s) being taught, teacher occasionally plans daily lessons by Identifying lesson objectives, but the objectives may not be are aligned to state content standards. 1.4.2 Special Education teacher occasionally plans and collaborates with the General Education teacher for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction. 	demonstrate significant growth.
 1.4.1 Based on standard(s) bei taught, teacher rarely or never plans daily lessons or if planne they are thrown together at th last minute thus lacking meaningful objectives that are not aligned to state content standards. 1.4.2 Special Education teache rarely or never plans and collaborates with the General Education teacher for a variety differentiated instructional strategies, anticipating where these will be needed to enhanc instruction. 	1.3.6. Student IEP goals are rarely or never clear and aligned to the state standards, to demonstrate significant growth.
	*Teacher fulfills most of the criteria for Level 3 and additionally incorporates a variety of informal assessments/checks for understanding as well as summative assessments to directly informal instruction.1.4.1 Based on standards being taught, teacher consistently plans objectives that are aligned to state content standards.1.4.1 Based on standard(s) being taught, teacher occasionally plans daily lessons by Identifying lesson objectives, but the objectives may not be are aligned to state content standards.tive-Driven necessary and uses all assesments to directly inform instruction.1.4.2 Special Education teacher consistently plans and collaborates with the General Education teacher for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction.1.4.1 Based on standard(s) being taught, teacher occasionally plans daily lessons by Identifying lesson objectives, but the objectives may not be are aligned to state content standards.and1.4.2 Special Education teacher consistently plans and collaborates with the General Education teacher for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction.1.4.2 Special Education teacher occasionally plans and collaborates with the General Education teacher for a variety of ifferentiated instructional strategies, anticipating where these will be needed to enhance instruction.

beginning of the lesson. this information from the

1.3.6. All student IEP goals are

1.3.6. Student IEP goals are

1.3.6. Student IEP goals are

1.5 Track Student Data and Analyze Progress				
criteria for Level 3 and additionally uses daily checks for understanding for additional data points.	*1			
1.5.1 Teacher throughout the school year consistently uses an effective data tracking system for recording all student assessment and progress data.	1.4.7 The Special Education teacher provides consistent evidence that the IEP is being implemented across all settings.	1.4.6 Special Education teacher consistently plans with the General Education teacher and uses a variety of co-teaching models for effective delivery of instruction.	1.4.5 Based on standards taught, the Special Education teacher consistently identifies appropriate accommodations and specialized instruction for each student based on his/her IEP.	1.4.4 Based on standards being taught, teacher consistently plans daily lessons by designing formative assessments that measure progress towards mastery and to inform instruction.
1.5.1 Teacher occasionally uses an effective data tracking system for recording selected student assessment and / or progress data.	1.4.7 The Special Education teacher occasionally provides evidence that the IEP is being implemented across all settings.	1.4.6 Special Education teacher occasionally but not always plans with the General Education teacher and uses a variety of co-teaching models for effective delivery of instruction.	1.4.5 Based on standards taught, the Special Education teacher occasionally but not always identifies appropriate accommodations and specialized instruction for each student based on his/her IEP.	1.4.4 Based on standards being taught, teacher occasionally, but not always, plans or designs formative assessments to measure progress towards mastery or to inform instruction.
1.5.1 Teacher rarely or never uses an effective data tracking system for recording student assessment and/or progress data.	1.4.7 The Special Education teacher rarely or never provides evidence that the IEP is being implemented across all settings.	1.4.6 Special Education teacher rarely or never plans with the General Education teacher and uses a variety of co-teaching models for effective delivery of instruction.	1.4.5 Based on standards taught, the Special Education teacher rarely or never identifies appropriate accommodations and specialized instruction for each student based on his/her IEP.	1.4.4 Based on standards being taught, teacher rarely or never plans or designs formative assessments to measure progress towards mastery or inform instruction.

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

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

of the 2.2.1 Teacher is consistently 2.2.1 Teacher occasionally needs a shighly effective at demonstrating and improvement at demonstrating g content knowledge to students. and clearly communicating g content 2.2.2 Teacher consistently and clearly communicating g content and delivers content knowledge and clearly communicating and efficient and delivers content knowledge and delivers content some of and delivers content is consistently 2.2.2 Teacher occasionally lacks clear, concise and well organized clarity and is not factually correct. while still 2.2.3 Content occasionally lacks clear, concise and well organized clarity and is not as well ost of the 2.2.4 Teacher consistently 2.3.3 Content occasionally lacks relevant increase understanding. 2.2.4 Teacher occasionally fails to restates and rephrases restate or rephrase instruction in multiple ways to increase understanding. 2.2.5 Teacher occasionally does emphasizes key points or main ideas in content. 2.2.5 Teacher occasionally does sin the 2.2.6 Teacher consistently uses 2.2.6 Teacher sexplanations.	Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (3)	In the lat
criteria for Level 3 and effective at demonstrating and improvement at demonstrating and effective at demonstrating additionally teacher is highly clearly communicating content and clearly communicating **Teacher fulfils most of the 2.2. Teacher consistently and clearly communicating content knowledge eriteria for Level 3 and and delivers content that is and delivers content that is and delivers content that is anner as possible, while still 2.2.3 Content is consistently 2.2.3 Content is consistently 2.2.3 Content occasionally and delivers content that is ****Teacher fulfils most of the 2.2.4 Teacher consistently 2.2.3 Content occasionally lacks content content cocasionally lacks content to other content areas, 2.2.4 Teacher consistently 2.2.3 Content occasionally lacks citationally fefettively connects content to other content areas, 2.2.4 Teacher consistently 2.2.4 Teacher occasionally fails to students participate 2.2.5 Teacher consistently 2.2.5 Teacher occasionally dees content. 2.2.5 Teacher consistently not adequately emphasize main ges instruction in excitement and interest in the 2.2.5 Teacher consistently 2.2.5 Teacher consistently 2.2.6 Teacher se explanations entifien adevel			2.2.1 Teacher is consistently	2.2.1 Teacher occasionally needs	
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of the instructional strategies learned via professional development activities. 2.2.8 Teacher consistently and regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. 2.2.9 Teacher consistently and regularly highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.		additionally displays extensive content knowledge of all the subjects they teach.	*****Teacher fulfills most of the criteria for Level 3 and additionally students ask higher- order questions and make connections independently, demonstrating that they understand the content at a higher level. *****Teacher fulfills most of the criteria for Level 3 and
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 2.3.1 Teacher occasionally effective at engaging students in academic content. 2.3.2 Less than 3/4 of students are engaged in content and many are off-task. 2.3.3 Teacher may occasionally provide multiple ways of engaging students, but occasionally may not be aligned to lesson objective or mastery of content. 2.3.4 Teacher occasionally differentiates content based on the different learning modalities or intelligences and occasionally also miss opportunities to provide ways of differentiating content for students may not have the prerequisite skills necessary to fully engage in content and teacher occasionally attempts to modify instruction for these students is limited or not always effective 	competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Inoffantiva 111
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students with content that significantly promotes student mastery of the objective.appropriate, of engaging with content, all aligned to the lesson objectiveengaging students, but concasionally may not be aligned to lesson objective or mastery of content.****Teacher fulfills most of the criteria for Level 3 as observed during the year and additionally provides differentiated ways of engaging all the students with content specific to individual student needs.2.3.4 Teacher consistently differentiates content based on the different learning modalities or intelligences and consistently also miss opportunities to provide ways of differentiating content for student engagement.2.3.4 Teacher occasionally differentiates content based on the different learning modalities or intelligences and consistently also miss opportunities to provide ways of differentiating content for student engagement.2.3.4 Teacher occasionally differentiates content based on the different learning modalities or intelligences and consistently also miss opportunities to provide ways of differentiating content for student engagement.****Teacher fulfills most of the criteria for Level 3 as observed during the year and additionally the lesson progresses at an appropriate pace so that to do.2.3.5 Most of the students have the prerequisite skills necessary to fully engage in content and teacher consistently algusts necessary to fully engage in to do.2.3.5 Some students may not have the prerequisite skills necessary to fully engage in to resest to modify instruction for these students is limited or not always effective4		provides ways to engage all	provides multiple ways, as	provide multiple ways of	2.3.3 reacher fildy only provide
significantly promotes student mastery of the objective. ***Teacher fulfills most of the criteria for Level 3 as observed during the year and additionally provides differentiated ways of engaging all the students with content specific to individual student needs. ****Teacher fulfills most of the criteria for Level 3 as observed during the year and additionally student needs. ****Teacher fulfills most of the criteria for Level 3 as observed during the year and additionally student needs. ****Teacher fulfills most of the criteria for Level 3 as observed during the year and additionally the lesson progresses at an appropriate pace so that and students who finish early have something else meaningful to do.		students with content that	appropriate, of engaging with	engaging students hut	one way of engaging with
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Ides differentiated ways of ging all the students with ant specific to individual or intelligences and consistently ant needs.differentiates content based on the different learning modalities or intelligences and consistently seeks out ways of differentiating content for student engagement.differentiates content based on the different learning modalities or intelligences and consistently also miss opportunities to provide ways of differentiating content for student engagement.Teacher fulfills most of the a for Level 3 as observed g the year and additionally priate pace so that tudents who finish early something else meaningful2.3.5 Most of the students have the prerequisite skills necessary to fully engage in content and teacher consistently adjusts lesson accordingly to accommodate for student whose prerequisite skills and knowledge are not developed to engage in or always effective3.3.4 Teacher consistently adifferentiates content based on the different learning modalities or intelligences and consistently also miss opportunities to provide ways of differentiating content for students have the prerequisite skills and knowledge are not developed to engage in or always effective3.3.5 Some students is limited or not always effective		during the year and additionally		2.3.4 Teacher occasionally	3 2 AToochor model and a
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Teacher fulfills most of the ia for Level 3 as observedcontent for student engagement.content for student engagement.g the year and additionally sson progresses at an priate pace so that ints are never disengaged, udents who finish early something else meaningful2.3.5 Most of the students have the prerequisite skills necessary to fully engage in content and teacher consistently adjusts lesson accordingly to accommodate for student whose prerequisite skills and knowledge are not developed to engage in2.3.5 Some students may not have the prerequisite skills necessary to fully engage in content and teacher occasionally attempts to modify instruction for these students is limited or not always effective			seeks out ways of differentiating	provide ways of differentiating	rarely or never seeks out ways to
ia for Level 3 as observed2.3.5 Most of the students have the prerequisite skills necessary to fully engage in content and teacher consistently adjusts2.3.5 Some students may not have the prerequisite skills necessary to fully engage in content and teacher occasionally attempts to modify instruction for these students is limited or not always effectiveia for Level 3 as observed2.3.5 Most of the students have the prerequisite skills necessary to fully engage in content and teacher consistently adjusts esson accordingly to accommodate for student whose prerequisite skills and knowledge are not developed to engage in2.3.5 Some students may not have the prerequisite skills necessary to fully engage in content and teacher occasionally attempts to modify instruction for these students is limited or not always effective		****Teacher fulfills most of the	content for student engagement.	content for student engagement.	childent processors of the for
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priate pace so thatthe prerequisite skills necessarynecessarynecessary to fully engage inints are never disengaged, iudents who finish earlyto fully engage in content and teacher consistently adjusts lesson accordingly to accommodate for student whose prerequisite skills and knowledge are not developed to engage innecessary to fully engage in content and teacher occasionally attempts to modify instruction for these students is limited or not always effective		the lesson progresses at an	the proposition of the students have	have the prerequisite skills	the proposition of the propositi
Ints are never disengaged, teacher consistently adjustscontent and teacher occasionally attempts to modify instruction for these students is limited or not always effectiveInts are never disengaged, teacher consistently adjustscontent and teacher occasionally attempts to modify instruction for these students is limited or not always effective		appropriate pace so that	to fully engage in content and	necessary to fully engage in	to fully engage in content and
something else meaningful accommodate for student whose prerequisite skills and knowledge are not developed to engage in attempts to modify instruction for these students is limited or not always effective		and students are never disengaged,	teacher consistently adjusts	content and teacher occasionally	teacher rarely or never makes an
accommodate for student whose not always effective are not developed to engage in		have competing also more in the	lesson accordingly to		effort to adjust instruction for
prerequisite skills and knowledge are not developed to engage in		to do.	accommodate for student whose	limited or	these students.
are not developed to engage in			prerequisite skills and knowledge	not aiways effective	
			are not developed to engage in		

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

£	2.3.11 The Special Education teacher consistently incorporates routine daily living activities based on the students' level of independence in the low incidence classroom.	data collection and their IEP.
	2.3.11 The Special Education teacher occasionally incorporates routine daily living activities based on the students' level of independence in the low incidence classroom.	students based upon on-going data collection and their IEP.
	2.3.11 The Special Education teacher rarely or never incorporates routine daily living activities based on the students' level of independence in low the incidence classroom.	data collection and their IEP.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
				memorae (1)
		2.4.1 Teacher is consistently effective	2.4.1 Teacher occasionally checks for	2.4.1 Teacher is rarely or never checks
	¹ Teacher fulfills most of the criteria for at checking for understanding in	at checking for understanding in	undorstanding in instruction of the	
Competency 2.4	I min 2 ac abcoming division of	Burnerstanding III	understanding in instructional lessons.	for understanding in instructional
	ceace of as observed during the year and	instructional lessons.		lacconc
	additionally checks for understanding			16330113.
Check for	at higher levels by asking pertinent,	2.4.2 Teacher consistently checks for	2.4.2 Teacher occasionally checks for	2 A 3 Tophar secole and the
	scaffold minections that much thinking		and an and a second to the second to the second sec	2.4.2 reacher larely of never checks
Understanding	scarroid questions triat push triinking,	understanding at almost all key	understanding of content, but misses	for understanding of content and
		moments (when checking is necessary	several key moments to do so.	misses nearly all key moments to do
	** Teacher fulfills most of the criteria	to inform instruction going forward).		02

					tor Level 3 as observed during the year and additionally accepts only high quality student responses (those that reveal understanding or lack thereof). ***Teacher fulfills most of the criteria for Level 3 as observed during the year and additionally always uses open- ended questions to help surface common misunderstandings and to help assess student mastery of material at a range of both lower and higher-order thinking.
2.4.9 Monitoring techniques consistently address higher order	2.4.8 Monitoring consistently and frequently occurs through questioning techniques and checking students' performances as they are engaged in learning activities.	2.4.7 Learning activities are consistently analyzed and paced to accommodate student differences.	2.4.6 Teacher consistently and systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments.	2.4.5 Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students.	 2.4.3 Teacher consistently uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding. 2.4.4 Teacher uses wait time effectively both after posing a question and before helping students think through a response.
2.4.9 Monitoring techniques occasionally address higher order thinking skills when appropriate.	2.4.8 Monitoring Occasionally occurs through questioning techniques and checking students' performances as they are engaged in learning activities.	2.4.7 Occasionally some learning activities are analyzed and paced to accommodate student differences.	2.4.6 Teacher occasionally assesses student mastery at the end of the lesson through formal or informal assessments.	2.4.5 Teacher occasionally allows students to "opt-out" of checks for understanding without cycling back to these students	 2.4.3 Teacher may use more than one type of check for understanding, but is occasionally unsuccessful in capturing an accurate "pulse" of the class's understanding. 2.4.4 Teacher occasionally provides enough wait time after posing a question for students to think and responds before helping with an answer or moving forward with content.
2.4.9 Monitoring techniques rarely or never address higher order thinking skills when appropriate.	2.4.8 Monitoring rarely or may never occurs through questioning techniques and checking students' performances as they are engaged in learning activities.	2.4.7 Rarely or never are learning activities are analyzed and paced to accommodate student differences.	2.4.6Teacher rarely or never assesses students for mastery at the end of the lesson through formal or informal assessments.	2.4.5 Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students	 2.4.3 Teacher rarely or never checks for understanding or uses only one ineffective method repetitively to do so, thus rarely or never capturing an accurate "pulse" of the class's understanding. 2.4.4 Teacher rarely or never uses wait time and moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer.

thinking skils when appropriate. 2.4.10 Pre-teaching and re-teaching consistently occurs when necessary and includes a variety of re-teaching strategies and approaches. 2.4.10 Pre-teaching occurs when necessary and occurs when necessary and includes a variety of re-teaching trategies and approaches. 2.4.10 Pre-teaching occurs when necessary and occurs when necessary and includes a variety of re-teaching trategies and approaches. 2.4.10 Pre-teaching occurs when necessary and occurs when necessary and trately or ne-teaching trategies and approaches. 2.4.10 Pre-teaching occurs when necessary and or relevance of re-teaching trategies and approaches. 2.4.10 Pre-teaching occurs when necessary and occurs when necessary and or relevance of re-teaching trategies and approaches. 2.4.10 Pre-teaching occurs when necessary and occurs when necessary and occurs when necessary and occurs when necessary and trately occurs when necessary and trately			
2.4.10 Pre-teaching and re-teaching occurs when necessary and teaching strategies and approaches.			
2.4.10 Pre-teaching and re-teaching occurs when necessary and teaching strategies and approaches.		2.4.10 Pre-teaching an consistently occurs wh and includes a variety strategies and approa	thinking skills when ap
		ing ary	propriate.
		g and re-teaching ssary and les a variety of re- s and approaches. 2.4.10 Pre-teaching and re-teaching rarely or never occurs when necessary and rarely or never includes a variety of re-teaching strategies or approaches.	_

	2			2										As Needed	Modify Instruction		2.3	1					Competency
												losing engagement.	away from the flow of the lesson or	modify instruction to respond to all	and additionally teacher is able to	for Level 3 as observed during the year	** Teacher fulfills most of the criteria	preemptively addresses them	student misunderstandings and	and additionally teacher anticipates	for Level 3 as observed during the year	*Teacher fulfills most of the criteria	Highly Effective (4)
2.5.5 The Special Education teacher	devices or analogies, using manipulatives or hands-on models, using "think alouds", providing visual cues, etc. if the first try is not successful.	into small parts, using mnemonic	background knowledge, asking leading questions, breaking the task	misunderstanding with different	consistently continues to address	2.5.4 Teacher doesn't give up, but	concept	more effective in re-explaining a	scarroiding techniques which are	misunderstandings with effective	2.5.3 Teacher consistently responds to		stildents	checks for understanding that lead to	adjustments to instruction based on	2.5.2 Teacher consistently makes		appropriate accommodations as needed.	modifies instruction and makes	Education teacher consistently	collaboration with the General	2.5.1 Special Education teacher in	Effective (3)
2.5.5 The Special Education teacher			יוסר אררכבתוווים.	a misunderstanding, even when it is	particular technique for responding to	2.5.4 Teacher occasionally uses a	techniques could have been more effective.	concept), when student-driven	(for example, re-explaining a	to misunderstandings by using	2.5.3 Teacher occasionally responds	for all students.	and may not increase understanding	based on checks for understanding,	make adjustments to instruction	2.5.2 Teacher occasionally attempts to		makes appropriate accommodations as needed.	not always modifies instruction and	Education teacher occasionally but	collaboration with the General	2.5.1 Special Education teacher in	Improvement Necessary (2)
2.5.5 The Special Education teacher		misunderstandings.	of the other techniques that could be used to help students with their	misunderstandings even when it is not	same technique to respond to	2.5.4 Teacher repeatedly uses the			using teacher-driven scatfolding techniques	responds to misunderstandings by	2.5.3 Teacher rarely or never		at doing so frequently fail to increase	for understanding, and any attempts	to adjust instruction based on checks	2.5.2 Teacher rarely or never attempts		appropriate accommodations as	modifies instruction and makes	Education teacher rarely or never	collaboration with the General	2.5.1 Special Education teacher in	Ineffective (1)

Instruction and Work for Level 3 as observed during the year and additionally all students pose higher-level questions to the teacher and to each other.	Competency 2.6:*Teacher fulfills most of the criteria for Level 3 as observed during the year and additionally all students are able to answer higher-level questions with meaningful responses.
during the year dents pose to the teacher	of the criteria t during the year dents are able questions with of the criteria
	 2.6.1 Teacher is consistently effective at developing a higher level of understanding through rigorous instruction and work. 2.6.2 Lesson is consistently accessible and challenging to almost all students.
	 Improvement Necessary (2) 2.6.1 Teacher occasionally is effective in developing a higher level of understanding through rigorous instruction and work. 2.6.2 Lesson is occasionally accessible and/or challenging for students.
challenging or too easy).	 Ineffective (1) 2.6.1 Teacher rarely or never is effective at developing a higher level of understanding through rigorous instruction and work. 2.6.2 Lesson is rarely or never accessible for students and is rarely or never aligned with developmental level of students (may be too

performance data in order to individualize and deliver specialized instruction that measures progress on IEP goals.performance data in order to individualize and deliver specialized instruction that measures progress on IEP goals.2.5.6 The Special Education teacher consistently monitors accommodations and modifications included in the student's IEP so that they are appropriate, and if necessary; revise them based on evidence.2.5.6 The Special Education teacher occasionally monitors accommodations and modifications included in the student's IEP so that they are appropriate, and if necessary; revise them based on evidence.		
ince data in order to lize and deliver specialized in that measures progress als. Special Education teacher tly monitors idations and modifications in the student's IEP so that ippropriate, and if ; revise them based on		
performance data in order to individualize and deliver specialized instruction that measures progress on IEP goals. 2.5.6 The Special Education teacher occasionally monitors accommodations and modifications included in the student's IEP so that they are appropriate, and if necessary; revise them based on evidence.	2.5.6 The Special Education teacher consistently monitors accommodations and modifications included in the student's IEP so that they are appropriate, and if necessary; revise them based on evidence.	performance data in order to individualize and deliver specialized instruction that measures progress on IEP goals.
	·· 0 - 0	performance data in order to individualize and deliver specialized instruction that measures progress on IEP goals.

Ineffective (1)	Improvement Necessary (2)	Effective (3)	nignly Effective (4)	
			Utable FREAMENT IN	Competency
	instructional lessons.			
mstructional lessons.	inconsistent in doing this in	lessons.		
higher-level of understanding in	level of understanding but is	understanding in all instructional		
students challenging tasks to create a	students challenging tasks rather than	criallenging tasks rather than		
2.6.8 Teacher rarely or never gives	2.6.8 Teacher occasionally tries to give	2.6.8 Leacher consistently uses		
	but not in all instructional lessons.			
and/or to summarize the main idea.	and/or to summarize the main idea,			
wny they are learning something	with the are realizing something			
nighter level uninking skills to explain	why they are learning sound to explain	summarize the main idea in all		
higher level thinking stills to state its use	higher level thinking chills to evolution	why they are learning something or to		
opportunities for the students use	opportunities for the students use	higher level thinking skills to explain		
2.6.7 Teacher rarely or never provides	2.6.7 Teacher occasionally provides	2.6.7 Teacher makes the students use		
		difficult tasks.		
	students keep trying.	and to persist even when faced with		
them to persist through difficult tasks.	may not persist in efforts to have	hard toward mastering the objective		
easily and rarely or never encourages	encourage students to work hard, but	patience and neips students to work		
2.6.6 leacher gives up on students	z.o.o Teacher occasionally may			
		7 & & Teacher consistently shows		
		concept in a different context.		
		students to apply a new skill or		
	directed than appropriate.	explain their reasoning and asks	assignments).	
practice or to apply concepts.	concepts, instruction is more teacher-	Teacher consistently asks students to	(e.g. extra credit or enrichment	
have opportunities to meaningfully	meaningfully practice and to apply	demonstrate that they are learning.	beyond expected lesson elements	
directed. Students rarely or never	have some opportunity to	meaningtully practice, apply, and	opportunities to apply and build skills	
2.0.3 Lesson is annost aiways teacher	mine structure occasionally may			
JAC Locros is almost almost the back	2.6.5 While students orrasionally may	2.6.5 Students have opportunities to	providing students with additional	
	3		all students' interest in learning by	
(understanding		the year and additionally encourages	
students' level of understanding.	based on students' level of		criteria for Level 3 as observed during	
	P			

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.7:	*Teacher fulfills most of the criteria	2.7.1 Teacher is consistently effective	2 7 1 Teacher occasionally affective at	7 7 1 Toochor secole as a second offer the
			reaction occasionally effective at	2.7.1 reacher farely of never effective
	tor Level 3 as observed during the year at maximizing instructional time.	at maximizing instructional time.	maximizing instructional time.	at maximizing instructional time
	and additionally routines transitions		8	0
Maximize Instructional	ally audicionally routilies, transitions,			
	and procedures are well executed. All 2.7.2 Students always arrive on time	2.7.2 Students always arrive on time	2.7.2 Some students ornasionally	777 Students may from contly article
Time			Autoroso conservation of the second of the second s	2.7.2 Sundents may nequelly drive
	students know what they are	and are aware of the consequences of arrive late (unexcused) for class	arrive late (unexcused) for class	late (unexcused) for class without

	<i>the year</i> and additionally all students are on-task and follow instructions of teacher without much prompting ***** Teacher fulfills most of the criteria for Level 3 as observed during the year and additionally disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson.	responsibility for operations and routines and work well together to accomplish these tasks. ****Teacher fulfills most of the criteria for Level 3 as observed during	 engaged in meaningful work while waiting for the teacher (for example, during attendance). ***Teacher fulfills most of the criteria for Level 3 as observed during the year and additionally students share 	supposed to be doing and when without prompting from the teacher. **Teacher fulfills most of the criteria for Level 3 as observed during the year and additionally students are always
2.7.8 Disruptive behaviors and off- task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson.	 2.7.6 Teacher consistently delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective. 2.7.7 Almost all students are on-task and follow instructions of teacher without much prompting 	2.7.5 Consistently students are engaged in meaningful work even when teacher is taking time to do routine tasks (for example, taking attendance).	2.7.4 Routines, transitions, and procedures are well executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher.	arriving late (unexcused). 2.7.3 Class consistently starts on-time every time each day.
2.7.8 Disruptive behaviors and off- task conversations occasionally occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem.	 2.7.6 Teacher occasionally may delegate lesson time inappropriately between parts of the lesson. 2.7.7 Significant prompting from the teacher is necessary for students to follow instructions and remain ontask. 	2.7.5 Occasionally there is more than a brief period of time when students are left without meaningful work to keep them engaged.	2.7.4 Routines, transitions, and procedures are in place, but occasionally require significant teacher direction or prompting to be followed.	without receiving any consequences for being late. 2.7.3 Class occasionally may start a few minutes late.
2.7.8 Disruptive behaviors and off- task conversations are common and frequently or always cause the teacher to have to make adjustments to the lesson.	 2.7.6 Teacher wastes significant time between parts of the lesson due to classroom management issues. 2.7.7 Even with significant prompting, students rarely or never follow directions and are off-task. 	2.7.5 There are significant periods of time in which students are not engaged in meaningful work.	2.7.4 There is rarely or never any routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times.	receiving any consequences for being late. 2.7.3 Teacher rarely or never starts class on time.

			tand	*Teac for Le and a	Competency High
		**Teacher fulfills most of the criteria for Level 3 as <i>observed during the year</i> and additionally <i>all</i> students reinforce positive character and behavior and discourage negative behavior amongst themselves.	invested in the academic success of their peers as evidenced by unprompted collaboration and assistance.	*Teacher fulfills most of the criteria for Level 3 as observed during the year and additionally all students are	Highly Effective (4)
2.8.5 Teacher has a good rapport with students, and consistently shows genuine interest in their thoughts and	2.8.4 Teacher consistently reinforces positive character and behavior and uses consequences appropriately to discourage negative behaviors.	2.8.3 Students are consistently given opportunities to collaborate and support each other in the learning process.	2.8.2 Students are always consistently respectful of their teacher and peers	2.8.1 Teacher is consistently effective at creating a classroom culture of respect and collaboration.	Effective (3)
2.8.5 Teacher occasionally focuses on the behavior of a few students, while ignoring the behavior (positive or	2.8.4 Teacher may occasionally praises positive behavior and occasionally enforces consequences for negative behavior, but not both.	2.8.3 Students are occasionally given opportunities to collaborate, but may not always be supportive of each other or may occasionally need significant assistance from the teacher to work together.	2.8.2 Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms	2.8.1 Teacher occasionally is effective creates a classroom culture of respect and collaboration.	Improvement Necessary (2)
2.8.5 Teacher rarely or never addresses negative behaviors.	2.8.4 Teacher rarely or never praises positive behavior.	2.8.3 Students are not given many opportunities to collaborate OR during these times rarely or never work well together even with teacher intervention.	2.8.2 Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior	2.8.1 Teacher is rarely or never effective at creating a classroom culture of respect and collaboration.	Ineffective (1)

*Teach for Leve <i>year</i> an	*Teacher fulfills most of the criteria for Level 3 as <i>observed during the</i> <i>vear</i> and additionally <i>all</i> students	2.9.1 Teacher is effective at setting high expectations for academic	2.9.1 Teacher needs improvement at	2.9.1 Teacher is ineffective at setting
for Leve year an	el 3 as observed during the	high expectations for academic	satting high expectations for	
year an	Id additionally all students		activity ingli expectations for	high expectations for student
	is according an stancing	success.	academic success.	success.
particip	participate in forming academic goals			
for ther	for themselves and analyzing their	2.9.2 Teacher consistently sets high	2.9.2 Teacher occasionally may set	2.9.2 Teacher rarely or never sets
progress	SS.	expectations for students at all levels	high expectations for some, but not	high expectations for students
		demonstrated through encouraging	other students.	
Competency 2.9: **Teach	**Teacher fulfills most of the criteria	comments, higher-level questioning,		
for Leve	for Level 3 as observed during the	appropriately rigorous assignments,		
Set High Expectations for year and	year and additionally all students	expectations written and posted in		
	demonstrate high academic	the classroom, individual student		
expecta	expectations for themselves.	work plans, etc.		
леэт***	***Teacher fulfills most of the	2.9.3 Students are consistently	2.9.3 Students are occasionally	2.9.3 Students rarely or never
criteria	criteria for Level 3 as observed during	invested in their work and value	invested in their work, but may	demonstrate interest or investment
the year	the year and additionally all student	academic success as evidenced by		in their work. For example, students
that the	that they are excited about their	מוכוי כווסיג מוום קממוונץ טו נוופון שטוא.	give up wrien work is challenging.	refuse to attempt assignments.
work an	work and understand why it is			Q
important	ant.	2.9.4 The classroom is a safe place to	2.9.4 Some students may be afraid to	2.9.4 Students are generally afraid to
		take on challenges and risk failure	take on challenges and risk failure	take on challenges and risk failure
		(students do not feel shy about	(hesitant to ask for help when	due to frequently discouraging
		asking questions or bad about	needed or give-up easily).	comments from the teacher or peers.
		answering incorrectly).		
		2.9.5 Teacher celebrates and	2.9.5 Teacher occasionally praises the	2.9.5 Teacher rarely or never praises
		consistently praises academic work	academic work or good behavior of	academic work or good behavior.
		and good behaviors of students.	some students, but not others.	
		2.9.6 High quality work of all	206 High quality work of a four but	
8		students is consistently displayed in	not all students may be displayed in	never displayed in the classroom
		the classroom.	the classroom.	
		2.9.7 The Special Education teacher	2.9.7 The Special Education teacher	2.9.7 The Special Education teacher
		consistently instructs students to	occasionally instructs students to	rarely or never instructs students to
		self-advocate and assume	developmentally and assume	self-advocate and assume developmentally-appropriate

			6	behaviors is subtle and preventive while most of the students monitor thei and their peer's behavior, correcting one another respectfully.	criteria for Le during the ye the monitorir	for individual stude groups of students. ** Teacher fulfills n	Classroom criteria for Le Management all interaction reflect genuin reflect genuin		
				behaviors is subtle and preventive while most of the time the students monitor their own and their peer's behavior, correcting one another respectfully.	criteria for Level 3 as observed during the year and additionally the monitoring of all student	for individual students as well as groups of students. ** Teacher fulfills most of the	criteria for Level 3 as observed during the year and additionally all interactions with students reflect genuine respect and caring	2	
2.10.7 Teacher consistently deals with individual students who have caused disruptions rather than the entire class.		2.10.6 Consistently overlooks inconsequential behavior.	2.10.5 Teacher uses several techniques such as social approval, contingent activities, and consequences to maintain appropriate student behavior.	2.10.4 Teacher is consistently responsive to misbehaviors in an appropriate manner which respects the student's dignity at all times.	2.10.3 Teacher is consistently alert to student behaviors.	2.10.2 Teacher and students establish clear rules for learning and behavior.	2.10.1 Students are consistently well behaved, and on task.	responsibility for their learning.	
2.10.7 Occasionally deals with individual students who have caused disruptions, but occasionally addresses the entire	but other times addresses it stopping the lesson.	2.10.6 Occasionally overlooks some inconsequential behavior,	2.10.5 Teacher occasionally uses some techniques such as social approval, contingent activities, and consequences to maintain appropriate student behavior.	2.10.4 Teacher is occasionally responsive to misbehaviors in an appropriate manner and occasionally does not respect the student's dignity.	2.10.3 Teacher is occasionally alert to student behaviors.	2.10.2 Teacher occasionally establishes rules for learning and behavior.	2.10.1 Students are mostly well behaved, and on task, occasionally some minor learning disruptions may occur.	responsibility for their learning.	
2.10.7 Rarely or never deals with individual students who have caused disruptions, but frequently or always addresses	and if addresses them stops the lesson.	2.10.6 Rarely or never overlooks some inconsequential behavior	2.10.5 Rarely or never uses some techniques such as social approval, contingent activities, and consequences to maintain appropriate student behavior.	2.10.4 Teacher is rarely or never responsive to misbehaviors in an appropriate manner and rarely or never respects the student's dignity.	2.10.3 Teacher is rarely or never alert to student behaviors.	2.10.2 Teacher rarely or never establishes rules for learning and behavior.	2.10.1 Students are rarely or never well behaved, and/or on task, minor learning disruptions frequently or always occur.	responsibility for their learning.	

			Classroom Procedures	2 11
*** Teacher fulfills most of the criteria for Level 3 as observed	criteria for Level 3 as observed during the year and additionally students assume considerable responsibility for the efficient and smooth operation of the classroom.	** Teacher fulfills most of the	criteria for Level 3 as observed during the year and additionally students are productively engaged at all times, with students assuming responsibility for productivity with no loss of	
2.11.4 Routines for handling materials and supplies occur consistently, with little loss of	2.11.3 Efficient systems for performing non-instructional duties are consistently in place, resulting in minimal loss of instructional time.	2.11.2 Transitions consistently occur with little loss of time.	2.11.1 Small group work is consistently well organized, and students are productively engaged in learning while unsupervised by the teacher.	attends to disruptions quickly and firmly. 2.10.9 The Special Education teacher consistently and clearly communicates students individualized behavior plans to all necessary school personnel. 2.10.10 The Special Education teacher consistently collaborates with the General Education teacher a plan for classroom rules, routines and roles in addressing individual student issues.
2.11.4 Routines for handling materials and supplies occur occasionally. with some loss of	2.11.3 Efficient systems for performing non-instructional duties are occasionally in place, resulting in some loss of instructional time.	2.11.2 Transitions occasionally occur with some loss of time.	2.11.1 Small group work is occasionally well organized, and students are occasionally productively engaged in learning while unsupervised by the teacher.	 2.10.8 Occasionally attends to disruptions quickly and firmly. 2.10.9 The Special Education teacher occasionally communicates students individualized behavior plans to all necessary school personnel. 2.10.10 The Special Education teacher occasionally collaborates with the General Education teacher a plan for classroom rules, routines and roles in addressing individual student issues.
2.11.4 Routines for handling materials and supplies occur	2.11.3 Efficient systems for performing non-instructional duties are rarely or never in place, resulting in a high amount of instructional time lost.	2.11.2 Transitions rarely or never occur with much loss of time.	2.11.1 Small group work is rarely or never well organized, and students are rarely or never productively engaged in learning while unsupervised by the teacher.	 2.10.8 Rarely or never attends to disruptions quickly and firmly. 2.10.9 The Special Education teacher rarely or never communicates students individualized behavior plans to all necessary school personnel. 2.10.10 The Special Education teacher rarely or never collaborates with the General Education teacher a plan for classroom rules, routines and roles in addressing individual student issues.

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

3.1 *Te	*Teacher fulfills most of the	3 1 Consistently and sould be	improvement Necessary (2)	Ineffective (1)
		2.1.1 CONSISTENTIV and regularity		menective (1)
	criteria for Level 3 and	contributes ideas and owner in		3.1.1 Rarely or never contributes
addi	additionally seeks out leadership	further the schools' mission and		ideas aimed at improving school
Contribute to School roles.	S.	initiatives.	scribbles mission and initiatives.	efforts.
Culture				
	**Teacher fulfills the criteria for Level 3 and additionally good	3.1.2 On a regular basis	3.1.2 Occasionally dedicates time	3.1.2 Dedicates little or no time
abov	above and beyond in dedicating	efficiently, when needed to	to help students and peers	outside of class towards helping
and v	and volunteering time for	helping students and peers	concentry outside of class.	students and peers.
class.	students and peers outside of class.	outside of class.		
*Teac	*Teacher fulfills the criteria for	3.2.1 Consistently seeks out and		
	Level 3 and additionally goes	participates in regular	occasional opportunities to work	3.2.1 Rarely or never participates
3.2 above	above and beyond in seeking out	opportunities to work with and	with and learn from others and	in opportunities to work with
	opportunities to collaborate.	learn from others.	asks for assistance when needed.	when needed.
	** Teacher fulfills the criteria for			
Level	Level 3 and additionally coaches	assistance, when needed and	3.2.2 Sometimes seeks to provide	3.2.2 Works in isolation and is not
peers	peers through difficult situations.	provides assistance to others in	when needed and/or compating	a team player.
*		need.	seeks out opportunities to work	
*** Te	*** Teacher fulfills the criteria for		with others	
Level	Level 3 and additionally takes on			
leader	leadership roles within			
collabo	collaborative groups such as			
Profes:	Professional Learning			
Comm	Communities, Learning Log			
Meetin	Meetings and/or STPT meetings.			
*Teach	-	221 Articolo and population		
Level 3		2.2.1 ACTIVELY drid CONSISTENTIA		
3.3 share newly learned knowledge	<	pursues all opportunities to	3.3.1 Occasionally attends	3.3.1 Rarely or never attends

DOMAIN 3: Teacher Leadership

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

	*Teacher fulfills the criteria for Level 3 and additionally strives to	3.5.1 Proactively reaches out to	3.5.1 Occasionally reaches out to
	Level 3 and additionally strives to	parents in a variety of ways to	parents in different ways to
3.5	form relationships in which	engage them in student learning.	engage them in student learning.
	parents are given ample		
Fngage Families in	opportunity to participate in	3.5.2 Always responds promptly to 3.5.2 Occasionally, but not always	3.5.2 Occasionally, but not always
Lifege Lannies III			chamber of the second s
Student Learning	student learning.	contact from parents.	responds to parent contacts in a
			timely manner.
	**Teacher fulfills the criteria for		
	Level 3 and additionally is	3.5.3 Consistently engages in all	3 5 3 Occasionally engages in
	available to address concerns in a	forms of parent outreach required	some forms of parent outreach
	timely and positive manner, when	by the school.	required by the school.
	necessary, outside of required		
	outreach events.		

Domain 4: Core Professionalism Rubric

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

Indicator Attendance / On-Time Arrival	WEIGHT SCALE	Does Not Meet Standard Individual demonstrates a pattern of excused and/or unexcused absences *	d Meets Standard of Individual has not demonstrated a s* pattern of excused and/or unexcused
	.50	Individual demonstrates a pattern of unexcused late arrivals (late arrivals	
		that are in violation of procedures set	P
		forth by local school policy and by the	
		relevant collective bargaining	procedures set forth by local school
		agreement).	policy and by the relevant collective
			bargaining agreement).
Policies and		Individual demonstrates a pattern of	of Individual demonstrates a pattern of
Guidelines/ District		failing to follow state, corporation,	following state, corporation, and
Core Values		and school policies and procedures	school policies and procedures (e.g.
		(e.g. procedures for submitting	procedures for submitting discipline
	лO	discipline referrals, policies for	referrals, policies for appropriate
		appropriate attire, etc.)	attire, etc.).
		Individual demonstrates a pattern of	of Individual demonstrates a pattern of
		failing to interact with students,	interacting with students, colleagues,
		colleagues, parents/guardians, and	parents/guardians, and community
		community members in a respectful	I members in a respectful manner
		manner and/or demonstrate the	and/or demonstrating the District
		District Core Values.	Com Values

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Preschool Teacher

Effectiveness Rubric

EC/

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	
1.1	*Teacher fulfills the criteria for Level 3 and additionally incorporates differentiated	1.1.1 Teacher consistently uses prior assessment data to formulate achievement		1.1.1 Teacher rarely or never uses prior
Utilize Assessment	instructional strategies in planning to reach every student at his or her level of	goals, unit plans, AND lesson plans.	goals, unit plans, OR lesson plans, but not all of	assessment data when planning.
Data to Plan	understanding.		the above.	
1.2	*Teacher fulfills the criteria for Level 3 and additionally plans an <u>ambitious</u> annual student	1.21 Teacher consistently develops an annual student achievement goal that is measurable.	1.2.1 Teacher occasionally develops an annual student achievement pool that is more until	1.2.1 Teacher rarely or never develops
Set Ambitious and	achievement goal.		erren anneren Boar tijat is medsurdbie.	achievement goals for the class that is measurable.
Measurable		1.2.2 Teacher consistently develops student	1.2.2 Teacher occasionally develops student	1 7 7 Teacher marks are served at the state
		achievement goal(s) that is aligned to content standards.	achievement goal(s) that may not be aligned to content standard.	aligned to content standards and are extremely general and not helpful for planning purposes.
		1.2.3 Teacher consistently develops student achievement goal(s) that consistently includes benchmarks to help monitor learning and inform interventions throughout the work	1.2.3 Teacher occasionally develops student achievement goal (s) that may not include benchmarks to help monitor learning and	1.2.3 Teacher rarely or never develops student achievement goal(s) that include benchmarks to help monitor learning and inform
		1.2.4 Teacher consistently sets short and long term instructional goals.	inform interventions throughout the year. 1.2.4 Teacher occasionally sets short and long term instructional goals.	interventions. 1.2.4 Teacher rarely or never sets short and long term instructional goals.
	*Teacher fulfills the criteria for Level 3 and additionally creates well-decigned informat	1.3.1 Based on achievement goals, teacher	1.3.1 Based on achievement goals, teacher	1.3.1 Based on achievement goals, teacher
1.3 Develop Standards-	additionally creates well-designed informal assessments that align with the ISTAR-KR assessment.	consistently plans units by Identifying content standards that students will master and/or receive exposure to during instruction.	ent	13. L based on achievement goals, teacher rarely or never plans units by identifying content standards that students will master and/or receive exposure to during instruction.
Based Unit Plans and Assessments	**Teacher fulfills the criteria for Level 3 and additionally anticipates student reaction to content.	1.3.2 Based on achievement goals, teacher consistently creates informal assessment/data collection methods before instruction begins	1.3.2 Based on achievement goals, teacher occasionally creates informal assessment/data colloction mothods before increases have	1.3.2 Based on achievement goals, teacher rarely or never creates informal

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.

				63		
	Track Student Data and Analyze Progress	1.5		and Assessments	1.4 Create Objective-	
*** At Level 4, a teacher fulfills the criteria for Level 3 and additionally uses data analysis of	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally updates tracking system daily and ISTAR-KR deadlines.	*At Level 4, a teacher fulfills the criteria for Level 3 and additionally uses daily checks for understanding for additional data points.	*** At Level 4, a teacher fulfills the criteria for Level 3 and additionally incorporates summative assessments (ISTAR-KR) where necessary and uses all assessments to directly inform instruction	** At Level 4, a teacher fulfills the criteria for Level 3 and additionally incorporates a variety of informal assessments that checks for understanding.	*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.	per objective is flexible and/or reflects level of difficulty of each objective.
1.5.3 Teacher consistently maintains a developmentally appropriate grading system	1.5.2 Teacher consistently analyzes student progress towards mastery and planning future lessons and units accordingly.	1.5.1 Teacher consistently uses an effective data tracking system for recording student assessment and progress data.	1.4.3 Based on unity plan, teacher consistently designs informal formative assessments that measure progress towards mastery and inform instruction.	1.4.2 Based on unit plan, teacher consistently plans matching instructional strategies as well as meaningful and relevant activities and assignments to the lesson objectives.	1.4.1 Based on unit plan, teacher consistently plans daily lessons by identifying lesson objectives that are aligned to Curriculum Map objectives.	consistently allocates an instructionally appropriate amount of time for each objective being covered (repeated exposures to each objective, exposure to concepts through multiple mediums, etc.).
1.5.3 Teacher occasionally maintains a developmentally appropriate grading system	1.5.2 Teacher occasionally analyzes student progress towards mastery and planning future lessons and units accordingly.	1.5.1 Teacher occasionally uses an effective data tracking system for recording student assessment and progress data.	1.4.3 Based on unit plan, teacher occasionally designs informal formative assessments that measure progress towards mastery and inform instruction.	1.4.2 Based on unit plan, teacher occasionally matches instructional strategies and activities and assignments to the lesson objectives.	1.4.1 Based on unit plan, teacher occasionally plans daily lessons by identifying lesson objectives that are aligned to Curriculum Map objectives.	occasionally allocates an instructionally appropriate amount of time for each objective being covered (repeated exposures to each objective, exposure to concepts through multiple mediums, etc.).
1.5.3 Teacher rarely or never maintains a	1.5.2 Teacher rarely or never analyzes student progress towards mastery and planning future lessons and units accordingly.	1.5.1 Teacher rarely or never uses an effective data tracking system for recording student assessment and progress data.	1.4.3 Based on unit plan, teacher rarely or never designs informal formative assessments that measure progress towards mastery and inform instruction	1.4.2 Based on unit plan, teacher rarely or never matches instructional strategies and activities and assignments to the lesson objectives.	1.4.1 Based on unit plan, teacher rarely or never plans daily lessons by identifying lesson objectives that are aligned to Curriculum Map objectives.	rarely or never allocates an instructionally appropriate amount of time for each objective being covered (repeated exposures to each objective, exposure to concepts through multiple mediums, etc.).

**Teacher fulfills the criteria for Level 3 and additionally makes sure the allocation of time per objective is flexible and/or reflects level of

1.3.3 Based on achievement goals, teacher consistently allocates an instructionally

1.3.3 Based on achievement goals, teacher

1.3.3 Based on achievement goals, teacher

instruction begins for backwards planning.

for backwards planning.

for backwards planning.

,		
	student progress to drive lesson planning for the following day.	
	aligned to student learning goals.	
	aligned to student learning goals.	
	aligned to student learning goals.	

DOMAIN 2: EFFECTIVE INSTRUCTION

achievement, excellence and respect. 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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (7)	Inoffective (1)
	*For Level 4, and most of the Level 3	2.1.1 Teacher is constantly effective at	2.1.1 Teacher is occasionally affective at	Ineffective (1)
	evidence is observed during the year and	developing student understanding and	developing student understanding and	development development of the second s
	additionally teacher is highly effective at	mastery of lesson objectives.	mastery of lesson objectives	developing student understanding and
	developing student understanding and			mastery or lesson objectives.
	mastery of lesson objectives	2.1.2 Lesson objective is consistently specific,	2.1.2 Lesson objective is occasionally specific	213 Lesson phinting is such as a
		measurable and aligned to preschool	measurable and aligned to preschool	specific measurable and aligned to
	**For Level 4, and most of the Level 3	standards. It conveys what students are	standards. It conveys what students are	speechool standards in anglied (0
	evidence is observed during the year and	leaning and what they will be able to do by	leaning and what they will be able to do by	students to loging and the tr
	additionally effectively engaging prior	the end of the lesson.	the end of the lesson	students are realing and what they will be
	knowledge of students in connecting to			able to do by the end of the lesson.
Competency 2.1	lesson or students demonstrate mastery of concepts through engagement in activities	2.1.3 Lesson objective and performance expectations are consistently explained to	2.1.3 Lesson objective and performance	2.1.3 Lesson objective and performance
	and learning opportunities or (if able) show	students in easy to understand and	students in easy to understand and	expectations are rarely or never explained to
	mastery through their comments that they	developmentally appropriate terms.	developmentally appropriate terms.	developmentally appropriate tormo
	understand the connection.			the second se
		2.1.4 Lesson consistently builds on students'	2.1.4 Lesson occasionally builds on students'	2.1.4 Lesson rarely or never builds on
		and makes this connection ovident to	prior knowledge of key concepts and skills	students' prior knowledge of key concepts
		students.	and makes this connection evident to	and skills and makes this connection evident
			students.	to students.
		2.1.5 Lesson is consistently well organized to	2.1.5 Lesson is occasionally well organized to	2.1.5 Lesson is rarely or never well organized
		objective.	move students towards mastery of the objective	to move students towards mastery of the objective.

Communicate Content additionally teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding. Knowledge to Students ***For Level 4 and much of the Level 3 evidence is observed during the year and additionally teacher effectively connects	*For Level 4, and most of the Level 3 evidence is observed during the year and additionally is highly effective at demonstrating and clearly communicating content knowledge to students. Demonstrate and Clearly evidence is observed during the year and
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rephrases instruction in multiple ways to increase understanding.	 2.2.1Teacher is consistently effective at demonstrating and clearly communicating content knowledge to students. 2.2.2 Teacher consistently demonstrates content knowledge and delivers content that is factually correct. 2.2.3 Content is consistently clear, concise and well-organized. 2.4 Teacher provisional content content content is consistently clear.
2.2.4 Teacher occasionally restates and rephrases instruction in multiple ways to increase understanding.	Improvement Necessary (2) 2.2.1Teacher occasionally effective at demonstrating and clearly communicating content knowledge to students 2.2.2 Teacher occasionally demonstrates content knowledge and delivers content that is factually correct. 2.2.3 Content is occasionally clear, concise and well-organized.
2.2.4 Teacher rarely or never restates and rephrases instruction in multiple ways to increase understanding.	

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

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

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

	Competency 2.5 Modifying Instruction
	*For Level 4 and much of the Level 3 evidence is observed during the year and additionally teacher anticipates student misunderstandings and preemptively addresses them. **.For Level 4 and much of the Level 3 evidence is observed during the year and additionally teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement.
2.5.4 Teacher consistently continues to try to address misunderstanding with different techniques if the first try is not successful.	 2.5.1 Teacher is consistently effective at modifying instruction as needed. 2.5.2 Teacher consistently makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students. 2.5.3 Teacher consistently responds to misunderstandings with effective scaffolding techniques such as activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds", providing visual cues, etc.
2.5.4 Teacher occasionally continues to try to address misunderstanding with different techniques if the first try is not successful.	 2.5.1Teacher is occasionally effective at modifying instruction as needed. 2.5.2 Teacher occasionally makes adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students. 2.5.3 Teacher occasionally responds to misunderstandings by using teacher-driven scaffolding techniques such as activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using mnemonic devices or models, using manipulatives or hands-on models, using mising all using "think alouds", providing visual cues, etc.
2.5.4 Teacher rarely or never continues to try to address misunderstanding with different techniques if the first try is not successful.	 2.5.1 Teacher is rarely or never effective at modifying instruction as needed. 2.5.2 Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students. 2.5.3 Teacher rarely or never responds to misunderstandings by using teacher-driven scaffolding techniques such as activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds", providing visual cues, etc.

is observ		Effective (3)	Improvement Necessary (2)	Ineffective (1)
	*For Level 4 and much of the Level 3 evidence is observed during the year and additionally	2.6.1 Teacher is consistently effective at	2.6.1 Teacher is occasionally effective at	Ineffective (1) 2.6.1 Teacher is rarely or never effective at
lesson is students.	lesson is accessible and challenging to all students.	through rigorous instruction and work.	through rigorous instruction and work.	developing a higher level of understanding through rigorous instruction and work.
		2.6.2 Lesson is consistently accessible and	2.6.2 Lesson is occasionally accessible and	2 A 2 Laccon is made on a
**For Lev evidence	**For Level 4 and much of the Level 3 evidence is observed during the year and	challenging to almost all students.	challenging to almost all students.	developmental level of students.
additiona	additionally teacher highlights examples of	2.6.3 Teacher consistently develops higher-	2.6.3 Teacher occasionally develops higher	J C J Touchas and
	recent student work that meets high	level understanding through effective	level understanding through effective	2.3.3. reaction rarely or never uses questioning
Competency 2.6: expectation	expectations, Insists and motivates students	questioning by activating higher levels of	questioning by activating higher levels of	Ands Students collections of the students and ing.
to do it ag	to do it again if not at a high level of	inquiry on Bloom's taxonomy (using words	inquiry on Bloom's taxonomy (using words	inderstanding of papers
Develop Higher Level performance.	ance.	such as "analyze", "classify", "compare",	such as "analyze", "classify" "compare"	understanding of concepts.
of Understanding		"decide", "evaluate", "explain", or	"decide", "evaluate", "explain", or	
through Rigorous ***For Le	***For Level 4 and much of the Level 3	"represent"), Asking students to explain their	"represent"), Asking students to explain their	
lork	evidence is observed during the year and	reasoning, to explain why they are learning	reasoning, to explain why they are learning	
additional	additionally encourages students' interest in	something, asking students to apply a new	something, asking students to apply a new	
opportunit	opportunities to apply and build skills beyond	question that increases the rigor of the lesson	skill or concept in a different context, posing a question that increases the size of the line	
expected I	expected lesson elements.	content or prompting students to make	content or prompting students to make	
		connections to previous material or prior	connections to previous material or prior	
		knowledge.	knowledge.	
		2.6.4 Lesson consistently pushes almost all	2.6.4 Lesson occasionally pushes some	2.6.4 Lesson rarely or never pushes any
		instruction based on each student's level of	students forward due to differentiation of instruction based on each student's level of	students forward because teacher rarely or
		understanding.	understanding.	students' level of understanding
		2.6.5 Students consistently have	2.6.5 Students occasionally have	o de de la companya d
		opportunities to meaningfully practice apply	opportunities to meaningfully practice, apply,	2.b.3. Students rarely or never have opportunities to meaningfully practice or
		and demonstrate that they are learning	and demonstrate that they are learning.	apply concepts and lesson is almost always teacher directed.
		and demonstrate that they are learning.		2.6.6 Teacher usually or always gives up on
		ce	2.6.6 Teacher consistently shows patience and helps students to work hard toward	students easily and rarely or never

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

			Collaboration t		Competency 2.8:		Competency	
			positive character and behavior and discourage negative behavior amongst themselves.	evidence is observed during the year and additionally students model effectively	unprompted collaboration and assistance. **For Level 4 and much of the Level 3	*For Level 4 and much of the Level 3 evidence is observed during the year and additionally students are invested in the well being of their peers as evidenced by	Highly Effective (4)	additionally disruptive behaviors and off- task conversations are rare, but when they occur, they are always addressed without major interruption to the lesson.
	2.8.5 Teacher consistently has good rapport with students, and shows genuine interest in their thoughts and opinions.	2.8.4 Teacher consistently reinforces positive character and behavior and consistently uses consequences appropriately to discourage negative behavior.	2.8.3 Students are consistently given opportunities to collaborate and encourage each other in the learning process.		2.8.2 Teacher consistently models respect to other staff and students.	2.8.1 Teacher is consistently effective at creating a classroom culture of respect and collaboration.	Effective (3)	
	2.8.5 Teacher occasionally has good rapport with students, and occasionally shows genuine interest in their thoughts and opinions.	2.8.4 Teacher occasionally reinforces positive character and behavior and occasionally uses consequences appropriately to discourage negative behavior.	2.8.3 Students are occasionally given opportunities to collaborate and may not always be supported by the teacher in order to be successful in their attempts.		2.8.2 Teacher occasionally models respect to other staff and students.	2.8.1 Teacher occasionally is effective at creating a classroom culture of respect and collaboration.	Improvement Necessary /31	
opinions.	2.8.5 Teacher rarely or never has good rapport with students, and rarely or never shows genuine interest in their thoughts and	2.8.4 Teacher rarely or never reinforces positive character and behavior and rarely or never uses consequences appropriately to discourage negative behavior.	2.8.3 Students are rarely or never given many opportunities to collaborate and rarely or never given teacher support.	evidenced by discouraging remarks or disruptive behavior.	2.8.2 Students are frequently or always disrespectful of teacher or peers as	Ineffective (1) 2.8.1 Teacher rarely or never creates a classroom culture of respect and collaboration.		

ved	2.10.1 Students are consistently well-behaved and on task.			
ints are consistently well-behaved ther and students consistently ar class rules for learning and	ints are consistently well-behaved ther and students consistently ar class rules for learning and			
	2.10.1 Students are occasionally well-behaved and on task. 2.1.0 .2 Teacher and students occasionally establish clear class rules for learning and behavior.			
 2.10.1 Students are rarely or never well- behaved and/or on task. 2.1.0.2 Teacher and students rarely or never establish clear class rules for learning and behavior. 2.10.3 Teacher rarely or never is alert to 				
Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
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	*For Level 4 and much of the Level 3	2.11.1 Small group work is consistently well	2.11.1 Small group work is occasionally well	2.11.1 Small group work is rarely or never
Competency 2.11	evidence is observed during the year and	organized and students are consistently	organized and students are usually productively	well organized and students are rarely or
	additionally students are productively	productively engaged in learning while	engaged in learning while unsupervised by the	never productively engaged in learning while
Classroom Procedures	engaged at all times with students	unsupervised by the teacher.	teacher.	unsupervised by the teacher
	assuming responsibility for productivity.			the second s
		2.1.1 .2 Transitions consistently occur with no	2.1.1 .2 Transitions occasionally occur with	2 1 1 2 Transitions marks or now of occur
	**For Level 4 and much of the Level 3	loss of instructional time.	limited loss of instructional time	with limited loss of ins
	evidence is observed during the year and			with milled loss of hist dehold time.
	additionally students assume appropriate	2.11.3 Routines for handling materials and	2.11.3 Routines for handling materials and	2.11.3 Routines for handling materials and
	operation of the classroom.	of instructional time.	supplies occur occasionally with little loss of instructional time.	supplies occur rarely or never with a great amount of instructional time loss.
	***For Level 4 and much of the Level 3	2.11.4 The classroom is consistently safe and	2.11.4 The classroom is occasionally safe and	2.11.4 The classroom is rarely or never safe
	additionally makes sure all learning is	students.	learning is usually accessible to all students.	and learning is rarely or never accessible to
	equally accessible to all students.			all students.

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Competencies	Highly Effective (4)	Effective (3)	Incorrection and Alassana 131	A CONTRACTOR AND A CONTRA
3.1	*At Level 4, a teacher fulfills the criteria for Level 3 and additionally seeks out leadership	3.1.1 Teacher consistently contributes ideas and expertise to further the schools' mission	3.1.1 Teacher occasionally contributes ideas and expertise to further the school's mission	inerrective (1) .3.1.1Teacher rarely or never contributes ideas and expertise to further the school's
Contribute to School			and initiatives.	mission and initiatives.
Culture	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally goes above and	3.1.2 Teacher consistently dedicates time	3.1.2 Teacher occasionally dedicates time	3.1.2 Teacher rarely or never dedicates time
	beyond in dedicating time for students and peers outside of class.	and peers outside of class.	efficiently, when needed, to helping students and peers outside of class.	efficiently, when needed, to helping students and peers outside of class.
3.2	*At Level 4, a teacher fulfills the criteria for Level 3 and additionally goes above and beyond in seeking out opportunities to	3.2.1 Teacher consistently seeks out and participates in regular opportunities to work with and learn from others.	3.2.1 Teacher occasionally seek out and participate in regular opportunities to work with and learn from others	3.2.1 Teacher rarely or never seeks out and /or participates in regular opportunities to
Collaborate with Peers	collaborate.			work with and realit from others.
	** At Level 4, a teacher fulfills the criteria for Level 3 and additionally coaches peers through difficult situations.	when needed, and provides assistance to others in need.	assistance, when needed, and provide assistance to others in need.	3.2.2 Teacher rarely or never asks for assistance, when needed, and rarely or never provides assistance to others in need.
	*** At Level 4, a teacher fulfills the criteria			
	for Level 3 and additionally takes on			
	leadership roles within collaborative groups such as Professional Learning Communities.			
μ Δ	*At Level 4, a teacher fulfills the criteria for Level 3 and additionally regularly charge	3.3.1 Teacher consistently pursues	3.3.1 Teacher occasionally pursues	3.3.1 Teacher will rarely or never pursue
	newly learned knowledge and practices with	practice.	opportunities to improve knowledge and	opportunities to improve knowledge and
Seek Professional Skills	others.		practice.	practice.
and Knowledge	**At Level 4, a teacher fulfills the criteria for level 3 and additionally pools out	isistently seeks out ways to practices into instruction,	3.3.2 Teacher occasionally seeks out ways to implement new practices into instruction,	3.3.2 Teacher rarely or never seeks out ways to implement new practices into instruction,
	opportunities to lead professional	wriere applicable.	where applicable.	where applicable.
	development sessions.	3.3.3 Teacher consistently welcomes	3.3.3 Teacher occasionally welcomes	3.3.3 Teacher rarely or never welcomes
		constructive feedback to improve practices		and a start of the set in the set of the set

	*At Level 4, a teacher fulfills the criteria for	3.4.1 Teacher consistently displays	3.4.1 Teacher occasionally displays	3.4.1 Teacher rarely or never displays
3.4	Level 3 and additionally displays commitment	commitment to the education of all his/her	commitment to the education of all his/her	commitment to the education of all his /hos
	to the education of all the students in the	students.		students.
Advocate for Student	school.		3.4.2 Teacher occasionally attempts to	
Success		3.4.2 Teacher consistently attempts to	remedy obstacles around student	3.4.2 Teacher rarely or never attempts to
	**At Level 4, a teacher fulfills the criteria for	remedy obstacles around student	achievement.	remedy obstacles around student
	Level 3 and additionally makes changes and	achievement.		achievement
	take risks to ensure student success.			
		3.4.3 Teacher consistently advocates for	3.4.3 Teacher occasionally advocates for	3.4.3 Teacher rarely or never advocates for
		students' individualized needs.	students' individualized needs.	students' individualized needs.
	*At Level 4, a teacher fulfills the criteria for	3.5.1 Teacher consistently reaches out to	3.5.1 Teacher occasionally reaches out to	3.5.1 Teacher rarely or never reaches out to
3.5	Level 3 and additionally strives to form	parents in a variety of ways to engage them	parents in a variety of ways to engage them	parents in a variety of ways to engage them
	relationships in which parents are given	in student learning.	in student learning.	in student learning
Engage Families in	ample opportunity to participate in student			0
Student Learning	learning.	3.5.2 Teacher consistently responds promptly	3.5.2 Teacher occasionally responds promptly 3.5.2 Teacher rarely or never responds	3.5.2 Teacher rarely or never responds
			to contact from parents.	promptly to contact from parents
	** At Level 4, a teacher fulfills the criteria for			in the second
	Level 3 and additionally is available to	3.5.3 Teacher consistently engages in all	3.5.3 Teacher occasionally engages in all	3.5.3 Teacher rarely or never engaged in any
	address concerns in a timely and positive	forms of parent outreach required by the	forms of parent outreach required by the	form of parent outreach required by the
	manner, when necessary, outside of required	school.	school.	school
	outreach events.			

Core Professionalism Rubric

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

Indicator	WEIGHT SCALE	Does Not Meet Standard	Meets Standard
1 Attendance /		Individual demonstrates a pattern of	Individual has not demonstrated a
On-Time Arrival		unexcused absences *	pattern of unexcused absences*
	50	Individual demonstrates a pattern of	Individual has not demonstrated a
		unexcused late arrivals (late arrivals	pattern of unexcused late arrivals
		that are in violation of procedures set	(late arrivals that are in violation of
		forth by local school policy and by the	procedures set forth by local school
		relevant collective bargaining	policy and by the relevant collective
		agreement)	bargaining agreement)
Folicies and Guidelines/		Individual demonstrates a pattern of	Individual demonstrates a pattern of
District Core Values		tailing to follow state, corporation,	following state, corporation, and
	19100	and school policies and procedures	school policies and procedures (e.g.
		(e.g. procedures for submitting	procedures for submitting discipline
	50	discipline referrals, policies for	referrals, policies for appropriate
	i	appropriate attire, etc)	attire, etc)
	*****	Individual demonstrates a pattern of	Individual demonstrates a pattern of
		failing to interact with students,	interacting with students, colleagues,
		colleagues, parents/guardians, and	parents/guardians, and community
	-	community members in a respectful	members in a respectful manner
	Summer -	manner and/or demonstrate the	and/or demonstrating the District
		District Core Values	Core Values

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Interventionist Coordinator

Effectiveness Rubric



Indianapolis Public School

Instructional Coach / Interventionist Coordinator

Effectiveness Rubric

(Modified July 2013)

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Instructional Coach/Interventionist Coordinator **Evaluation Domain Rubrics**

Domain 1. P. 2 .

Dumain 1. I ul	Domain 1. 1 ur posetur planning			
COMPONENT	Highly effective (4)	Effective (3)	Improvement	Ineffective (1)
	*		Necessary(2)	
1.1	*At Level 4, fulfills most of the criteria for Level 3 and additionally	1.1.1Consistently utilizes school and district instructional and/or	1.1.1 Occasionally utilizes school and district instructional and/or	1.1.1 Rarely or never or never utilizes school and district
	utilizes curriculum and instructional	curriculum resources.	curriculum resources.	instructional and/or curriculum
Demonstrates	including current trends.			resources.
Knowledge of	** At Level 4, fulfills most of the	1.1.2 Consistently accesses and uses district resources for teachers and	1.1.2 Occasionally accesses and uses district resources for teachers	1.1.2 Rarely or never or never
including	criteria for Level 3 and additionally accesses and uses resources outside	students through professional development and instructional	and students through professional development and instructional	for teachers and students through professional development and
technology	students through professional	planning.	planning.	instructional planning.
	development and instructional	1.1.3 Consistently disseminates	1.1.3 Occasionally disseminates	113 Rarely or never discominator
	planning.	resources for teachers, students and	resources for teachers, students and	resources for teachers students and
	*** At Level 4, fulfills most of the	parents.	parents.	parents.
	criteria for Level 3 and additionally	1.1.4 Consistently identifies	1.1.4 Occasionally identifies	1.1.4 Rarely or never identifies
	disseminates outside resources	research based practices and	research based practices and	research based practices and
	for teachers and students.	materials for classroom instruction.	materials for classroom instruction.	materials for classroom instruction.
	*At Level 4, fulfills most of the criteria for Level 3 and additionally	1.2.1Consistently uses data in instructional planning curriculum	1.2.1 Occasionally uses data in	1.2.1 Rarely or never uses data in
1.2	participates in 8-Step, PLCs and/or Response to Instruction (RtI) data	and coaching decisions.	and coaching decisions.	and coaching decisions.
	discussions to help adjust student	1.2.2 Consistently collaborates with	1.2.2 Occasionally collaborates with	1.2.2 Rarely or never collaborates
Tracks and analyzes	instruction.	teachers to develop and support	teachers to develop and support	with teachers to develop and
student data to make	** At Level 4, fulfills most of the	targeted interventions used in the Response to Instruction (D+f)	targeted interventions used in the	support targeted interventions used
curricular decisions.	criteria for Level 3 and additionally	process.	process.	in the Response to Instruction (RtI) process.
	understanding of data to help	1.2.3 Consistently analyzes data	1.2.3 Occasionally analyzes data	1 3 Dataly of point and lines data
	improve instruction on a regular	with teachers to plan targeted	with teachers to plan targeted	with teachers to plan targeted
	Udsis,	interventions for students.	interventions for students.	interventions for students

1.5 *At Level 4, criteria for Le provides staff			1.4 "At Level 4, criteria for I Planning Effective Classroom Instruction supports and teachers to in trends and te		Im	1.3 criteria for provides gu Implementation and unpacking t Support of District Standards a	*At Level 4	an instructional focus.	** At Level criteria for collaborate
*At Level 4, fulfills most of the criteria for Level 3 and additionally provides staff development sessions			*At Level 4, fulfills most of the criteria for Level 3 and additionally supports and collaborates with teachers to incorporate current trends and technology in lesson design.			criteria for Level 3 and additionally provides guidance and resources for unpacking the Common Core Standards, Indiana Academic Standards and/or Foundational	*At Level 4, fulfills most of the	onal focus.	** At Level 4, fulfills most of the criteria for Level 3 and additionally collaborates with administration and building staff to use data to identify
1.5.1 Consistently articulates Common Core, Indiana State Standards or Foundational	1.4.3 Consistently collaborates with teachers to design differentiated lessons to meet the needs of all students.	1.4.2 Consistently supports teachers in the vertical articulation of the curriculum.	1.4.1 Consistently collaborates with teachers to plan effective classroom lessons based on the district curriculum and pacing guides.	1.3.3 Consistently supports the implementation of district adopted core curriculum.	1.3.2 Consistently works with teachers to facilitate the understanding and implementation of the Common Core Standards, Indiana Academic Standards and/or Foundational Standards.	knowledge of Common Core Standards, Indiana Academic Standards and/or Foundational Standards.	1.3.1 Consistently demonstrates	1.2.5 Consistently facilitates the teachers' understanding of data to help improve instruction.	1.2.4 Consistently uses multiple sources of data information to guide instruction for students.
1.5.1 Occasionally articulates Common Core, Indiana State Standards or Foundational	1.4.3 Occasionally collaborates with teachers to design differentiated lessons to meet the needs of all students.	1.4.2 Occasionally supports teachers in the vertical articulation of the curriculum.	1.4.1 Occasionally collaborates with teachers to plan effective classroom lessons based on the district curriculum and pacing guides.	1.3.3 Occasionally supports the implementation of district adopted core curriculum.	1.3.2 Occasionally works with teachers to facilitate the understanding and implementation of the Common Core Standards, Indiana Academic Standards and/or Foundational Standards.	knowledge of Common Core Standards, Indiana Academic Standards and/or Foundational Standards.	1.3.1 Occasionally demonstrates	1.2.5 Occasionally facilitates the teachers' understanding of data to help improve instruction	1.2.4 Occasionally uses multiple sources of data information to guide instruction for students.
1.5.1 Rarely or never articulates Common Core, Indiana State	1.4.3 Rarely or never collaborates with teachers to design differentiated lessons to meet the needs of all students.	1.4.2 Rarely or never supports teachers in the vertical articulation of the curriculum.	1.4.1 Rarely or never collaborates with teachers to plan effective classroom lessons based on the district curriculum and pacing guides.	1.3.3 Rarely or never supports the implementation of district adopted	1.3.2 Rarely or never works with teachers to facilitate the understanding and implementation of the Common Core Standards, Indiana Academic Standards and/or Foundational Standards.	1.3.1 Karely or never demonstrates knowledge of Common Core Standards, Indiana Academic Standards and/or Foundational Standards.	1.2 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5	1.2.5 Rarely or never facilitates the teachers' understanding of data to	1.2.4 Rarely or never uses multiple sources of data information to guide instruction for students.

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

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

5 2	*At Level 4, fulfills most of the criteria for Level 3 and	2.3.1Consistently models	2.3.1 Occasionally models	2.3.1 Rarely or never models
¥:3	additionally continually searches for new researched based	strategies and procedures.	strategies and procedures.	strategies and procedures.
Supports Teachers in	strategies (current trends) and	2.3.2 Consistently supports the	2.3.2 Occasionally supports the	737 Rarely or never supports the
the Consistent	shares it with staff.	RTI process and supports teachers	RTI process and supports teachers	RTI process and supports teachers
Utilization of Effective	** At Level 4, fulfills most of the	in us implementation.	in its implementation.	in its implementation.
Frocedures	additionally maintains and	2.3.3 Consistently supports	2.3.3Occasionally supports	2.3.3 Rarely or never supports
	promotes an active Community	using learning styles, interest	teachers in knowing the learner by using learning styles interest	teachers in knowing the learner by
	Group on IPS On-Line of	inventories, informal assessments	inventories, informal assessments	inventories informal assessments
	resources for Best Practices for teachers to access.	or other tools.	or other tools.	or other tools.
	*** At Level 4, fulfills most of	2.3.4 Consistently supports teachers in the utilization of	2.3.4 Occasionally supports	2.3.4 Rarely or never supports
	the criteria for Level 3 and additionally provides monthly	available classroom technology.	available classroom technology.	teachers in the utilization of available classroom technology.
	updates of new resources available on effective classroom			
	practices to teachers and administrators.			
	*At Level 4, fulfills most of the	2.4.1 Consistently promotes high	7.4.1 Occasionally promotes List	
2.4	criteria for Level 3 and	expectations for all learners	expectations for all learners	2.4.1 Karely or never promotes
	questioning with teachers to	through discussion.	through discussion.	through discussion.
Works with Teachers to	develop self-reflection skills in	2.4.2 Consistently collaborates	2.4.20ccasionally collaborates	2.4.2 Rarely or never collaborates
Foster a Culture for	rigor of instruction.	with teachers to develop quality	with teachers to develop quality	with teachers to develop quality
Learning with High	c	which convey high expectations	which convey high expectations	which convey hich constantions,
Expectations for	** At Level 4, fulfills most of the	for student achievement.	for student achievement.	for student achievement.
Rigor	additionally facilitates grade level	2.4.3 Consistently collaborates	2.4.3 Occasionally collaborates	2.4.3 Rarely or never collaborates
a	teams in collaborative discussions	with teachers in the design and	with teachers in the design and	with teachers in the design and
	to review what actually occurs	instruction to meet the needs of all	instruction to meet the needs of all	implementation of differentiated
	determine if alignment to	learners.	learners.	learners.
	standards is evident and identify	2.4.4 Consistently shares with	2.4.4 Occasionally shares with	2.4.4 Rarely or never charge with
		teachers how to access the		teachers how to access the
		of learning including	le pathways	curriculum via multiple pathways
			accommodations.	of learning, including
				THE CONTRACTOR OF CASE

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

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		Clearly communicates to all stakeholders	2.8			and Responsiveness	1	2.7
participants have a voice in discussions.	**At Level 4, fulfills most of the criteria for Level 3 and additionally ensures that all	communications are clear, correct and expressive with well-chosen and appropriate vocabulary.	criteria for Level 3 and additionally ensures that all	*At I avol 1 Gildle mont - fit		quick to respond to building, staff and district concerns	additionally is proactive and anticipates areas of concern and is	*At Level 4, fulfills most of the criteria for Level 3 and
2.8.3 Consistently maintains an inclusive manner and approach with staff, students, and parents.	2.8.2 Consistently communicates in a clear, concise and well organized manner.	calls, emails, meetings, or home visits).	2.8.1 Consistently communicates with staff or parents through various mediums (such as phone		communicates an appropriate plan of response and monitors implementation with fidelity.	2.7.2 Consistently develops and	staff, building and/or district needs.	2.7.1 Consistently demonstrates a flexible and timely response to
2.8.3 Occasionally maintains an inclusive manner and approach with staff, students, and parents.	2.8.2 Occasionally communicates in a clear, concise and well organized manner.	calls, emails, texts, meetings, or home visits).	2.8.1 Occasionally communicates with staff or parents through		of response and monitors implementation with fidelity.	777 Occasionally develops and	staff, building and/or district	2.7.1 Occasionally demonstrates a flexible and timely response to
2.8.3 Rarely or never maintains an inclusive manner and approach with staff, students, and parents.	2.8.2 Rarely or never communicates in a clear, concise and well organized manner.	parents through various mediums (such as phone calls, emails, texts, meetings, or home visits).	2.8.1 Rarely or never communicates with staff or		and communicates an appropriate plan of response and monitors implementation with fidelity.	abulter needs.	response to staff, building and/or	2.7.1 Rarely or never

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COMPONENT	Highly effective	Effective	Improvement Necessary	Inoffactivo
F	*At Level 4, fulfills most of the	3.1.1 Consistently participates in	3.1.1 Occasionally participates in	3.1.1 Rarely or never participates
3.1	criteria for Level 3 and	professional development	professional development	in professional development
Crown and David	additionally participates in professional development	activities at the building and/or district level.	activities at the building and/or district level.	activities at the building and/or district level.
Professionally	and/or completes online or course work.	3.1.2 Consistently collaborates with colleagues.	3.1.2 Occasionally collaborates with colleagues.	3.1.2 Rarely or never collaborates with colleagues.
	**At Level 4, fulfills most of the criteria for Level 3 and additionally takes a leadership role in establishing professional learning communities around topics which include academic	3.1.3 Consistently participates in professional learning communities at the building and/or district level (for example: IPS Online, RtI, Staffing, M-Team, Learning Logs).	3.1.3 Occasionally participates in professional learning communities at the building and/or district level (for example: IPS Online, Rtl, Staffing, M-Team, Learning Loos)	3.1.3 Rarely or never participates in professional learning communities at the building and/or district level (for example: IPS Online, Rtl, Staffing, M-
	*At Level A 6:16:110 most of a			
3.2	criteria for Level 3 and additionally leads others in their growth and utilization of new	collaboration and reflection among staff.	3.2.1 Occasionally facilitates collaboration and reflection among staff.	3.2.1 Rarely or never facilitates collaboration and reflection among staff.
Supports Personalized Professional Growth for Teachers	research-based interventions and/or Best Practices to improve student achievement.	3.2.2 Consistently supports teachers in reflecting and understanding their instructional	3.2.2 Occasionally supports teachers in reflecting and understanding their instructional	3.2.2 Rarely or never supports teachers in reflecting and understanding their instructional
	** At Level 4, fulfills most of the criteria for Level 3 and	relation to improving student achievement.	relation to improving student achievement.	and/or behavioral practices in relation to improving student achievement.
	recommends professional growth opportunities outside the district	3.2.3 Consistently recommends professional growth opportunities within the district	3.2.3 Occasionally recommends professional growth opportunities within the distance	3.2.3 Rarely or never recommends professional growth opportunities
	*** At Level 4, fulfills most of the criteria for Level 3 and additionally supports the use of technology- based materials for instructional and/or behavior resources			

			3.4 Collaborate with peers				Advocates for Student Success	3.3
	additionally takes on additional committee roles, either district- wide or in the community.	**At Level 4, fulfills most of the criteria for Level 3 and	*At Level 4, fulfills most of the criteria for Level 3 and additionally seeks opportunities to facilitate collaboration among and between staff members across			** At Level 4, fulfills most of the criteria for Level 3 and additionally regularly collaborates with others to create opportunities to celebrate student success.	staft, parents and/or students regarding student success.	criteria for Level 3 and additionally participates in or facilitates courageous conversations with administrators,
3.4.4 Consistently participates in position specific meeting.	3.4.3 Consistently supports school initiatives designed to improve student and school achievement.	3.4.2 Consistently participates in building and/or district level committees.	3.4.1 Consistently creates opportunities for collaboration within and/or outside assigned role.	3.3.4 Consistently uses research- based interventions and/or Best Practices that align with District Culture Imperatives and Core Values.	3.3.3 Consistently monitors that instructional and/or behavioral accommodations and modifications are implemented with fidelity.	3.3.2 Consistently works with teachers to provide students with instructional and/or behavioral accommodations and modifications.	3.3.1 Consistently analyzes data to identify areas of student growth.	3.3.1 Consistently promotes and supports the belief that every student can demonstrate academic and behavioral growth.
3.4.4 Occasionally participates in position specific meetings	3.4.3 Occasionally supports school initiatives designed to improve student and school achievement.	3.4.2 Occasionally participates in building and/or district level committees.	3.4.1 Occasionally creates opportunities for collaboration within and/or outside assigned role.	3.3.4 Occasionally uses research- based interventions and/or Best Practices that align with District Culture Imperatives and Core Values.	3.3.3 Occasionally monitors that instructional and/or behavioral accommodations and modifications are implemented with fidelity.	3.3.2 Occasionally works with teachers to provide students with instructional and/or behavioral accommodations and modifications.	3.3.10ccasionally analyzes data to identify areas of student growth.	3.3.1 Occasionally promotes and supports the belief that every student can demonstrate academic and behavioral growth.
3.4.4 Rarely or never participates	3.4.3 Rarely or never supports school initiatives designed to improve student and school achievement.	3.4.2 Rarely or never participates in building and/or district level committees.	3.4.1 Rarely or never creates opportunities for collaboration within and/or outside assigned role.	3.3.4Rarely or never uses research-based interventions and/or Best Practices that align with District Culture Imperatives and Core Values.	3.3.3 Rarely or never monitors that instructional and/or behavioral accommodations and modifications are implemented with fidelity.	3.3.2 Rarely or never works with teachers to provide students with instructional and/or behavioral accommodations and modifications.	3.3.1 Rarely or never analyzes data to identify areas of student growth.	3.3.1 Rarely or never promotes and supports the belief that every student can demonstrate academic and behavioral growth.

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

Domain 4: Core Professionalism Rubric

expected to meet these standards. If they do not, it will affect their overall rating negatively. 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

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

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Effectiveness Rubric

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"All rights reserved. No part of this document may be reproduced or transmitted in any form or by any means, electronic, Mechanical, photocopying, recording, or otherwise, without prior written permission of the Indianapolis Public Schools."	Indianapolis Public Schools Media Specialist Effectiveness Rubric	

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Media Specialist Evaluation	IPS
Evaluation Rubric	RISE

Domain 1: Purposeful Planning

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

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

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

	1.5 Establishing a culture for investigation and love of literature			Developing and implementing a plan to evaluate the library program	1.4	Composito
	r media specialist fulfills the criteria for Level 3 and additionally interactions with both students and colleagues and conveys the essential nature of seeking information and reading literature.	* Modio Contra data.	-**Media Specialist fulfills the criteria for Level 3 and additionally proactively responds to the evidence of the evaluation by using student and staff surveys, assessment documents,	for media program is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	-*Media Specialist fulfills the criteria for Level 3 and	sources, or the use of the public library collection to provide information for staff or students.
1.5.2 Media Specialist consistently performs the work of the position and continually conveys to all a real commitment to it.	1.5.1 Media Specialist interactions with both students and colleagues consistently conveys the importance of seeking information and reading literature.	1.4.3 Media Specialist analyzes results and uses this information when planning the library media program.	1.4.2 Media Specialist annually administers a general program survey to multiple subgroups of stakeholders and also collects data about specific program elements or events.	consistently organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Effective (3) 1.4.1 Media Specialist's plan to evaluate the media program is	
1.5.2 Media Specialist occasionally goes through the motions of performing the work of the position, but without any real commitment to it.	1.5.1 Media Specialist occasionally conveys that the work of seeking information and reading literature is worth the time and energy required.	1.4.3 Occasionally it is unclear how any survey data collected impacts planning.	administers a general program survey or uses other data- gathering methods. Efforts may only address one subgroup of stakeholders.	media program.	Improvement Necessary (2) 1.4.1 Media Specialist has a rudimentary plan to evaluate the	
1.5.2 Media Specialist rarely or never goes through the motions of performing the work of the position and there is rarely or never any real commitment to it	1.5.1 Media Specialist rarely or never conveys that the work of seeking information and reading literature is worth the time and energy required.	1.4.3 Any data collected rarely or never impacts planning.	1.4.2 Media Specialist rarely or never administers a general program survey.	suggestions that such an evaluation is important.		

Competenc 1.7 Organize physic space to enable smooth flow	1.6 Estak main proce
Competencies 1.7 Organize physical space to enable smooth flow	1.6 Establishing and maintaining library procedures
 media specialist. * Media Specialist fulfills the criteria for Level 3 and additionally the operation is seamless with students assuming considerable responsibility and procedures are communicated effectively to all stakeholders. Highly Effective (4) * Media Specialist fulfills the criteria for Level 3 and additionally makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use allowing the library to easily accommodate a variety of daily and special event functions. 	for Level 3 and additionally the guidelines and procedures are sophisticated and consistent in the areas of circulation and scheduling to provide for optimal access to the resources, equipment, the facility, and the expertise of the library
onsistently Media edia Center ns run ns run ns run ns and eas and eas and	1.6.1 Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) consistently have been established and function smoothly.
sporadically. sporadically. 1.6.2 Media Specialist occasional works effectively and collaboratively with the Media Assistant to help the Media Cent procedures and programs run smoothly. Improvement Necessary (2) 1.7.1 Media Specialist's efforts to make use of the physical environment are occasionally not effective resulting in occasional confusion by users. L.7.2 Signage for collection ubdivisions occasionally promotes self- directed use	 1.6.1 Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) d occasionally have been established but when established function
Poor 27.2 7.2 7.2 7.2	1.6.1 Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) rarely or never-exist

additionally all books and other materials are extremely orderly and accessible and multiple

**Media Specialist fulfills the criteria for Level 3 and

> promotes self- directed use. Other signage may include traffic

promotes self- directed use. Other signage occasionally

includes traffic direction and procedural explanations.

procedural explanations.

promotes self- directed use. Other signage rarely or never includes traffic direction and

explanations.

direction and procedural

schools' needs and within budget limitations	Maintaining and extending the library collection in accordance with the	1.8											
criteria for Level 3 and additionally multiple needs assessments are given to solicit stakeholder input regarding the purchase of	a virtual collection is always maintained and updated frequently by the Media Specialist and is vibrant and well used.	*Media Specialist fulfills the criteria for Level 3 and additionally	materials, specific topics and authors of interest, and support self-directed use. Other signage includes traffic direction and procedural explanations.	criteria for Level 3 and additionally significant signage is provided to subdivide collections, highlight curriculum-related	****Media Specialist fulfills the	and a connection is clear between displays and classroom activities or curriculum.	additionally Media Center displays engage the stakeholders	***Media Specialist fulfills the criteria for Level 3 and		displays and classroom activities	engage the stakeholders and a	to market the collection. Displays	thematic in nature and designed
1.8.2 Media specialist consistently assesses and weeds out the collection.	professional guidelines in selecting materials for the collection and periodically purges the collection of outdated materials.	1.8.1 Media Specialist consistently adheres to district or				L2			are orderly and accessible.	enhance accessibility.	Signage may be included to	and all areas are accessible.	storage areas are well organized
1.8.2 Media specialist occasionally assesses and weeds out the collection.	to adhere to district or professional guidelines in selecting materials and in weeding the collection.	1.8.1 Media Specialist is occasionally successful in attempts					Alon Ballitation	accessibility is impacted by	1.7.4 Books and other materials occasionally lack order and		areas.	cluttered or have inaccessible	storage areas occasionally are
1.8.2 Media Specialist rarely or never purges the collection of outdated material.	professional guidelines in selecting materials for the collection.	1.8.1Media Specialist rarely or never adheres to district or					or never available.	accessibility to materials is rarely	1.7.4 Books and other materials		areas.	cluttered and have inaccessible	1.7.3 Media workrooms and

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

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

Domain 2: Effective Instruction

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	*Media Specialist fulfills the	2.2.1 Media Specialist is	2.2.1 Media Specialist	2.2.1 Media Specialist rarely or
2.2	criteria for Level 3 and	consistently effective at	occasionally demonstrates and	never demonstrates and/or
	additionally fully explains	demonstrating and clearly	communicates content	clearly communicates content
Demonstrate and	concepts in as direct and efficient	communicating content knowledge	knowledge to student.	knowledge to student.
Clearly Communicate	a manner as possible, while still	to student		c
Content Knowledge	achieving student understanding.			
to Students		2.2.2 Media Specialist consistently	2.2.2 Media Specialist	2.2.2 Media Specialist rarely or
	**Media Specialist fulfills the	demonstrates content knowledge	occasionally demonstrates	never delivers content that is
	criteria for Level 3 and	and always delivers content that is	content knowledge and usually	factually correct
	additionally effectively connects	factually correct	delivers content that is factually	
	content to other content areas,		correct	
	students' experiences and			
	interests, or current events in	2.2.3 Content is consistently clear,	2.2.3 Content occasionally lacks	2.2.3 Explanations rarely or never
	order to make content relevant	concise and well-organized.	clarity and is not as well-	are clear or coherent and fail to
	and build interest.		organized as it could be.	build student understanding of
	*** Media Specialist fulfills the			Key concepts
	criteria for Level 3 and	2.2.4 Media Specialist consistently	2.2.4 Media Specialist	2.2.4 Media Specialist rarely or
	additionally their explanations	restates and rephrases instruction	occasionally restates and	never restates and rephrases
	spark student excitement and	in multiple ways to increase	rephrases instruction in multiple	instruction and continues with
	Interest in the content	understanding.	ways to increase understanding.	planned instruction, even when it
	****Media Specialist fulfills the			is obvious that students are not
	criteria for Level 3 and			0 control to
	additionally all students	2.2.5 Media Specialist consistently	2.2.5 Media Specialist	2.2.5 Media Specialist rarely or
	participate in each others'	emphasizes key points or main	occasionally does not	never emphasizes main ideas, and
	learning of content through	ideas in content so key takeaways	adequately emphasize key	students are often confused
	collaboration during the lesson	are clear.	points or main ideas causing	about content and key takeaways.
			students sometimes be	
	<pre>******Media Specialist fulfills the criteria for Level 3 and</pre>		confused about key takeaways	
	additionally students ask higher-	2.2.6 Media Specialist's	2.2.6 Media Specialist's	2.2.6 Media Specialist's
	order questions and make	explanations consistently use	explanations occasionally lack	explanations rarely or never use
	connections independently	developmentally appropriate	developmentally appropriate	developmentally appropriate

					Academic Content	2.3			
students are never disengaged	**** Media Specialist fulfills the criteria for Level 3 and additionally the lesson progresses at an appropriate pace so that	(auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical- mathematical, etc).	*** Media Specialist fulfills the criteria for Level 3 and additionally provides multiple ways of engaging with content via different learning modalities	additionally provides differentiated ways of engaging with content specific to individual student needs	** Media Specialist fulfills the criteria for Level 3 and	wredia specialist fulfills the criteria for Level 3 and additionally provides students with ways to engage with content that significantly promotes their mastery of the objective.			understand the content at a higher level.
2.3.6 Media Specialist adjusts	2.3.5 Media Specialist consistently finds ways of engaging students with content that reflect different learning modalities or intelligences.	2.3.4 Media Specialist sustains the attention of the class by maintaining a dynamic presence	to the lesson objective	2.3.3 Media Specialist consistently provides multiple ways, as appropriate, of engaging students with context of engaging students	actively engaged in content at all times and not off task	2.3.1 Media Specialist is consistently effective at engaging students in academic content 2.3.2 More than % of students are		implements relevant, new and improved instructional strategies learned via professional development	language. 2.2.7 Media Specialist consistently
2.3.6 Some students may not	2.3.5 Media Specialists may miss opportunities to provide ways of differentiating content for student engagement.	2.3.4 Media Specialist occasionally sustains the attention of the class by maintaining a presence	perhaps content is not aligned to lesson objective or mastery of content	2.3.3 Media Specialist occasionally provides multiple ways of engaging students, but	2.3.2 Fewer than % of students are engaged in content and many are off task.	2.3.1 Media Specialist is occasionally effective at engaging students in academic content.		occasionally implements new and improved instructional strategies learned via professional development	language 2.2.7 Media Specialist
2.3.6 Most students may not	2.3.5 Media Specialists does not differentiate instruction to target different learning modalities	2.3.4 Media Specialist rarely or never sustains the attention of the class.	rarely or never uses multiple ways of engaging students so they that are aligned to the lesson objective or mastery of content.	2.3.3 Media Specialist may only provide one way of engaging students OR Media Specialist	2.3.2 Fewer than ½ of students are engaged in content and many are off task.	2.3.1 Media Specialist is rarely or never effective at engaging students in academic content	aevelopment	improved instructional strategies learned via professional	language.

Understanding	2.4 Check for					
asking pertinent, scaffold questions that push thinking and accepts only high quality student responses (those that reveal understanding or lack thereof).	criteria for Level 3 and additionally checks for understanding at higher levels by	*Media Specialist fulfills the				and students who finish early have something else meaningful to do.
2.4.2 Media Specialist checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate	effective at checking for understanding.	2.3.10 Media Specialist effectively and consistently integrates technology as a tool to engage students in academic content.	2.3.9 Media Specialist shows presence by using engaging, confident, and assertive body language, tone, volume, and proximity.	2.3.8 Students work hard and are deeply active rather than passive/receptive.	2.3.7 ELL and IEP students consistently have the appropriate accommodations to be engaged in content.	lessons accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged.
2.4.2 Media Specialist occasionally checks for understanding of content, but misses several key moments.	2.41 Media Specialist occasionally is effective at checking for understanding.	2.3.10 Media Specialist occasionally integrates technology as a tool to engage students in academic content.	2.3.9 Media Specialist occasionally shows presence by using engaging, confident, and assertive body language, tone, volume, and proximity.	2.3.8 Students may appear to actively working, but when it comes time for their participation, students are disinterested in engaging.	2.3.7 ELL and IEP students occasionally have the appropriate accommodations to be engaged in content.	have prerequisite skills necessary to fully engage in content and Media Specialist's occasionally attempts to modify instruction for these students, which is limited or occasionally effective.
2.4.2 Media Specialist rarely or never checks for understanding of content, or misses nearly all key moments.	2.4.1 Media Specialist rarely or never is effective at checking for understanding.	2.3.10 Media Specialist rarely or never integrates technology as a tool to engage students in academic content.	2.3.9 Media Specialist rarely or never shows presence by using engaging, confident, and assertive body language, tone, volume, and proximity.	2.3.8 Students may appear to actively working, but rarely or never but when it comes time for their participation, students are disinterested in engaging in any activities.	2.3.7 ELL and IEP students rarely or never provided with the necessary accommodations to engage in content.	have prerequisite skills necessary to fully engage in content and Media Specialist makes no effort to adjust instruction for these students.

				**Media Specialist fulfills the criteria for Level 3 and additionally uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher- order thinking
2.4.7 Media Specialist systematically and consistently assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments through techniques such as thumbs up/down, cold-calling-Do Nows/Bell Ringers, Turn and Talk/Pair Share	2.4.6 Media Specialist doesn't allow students to "opt-out" of checks for understanding and consistently cycles back to these students.	2.4.5 Media Specialist uses wait time effectively both after posing a question and before helping students think through a response before moving forward with content.	2.4.4 Media Specialist consistently uses a variety of methods to check for understanding.	"pulse" of the class's understanding 2.4.3 Media Specialist consistently gains enough information during checks for understanding to modify the lesson and respond accordingly.
2.4.7 Media Specialist occasionally assesses student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning.	2.4.6 Media Specialist occasionally allows students to "opt-out" of checks for understanding without cycling back to these students.	2.4.5 Media Specialist occasionally provides enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content.	2.4.4 Media Specialist occasionally uses a variety of methods to check for understanding when doing so would be helpful.	2.4.3 Media Specialist occasionally gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly.
2.4.7 Media Specialist rarely or never assesses for student mastery at the end of the lesson.	2.4.6 Media Specialist frequently or always allows students to "opt-out" of checks for understanding and does not cycle back to these students.	2.4.5 Media Specialist rarely or never provides enough wait time after posing a question for students to have a chance to respond to questions or frequently or always gives students the answer rather than helping them think through the answer.	2.4.4 Media Specialist rarely or never uses a variety of methods to check for understanding when doing so would be helpful.	2.4.3 Media Specialist rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson.

					Needed	2.5 Modify Instruction as	
criteria for Level 3 and additionally					**Media Specialist fulfills the criteria for Level 3 and additionally is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	"We an a specialist fulfills the criteria for Level 3 and additionally anticipates student misunderstandings and preemptively addresses them.	
2.6.1 Media Specialist is consistently effective at	2.5.5 Media Specialist doesn't give up, but consistently continues to try to address misunderstanding with different techniques if the first try is not successful.	techniques.	2.5.4 Media Specialist consistently responds to misunderstandings with effective scaffolding	2.5.3 Media Specialist consistently differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs.	adjustments to instruction based on checks for understanding that lead to increased understanding for most students.	2.5.1Media Specialist is consistently effective at modifying instruction as needed. 2.5.2 Media Specialist makes	Guided or Independent Practice/Exit Slips and uses information to drive subsequent lesson planning.
2.6.1 Media Specialist occasionally is effective at maximizing	2.5.5 Media Specialist occasionally persists in using a particular technique for responding to a misunderstanding, even when it is not succeeding.	techniques (for example, re- explaining a concept), when student-driven techniques could have been more effective.	2.5.4 Media Specialist occasionally responds to misunderstandings by using teacher-driven scaffolding	2.5.3 Media Specialist occasionally differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs.	attempts to make adjustments based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students.	2.5.1 Media Specialist occasionally effective at modifying instruction as needed.	ť
2.6.1 Media Specialist rarely or never is effective at maximizing	2.5.5 Media Specialist repeatedly uses the same techniques to respond to misunderstandings, even when it is not succeeding.	teacher-driven scaffolding techniques.	2.5.4 Media Specialist rarely or never responds to misunderstandings by using	2.5.3 Media Specialist rarely or never differentiates delivery of instruction based on checks for understanding and rarely or never uses assessment data to meet diverse student needs.	2.3.2 Wedia Specialist rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students.	2.5.1 Media Specialist is rarely or never effective at modifying instruction as needed.	

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

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

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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 (a)		
	*Media Specialist fulfills the	3 1 1 Modia Constaliat	Improvement Necessary (2)	Ineffective (1)
3.1	criteria for Level 3 and	consistently contributes ideas	3.1.1 Media Specialist	3.1.1 Media Specialist never
	additionally seeks out	and expertise aimed at	and expertise contributes ideas	contributes ideas aimed at
Contribute to	leadership roles within the	improving school efforts.	improving school offerte	improving school efforts.
school culture	school, aimed at improving		initial oving school efforts.	
	school efforts.	3.1.2 Media Specialist	3.1.2 Media Specialist	
	** Media Specialist fulfills the	consistently participates in school events that make a	occasionally participates in	never participates in school
	criteria for Level 3 and	substantial contribution above	substantial contribution above	events that make a
	leadership role in at least one	classroom expectations.	classroom expectations.	expectations.
	aspect of school life.	3 1 3 Media Chocialist		
	*** Merlia Specialist fulfille the	consistently dedicates time	occasionally dedicates time	3.1.3 Media Specialist rarely or never dedicates time outside
	criteria for Level 3 and	enicientity, when needed, to	outside of class to helping	of class to helping students
	additionally goes above and	outside of class	students and peers.	and peers.
	beyond in dedicating time for			
	students and peers outside of			
	*Media Specialist fulfills the	3 7 1 Modia Constalist		
3.2	criteria for Level 3 and	out and particinate in regular	3.2.1 Media specialist	3.2.1 Media Specialist rarely or
	additionally goes above and	opportunities to work with and	occasional participates in	never participates in
Collaborate with	beyond in seeking out	learn from others.	work with and losin from	opportunities to work with
Peers	opportunities to collaborate.		others and ask for assistance	otners.
	**Media Specialist fulfills the		when needed.	
	criteria for Level 3 and	3.2.2 Media Specialist		
	additionally coaches peers	consistently asks for	occasionally seeks to provide	3.2.2 Media Specialist works in isolation and is rarely or never
	takes on leadership roles	assistance, when needed, and	other teachers with assistance	a team player.
	within collaborative groups	assistance to others in need	when needed or occasionally	
	such as Professional Learning		work with other	
	Communities or Structure		work with others.	
		3.2.3 Media Specialist	3.2.3 Media Specialist	
	*** Modio Opposition & Idea	consistently builds		never builds relationshing with
	-	that on the second seco	relationships with colleagues	colleagues that are
		man are characterized by	that are sometimes	

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

3.8			3.7 Participating in a professional community		
*Media Specialist fulfills the criteria for Level 3 and	***Media Specialist fulfills the criteria for Level 3 and additionally participates and develops leadership roles in a wider professional community that includes local, state, or national events.	** Media Specialist fulfills the criteria for Level 3 and additionally assumes a leadership role with	*Media Specialist fulfills the criteria for Level 3 and additionally makes a substantial contribution to school and district events and projects	*** Media Specialist fulfills the criteria for Level 3 and additionally actively solicits feedback and input from the school staff and community to improve instruction, program, and services.	criteria for Level 3 and additionally effectively and consistently communicates with the school staff and community the development of the library media program, new resources and services.
3.8.1 Media Specialist actively pursues opportunities to	3.7.3 Media Specialist consistently participates in a wider professional community that includes local, state, or national contacts.	3.7.2 Media Specialist consistently develops productive relationships with colleagues.	3.7.1 Media Specialist consistently participates actively in school and district events and projects and maintains positive.		consistently promote the use of the library media program, new resources, and services.
3.8.1 Media Specialist occasionally attends when	3.7.3 Media Specialist occasionally participates in a wider professional community that includes local, state, or national contacts.	3.7.2 Media Specialist occasionally develops productive relationships with colleagues.	3.7.1 Media Specialist's relationships with colleagues are occasionally cordial at times.		to promote the use of the library media program, new resources, and services.
3.8.1 Media Specialist rarely or	3.7.3 Media Specialist rarely or never participates in a wider professional community.	3.7.2 Media Specialist rarely or never develops productive relationships with colleagues.	3.7.1 Media Specialist's relationships with colleagues are negative or self-serving.		never promotes the use of the library media program, new resources, and services.
	skills and knowledge				
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criteria for Level 3 and additionally shares and facilitates newly learned knowledge and practices with colleagues regularly.	additionally makes a substantial contribution to the profession through such activities as sharing newly learned knowledge and practices with others and seeking out opportunities to lead professional development sessions.				
 3.8.3 Media Specialist gives constructive feedback to improve practices 3.8.4 Media Specialist consistently seeks and implements professional skills and knowledge. 	improve knowledge and practice 3.8.2 Media Specialist consistently seeks out ways to implement new practices where applicable.				
 3.8.3 Media Specialist occasionally gives constructive feedback to improve practices. 3.8.4 Media Specialist occasionally seeks and implements professional skills and knowledge 	mandated, professional development activities to improve knowledge and practice 3.8.2 Media Specialist occasionally seeks out ways to implement new practices where applicable.				
 3.8.3 Media Specialist rarely or never gives constructive feedback to improve practices. 3.8.4 Media Specialist rarely or never seeks and implements professional skills and knowledge 	professional development activities. 3.8.2 Media Specialist rarely or never seeks out ways to implement new practices where applicable.				

Domain 4: Core Professionalism Rubric

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

indicator	WEIGHT SCALE	Does Not Meet Standard	Meets Standard)
Attendance /		Individual domonstrator a pattors of	miccis stallyard	Guidelines
1		a patient of the second s	individual has not demonstrated a	Greater than 63 hours sick or
Un-Time Arrival	10 may 12	unexcused absences *	pattern of unexcused absences*	unexcused (Non-EI MA Dave
	.50	Individual demonstrates a pattern of	Individual has not demonstrated a	within the evaluation cycle in the
		unexcused late arrivals (late arrivals	pattern of unexcused late arrivals	current school year
		that are in violation of procedures set	(late arrivals that are in violation of	
	#0 344/64/2	forth by local school policy and by the	procedures set forth by local school	Greater than 5 dave tand of 10
	694/1	relevant collective bargaining		Circuiter and a rainy of It
	905-80	Supposed	policy and by the relevant collective	minutes or more within the
		agreenienty	bargaining agreement)	evaluation cycle in the current
Policies and	literation			school year.
		fallente foil	Individual demonstrates a pattern of	Received 4 minor or 2 major
/samenines/	Lonute	idining to follow state, corporation,	following state, corporation, and	infractions with written
District Core	-	and scribol policies and procedures	school policies and procedures (e.g.	documentation within the
Values	and the first	(e.g. procedures for submitting	procedures for submitting discipline	evaluation cycle in the current
	.50	discipline referrals, policies for	referrals, policies for appropriate	school year.
	49670.00	appropriate attire, etc)	attire, etc)	
	6477 Rada	Individual demonstrates a pattern of	Individual demonstrates a pattern of	Follows and reinforces the
	Paul D.S.	failing to interact with students,	interacting with students, colleagues	District Core Values of
	Parkow	colleagues, parents/guardians, and	parents/guardians, and community	
	*****	community members in a respectful		cycellence
	0.5 Marca	manney included and respectful	members in a respectful manner	Scholarship
	theat,	District Council and/or demonstrate the	and/or demonstrating the District	Courage
		Cipalific Cole Values	Core Values	Doctor

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School Nurse

Effectiveness Rubric



mechanical, photocopying, recording, or otherwise, without prior written permission of the Indianapolis Public Schools."

"School nursing is a spec health of students. To tha healthy environment; inte others to build student and Domain 1 for School Nu	"School nursing is a specialized practice of professional nur health of students. To that end, school nurses facilitate posit healthy environment; intervene with actual and potential he others to build student and family capacity for adaptation, so Domain 1 for School Nurses: Planning and Preparation	Indiana School Nurse Evaluation Domain Ru ofessional nursing that advances the well-being, facilitate positive student responses to normal de d potential health problems; provide case manag adaptation, self-management, self-advocacy, an Prenaration	"School nursing is a specialized practice of professional nursing that advances the well-being, academic success, and life-long achievement and health of students. To that end, school nurses facilitate positive student responses to normal development; promote health and safety, including a healthy environment; intervene with actual and potential health problems; provide case management services; and actively collaborate with others to build student and family capacity for adaptation, self-management, self-advocacy, and learning." (NASN, 2010)	d life-long achievement and nealth and safety, including a ctively collaborate with 2010)
Competency	Highly Effective (4)	Effective (3)	Improvement Necessary	Ineffective (1)
1.1	*The nurse fulfille the criteria for	1111	(2)	
	Level 3 and additionally	effectively demonstrates the	demonstration the object of	1.1.1 Nurse rarely or never
Demonstrates knowledge	consistently exhibits a pattern of	ability to compare and contract	demonstrates the ability to	demonstrates the ability to
of the practice of school	effectively demonstrating the	clinical findings with normal and	findings with normal and	compare and contrast clinical
nursing by utilizing	ability to compare and contrast	abnormal variations, child	abnormal variations, child	abnormal variations shild
education, skills and	abnormal variations of it	development and cultural	development and cultural	development and cultural
Judgment in planning	development and cultural	implementation and evaluation	diversity in planning and	diversity in planning and
nursing care of students,	diversity in the development, implementation and evaluation	of effective plan of action/care	action/care.	action/care.
	of appropriate plan of	1.1.2 Nurse consistently and	1.1.2 Nurse occasionally	1 1 2 Nurce revely or never
	action/care.	effectively integrates	integrates an understanding of	integrates an understanding of
	**The nurse fulfills the criteria	knowledge by using the nursing	nursing knowledge by using the nursing process to develop and	nursing knowledge by using the
	for Level 3 and additionally	process to develop and evaluate	evaluate a school health services	school health services program
	applies an understanding of	school health care services and		for students.
	nursing knowledge by using the	connections with student services		
	nursing process to develop and	personnel and health care		
	students. Effectively and	providers.		
	efficiently facilitates connections	1.1.3 Nurse consistently utilizes	1.1.3 Nurse occasionally	1 3 Nimo mal
	with student service personnel,	and demonstrates knowledge of	demonstrates knowledge and	demonstrates current knowledge
	agencies.	and emergencies in planning	understanding of the	of the epidemiology of injuries
		health care of students. Every	emergencies in planning health	and emergencies in planning
	***The nurse fulfills the criteria	student needing emergency care	care services of students.	no emergency care plans. Nurse
	active member of the crisis team	has an emergency care plan and	0	is unaware of the
			initial. INURSE has limited	emergency/safety plan for the

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

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

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

TOTAL TOT N THIM TO TOTAL		MONT AND DENAELA OF DEL	VICEN	
Component	Highly Effective (4)	Effective (3)	Improvement Necessary	Ineffective (1)
)			(2)	
2.1	*The nurse fulfills most of the	2.1.1 Interactions of the nurse	2.1.1 Interactions of the nurse	Interactions of the nurse with
	criteria for Level 3 and	with students are consistently	with students occasionally are a	many students are negative
	additionally students seek out	positive and respectful while	mixture of positive and	and/or inappropriate in
Creates a safe healthy and	the nurse, reflecting a high	recognizing culture and	negative, with some students	providing care or responding to
mutuing any many and	degree of comfort, trust and	diversity.	refusing to visit the nurse.	needs of students.
nurturing environment with	respect in the relationship for	20 20		
disciplined, respectful,	receiving effective health care.	2.1.2 Nurse serves on and is a	2.1.2 Nurse is a member of the	2.1.2Nurse is not a member of
honest behavior that reflects	**The Nurse fulfills most of	Cohool Safety/Wallance	School Safety/Wellness	the School Safety/Wellness
a caring and supportive	the criteria for Level 3 and	Committee	Communee out only	Committee, but rarely or never
relationship and follows the	additionally has a leadership	Committee	occasionally allends meetings.	attends meetings.
Code of Ethics for Nurses.	role in the School's		2.1.3 Nurse occasionally is	2.1.3 Nurse rarely or never
	Safety/Wellness Committee.	2.1.3 Nurse consistently models	known for providing an	provides an environment that is
		behaviors that provide an	environment that is safe,	safe, healthy, that promotes well
	*** I he nurse fulfills most of	environment that is safe, healthy	healthy, that promotes well	being.
	additionally models a carino and	ulat profilotes well-being.	being.	
	supportive relationship that	214 Nurse consistently		
	provides an environment that is	promotes a culture for health	attempts to promote a culture of	attempts to establish a culture of
	safe, healthy and promotes well-	and wellness throughout the	health throughout the school	health and wellness throughout
	environment.	301001.		the school.
	****The nurse fulfills most of			
	the criteria for Level 3 and			
	additionally the culture in the			
	school for health and wellness			
	while guided by the nurse is			
	maintained by both staff and students.			
2.2	criteria for Level 3 and	available, consistently up-dated	but occasionally not up-dated or	2.2.1 Procedures for the nursing office are nonexistent or in
	auditionally ensures that	and reflect evidence based	followed.	disarray.
Follows health protocols and	nursing office are seamless and	practice.		
procedures for safe and	prepared and anticipates	2.2.2 Nurse consistently	2.2.2. Nurse occasionally uses	2.2.2 Nurse rarely or never uses
effective health care that is	unexpected situations.	collaborates with health	state and local governmental	state and local governmental
		departments and other county	resources.	resources.

additic	rteatir alway nurse ****N criteri		required by HIPPA/ FERPA requirements and utilizes universal precautions requirements and utilizes	office ith upplies	***) crite addii infor are a and c	evidenced based. Collaborates with local and state health departments, and other county and state government agencies. healt
additionally a high level of confidentiality and respect is the	treatments is well organized and always is readily accessible to nurse and/or substitute nurse. ****Nurse fulfills most of the criteria for Level 3 and	***Nurse fulfills most of the criteria for Level 3 and additionally the daily schedule of students' medications and	**Nurse fulfills most of the criteria for Level 3 and additionally the 5 Rights of Medication Administration are displayed.	*Nurse fulfills most of the criteria for Level 3 and additionally the health office is efficiently organized, safe, and is highly appropriate for all planned and emergency care and activities.	***Nurse fulfills most of the criteria for Level 3 and additionally ensures that information for substitute nurses are assessable, well organized, and covers all situations.	**Nurse fulfills most of the criteria for Level 3 and additionally initiates collaborative relationships with local and state departments of health, and other government agencies.
2.3.5 Nurse consistently follows universal precautions when	2.3.4 Nurse consistently respects and ensures confidentiality of health status, information and records of students	medications and treatments is consistently accessible to nurse and substitute nurse.	consistently properly stored and labeled with student's name and easily accessible for student administration.	 2.3.1 Health office is consistently well organized and is appropriately safe and effective for planned and emergency care and activities. 2.3.2 Medications are 		and uses state and local government resources. 2.2.3 Information is consistently available and organized for substitute nurses and covers all the necessary curriculum
2.3.5 Nurse inconsistently follows universal precautions	2.3.4 Nurse occasionally makes an effort to ensure confidentiality of health status, health information and records of students.	2.2.3.3 Occasionally an organized schedule of medications and treatments are not available and accessible to nurse or substitute nurse.	occasionally stored properly and may not be labeled with student's name and occasionally difficult to find for each student.	2.3.1 Occasionally attempts to create a well-organized and safe physical environment are partially successful.		2.2.3 Occasionally some information is available for substitute nurses and may not cover all situations.
2.3.5Nurse rarely or never adheres to or follows universal	2.3.4 Nurse rarely or never ensures and maintains confidentiality of health status, information and records of students.	2.3.3 No schedule of medications and treatments is rarely or never readily accessible for nurse or substitute nurse.	2.3.2 Medications are rarely or never properly stored, labeled with student's name or easily to find for each student.	2.3.1 Health office is in disarray and not prepared for planned activities for emergency care.		2.2.3 Rarely or never is information available for substitute nurses.

	office.	2.3.6 HIPPA and FERPA	2.3.6 HIPPA and FERPA	2.3.6 HIPPA and rcRPA
	*****Nurse fulfills most of the criteria for Level 3 and	regulations are consistently followed.	regulations are occasionally followed.	regulations are rarely or never followed.
	additionally HIPAA/FERPA	5.5		
	and universal precaution are			
	seamlessly incorporated into			
	telivery of nursing services.			
2.4	criteria for Level 3 and	2.4.1 Nurse consistently assesses individual student's	2.4.1 Nurse assessments of	2.4.1 Nurse assessments rarely
	additionally conducts individualized detailed	health needs and consistently	occasionally done without care	conclusions of students health
Assessiment of Student Health Needs	assessments of student's needs	needs in the school.	needs.	needs.
	to contribute to the promotion of maximum student health and			
	performance.			
2.5	criteria for Level 3 and	2.5.1 Medications are consistently administered by	2.5.1 Medications are occasionally administered by	2.5.1 Medications are administered by nurse without
Administers health care regimens for	students in becoming independent in self-management	Indiana state laws, and the Indiana Nurse Practice Act.	policy, Indiana state law, and Nurse Practice Act.	regard or knowledge of school policy, Indiana state laws, and the Indiana Nurse Practice Act.
medications, treatments, and anticipatory health	independently taking medications according to	2.5.2 Training for staff is	2.5.2 Training for staff is	2.5.2 Training is rarely or never
counseling.	designated safe routines and procedures.	consistently planned, implemented, supervised and recorded by nurse.	planning, supervision, and recording by nurse	which for start by the futrse
		2.5.3 Medication administration	2.5.3 Medication administration	2.5.3 Medication administration
		recorded in appropriate format.	recorded in appropriate format.	information is rarely or never recorded in appropriate format.
		2.5.4 Signed release and parent permission forms are	2.5.4 Signed release and parent permission forms are	2.5.4 Signed release and parent permission forms are rarely or
		available for review when needed.	occasionally stored and occasionally available for review.	never stored and rarely or never available for review.
		2.5.5 Physician orders for treatments are up to date and easy to access	2.5,5 Physician orders are occasionally available for	2.3.5 Physician orders for treatments are rarely or never
			occasionally not stored for.	stored properly for retrieval

meeting 504 requirements and works effectively with parents, health care providers, staff and community members.	2.7 Develop specialized IEP's and IHP's for students with diverse medical and cultural needs. Identify students	2.6 Promotion of staff and student wellness through policies, coordination, intentional individual interactions and group presentations and activities		
Nurse fulfills most of the criteria for Level 3 and additionally IHP's are developed for all diabetic students and are constantly updated and evaluated. *Nurse fulfills most of the	*Nurse fulfills most of the criteria for Level 3 and additionally initiates collaboration with parents, health care providers, school staff and administration in completing health assessments and in developing IEP's, IHP's,	*Nurse fulfills most of the criteria for Level 3 and additionally nurse's coordination of wellness promotion activities, intentional individual interactions and group presentations are consistently effective with students and staff assuming an active role in the school in promoting wellness, a healthy lifestyle, and preventing disease. **Nurse fulfills most of the criteria for Level 3 and additionally data collection and evaluation methods are in place, well organized and maintained.		-
 2.7.2 IHP's are consistently developed for all diabetic students. 2.7.3 Health assessments are consistently completed for students in special education, or that meet the 504 qualifications, thereby signifying an effective nursing practice. 	2.7.1 Nurse consistently collaborates with parents, health care providers, school staff, and administration in developing IEP's, IHP's and 504's for students with diverse health and educational needs.	 2.6. 2 Nurse efforts to promote staff and student wellness, health promotion, and/or disease prevention through intentional individual interactions and group presentations are consistently completed without organization or evaluation that help students adopt a healthy lifestyle that promotes wellness, and prevents disease. 2.6.2 Data collection and evaluation methods are consistently in place. 	2.5.6 All treatment information is consistently documented in an organized manner.	
2.7.2 IHP's are occasionally developed for diabetic students.2.7.3 Occasionally displays a lack of initiative and planning for the health and safety needs of students.	Nurse occasionally collaborates with parents, health care providers, classroom teachers and administrators in developing IEP's, IHP's and 504's when specifically asked.	 2.6.1 Nurse efforts to promote staff and student wellness, health promotion, and/or disease prevention through intentional individual interactions and group presentations are occasionally completed without organization or evaluation. 2.6.2 Nurse occasionally needs assistance with data collection and evaluation. 	Quick retrieval. 2.5.6 Treatment information is occasionally documented.	
2.7.2 IHP's are rarely or never developed for diabetic students.2.7.3 Rarely or never displays initiative and the planning for the health and safety needs of students.	2.7.1 Nurse rarely or never collaborates with parents, health care providers, and classroom teachers and administrators to develop specialized IEP's, IHP's and 504's for students.	 2.6.1 Nurse efforts to promote staff and student wellness, health promotion, and/or disease prevention through intentional individual interactions and group presentations are rarely or never completed. 2.6.2 There is no data collection done. 	2.5.6 Treatment information is rarely or never documented.	

Domain 4: Core Professionalism Rubric

expected to meet these standards. If they do not, it will affect their overall rating negatively. 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

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

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		criteria for Level 3 and additionally locates and shares information and resources both within and outside the school for the safe, effective and specialized nursing care of students.	
		d d shares rces both school and re of	(
		res 2.7.4 Occasionally gives some assistance in the 504 process for students.	
		2.7.4 Declines to assist with the 504 process for students.	

Comnetency	Highly offentive (A) Fre			
3.1	Nurse fulfills most of the aritaria	-	Improvement Necessary (2)	Ineffective (1)
	for Level 3 and additionally nurse	from IPLA is consistently in good	3.1.1 Registered Nurse license is	3.1.1 Nurse rarely or never
Knows and utilizes the	continues to pursue professional	standing and has an IDOE School	Nurse's IDOF School Nurse	I iconce from the Art
Indiana Nurse Practice	development and education	Nurse Certification	Certification is current	not meet Indiana DOE School
Act, Student Services	has earned a Masters Degree,			Nurse Certification requirements.
Rule, Scope and	Professionalized IDOE License,	3.1.2 CPR/AED certification is	3 1 2 CPR/AED cartification is	
Standards of School	or earned National Certification	consistently certified.	occasionally not current.	rarely or never current.
Nursing Practice, Code	as a School Nurse.			
of Ethics for Nursing as	**Nurse fulfills most of the	to the Indiana Nurse Practice Act	3.1.3 Nurse is aware of the	3.1.3 Nurse rarely or never
well as nearin and	criteria for Level 3 and	Scope and Standards of School	Student Services Rule, Code of	Practice Act Student Services
rule Dimbro and	Indiana Nurse Practice Act	Nursing, Code of Ethics for	Ethics for Nurses, Scope and	Rule, Scope and Standards of
licensure from the	Scope and Standards of School	and Indiana laws pertaining to	Practice and Indiana Jawe	School Nursing Practice, Code of
Indiana Professional	Nurses Student Services Bule	school health.	pertaining to school health	Indiana laws that pertain to
Licensing Agency, and	and Indiana laws pertaining to		occasionally adhering to them.	school health.
School Services	school health.	3.1.4 Consistently provides an	3.1.4 Nurse reflections and	3.1.4 Nurse rarely or never
School Numer	***Nurse fulfills most of the	of his/her own practice	evaluations of his/her own	reflects and evaluates his/her own
T income from the tree	criteria for Level 3 and	or mariner own practice.	practice are occasionally	practice or the reflections are
CPR/AED certification	additionally reflections and evaluation of his/her nursing		lacking.	inaccurate or self-serving.
is current.	practice are highly accurate and	3.1.5 Nurse consistently gives	3.1.5 Nurse's suppostions for	
	perceptive, citing specific	specific suggestions regarding the	improvement are occasionally	gives suggestions for
	eventpres.	services in a detailed plan for	global, but specific suggestions	improvement of school health
		change.	services.	SELVICES.
			8	

Domain 3: Professional Responsibilities

lainines, and	ting with ool staff,	3.3				12		safety of students.	requirements, and ensure health and	accreditation	and timely to meet	requirements; all	and state and federal	with school board	records in accordance	Maintaining health	3.2
e	, là	*Nurse fulfills most of the criteria for Level 3 and	****Nurse fulfills most of the criteria for Level 3 and additionally confidentiality is highly and totally maintained.	are always timely, complete, and follow state and district requirements.	additionally Immunization records, medication and treatment documentations	***Nurse fulfills most of the criteria for Level 3 and	and parents, staff and students participate in their development.	additionally student health plans are fully effective	**Nurse fulfills most of the	evaluation.	administrative reporting	with data used for program management.	systematic and efficient	students in the building.	relevant and accurate health information on all	expectations in keeping	⁺ Nurse fulfills the criteria for Level 3 and in addition
3.3.2 Nurse consistently	to others regarding the school health and nursing program.	3.3.1 Nurse consistently provides			3.2.5 Confidentiality is consistently and well maintained.		3.2.4 Health status records are kept and reviewed for safe, effective nursing.	and district requirements.	Immunization records, medication and treatment documentation are	effective and complete.		in a timely manner.	records are accurate and submitted	3.2.2 Reports, records, and		on all students in the building.	3.2.1 Nurse is consistently proficient in recording information
3.3.2 Nurse occasionally interacto	limited information to others regarding the school health and nursing program.	3.3.1 Nurse occasionally provides			3.2.5 Confidentiality is occasionally not maintained	adequately maintained and follow state and district requirements.	3.2.4 Health and immunization records and medication and treatment documentation are not		effective and information is limited and not efficiently recorded.	3.2.3 Student health plans are occasionally incomplete or partially	Policy.	do not follow Record Retention	documentation are occasionally	3.2.2 Reports, records and		in the building.	3.2.1 Nurse occasionally keeps current information on all students
	provides information to others regarding school health and nursing practice	3.3.1 Nurse rarely or never			3.2.5 Confidentiality is rarely or never maintained.	or never existed and/or are incomplete.	3.2.4 Health and immunization records, medication, treatment and health status documentation rarely		nevel exists of are in disarray.	3.2.3 Student health plans rarely or		accurate and are late or inaccurate.	documentation are rarely or never	3.2.2 Reports records and	incomplete.	students in building and	Nurse rarely or never keeps up-to-

pr ac co		professional growth and development regarding the performance of and delivery of safe and effective school health services.	ipates in I	Communication with health care providers with a parent signed release of information.	and about school health.
pment s a		member of the team. **Nurse fulfills most of the criteria for Level 3 and additionally always volunteers and participates in building and district events and committees and	*Nurse fulfills most of the criteria for Level 3 and additionally is always supportive and cooperative with all staff as an active	**Nurse fulfills most of the criteria for Level 3 and additionally utilizes a variety of communication techniques. *** Nurse fulfills most of the criteria for Level 3 and additionally is proactive and assumes leadership in handling routine, unexpected and emergency situations with parents and treats parents with respect and empathy.	information to others regarding the school health program.
3.4.4 Nurse consistently attends IPS School Nurse meetings.	understands the connection between health and education.	3.4.2 Nurse consistently volunteers and participates in building and district events and committees, making a substantial contribution to the learning environment of students, and reflective of a practice	3.4.1 Nurse consistently works in a cooperative effort with staff and peers.	 3.3.3 Nurse is consistently respectful and friendly to families, handles routine, unexpected and emergency situations, and adheres to confidentiality practices. 3.3.4 Nurse consistently communicates effectively with health care providers after obtaining a parent signed release of information. 	communicates respectfully with individual families regarding their child's health needs.
3.4.4. Nurse occasionally attends some IPS School Nurse meetings.	5.4.3 Nurse occasionally participates in professional development on a limited basis when required.	3.4.2 Nurse occasionally participates in required building and district events and other committees and activities only when requested.	3.4.1 Nurse's occasionally works with staff and relationships with staff and peers is cordial.	 3.3.3 Nurse occasionally has difficulty with confidentiality in obtaining and using health information in multiple situations. 3.3.4 Nurse occasionally communicates and/or has limited contact with health care providers even with a parent signed release of information. 	and communicates respectfully with families about their child's health care needs
3.4.4 Nurse rarely or never attends IPS School Nurse meetings.	3.4.3 Nurse rarely or never participates in professional development when it is clearly a necessity for developing and maintaining nursing knowledge and skills.	3.4.2 Nurse rarely or never participates in required building events and avoids involvement in building and district committees and events.	Nurse's rarely or never works in a cooperative effort with staff and relationships with staff and peers are negative and self-serving.	 concerning their child's health needs. 3.3.3 Nurse rarely or never maintains confidentiality in obtaining and using health information in multiple situations. 3.3.4 Nurse rarely or never communicates with health care providers or communicates with health care providers or communicates of information. 	rarely or never shows respect for families, or has an established method for parent communication

volunteering for committee3.4.5 Nurse consistently seeks professional development opportunities in health and education, by attending local and state activities/meetings, and additionally contributes to the development of other nurses by mentoring other school nurses, student nurses and students of other health disciplines and3.4.5 Nurse occasionally participates in local, state or nurse is a member of the to the IDOE Learning Connection resources.3.4.5 Nurse occasionally participates in local, state or national professional organizations3.4.6 Nurse is a member of the to the IDOE Learning Connection occasionally contributes to to the IDOE Learning Connection resources.3.4.6 Nurse is a member of the IDOE Learning Connection occasionally contributes to the IDOE Learning Connection resources.
se consistently seeks nal development ties in health and , by attending local and ities/meetings, and se consistently contributes DE Learning Connection
3.4.5 Nurse occasionally participates in local, state or national professional organizations 3.4.6 Nurse is a member of the IDOE Learning Connection and occasionally contributes to IDOE Learning Connection resources.

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School Social Worker

Effectiveness Rubric



Modified July 2013

Francisco de la constante de l

Social Worker School Indianapolis Public Schools **Effectiveness Rubric**

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DOMAIN 1: Purposeful Planning

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

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

		Indiana, <u>www.statsindiana.edu</u> ; United Way, <u>www.uwci.org</u> ; etc.	Indiana, <u>www.statsindiana.edu</u> ; United Way, <u>www.uwci.org</u> ; etc.	Count, <u>www.iyi.org/reports;</u> SAVI, <u>www.savi.org;</u> STATS Indiana, <u>www.statsindiana.edu</u> ; United
	*AF->->- A - 5544 C. 1011-11-			www.statsindiana.edu; U Way, www.uwci.org; etc.
1.2	*At Level 4, a SSW fulfills the criteria for Level 3, and	1.2.1 SSW consistently develops measurable culturally competent	1.2.1 SSW occasionally develops measurable culturally competent	1.2.1 SSW lacks basic skills and ability to and/or rarely develop
	additionally plans annual goals at	student goals, aligned to the	student goals, aligned to the	measurable culturally competent
Set ambitious and	individual levels	Indiana School Social Work	Indiana School Social Work	student goals, aligned to the
measurable student	incorporating community data or	Standards, that include	Standards, that include	Indiana School Social Work
goals	resources into the goals	perichmarks to nelp monitor	benchmarks to help monitor	Standards, that include
00010	Lesonices mile file Bodis	progress throughout the school	progress throughout the school	benchmarks to help monitor
		time frame using come of the	year or within the designated	progress throughout the school
		following tools: Behavior	following the	year or within the designated
		Improvement Diss (DID)	rollowing tools: Behavior	time frame, using some of the
		Individual Educational Plan (IFP)	Improvement Plans (BIP),	following tools: Behavior
		goals, individual/group counseling	goals, individual/group counseling	Individual Educational Dian (IED)
		goals, etc.	goals, etc.	goals, individual/group counseling
	*At I avoi A a COW fulfillate			goals, etc.
	criteria for Level 3 and	1.3.1 Based on goals, SSW	1.3.1 Based on goals, SSW	1.3.1 SSW lacks basic skills and
	additionally	consistently plans culturally	occasionally plans culturally	ability to and/or rarely or never
1.3	nlanc include adjusting to the	competent interventions by	competent interventions by	plan(s) culturally competent
	intervention in terms of	identifying evidence-based	identifying evidence-based	interventions by identifying
Utilize evidenced-	frequency and duration to botton	assessments and baseline data to	assessments and baseline data to	evidence-based assessments and
hased accessments	meet the identified and	develop strategies and practices	develop strategies and practices	baseline data to develop
and intermentions	meet the residuated goal	specific to the identified need as a	specific to the identified need as a	strategies and practices specific to
and interventions	** At Level A a SSW fulfille the	following the second the	result of utilizing some of the	the identified need as a result of
	criteria for Level 3 and	Account tools: Behavior	following tools: Behavior	utilizing some of the following
	additionally develops close	Assessment System for Children-2	Assessment System for Children-2	tools: Behavior Assessment
	schedules for organizing	BASE 2 DOBY CONTROL Program	Portable Observation Program	System for Children-2 Portable
	responsibilities plans and uses	(BASC-2 POP), cognitive	(BASC-2 POP), cognitive	Observation Program (BASC-2
	well-designed progress	observations from the second	behavioral therapy, direct	POP), cognitive behavioral
	monitoring according to be	observations, Functional	observations, Functional	therapy, direct observations,
	makes revisions and	Behavioral Assessments (FBAs),	Behavioral Assessments (FBAs),	Functional Behavioral
	makes revisions as needed	pre/post-tests, school referral	pre/post-tests, school referral	Assessments (FBAs), pre/post-
	***	forms, solution-focused brief	forms, solution-focused brief	tests, school referral forms
	***At Level 4, a SSW fulfills the	therapy, student and parent		solution-focused brief thereas
	criteria for Level 3, and	interviews, time logs, etc.		student and parent interviews,
	assessing periodic response to the			time logs, etc.
	interventions	1.3.2 SSW consistently plans	1.3.2 SSW occasionally plans	1.3.2 SSW lacks basic skills and
		Culturally competent		AACC 71C

		appropriate priorities and allocating an appropriate amount of time in which to achieve the identified goal	interventions by setting appropriate priorities and allocating an appropriate amount of time in which to achieve the identified goal	plan(s) culturally competent interventions by setting appropriate priorities and allocating an appropriate amount of time in which to achieve the identified goal
		1.3.3 SSW consistently obtains information from evidenced- based resources which may include: books, curriculum, literature, Evidenced-Based Intervention Network, www.ebi.missouri.edu; Intervention Central,	1.3.3 SSW occasionally obtains information from evidenced- based resources which may include: books, curriculum, literature, Evidenced-Based Intervention Network, <u>www.ebi.missouri.edu</u> ; Intervention Central,	1.3.3 SSW lacks basic skills and ability to and/or rarely or never obtain(s) information from evidenced-based resources which may include: books, curriculum, literature, Evidenced-Based Intervention Network, www.ebi missouri edu.
		<u>www.intervention.central.org;</u> Institute of Education Sciences, <u>www.ies.edu.gov</u> ; National Registry of Evidenced-based	Intervention Central, <u>www.interventioncentral.org;</u> Institute of Education Sciences, <u>www.ies.edu.gov;</u> National Registry of Evidenced-based	www.ebi.missouri.edu; Intervention Central, www.interventioncentral.org; Institute of Education Sciences,
		www.nrepp.samsha.gov;	www.nrepp.samsha.gov;	Registry of Evidenced-based
		www.rti4success.org; School	Response to Intervention, www.rti4success.org: School	www.nrepp.samsha.gov;
		Social Work Source by Cynthia Franklin; etc.	Social Work Source by Cynthia Franklin; etc.	www.rti4success.org; School Social Work Source by Cynthia
	*At Level 4, a SSW fulfills the	1.4.1 SSW consistently uses an	1 A 1 SCW occasionally upon	Franklin; etc.
14	criteria for Level 3, and additionally uses school-wide,	effective progress monitor record	system to track, monitor, record	1.4.1 SSW lacks basic skills and ability to and/or rarely use(s) a
	group and individual data to understand the larger issues	and adjust interventions based on data by applying some of the	data by applying some of the	and adjust interventions based on
progress and record	school community factors to	following monitoring tools:	Individual Educational Plan (IEP)	data by applying some of the following monitoring tools:
for the purposes of	mental health services, achievement gap, basic needs.	and Response to Intervention (RTI) progress monitoring	(RTI) progress monitoring,	Individual Educational Plan (IEP) and Response to Intervention
	disproportionality, etc.) in order to better advocate for students impacted by such issues	documentation, time logs, etc.	documentation, time logs, etc.	(RTI) progress monitoring, individual and group documentation, time logs, etc.
	**At Level 4, a SSW fulfills the	1.4.2 SSW consistently demonstrates a high level of	1.4.2 SSW occasionally demonstrates a level of	1.4.2 SSW lacks basic skills and
	criteria for Level 3, and additionally has a thorough	commitment to the values, ethics and standards of the social work	S	demonstrates a commitment to
	knowledge of safeguards related	profession by maintaining	_	of the social work profession by
	Fried and compactifianty of	accurate records and data and	maintaining accurate records and	maintaining accurate records and

			information, uses sound judgment in everyday practice and promotes the importance of confidentiality among colleagues
u			preserving the privacy and confidentiality of information such as counseling sessions and case records
			data and preserving the privacy and confidentiality of information such as counseling sessions and case records
			data and preserving the privacy and confidentiality of information such as counseling sessions and case records

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (3)	
	*At Level 4, a SSW fulfills the	2.1.1 SSW consistently	2.1.1 SSW occasionally	2 1 1 SCW/ rarely or power
2.1	criteria for Level 3, and	demonstrates thorough	demonstrates some fundamental	demonstrates knowledge of
	additionally advocates for	knowledge of and provides	understanding of and answers	and/or rarely or never answers
Demonstrate	changes in laws, rules and	accurate information related to	basic questions related to	questions related to relevant
knowledge of laws	policies that will positively impact	relevant laws, rules and policies	relevant laws, rules and policies	laws, rules and policies in the
micuse of Idws,	students and families within the	in the areas of: attendance,	in the areas of: attendance	areas of: attendance bullving
rules and policies	school community.	bullying prevention, Child	bullying prevention, Child	prevention Child Protoction
which impact		Protection Services,	Protection Services.	Services confidentiality
students, families and		confidentiality, McKinney-Vento,	confidentiality, McKinney-Vento	McKinney-Vento MASW Codo
the school community		NASW Code of Ethics, school	NASW Code of Ethics, school	Ethics school discipling section
creating protoctions		discipline, Section 504, special	discipline, Section 504, special	504 special education Title IV
and/or olimination		education, Title IX, etc.	education, Title IX, etc.	etc.
have been and been a start been a				
parriers to succession				
student outcomes	E			
2.2	Criteria for Level 3, and	2.2.1 SSW consistently and effectively demonstrates	2.2.1 SSW occasionally demonstrates basic skill and	2.2.1 SSW lacks basic skills and ability to and/or rarely or never
	awareness and understanding of	coordination and/or	ability in coordinating and/or	coordinate(s) and/or
Identify and	the implications of data analysis	hased culturally competent	implementing evidence-based,	implement(s) evidence-based,
implement prevention	and advocates for positive	prevention programs strategies	culturally competent prevention	culturally competent prevention
services to identify	change to address identified	and practices in some of the	programs, strategies and	programs, strategies and
barriers to student	barriers to student success.	areas of: attendance hody	produces in some of the areas of:	practices in some of the areas of:
achievement and		safety, bullying prevention,	prevention, conflict resolution.	prevention conflict resolution
develop plans to		conflict resolution, dating	dating violence, discipline, drugs,	dating violence, discipline, drugs
reduce such barriers		violence, discipline, drugs, gangs,		gangs, positive behavioral
		positive behavioral supports,	xual	supports, relationships, sexual
		relationships, sexual harassment,		harassment, violence, etc.
	*At Level 4, a SSW fulfills the	2.3.1 SSW consistently conducts	2.3.1 SSW occasionally conducts	2 2 4 CCW In-I- L 1 1
2.3	criteria for Level 3, and	quality assessments and makes		ability to and/or rarely or power
	additionally demonstrates a vast	specific recommendations		conduct(s) assessments recording
	understanding of the diagnostic	regarding interventions that are	lent	student functioning in some of
Provide assessment		congruent with student needs in	_	the areas of: attendance

DOMAIN 2: Effective School Social Work Services

specific to certain sub-groups (grade levels, socio-economic groups, specific racial/ethnic groups, male/female, special education, etc.) The

Having analyzed individual student, school and community data, the School Social Worker (SSW) identifies concerns that are school-wide or

and family needs in	intervention plans that impact	attendance attention challenges		
order to design	student functioning.	behavioral concerns, child	concerns, child abuse/neglect,	crisis. mental illness. special
effective interventions		abuse/neglect, crisis, mental	crisis, mental illness, special	education, study skills, suicidal
	**At Level 4, a SSW fulfills the	illness, special education, study	education, study skills, suicidal	ideation, task completion, test
	criteria for Level 3, and	skills, suicidal ideation, task	ideation, task completion, test	taking, etc.
	additionally demonstrates an ability to assess school-wide	completion, test taking, etc.	taking, etc.	
	barriers to student and school	2.3.2 SSW consistently engages	2.3.7 SSW occasionally engages	ה איזייין יוויזייין יוויזייין איזיא געראין איזאט בער
	success in order to support	students and families to identify	students and families to identify	ability to and/or rarely or never
	school leadership teams in	barriers to student achievement	barriers to student achievement	engage(s) students and families
	planning and implementing	and develop plans to overcome	and develop plans to overcome	to identify barriers to student
	school reform.	such barriers by using some of	such barriers by using some of	achievement and rarely or never
		the following techniques and	the following techniques and	develop plans to overcome such
		tools: analyzing/utilizing student,	tools: analyzing/utilizing student,	barriers by using some of the
		school and community data, such	school and community data, such	following techniques and tools:
		as excessively high numbers of	as excessively high numbers of	analyzing/utilizing student,
		student absences, suspensions	student absences, suspensions	school and community data, such
		and expulsions; assessing social	and expulsions; assessing social	as excessively high numbers of
		and economic needs of families;	and economic needs of families;	student absences, suspensions
		hebavior intervention close.	completing social histories and	and expulsions; assessing social
		conducting parent and student	conducting parent and student	and economic needs of families;
		interviews; making home visits;	interviews; making home visits:	behavior intervention plans:
		responding professionally to	responding professionally to	conducting parent and student
а П		crises encountered in the school;	crises encountered in the school;	interviews; making home visits;
		serving on a multidisciplinary	serving on a multidisciplinary	responding professionally to
		team to identify student	team to identify student	crises encountered in the school;
		strengths and needs, such as	strengths and needs, such as	serving on a multidisciplinary
		building-based team (BBT),	building-based team (BBT),	team to identify student
		committee on academic and	committee on academic and	strengths and needs, such as
		behavioral supports (CABS),	behavioral supports (CABS),	building-based team (BBT),
		multi-disciplinary team (M-	multi-disciplinary team (M-	committee on academic and
		leam), Response to Intervention	Team), Response to Intervention	behavioral supports (CABS),
		(R11) and school committees;	(RTI) and school committees;	multi-disciplinary team (M-
		using appropriate and culturally	using appropriate and culturally	Team), Response to Intervention
		competent assessment	competent assessment	(RTI) and school committees;
		instruments; using progress	instruments; using progress	using appropriate and culturally
		monitoring techniques to	monitoring techniques to	competent assessment
		continually assess the response	continually assess the response	instruments; using progress
		to the school social work	to the school social work	monitoring techniques to
		intervention; utilizing data from	intervention; utilizing data from	continually assess the response
		teacher and parent referrals; etc.	techniques to continually assess	to the school social work
			the response to the school social	intervention; utilizing data from
			work intervention; utilizing data	techniques to continually assess

			from teacher and parent referrals; etc.	the response to the school social work intervention; utilizing data from teacher and parent
	*At I aval A a CCINI fulfille that	2 h h 2 2 2		referrals; etc.
	criteria for Level 3, and	2.4.1 SSW consistently uses developmentally appropriate	2.4.1 SSW uses a limited range of developmentally appropriate	2.4.1 SSW uses interventions that
2.4	additionally demonstrates use of	interventions, and continually	interventions, and occasionally	skills and ability to and/or rarely
	developmentally and effective	monitors and adjusts	monitors and adjusts	or never monitors and adjusts
Provide culturally	interventions and consistently	interventions to respond to	interventions to respond to	interventions to respond to
200	monitors and adjusts	differences in students needs	differences in students needs	differences in students needs
	interventions to respond to	tonic line of the following	from some of the following	from some of the following
	differences in students peeds	topics/issues: attendance	topics/issues: attendance	topics/issues: attendance
	שיייט ביוכבי זון אנעמבוונא וופפעא.	parcent conferences, student and	barriers (home visits, student and	barriers (home visits, student and
group and individual	**At Level 4, a SSW fulfills the	conferences (child and family	parent conterences); case	parent conferences); case
social work	criteria for Level 3, and	team meetings. Behavior	team mostings Bobarian	conferences (child and family
intervention services	additionally demonstrates a	Improvement Plans [BIP], goal	Improvement Plans [RIP] and	learn meetings, Benavior
to promote student	superior level of skill and ability	development, Individual	development, Individual	development Individual
academic, career and	in crisis intervention and takes	Educational Plans [IEP], Section	Educational Plans [IEP], Section	Educational Plans [IFP] Section
-	crisis prevention and	504, staffing meetings);	504, staffing meetings);	504, staffing meetings);
development	intervention.	prevention graduation plan	classroom presentations (bullying	classroom presentations (bullying
		social skills, test-taking strategies.	social skills test-taking strategies	prevention, graduation plan,
	***At Level 4, a SSW fulfills the	etc.); classroom management;	etc.); classroom management:	etc.): classroom management.
	criteria for Level 3, and	IEP counseling; parent	IEP counseling; parent	IEP counseling: narent
	additionally demonstrates	conferences in school and at	conferences in school and at	conferences in school and at
	reductship roles within	home (academic concerns,	home (academic concerns,	home (academic concerns
	while opposing others in the	community referrals, conflict	community referrals, conflict	community referrals. conflict
	wine engaging others in the	between parent and school staff,	between parent and school staff,	between parent and school staff.
7	property solving process.	conflict between parent and	conflict between parent and	conflict between parent and
*:	**** At aval 1 -> CCW/ fulfille + b->	student, developmental needs of	student, developmental needs of	student, developmental needs of
Cr	criteria for Level 3, and	and/or student percention	students, mental health of parent	students, mental health of parent
30	additionally involves relevant	ana/or scudent, parenting	and/or student, parenting	and/or student, parenting
st	stakeholders in the development	behavior): peer mediation:	education/skills, student	education/skills, student
01	of counseling plans for individual	positive behavioral interventions	nositive hebryional interventions	penavior); peer mediation;
st	students. (Individual and group	and support (PBIS); psycho-	and support (PRIS): neverbo-	positive benavioral interventions
00	counseling is protected by	educational counseling (anger	educational counseling (anger	and support (Pais); psycho-
CC	confidentiality, therefore may not	management, conflict resolution,	management, conflict resolution,	management conflict resolution
06	be directly observed.)	grief and loss, divorce,	grief and loss, divorce,	grief and loss. divorce
-		incarceration of family member,	internation of the state of the	incarceration of family member,
**			incarceration of family member,	
Cri	criteria for Level 3, and	social skills. trauma. etc.).	mobility, pregnancy, self-esteem,	mobility, pregnancy, self-esteem,

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

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nmunity, areas: alternative education programs; attendance (court referrals for failure to ensure and truancy, juvenile probation); child protection services; community (consult and collaborate effectively with community agencies, universities and mental health professionals to coordinate referrals/services for clothing/uniforms, dental, food, housing, mentoring, Operation School Bell, transportation/bus passes, tutoring, United Christmas Service, vision, etc.); Kaleidoscope; mental health and medical (communicy, release of info, etc.); mentoring programs (Girls Inc.		develops resources that do not	referrals in some of the following	referrals in some of the following	ability to and/or rarely or never
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			mentoring programs (Girls Inc.,	mentoring programs (Girls Inc.,	professionals onsite or in the

	Work Standards and National Association of Social Workers Code of Ethics	2.6 Demonstrate school social work skills by implementing the Indiana School Social	
***At Level 4, a SSW fulfills the criteria for Level 3, and additionally contributes to organizational solutions outside of assigned responsibilities.	**At Level 4, a SSW fulfills the criteria for Level 3, and additionally communicates in a manner appropriate to the situation and expresses own convictions but respects opinions of others.	*At Level 4, a SSW fulfills the criteria for Level 3, and additionally demonstrates positive interpersonal relationships and shows a capacity to work with a variety of personalities in a mature and professional manner.	
2.6.3 SSW consistently demonstrates good time management skills and typically sets appropriate priorities.	2 .6.2 SSW consistently demonstrates skills related to clear communication and ethical problem-solving.	2.6.1 SSW consistently demonstrates school social work relationship skills of compassion and empathetic listening related to the identification of social, emotional, behavioral and/or mental health barriers to student success.	LaPlaza [Hispanic Center], Big Brothers and Big Sisters, Mentoring with Magic, Reclaiming the Village [Marion County Health Dept.], etc.); Off Campus Instruction; ROOTS; etc.
2.6.3 SSW occasionally demonstrates basic time management skills and attempts to set appropriate priorities.	2.6.2 SSW occasionally demonstrates skills related to clear communication and ethical problem-solving.	2.6.1 SSW occasionally demonstrates relationship skills of compassion and empathetic listening related to the identification of social, emotional, behavioral and/or mental health barriers to student success.	LaPlaza [Hispanic Center], Big Brothers and Big Sisters, Mentoring with Magic, Reclaiming the Village [Marion County Health Dept.], etc.); Off Campus Instruction; ROOTS; etc.
2.6.3 SSW lacks basic skills and ability to and/or rarely or never demonstrate(s) time management skills and the ability to set appropriate priorities.	2.6.2 SSW lacks basic skills and ability to and/or rarely or never demonstrates skills related to clear communication and ethical problem-solving.	2.6.1 SSW lacks basic skills and ability to and/or rarely or never demonstrates relationship skills of compassion and empathetic listening related to the identification of social, emotional, behavioral and/or mental health barriers to student	community, release of info, etc.); mentoring programs (Girls Inc., LaPlaza [Hispanic Center], Big Brothers and Big Sisters, Mentoring with Magic, Reclaiming the Village [Marion County Health Dept.], etc.); Off Campus Instruction; ROOTS; etc.

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ribute to school re re re re re re re re re re re re re		criteria for Level 3, and	contributes ideas and expertise to	-
re teams, community boards and commutity partnership committees. ** tevel 4, a SSW fulfills the criteria for Level 3, and additionally dedicates time outside of the school hours to develop and support major school initiatives. ***At Level 4, a SSW fulfills the criteria for Level 3, and additionally actively assists school staff to develop a comprehensive understanding of the various cultures and socio-economic groups represented in the school community. **At Level 4, a SSW fulfills the criteria for Level 3, and additionally works collaboratively with other student assistance professionals to develop a student assistance plan for the school. **At Level 4, a SSW fulfills the criteria for Level 3, and additionally takes on leadership roles within collaborative groups such as building-based	3.1	roles and/or serves on leadership	initiatives	further the school's mission and
re community partnership committees. **At Level 4, a SSW fulfills the criteria for Level 3, and additionally dedicates time outside of the school hours to develop and support major school initiatives. ***At Level 4, a SSW fulfills the criteria for Level 3, and additionally actively assists school staff to develop a comprehensive understanding of the various cultures and socio-economic groups represented in the school community. *At Level 4, a SSW fulfills the criteria for Level 3, and additionally works collaboratively with other student assistance professionals to develop a student assistance plan for the school. **At Level 4, a SSW fulfills the criteria for Level 3, and additionally takes on leadership roles within collaborative groups such as building-based	Contributo to sale al	teams, community boards and		
**At Level 4, a SSW fulfills the criteria for Level 3, and additionally dedicates time outside of the school hours to develop and support major school initiatives. **At Level 4, a SSW fulfills the criteria for Level 3, and additionally actively assists school staff to develop a comprehensive understanding of the various cultures and socio-economic groups represented in the school community. *At Level 4, a SSW fulfills the criteria for Level 3, and additionally works collaboratively with other student assistance professionals to develop a school. **At Level 4, a SSW fulfills the criteria for Level 3, and additionally takes on leadership roles within collaborative groups such as building-based	culture	community partnership committees.	3.1.2 SSW consistently and efficiently dedicates time to	3.1.2 SSW occasionally uses time to support initiatives that improve
criteria for Level 3, and additionally dedicates time outside of the school hours to develop and support major school initiatives. ***At Level 4, a SSW fulfills the criteria for Level 3, and additionally actively assists school staff to develop a comprehensive understanding of the various cultures and socio-economic groups represented in the school community. *At Level 4, a SSW fulfills the criteria for Level 3, and additionally works collaboratively with other student assistance professionals to develop a student assistance plan for the school. **At Level 4, a SSW fulfills the criteria for Level 3, and additionally takes on leadership roles within collaborative groups such as building-based		** At Level 4, a SSW fulfills the	support major school initiatives.	the school culture.
additionally dedicates time outside of the school hours to develop and support major school initiatives. ***At Level 4, a SSW fulfills the criteria for Level 3, and additionally actively assists school staff to develop a comprehensive understanding of the various cultures and socio-economic groups represented in the school community. *At Level 4, a SSW fulfills the criteria for Level 3, and additionally works collaboratively with other student assistance professionals to develop a student assistance plan for the school. **At Level 4, a SSW fulfills the criteria for Level 3, and additionally takes on leadership roles within collaborative groups such as building-based		criteria for Level 3, and	3.1.3 SSW consistently serves on	3.1.3 SSW occasionally serves on
outside of the school hours to develop and support major school initiatives. ***At Level 4, a SSW fulfills the criteria for Level 3, and additionally actively assists school staff to develop a comprehensive understanding of the various cultures and socio-economic groups represented in the school community. *At Level 4, a SSW fulfills the criteria for Level 3, and additionally works collaboratively with other student assistance professionals to develop a student assistance plan for the school. **At Level 4, a SSW fulfills the criteria for Level 3, and additionally takes on leadership roles within collaborative groups such as building-based		additionally dedicates time	diversity cadres and/or school	diversity cadres and/or school
develop and support major school initiatives. ***At Level 4, a SSW fulfills the criteria for Level 3, and additionally actively assists school staff to develop a comprehensive understanding of the various cultures and socio-economic groups represented in the school community. *At Level 4, a SSW fulfills the criteria for Level 3, and additionally works collaboratively with other student assistance professionals to develop a student assistance plan for the school. **At Level 4, a SSW fulfills the criteria for Level 3, and additionally takes on leadership roles within collaborative groups such as building-based		outside of the school hours to	committees. SSW demonstrates	
initiatives. ***At Level 4, a SSW fulfills the criteria for Level 3, and additionally actively assists school staff to develop a comprehensive understanding of the various cultures and socio-economic groups represented in the school community. *At Level 4, a SSW fulfills the criteria for Level 3, and additionally works collaboratively with other student assistance professionals to develop a student assistance plan for the school. **At Level 4, a SSW fulfills the criteria for Level 3, and additionally takes on leadership roles within collaborative groups such as building-based		develop and support major school	understanding of and respect for	
***At Level 4, a SSW fulfills the criteria for Level 3, and additionally actively assists school staff to develop a comprehensive understanding of the various cultures and socio-economic groups represented in the school community. *At Level 4, a SSW fulfills the criteria for Level 3, and additionally works collaboratively with other student assistance professionals to develop a student assistance plan for the school. **At Level 4, a SSW fulfills the criteria for Level 3, and additionally takes on leadership roles within collaborative groups such as building-based		initiatives.	socio-economic and cultural	
additionally actively assists school staff to develop a comprehensive understanding of the various cultures and socio-economic groups represented in the school community. *At Level 4, a SSW fulfills the criteria for Level 3, and additionally works collaboratively with other student assistance professionals to develop a student assistance plan for the school. **At Level 4, a SSW fulfills the criteria for Level 3, and additionally takes on leadership roles within collaborative groups such as building-based		***At Level 4, a SSW fulfills the		
staff to develop a comprehensive understanding of the various cultures and socio-economic groups represented in the school community. *At Level 4, a SSW fulfills the criteria for Level 3, and additionally works collaboratively with other student assistance professionals to develop a student assistance plan for the school. **At Level 4, a SSW fulfills the criteria for Level 3, and additionally takes on leadership roles within collaborative groups such as building-based		additionally actively assists school		
understanding of the various cultures and socio-economic groups represented in the school community. *At Level 4, a SSW fulfills the criteria for Level 3, and additionally works collaboratively with other student assistance professionals to develop a student assistance plan for the school. **At Level 4, a SSW fulfills the criteria for Level 3, and additionally takes on leadership roles within collaborative groups such as building-based		staff to develop a comprehensive		
cultures and socio-economic groups represented in the school community. *At Level 4, a SSW fulfills the criteria for Level 3, and additionally works collaboratively with other student assistance professionals to develop a student assistance plan for the school. **At Level 4, a SSW fulfills the criteria for Level 3, and additionally takes on leadership roles within collaborative groups such as building-based		understanding of the various		
groups represented in the school community. *At Level 4, a SSW fulfills the criteria for Level 3, and additionally works collaboratively with other student assistance professionals to develop a student assistance plan for the school. **At Level 4, a SSW fulfills the criteria for Level 3, and additionally takes on leadership roles within collaborative groups such as building-based		cultures and socio-economic		
*At Level 4, a SSW fulfills the criteria for Level 3, and additionally works collaboratively with other student assistance professionals to develop a student assistance plan for the school. **At Level 4, a SSW fulfills the criteria for Level 3, and additionally takes on leadership roles within collaborative groups such as building-based		community.		
additionally works collaboratively with other student assistance professionals to develop a student assistance plan for the school. **At Level 4, a SSW fulfills the criteria for Level 3, and additionally takes on leadership roles within collaborative groups such as building-based		*At Level 4, a SSW fulfills the criteria for Level 3, and	3.2.1 SSW consistently maintains collaborative relationships and	3.2.1 SSW occasionally maintains
professionals to develop a student assistance plan for the school. **At Level 4, a SSW fulfills the criteria for Level 3, and additionally takes on leadership roles within collaborative groups such as building-based	3.2	additionally works collaboratively with other student assistance	initiates consultation with school	inconsistently initiates
school. **At Level 4, a SSW fulfills the criteria for Level 3, and additionally takes on leadership roles within collaborative groups such as building-based		professionals to develop a	community partners.	personnel, parents and
fills the I adership ive groups	collaborate with peers	student assistance plan for the school.		community partners.
ive groups		**At Level 4, a SSW fulfills the criteria for Level 3, and	3.2.2 SSW consistently attends building staff and district school social work/professional	3.2.2 SSW occasionally attends building staff and district social work/professional meetings.
		additionally takes on leadership roles within collaborative groups such as building-based	meetings.	

DOMAIN 3: School Social Worker Leadership

School Social Worker (SSW) develo nd sustain ic lo 2 L.,

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

DOMAIN 4: Core Professionalism

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

3	Weight			Duild-line
Competency	Scale	Does Not Meet Standard	Meets Standard	Guidelines
1		Individual demonstrates a pattors of	inters standing	
		instance of the second se	illuividual rias not demonstrated a pattern	Greater than 63 hours sick or unexcused
Attendance / on-		unexcused absences.	of unexcused absences.	(non-FMLA days within the evaluation
				cycle in the current school year)
time arrival	.50	Individual demonstrates a pattern of	Individual has not demonstrated a pattern	
		unexcused late arrivals (late arrivals that	of unexcused late arrivals (late arrivals	Greater than 5 days tardy of 10 minutes
		are in violation of procedures set forth by	that are in violation of procedures set	or no kning chan a man a to
		local school nolicy and by the relevant	for the second sec	or more within the current school year.
		in a point and by the relevant	Torth by local school policy and by the	
		collective bargaining agreement.)	relevant collective bargaining agreement.)	
~		Individual demonstrates a pattern of	Individual demonstrates a pattern of	Received 4 minor or 2 major infractions
		failing to follow state, corporation and	following state, corporation and school	with written documentation within the
Policies and		school policies and procedures (e.g.,	policies and procedures (e.g. procedures	evaluation cuclo in the survey with
procedures /		procedures for submitting discipling	for a least in the second seco	evaluation cycle in the current school
dictrict core		Procedures for subliticities discipline	Tor submitting discipline referrals, policies	year.
		reterrals, policies for appropriate attire,	for appropriate attire, etc.)	
values	2	etc.)		Follows and reinforces the District Core
	.00		Individual demonstrates a pattern of	Values of
		Individual demonstrates a pattern of	interacting with students, colleagues,	 Excellence
		failing to interact with students,	parents/guardians and community	
		colleagues, parents/guardians and	members in a respectful manner and/or	
		community members in a respectful		 Courage
		community members in a respectful	demonstrating the District Core Values.	 Respect
		manner and/or demonstrate the District		
		Core Values.		

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School Psychologist

Effectiveness Rubric



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(Modified July 2013)

SCHOOL PSYCHOLOGIST Evaluation Domain Rubrics

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

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

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

		7
	1.6.3Fulfills the criteria for Level 3 and additionally participates on a cultural diversity committee.	
	1.6.3 Consistently demonstrates knowledge and consistent use of instruments that are culturally sensitive and linguistically appropriate.	
	1.6.3 Occasionally demonstrates limited knowledge and use of instruments that are culturally sensitive and linguistically appropriate.	
	1.6.3 Rarely or never demonstrates knowledge of or use instruments that are culturally sensitive and linguistically appropriate.	

Component	Highly Effective (4)	Effective (3)	Improvement Necoccast (2)	1-66-12-141
د د	2.1.1 Fulfills the criteria for Level	2.1.1 Consistently participates	2.1.1 Occasionally attends M-	2.1.1 Rarely or never attends
2.1	3 and additionally participates/	on M-Teams to promote	Team meetings, but does not	or narticinates in M-Team
	leads in at least one of the	academic, cognitive, social, or	actively participate in M-Teams	meatings
Interventions and	following: pre-referral	emotional growth by	meetings.	illectiligs.
instructional	team/BBT for RTI for the entire	demonstrating the following:	00	
strategies	year or intervention program for	follows agenda, reviews data,		
	a minimum of 6-8 weeks (e.g.,	participates in discussions.		
	Success Group, Social Skills).	and accepts decisions made		
		by consensus of M-Team.		
	2.2.1 Fulfills criteria for Level 3	2.2.1 Consistently administers	2.2.1 Occasionally omits	2.7.1 Fragmently or always
2.2	and additionally administers	assessment requirements per	essential requirements per	Omits assential socialization
	assessment requirements per	Article 7, IDEA, and district	Article 7 IDEA and district	onitics essential requirements
Evaluation	Article 7, IDEA, and district	guidelines in evaluation	guidelines	district anidalization
procedures	guidelines, including reviewing	reports.		
	the results of the evaluation			evaluation reports.
	using language that is	2.2.2 Consistently establishes	2.2.2 Occasionally establishes	2.2.2 Rarely or never
	and giving feedback for goals for	and maintains rapport during	and maintains rapport during	establishes and maintains
	IEP.		evaluations.	rapport during the
				evaluations.
		2.2.3 Consistently writes a	2.2.3 Occasionally writes a	2.2.3 Rarely or never writes a
		on the results of the	comprehensive report based on the results of the	comprehensive report based on the results of the
		evaluation.	evaluation.	evaluation.
		3.3.4 Consistently attends all	2.2.4 Occasionally attends Case	2.2.4 Rarely or never attends
		Case Conferences and	Conferences and doesn't	Case Conferences and rarely
		effectively reviews the results	always effectively review the	or never effectively reviews
		or the evaluation with all	results of the evaluation with	the results of the evaluation
			all Darticinants	

DOMAIN 2: Interventions and Instructional Support to Develop Academic, Social, and Life Skills

Component	Highly Effective (4)	Effective (3)	Improvement Necessary	Ineffective (1)
	3.1.1 Fulfills criteria for Level	3.1.1 Consistently is actively	3110000000	
3.1	3 and additionally is actively	involved on at least one	on a School Safety Team	3.1.1 Rarely or never
	involved in at least two School	School Safety Team.	a second second second	participates on a school
Crisis/safety,	Safety Teams, in conjunction			sarety leam.
prevention,	with providing consultation	3.1.2 Consistently receives	3.1.2 Occasionally attende	
intervention, and	services related to safety.	ongoing crisis and safety	crisis and safety training.	crisis and safety training
recovery	3.1.2 Fulfills criteria for Level	training (e.g., PREPaRE, Red	c	and and arecy chaining.
	3 and receives ongoing	Cross).		
	training (e.g., PREPaRE, Red			
	Cross) and utilizes the training			
	by being on the District Crisis			
	Team to enhance programs at			
	the school level.			
	3.2.1 Fulfills criteria for Level	3.2.1 Consistently logs	3.2.1 Occasionally logs narent	3 3 1 Davolucies
3.2	3 and additionally logs	parental contact information	contacts into current IFP	information into the enters
	parental contact information	on current IEP system and	system and keeps incomplete	IEB contemportation line current
Collaboration between	on current IEP system.	consistently keeps record of	records of information	icr system and rarely or never
families and schools.	3.2.2 Fulfills criteria for Level	information shared.		keeps records of information
	3 and additionally makes			snred.
	frequent contact with parents	3.2.2 Consistently makes	3.2.2 Orrasionally makes	
	throughout the entire	contacts with parents	contacts with parents	S.Z.Z Rarely or never makes
	evaluation process keeping	concerning evaluation	concerning evaluation	concerning ovaluation
	3.2.3 Fulfills criteria for Level	information.		information.
	3 and additionally encourages	3.2.3 Consistently submits and		3
	parents to come to pre-	discusses all parents' requests	ubrnits	3.2.3 Rarely or never accepts
	resent	for testing	-	requests for testing and
	-	Q	ig parent's	shows a pattern of denials
	Team meeting.		requests for testing.	when parents have requested
	c			

Domain 3: CONSULTATION, COLLABORATION, AND LEADERSHIP

		Development	Professional	3.4					Leadership		3.3
colleagues.	3.4.2 Fulfills criteria for Level 3 and additionally reads 16 articles and provides written documentation of key points and shares information with	approved workshops, conferences, and receives a certificate to document attendance.	NASP/IASP/APA, or supervisor	3.4.1 Fulfills the criteria for Level 3 and additionally	professional organizations.	committees, or state/national	3 and additionally assumes leadership positions in school, department, district	3.3.2 Fulfills criteria for Level	or supervises school psychology interns and/or	new school psychology hires	3.3.1 Fulfills criteria for Level 3 and additionally mentors
	3.4.2 Reads 8 or more professional articles and provides written documentation of key points.	receives a certificate to document attendance.	APA-or supervisor approved workshops, conferences, and	3.4.1 Consistently attends 6 hours per year of NASP/IASP/			on school, department, or district committees.	3.3.2 Consistently participates	the school, department, or district.	improve the functioning of	3.3.1 Consistently contributes
	3.4.2 Reads 4 or more professional articles and provides some written documentation of key points.	conferences, and receives a certificate to document attendance.	NASP/IASP/APA-or supervisor	3.4.1 Occasionally attends 3 hours per year of			on school, department, or district committees.	3 3 3 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	department, or district.	functioning of the school	
	3.4.2 Reads fewer than 4 or more professional articles and provides documentation of each	approved workshops, conferences, and receives a certificate to document attendance.	NASP/IASP/APA-or supervisor	3.4.1 Rarely or never attends		committees.	3.3.2 Rarely or never participates on school, department, or district		department, or district.	contributes ideas to improve	3.3.1 Rarely or never

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

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the

Domain 4: Core Professionalism Rubric

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Jeech Pathologist

Effectiveness Rubric

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200000000000000000000000000000000000000	Progress as well as plans for accommodations and changes in response to a lack of student progress.	iouations and changes in resp	ponse to a lack of student prog	TTPRS
Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary	Ineffective (1)
1 1 TTAIL	6 L. 1		(2)	
1.1 Utilize	* At Level 4, an SLP teacher	1.1.1 The SLP consistently varies	The SLP occasionally varies the	The SLP uses the same test
Assessment Data	additionally collects and utilizes	the test battery and data collection	test battery and collection data	battery and the same data
for initial or	school-wide assessment data with	the referred student.	the referred student	collection methods for all types of
IOI IIIIIAI OI	a test battery and data collection			Tereffed students.
reevaluation of	system unique to the individual	1.1.2 The SLP consistently uses	1.1.2 The SLP inconsistently uses	112 The SI P demonstrates
students)	student.	appropriate battery that will	appropriate battery to complete a	knowledge of an assessment
	** At Level 4, an SLP teacher	assessment varving tests as	comprehensive assessment.	battery, but rarely or never uses
	fulfills the criteria for Level 3 and	needed.		that battery without regard to
	additionally always effectively	12		mestion
	using an appropriate research			question.
	based cross battery of	1.1.3 The SLP consistently	1.1.3 The SLP occasionally	1.1.3 The SLP rarely or never
	the needs of the individual child	or team and consistently	participates in the referral group or team, and does may	utilizes the referral group or team
	*** At Level 4, an SLP teacher	participates in collecting data with school wide hench marking.	occasionally may participate in	based information, available data.
	fulfills the criteria for Level 3 and	curriculum, etc.	bench marking-curriculum, etc.	
	the referral group or team and			
	assists with collecting data with			
	school wide bench marking-			
1.2 Set Ambitious	*At Level 4, an SLP teacher	1.2.1 The SLP consistently	1.2.1 The SI P occasionally	10 ITL OT D
and Measureable	fulfills the criteria for Level 3 and additionally plans ambitious but	develops annual student goals that	develops annual student goals that	develops annual goals for
annual goals based	achievable annuals goals that	developmental/state standards,	to developmental/State standards	are extremely general and not
on the assessments	enhance classroom performance.	based on assessment data	and occasionally identifies	helpful for planning purposes
of the student)			assessment data.	

Domain 1: Purposeful Planning Speech Language Pathologists use Indiana content area standards to develop a rigorous

SPEECH PATHOLOGIST EFFECTIVENESS RUBRIC

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

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

Domain 2: Effective Instruction

***** At level 4, a SLP fulfills the criteria for Level 3 and additionally students always ask higher-order questions and make connections independently, demonstrating that they	****At level 4, a SLP fulfills the criteria for Level 3 and additionally students always participate in each other's learning of content through collaboration during the lesson.	additionally always uses explanations to spark student excitement and interest in the content.	students) and build interest. ***At level 4, a SLP fu criteria for Level 3 and		communicate content knowledge	
***** At level 4, a SLP fulfills the criteria for Level 3 and additionally students always ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher	****At level 4, a SLP fulfills the criteria for Level 3 and additionally students always participate in each other's learning of content through collaboration during the lesson.	spark student interest in the	and build interest. *** At level 4, a SLP fulfills the criteria for Level 3 and	ways connects r content areas, riences and rrent events in content relevant	achieving student understanding. ** At level 4, a SLP fulfills the criteria for Level 3 and	*At level 4, a SLP fulfills the criteria for Level 3 and additionally fully explains concepts in as direct and efficient a manner as possible, while still
1	2.2.6 The SLP consistently implements relevant instructional strategies learned via professional development.	2.2.5 The SLP consistently uses developmentally appropriate language and explanations.	2.2.4 The SLP consistently emphasizes key points or main ideas in content.	2.2.3 The SLP consistently restates and rephrases instruction in multiple ways to increase understanding.	2.2.2 The SLP delivered content is consistently clear, concise and well-organized.	2.2.1 The SLP consistently demonstrates content knowledge and consistently delivers content that is factually correct.
T	2.2.6 The SLP occasionally implements relevant instructional strategies learned via professional development.	2.2.5 The SLP occasionally uses developmentally appropriate language and explanations.	2.2.4 The SLP occasionally emphasizes key points or main ideas in content.	2.2.3 The SLP occasionally restates and rephrases instruction in multiple ways to increase understanding.	2.2.2 The SLP delivered content is occasionally clear, concise and well-organized.	2.2.1 The SLP occasionally demonstrates content knowledge and consistently delivers content that is factually correct.
	2.2.6 The SLP rarely or never implements relevant instructional strategies learned via professional development.	2.2.5 The SLP rarely or never uses developmentally appropriate language and explanations.	2.2.4 The SLP rarely or never emphasizes key points or main ideas in content.	2.2.3 The SLP rarely or never restates and rephrases instruction in multiple ways to increase understanding.	2.2.2 The SLP delivered content is rarely or never clear, concise and well-organized.	2.2.1 The SLP rarely or never demonstrates content knowledge and consistently delivers content that is factually correct.

2.3	*At level 4, a SLP fulfills the criteria for Level 3 and additionally always provides	2.3.1 The SPL's students are consistently actively engaged in content at all times and not off-	2.3.1 The SPL's students are occasionally actively engaged in content at all times and not off-	2.3.1 The SPL's students are rarely or never actively engaged in content at all times and not off
	content that significantly	task.	task.	task.
academic content	promotes student mastery of the objective.	2.3.2 The SLP consistently provides multiple ways as	2.3.2 The SLP occasionally	2.3.2 The SLP rarely or never
(students engaged	66 ····	appropriate, of engaging with	appropriate, of engaging with	approvides multiple ways, as
during speech/lang.	criteria for Level 3 and	content, all aligned to the lesson	content, all aligned to the lesson	content, all aligned to the lesson
sessions)	additionally always provides		objective.	objective.
	differentiated ways of engaging	2.3.3 The SLP consistently	2.3.3 The SLP occasionally	233 The SI P rarely or never
	individual student needs.	sustains the attention of the class by maintaining a dynamic	sustains the attention of the class	sustains the attention of the class
	*** At level & a CI D fulfille the	presence.	presence.	presence.
	criteria for Level 3 and	2.3.4 The SLP consistently uses	7.3.4 The SI December 11	
	additionally the lesson always	ways of engaging with content	ways of engaging with content	2.3.4 The SLP rarely or never
	so that students are notice	that reflect different learning	that reflect different learning	content that reflect different
	disengaged, and students who	monanties of interrigences.	modalities or intelligences.	learning modalities or
	finish early have something else			inteiligences.
	meaningful to do.	2.3.5 The SLP consistently	2.3.5 The SLP occasionally	2.3.5 The SLP rarely or never
	**** A + 1000 A 0 01 D C 1711 1	adjusts lessons accordingly to	adjusts lessons accordingly to	adjusts lessons accordingly to
	criteria for Level 3 and	accommodate for student	accommodate for student	accommodate for student
	additionally always effectively	so that all students are engaged.	so that all students are engaged	prerequisite skills and knowledge
	integrates technology as a tool to		(engaged.
	engage students in academic			011545cu.
	content.	2.3.6 The SLP's ELL and IEP	2.3.6 The SLP's ELL and IEP	2.3.6 The SLP's FLL and IED
		students consistently have the appropriate accommodations to be engaged in content.	students occasionally have the appropriate accommodations to be engaged in content.	students rarely or never have the appropriate accommodations to be engaged in content
		2.3.7 The SLP's students	2.3.7 The SLP's students	2.3.7 The SLP's students rarely
		consistently deeply active rather	only occasionally deeply active	or never work hard and are rarely or never deeply active rather than
		the use of instructional strategies.	through the use of instructional	passive/receptive through the use

2.4 Check for understanding	*At level 4, a SLP fulfills the criteria for Level 3 and additionally always checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking and accepts only high quality student responses (those that reveal understanding or lack thereof).	2.4.1 The SLP consistently checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and consistently gets an accurate 'pulse' of the class's understanding.	2.4.1 The SLP occasionally checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and consistently gets an accurate 'pulse' of the class's understanding.
	** At level 4, a SLP fulfills the criteria for Level 3 and additionally always uses open- ended questions to surface common misunderstanding and	2.4.2 The SLP consistently gains enough information during checks for understanding to modify the lesson and respond accordingly.	2.4.2 The SLP occasionally gains enough information during checks for understanding to modify the lesson and respond accordingly.
	assess student mastery of material at a range of both lower and higher-order thinking.	2.4.3 The SLP consistently uses a variety of methods to check for understanding.	2.4.3 The SLP occasionally uses a variety of methods to check for understanding.
	***At level 4, a SLP fulfills the criteria for Level 3 and additionally notes student self-corrections.	2.4.4 The SLP consistently uses wait time effectively after posing a question and before helping students think through a response.	2.4.4 The SLP occasionally uses wait time effectively after posing a question and before helping students think through a response.
	****At level 4, a SLP fulfills the criteria for Level 3 and additionally always checks for use of learned skills in other areas of learning during classroom	2.4.5 The SLP consistently doesn't allow students to 'opt- out' of checks for understanding and consistently cycles back to	2.4.5 The SLP occasionally doesn't allow students to 'opt- out' of checks for understanding and occasionally cycles back to
		2.4.6 The SLP consistently and systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments.	these students. 2.4.6 The SLP occasionally assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments.

strategies.

thinking process to increase student understanding)	Understanding through rigorous instruction and work (SLP models	2.6 Develop Higher						Modify instruction as needed	2.5
***At level 4, a SLP fulfills the criteria for Level 3 and additionally all students pose higher-level questions to the SLP	**At level 4, a SLP fulfills the criteria for Level 3 and additionally all students are able to answer higher-level questions with meaningful responses.	*At level 4, a SLP fulfills the criteria for Level 3 and additionally all lessons are accessible and challenging to all students.	-			additionally is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement.	**At level 4, a SLP fulfills the criteria for Level 3 and	preemptively addresses them.	criteria for Level 3 and additionally always anticipates student misunderstandings and
2.6.3 The SLP's lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding.	2.6.2 The SLP consistently develops higher-level understanding through effective questioning.	2.6.1 The SLP's lessons are consistently accessible and challenging to almost all students.	-	2.5.4 The SLP usually doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful.	2.5.3 The SLP consistently responds to misunderstandings with effective scaffolding student driven techniques for example, re-explaining a concept.	2.5.2 The SLP consistently differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs.		increased understanding for almost all students	makes adjustments to instruction based on checks for
2.6.3 The SLP's lesson pushes some students forward but the differentiation of instruction is seldom based on each student's level of understanding.	2.6.2 The SLP's questions used occasionally are effective in developing higher-level understanding (too complex or confusing).	2.6.1 The SLP's lessons are only occasionally accessible or challenging for students.		2.5.4 The SLP may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding.	2.5.3 The SLP occasionally responds to misunderstandings by using SLP-driven scaffolding techniques, when student-driven techniques could have been more effective.	2.5.2 The SLP occasionally differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs.	students.	may be misguided and may not	
2.6.3 The SLP's lesson pushes a few students forward but the differentiation of instruction is rarely or never based on each student's level of understanding.	2.6.2 The SLP's questions used rarely or never are effective in developing higher-level understanding (too complex or confusing).	2.6.1 The SLP's lessons are rarely or never accessible or challenging for students.	succeeding.	2.5.4 The SLP may try to persist in using a particular technique for responding to a misunderstanding and continues even when it is not	2.5.3 The SLP rarely or never responds to misunderstandings by using SLP-driven scaffolding techniques, when student-driven techniques could have been more effective.	2.5.2 The SLP rarely or never differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs.	may not increase understanding for all students.	for understanding, but these attempts may be misguided and	2.5.1 The SLP rarely or never attempts to make adjustments to instruction based on checks

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

			(as applied to 'speech room')	culture of respect and collaboration	2.8								
		and discourage negative behavior amongst them.	** At level 4, a SLP fulfills the criteria for Level 3 and additionally all students reinforce mositive character and helescient	of their peers as evidenced by unprompted collaboration and assistance to their peers.	criteria for Level 3 and additionally all students are invested in the academic success	*At level 4, a SLP fulfills the		lesson.	extremely rare; when they occur, they are always addressed without major interruption to the	additionally disruptive behaviors and off-task conversations are	*****At level 4, a SLP fulfills	task and follow instructions of SLP without any prompting.	additionally all students and on
2.8.4 The SLP has a good rapport with students, and consistently	2.8.3 The SLP consistently reinforces positive character and behavior and consistently uses consequences appropriately to discourage negative behavior.		consistently given opportunities to collaborate and support each other in the learning process.	2.8.2 The SLP's students are	consistently respectful of their teacher and peers.	2.8.1 The SLP's students are	2.7.8 Classroom management techniques are consistently appropriate and are effective.	consistently addressed without major interruption to the lesson.	off-task conversations are rare while SLP is instructing students; when they occur, they are	2.7.7 Disruptive behaviors and	consistently follow instructions	2.7.6 Almost all students being instructed by the SLP are	
2.8.4 The SLP occasionally has good rapport with students, and	2.8.3 The SLP occasionally praises positive behavior OR occasionally reinforces consequences for negative behavior, but not both.	each other or may need significant assistance from the teacher to work together.	occasionally given opportunities to collaborate and support each other in the learning process, but may not always be supportive of	classroom norms.	and peers, but may occasionally act out or need to be reminded of	2 & 1 The CI D's students and	2.7.8 Classroom management techniques are occasionally appropriate and occasionally effective.	effective manner and SLP may have to stop the lesson occasionally to address the problem.	off-task conversations occasionally occur; they are occasionally addressed in an	2.7.7 Disruptive behaviors and	to follow instructions and remain on-task.	2.7.6 Significant prompting from the SLP is necessary for students	
2.8.4 The SLP rarely or never has a good rapport with students, and	2.8.3 The SLP rarely or never praises positive behavior and rarely or never reinforces consequences for negative behavior.	supportive of each other or may need significant assistance from the teacher to work together.	rarely or never given opportunities to collaborate and support each other in the learning process and rarely or never	reminded of classroom norms.	2.8.1 The SLP's students are rarely or never respectful of their teacher and peers and usually or		2.7.8 Classroom management techniques are usually or always poor and wastes instructional time and are ineffective.	manner and SLP may have to stop the lesson occasionally to address the problem.to make adjustments to the lesson.	off-task conversations usually or always occur; they are rarely or never addressed in an effective	777 Discriptive behavious and	necessary for students to follow instructions and remain on-task.	2.7.6 Significant prompting from the SLP is usually or always	

			expectations for academic success (Student progress)	2.9 Set high		
		***At level 4, a SLP fulfills the criteria for Level 3 and additionally student comments and actions demonstrate that they are excited about their work and understand why it is important.	** At level 4, a SLP fulfills the criteria for Level 3 and additionally students demonstrate high academic expectations for themselves.	*At level 4, a SLP fulfills the criteria for Level 3 and additionally students analyze their own progress toward goals.		2
2.9.5 High quality work of most students is consistently displayed	2.9.4 The SLP consistently celebrates and always displays high quality students' academic work.	2.9.3 The SLP's classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly).	2.9.2 The SLP's students are consistently invested in their work and value academic success as evidenced by their effort and quality of their work.	2.9.1 The SLP consistently sets high expectations for all students of all levels.	ignoring the behavior (positive or negative) of others.	shows genuine interest in their thoughts and opinions. 2.8.5 The SLP focuses on the behavior of all students while
2.9.5 High quality work of a few, but not all students may be displayed	2.9.4 The SLP occasionally praises the academic work of some, but not others.	2.9.3 Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily).	2.9.2 Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging.	2.9.1 The SLP occasionally sets high expectations for some students, but not others.	focuses on the behavior of a few students, while occasionally ignoring the behavior (positive or negative) of others.	occasionally shows genuine interest in their thoughts and opinions.
2.9.5 High quality work is rarely or never displayed.	2.9.4 The SLP rarely or never praises academic work or good behavior.	2.9.3 Students are usually or always afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers.	2.9.2 Students usually or always demonstrate disinterest or lack of investment in their work, for example, students might be unfocused, off-task, or refuse to attempt assignments.	2.9.1 The SLP rarely or never sets high expectations for students.	2.6.3 Ine SLP usually or always focuses on the behavior of a few students, while usually or always ignoring the behavior (positive or negative) of others.	rarely or never shows genu interest in their thoughts and opinions.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	*At level 4, a SLP fulfills the criteria for Level 3 and additionally ones above and	3.1.1 The SLP consistently contributes ideas and expertise to	3.1.1 The SLP occasionally contributes ideas and expertise to	3.1.1 The SLP rarely or never contributes ideas aimed at
Contribute to	beyond in dedicating time for students and peers outside of	initiatives.	further the school's mission and initiatives.	improving school efforts.
(school and/or	class.	3.1.2 The SLP consistently	3.1.2 The SLP occasionally	3.1.2 The SLP rarely or never
department)		dedicates time efficiently, when	dedicates time efficiently, when	dedicates time efficiently, when
		peers outside of class.	peers outside of class.	neers outside of class
3.2	*At level 4, a SLP fulfills the criteria for Level 3 and additionally goes above and	3.2.1 The SLP consistently seeks out and participates in regular opportunities to work with and	3.2.1 The SLP occasionally participates in opportunities to work with and learn from others.	3.2.1 The SLP rarely or never participates in opportunities to work with others (woks in
Collaborate with Peers (Gen. Ed.,	beyond in seeking out opportunities to collaborate.	learn from others.		isolation) and to learn from others.
Sp. Ed., Psych,	-**At level 4, a SLP fulfills the criteria for Level 3 and	3.2.2 The SLP asks for	3.2.2 The SLP occasionally asks	3.2.2 The SLP rarely or never
Principals, EL	additionally coach's peers	assistance, when needed.	for assistance, when needed.	asks for assistance, when needed.
teachers)	mough untions stuations.	provides assistance to others in	5.2.5 The SLP occasionally	3.2.3 The SLP rarely or never
	***At level 4, a SLP fulfills the criteria for Level 3 and	need when asked.	need when asked.	יסיותני מסוונת ווו וופרע.
	additionally takes on leadership			
	roles within collaborative groups			
	such as Professional Learning			
	C			

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

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

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

DOMAIN 4: Core Professionalism

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

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

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Behavior Specialist

Effectiveness Rubric



(Modified July 2013)

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Domain 1: Purposeful planning	seful planning			
COMPONENT	Highly effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	* At Level 4, fulfills most of the	1.1.1Consistently utilizes school	1.1.1 Occasionally utilizes	1.1.1Rarely or never utilizes
	criteria for Level 3 and	and district instructional and/or	school and district instructional	school and district instructional
Demonstrates	additionally utilizes curriculum	behavioral resources.	and/or behavioral resources.	and/or behavioral resources
Knowladge of	and behavioral resources beyond			
Decourace industry	the district level including	1.1.2 Consistently accesses and	1.1.2 Occasionally accesses and	1.1.2 Rarely or never accesses
vesources including	current trends.	uses district resources for	uses district resources for	and uses district resources for
technology		teachers and students through	teachers and students through	teachers and students through
	** At Level 4, fulfills most of	professional development and	professional development and	professional development and
	the criteria for Level 3 and	behavioral planning.	behavioral planning.	behavioral planning.
	resources outside of the district	113 Consistently discominator		•
	for teachers and students	resources for teachers, students	resources for teachers students	discominates recourses for
	through professional development and behavioral	and parents.	and parents.	teachers, students and parents.
	planning.	1.1.4 Consistently identifies	1.1.4 Occasionally identifies	1.1.4 Rarely or never identifies
		research based practices and	research based practices and	research based practices and
	*** At Level 4, fulfills most of	materials for classroom	materials for classroom	materials for classroom
	the criteria for Level 3 and	management and/or behavioral	management and/or behavioral	management and/or behavioral
	additionally disseminates	planning.		planning.
	and district resources beyond school			
	teachers and students.			
	*At Level 4, fulfills most of the	1.2.1 Consistently uses data in	1.2.1 Occasionally uses data in	1.2.1 Rarely or never uses data
1.2	criteria for Level 3 and	behavioral planning and	behavioral planning and	in behavioral planning and
	Sten STDT and/or because	coaching decisions.	coaching decisions.	coaching decisions.
Tracks and analyzes	step, STP1, and/or Kesponse to			
student data to male	Instruction (RtI) data-	1.2.2 Consistently collaborates	1.2.2 Occasionally collaborates	1.2.2 Rarely or never
behavioral data to make	discussions to help adjust	with teachers to develop and	with teachers to develop and	collaborates with teachers to
UCHAVIOLAI DECISIONS.	student instruction and/or	support targeted interventions	support targeted interventions	develop and support targeted

IPS / RISE Behavior Specialist Evaluation Domain Rubrics

1.4 Planning Effective Classroom			program – School Operations	Behavior management	1.3						
*At Level 4, fulfills the criteria for Level 3 and additionally supports and collaborates with administration and staff to incorporate current trends in positive behavior supports.		professional development to facilitate staff understanding of functions of behavior.	** At Level 4, fulfills most of the criteria for Level 3 and additionally provides	management to meet student needs.	criteria for Level 3 and additionally assists teachers in differentiating classroom	* At I aval A fulfille most of the	improvement areas.	to use data to identify behavioral	*** At Level 4, fulfills most of the criteria for Level 3 and additionally collaborates with administration and building staff	the criteria for Level 3 and additionally regularly facilitates the teachers' understanding of data to improve classroom management.	behavioral planning. ** At Level 4. fulfills most of
1.4.1 Consistently collaborates with teachers to develop effective classroom management plans based on Best Practices.	1.3.4 Consistently demonstrates an understanding of functions of student behavior.	1.3.3 Consistently follows the policies and procedures of the school.	administration and staff to fulfill the school mission and expectations.	13.7 Consistently helps the	support for behavior management programs and/or	1.3.1 Consistent 1	teachers' understanding of data to improve individual student behavioral planning	1.2.5 Consistently facilitates the	1.2.4 Consistently uses multiple sources of data information to guide behavioral planning for students.	1.2.3 Consistently analyzes data with teachers to plan targeted interventions for students.	for behavior used in the Response to Instruction (RtI) process.
1.4.1 Occasionally collaborates with teachers to develop effective classroom management plans based on Best Practices.	1.3.4 Occasionally demonstrates an understanding of functions of student behavior.	1.3.3 Occasionally follows the policies and procedures of the school.	administration and staff to fulfill the school mission and expectations.	1 3 2 Opposized It. I. alter the	1.3.1 Occasionally demonstrates support for behavior management programs and/or	ucitavioral planning.	teachers' understanding of data to improve individual student	1.2.5 Occasionally facilitates the	1.2.4 Occasionally uses multiple sources of data information to guide behavioral planning for students.	1.2.3 Occasionally analyzes data with teachers to plan targeted interventions for students.	for behavior used in the Response to Instruction (RtI) process.
1.4.1 Rarely or never collaborates with teachers to develop effective classroom management plans based on best practices.	1.3.4 Rarely or never demonstrates an understanding of functions of student behavior	1.3.3 Rarely or never follows the policies and procedures of the school.	administration and staff to fulfill the school mission and expectations.	and/or school operations.	1.3.1 Rarely or never demonstrates support for behavior management programs	student behavioral planning.	the teachers' understanding of data to improve individual	1.2.5 Rarely or never facilitates	1.2.4 Rarely or never uses multiple sources of data information to guide behavioral planning for students.	1.2.3 Rarely or never analyzes data with teachers to plan targeted interventions for students.	interventions for behavior used in the Response to Instruction (RtI) process.

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

COMPONENT Highly effec	Highly effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	* At Level 4, fulfills most of the criteria for Level 3 and	2.1.1 Consistently articulates and integrates elements of	2.1.1 Occasionally articulates and integrates elements of	2.1.1 Rarely or never articulates and integrates
2.1	the criteria for Level 3 and additionally takes a leadership	and integrates elements of behavioral Best Practices into	behavioral Best Practices into	elements of behavioral Best Practices into quality and
Designs and Delivers	role in facilitating and integrating best practices in	quality and rigorous lessons.	quality and rigorous lessons.	rigorous lessons.
Rigorous and Effective	instructional design to promote		2 1 2 Occasionally reinforces	2.1.2 Rarely or never
Behavioral Instruction	positive behavior achievement.	the use of higher order	the use of higher order	reinforces the use of higher
	** At Level 4, fulfills most of	thinking skills to achieve	thinking skills to achieve	higher level of inquiry and
	additionally creates innovative	questioning.	questioning.	questioning.
	activities based on current	2.1.3 Consistently designs	2.1.3 Occasionally designs	2.1.3 Rarely or never designs behavioral instruction that
		includes differentiation based on individual student needs.	includes differentiation based on individual student needs.	on individual student needs.
		2.1.4 Consistently models and	2.1.4 Occasionally models and	2.1.4 Rarely or never models
		delivers rigorous and effective	delivers rigorous and effective behavioral instruction and/or	effective behavioral instruction
	83	interventions.	interventions.	and/or interventions.
	* At Level 4, fulfills most of	2.2.1 Consistently assesses	2.2.1 Occasionally assesses	2.2.1 Rarely or never assesses
2.2	the criteria for Level 3 and	behavioral goals, using	behavioral goals, using	appropriate assessment
	tracking tools to monitor	instruments.	instruments.	instruments.
Demonstrates	school-wide behavior trends in		Conscionally charges	222 Rarely or never shares
knowledge that the	order to plan positive	2.2.2 Consistently shares	instructional and/or behavioral	instructional and/or behavioral
cycle of behavioral	Interventions.	results in an easily understood	results in an easily understood	results in an easily understood
planning is driven by	** At Level 4, fulfills most of	format.	format.	format.
data.	the criteria for Level 3 and additionally develops data	2.2.3 Consistently analyzes	2.2.3 Occasionally analyzes	2.2.3 Rarely or never analyzes
	tracking tools to monitor	data to plan differentiated	data to plan differentiated	instruction and/or behavioral
	trends and adjust interventions.	interventions.	interventions.	interventions.

					Climate for Learning	Works with Staff to Foster a Positive		2.4						Procedures	Utilization of Effective	the Consistent	Supports Teachers in	2.3	2 2				
* At Level 4, fulfills most of	*** At Level 4, fulfills most of the criteria for Level 3 and additionally implements recognition programs for students who personify positive behavior.	climate for learning.	additionally implements teacher recognition programs for staff that foster a positive	** At Level 4, fulfills most of the criteria for Level 3 and		Interventions and Supports (PBIS) school-wide.	Positive Behavior	the criteria for Level 3 and additionally implements	* At Level 4 fulfills most of	available on effective	updates of new resources	additionally provides monthly	** At Level 4, fulfills most of the criteria for Level 3 and		access.	Line of resources of best	Keeps and promotes an active Community Group on IPS On-	additionally	the criteria for Level 3 and	*At Level 4, fulfills most of			
2.5.1 Consistently supports		7 4 3 Consistently sets	or differentiated ochavior strategies	student needs through the use	2.4.2 Consistently encourages	achievement.	expectations for student	quality behavioral goals or activities, which convey high	2.4.1 Consistently shares		assessments and other tools.	interest inventories, informal	learner, using learning styles,	2.3.3 Consistently supports	tourono in no militari	teachers in its implementation.	2.3.2 Consistently supports the	strategies and procedures.	research-based behavioral	2.3.1 Consistently models	with staff and/or parents.	assessments in collaboration	2.2.4 Consistently utilizes multiple formal and informal
2.5.1 Occasionally supports	rigorous and relevant expectations for student behavior.	2.4.3 Occasionally sets	strategies	student needs through the use	2.4.2 Occasionally encourages	achievement.	expectations for student	quality behavioral goals or activities, which convey high	2.4.1 Occasionally shares		assessments and other tools.	interest inventories, informal	learner, using learning styles,	2.3.3 Occasionally supports		teachers in its implementation.	2.3.2 Occasionally supports	strategies and procedures.	research-based behavioral	2.3.1 Occasionally models	with staff and/or parents.	assessments in collaboration	multiple formal and informal
2.3.1 Karely of fiever supports	rigorous and relevant expectations for student behavior.	2.4.3 Rarely or never sets	differentiated behavior strategies	individual student needs	2.4.2 Karely or never		expectations for student	quality behavioral goals or activities, which convey high	2.4.1 Rarely or never shares			interest inventories, information	learner, using learning styles,	teachers in knowing the		teachers in its implementation.	2.3.2 Rarely or never supports the RTI process and supports	strategies and procedures.	research-based benavioral	2.3.1 Rarely or never models	with staff and/or parents.	assessments in collaboration	multiple formal and informal

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* At Level 4, fulfills most of the criteria for Level 3 and additionally ensures that all2.7.1 Consistently communicates with staff or	dent,	Flexibility and areas of concern and Responsiveness proactively creating plans to 2.6.2 Consistently develops and communicates an and communicates an appropriate plan of response to ** At Level 4, fulfills most of needs and monitors fidelity of the criteria for Level 3 and implementation.	-	** At Level 4, fulfills most of the criteria for Level 3 and additionally collaborates with others to secure reinforcers for positive behavior supports. and modifications necessary for student success.	Supports studenttechnology to enhanceengagement inengagement (such as iPods,appropriate schooliPads, video cameras, orbehaviorcomputers).	ways to use various forms of strategies.
f or communicates with staff or parents through various		ops 2.6.2 Occasionally develops and communicates an appropriate plan of response to student, staff and/or building needs and monitors fidelity of implementation.	2.6.1 Occasionally demonstrates a flexible and nt, timely response to student, ds. staff and/or building needs.	8	es 2.5.2 Occasionally engages students in the learning process through the implementation of	strategies. strategies.
parents through various	2.6.3 Rarely or never demonstrates responsiveness by adapting plans to meet the changing needs of students, staff and/or building.	2.6.2 Rarely or never develops and communicates an appropriate plan of response to student, staff and/or building needs and monitors fidelity of implementation.	2.6.1 Karely or never demonstrates a flexible and timely response to student, staff and/or building needs.	individualized behavior plans and/or strategies. 2.5.3 Rarely or never encourages students to self- advocate for appropriate accommodations and modifications necessary for student success.	2.5.2 Rarely or never engages students in the learning process through the implementation of	strategies.

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

COMPONENT	Highly effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	* At Level 4, fulfills most of the criteria for Level 3 and additionally participates in professional development	3.1.1 Consistently participates in professional development activities at the building level to grow and develop	3.1.1 Occasionally participates in professional development activities to grow and develop professionally.	3.1.1 Rarely or never participates in professional development activities to grow and develop professionally.
Grows and Develops	activities at the district level.	to grow and develop professionally.	prozessionary.	nun norrech herenenenenen.
Professionally	** At Level 4, fulfills most of the criteria for Level 3 and	3.1.2 Consistently collaborates with colleagues to grow	3.1.2 Occasionally collaborates with colleagues to	3.1.2 Rarely or never collaborates with colleagues to
	the criteria for Level 3 and additionally participates in professional development	with concegues to grow professionally.	grow professionally.	grow professionally.
	activities outside the district and/or completes online or	3.1.3 Consistently participates in professional learning	3.1.3 Occasionally participates in professional learning	3.1.3 Rarely or never participates in professional
	course work.	communities at the building level (for example: Rtl,	communities at the building level (for example: RtI,	building level (for example:
	***Takes a leadership role in establishing professional	Staffing, M-Team, Learning Logs).	Staffing, M-Team, Learning Logs).	Ktl, Statting, M-1 eam, Learning Logs).
	learning communities around topics, which include			
	academic and behavior			
	strategies.			
	* At Level 4, fulfills most of	3.2.1 Consistently facilitates	3.2.1 Occasionally facilitates	3.2.1 Rarely or never
3.2	additionally leads others in	among staff.	among staff.	reflection among staff.
Comparts Dansonalizad	their growth and utilization of	and Consistently among	2 7 7 Occasionally sunnorts	3.2.2 Rarely or never supports
Professional Growth for	interventions and/or Best	teachers in reflecting and	teachers in reflecting and	teachers in reflecting and
Teachers	Practices to improve classroom	understanding their behavioral	understanding their behavioral	understanding their behavioral
A CHELLER O	management and/or individualized student	management practices in relation to improving student	management practices in relation to improving student	relation to improving student
	behavior.	behavior and/or classroom	behavior and/or classroom	behavior and/or classroom
		management.	management.	management.
	** At Level 4, fulfills most of			3 7 3 Rarely or never
	additionally regularly	3.2.3 Consistently recommends professional	recommends professional	recommends professional

Collaborate with peers colla	3.4 the ci addit	* A†									celeb	create	collat	the ci	** A1		C	Success paren regar	tes for Student		additi	14	* At I	for be	techno	1S***	district	distric	recom
collaboration among and	additionally seeks	* At Level 4. fulfills most of									celebrate student successes.	create opportunities to	collaborates with others to	the criteria for Level 3 and	** At Level 4, fulfills most of		c	parents and/or students regarding student success.	conversations with staff,	facilitates courageous	additionally participates in or	the criteria for Level 3 and	At Level 4, fulfills most of	for behavior resources.	technology- based materials	***Supports the use of	ct	district level and/or outside the	recommends professional growth opportunities at the
in building level committees	opportunities for collaboration.	3.4.1 Consistently creates	Imperatives and Core Values.	and/or Best Practices that align	research-based interventions	3.3.5 Consistently uses	with fidelity.	accommodations and modifications are implemented	that behavioral	3.3.4 Consistently monitors	modifications.	accommodations and	with behavioral	5.5.3 Consistently works with	2 2 2 Consistently works with	student growth.	identify and demonstrate	3.3.2 Consistently uses data to	growth.	academic and behavioral	every student can demonstrate	and supports the belief that	3.3.1 Consistently promotes						growth opportunities within the building level.
in building level committees	opportunities for collaboration.	3.4.1 Occasionally creates	Imperatives and Core Values.	with District Culture	research-based interventions	3.3.5 Occasionally uses	with fidelity.	modifications are implemented	that behavioral	3.3.4 Occasionally monitors	modifications.	accommodations and	with behavioral	teachers to provide students	1 1 1 Occasionally works with	student growth.	identify and demonstrate	3.3.2 Occasionally uses data to	growth.	academic and behavioral	every student can demonstrate	and supports the belief that	3.3.1 Occasionally promotes						growth opportunities within the building level.
participates in building level	opportunities for collaboration. 3 4 2 Rarely or never	3.4.1 Rarely or never creates	Imperatives and Core Values.	with District Culture	and/or Rest Practices that align	3.3.5 Rarely or never uses	with fidelity.	modifications are implemented	inat benavioral	3.3.4 Rarely or never monitors	modifications.	accommodations and	students with behavioral	with teachers to provide	3.3.3 Rarely or never works	student growth.	to identify and demonstrate	3.3.2 Rarely or never uses data	growtn.	academic and benavioral	every student can demonstrate	and supports the belief that	3.3.1 Karely or never promotes	1					growth opportunities within the building level.

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

Policies and Guidelines/	Attendance / On-Time Arrival	Inese indicators illustrate the rubric because they have lit expected to meet these standa Indicator WEIGH
.50	.50	lustrate the minimum c y have little to do wit lese standards. If they c WEIGHT SCALE
Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner and/or demonstrate the	Individual demonstrates a pattern of unexcused absences * Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Inese indicators illustrate the minimum competencies expected in any profession. These rubric because they have little to do with teaching and learning and more to do with expected to meet these standards. If they do not, it will affect their overall rating negatively Indicator WEIGHT SCALE Does Not Meet Indicator WEIGHT SCALE Does Not Meet Meets Standard Meets Standard
Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner and/or demonstrating the District Core Values	Individual has not demonstrated a pattern of unexcused absences* Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective harcianing arresent)	rofession. These are separate f nore to do with basic employ rating negatively. Meets Standard
cycle in the current school year. Received 4 minor or 2 major infractions with written documentation within the evaluation cycle in the current school year. Follows and reinforces the District Core Values of Excellence Scholarship Courage Respect	Greater than 63 hours sick or unexcused (Non-FLMA Days within the evaluation cycle in the current school year. Greater than 5 days tardy of 10 minutes or more within the evaluation	are separate from the other sections in the basic employment practice. Teachers are y. g. g. Guidelines

Domain 4: Core Professionalism Rubric

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Elementary School Counselor

Effectiveness Rubric
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Modified July 2013

School Counselor **Effectiveness Rubric** Indianapolis Public Schools Elementary



Development System

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ELEMENTARY SCHOOL COUNSELOR EFFECTIVENESS RUBRIC

DOMAIN 1: Purposeful Planning

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

ly formulates t school-wide ounselor group goals nt goals using he following attendance, citizenship ine, diversity, l Assessment cational Plan parent tests, special ssessments, l Assessments, ent-services; house; ISCA, unselor.org; rg/reports; rg/reports; rana.edu; iana.edu;	Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	
criteria for Level 3, and additionally utilizes, interprets and or analyzes data from multiple sources and adjusts interventions in collaboration with school staff and families. culturally competent school-wide program goals, small group goals and individual student goals using areas: achievement, attendance, career development, discipline, diversity, Functional Behavioral Assessment into the lementary school counselor program goals, and group goals and individual student goals using areas: achievement, attendance, career development, discipline, diversity, Functional Behavioral Assessment into the lementary school counselor program goals, such areas achievement, attendance, interviews, pre/post-tests, special interviews, pre/post-tests, special from some of the following sources to formulate culturally competent goals. IDE, Student Services, PS Online, Data Warehouse; ISCA, www.indianaschoolcounselor.org (Gasus Bureau, www.istatsindiana.edu; United Way, www.satisindiana.edu; United Way, www.satisindiana.edu; United Way, www.satisindiana.edu; 11.2 ESC contine parts sources to formulate culturally competent goals. IDE, Student services, instanter of the following sources to formulate culturally competent goals. IDE, Student services, instanter of the following census Bureau, www.satisindiana.edu; United Way, www.siteling.ett. 11.2 ESC consistently obtains data from some of the following sources to formulate culturally consus Bureau, www.satisindiana.edu; United Way, www.siteling.ett. 11.2 ESC consistently obtains data from some of the following sources to formulate culturally consus Bureau, www.siteling.ett. 11.2 ESC consistently obtains data from some of the following sources to formulate culturally consus Bureau, www.siteling.ett. 11.2 ESC constructions block in goals: UDE, Student services, indiana, www.siteling/fregorits; sondiana, www.siteling/fregorits; sources to form		*At Level 4, an ESC fulfills the	1.1.1 ESC consistently formulates	1.1.1 ESC occasionally formulates	
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munity data to and families. career development, discipline, diversity, career development, discipline, diversity, functional Behavioral Assessment community data and resources into the elementary school counselor program goals. areas: achievement, attendance, career development, discipline, diversity, functional Behavioral Assessment (EPA), Individual Educational Plan (EPA), Individual Educational Plan (EPA), Individual Educational Plan (EPA), Individual Education, atudent assessments, teacher referrals, etc. areas: achievement, attendance, diversity, functional Behavioral Assessment (EPA), Individual Educational Plan (IEP) documentation, parent interviews, pre/post-tests, special education, student assessments, teacher referrals, etc. areas: achievement, attendance, diversity, functional Behavioral Assessment interviews, pre/post-tests, special education, student assessments, teacher referrals, etc. areas: achievement, attendance, diversity, functional Behavioral Assessment interviews, pre/post-tests, special education, student assessments, teacher referrals, etc. 1.1.2 ESC consistently obtains data from some of the following sources to formulate culturally competent goals: IDOE, Student services, indiana, www.indianaschoolcourselor.org; Eensus Bureau, www.indianaschoolcourselor.org; Census Bureau, www.indianaschoolcourselor.org; SAVI, www.satistindiana.edu; United Way, www.uwci.org; stATS 11.1.2 ESC occasionally obtains data from some of the following sources to formulate culturally competent goals: IDOE, Student services; SAVI, www.satistindiana.edu; United Way, www.uwci.org; stATS 11.2 ESC occasionally obtains data from some of the following sources to formulate culturally consus Bureau, www.statsindiana.edu; United Way, www.uwci.org; stATS 11.2 ESC occasionally obtains sources to formulate cultura	school and	in collaboration with school staff	data from some of the following	data from some of the following	group goals and individual stur
munity data to and evelopment, citizenship career development, citizenship career development, citizenship **At Level 4, an ESC fulfils the criteria for Level 3, and additionally incorporates into the elementary school Functional Behavioral Assessment (FBA), Individual Educational Plan (IEP) documentation, parent interviews, pre/post-tests, special education, student assessments, teacher referrals, etc. Functional Behavioral Assessment from some of the following sources to formulate culturally competent goals: IDCE, Student Services, PS Online, Data Warebouse; ISCA, Murww.indianaschoolcounselor.org; SAVI, www.savi.org; STATS 1.1.2 ESC count, www.indiana.edu; Warw.indiana.edu; United Way, www.savi.org; STATS 1.1.2 ESC count, www.indiana.edu; Warw.indiana.edu; 1.1.2 ESC count www.indiana.edu; Warw.indiana.edu; 1.1.2 ESC occasionally obtains data from some of the following sources to formulate culturally competent goals: IDCE, Student Services, SAVI, www.savi.org; STATS 1.1.2 ESC out, www.indiana.edu; Warw.indiana.edu; 1.1.2 ESC out, www.indiana.edu; Warw.indiana.edu; 1.1.2 ESC out, www.istaindiana.edu; Warw.indiana.edu;		and familian	areas: achievement, attendance,	areas: achievement, attendance.	goals lising data from como of
***At Level 4, an ESC fulfils the criteria for Level 3, and additionally incorporates into the elementary school counselor program goals. Functional Behavioral Assessment (FBA), Individual Educational Behavioral Assessment interviews, pre/post-tests, special education, student assessments, teacher referrals, etc. Functional Behavioral Assessment (FBA), Individual Educational Plan (IEP) documentation, parent interviews, pre/post-tests, special education, student assessments, teacher referrals, etc. Functional Behavioral Assessment (IEPA), Individual Educational Plan (IEP) documentation, parent interviews, pre/post-tests, special education, student assessments, teacher referrals, etc. III C ESC consistently obtains data from some of the following sources to formulate culturally competent goals: IDOE, Student Services, IPS Online, Data Warehouse; ISCA, www.indianaschoolcourselor.org; Census Bureau, www.statisindiana.edu; United Way, www.uwci.org; stATS 11.2 ESC consistently obtains data from some of the following sources to formulate culturally competent goals: IDOE, Student Services, SAV, www.savi.org; STATS 11.2 ESC consus Bureau, www.census.gov; Kids Count, www.iyi.org/reports; SAV, www.savi.org; STATS 11.2 ESC consus Bureau, www.census.gov; Kids Count, www.iyi.org; STATS	community data to	and families.	career development, citizenship	career development, citizenship	following areas: achievement
Is the Functional Behavioral Assessment (FBA), Individual Educational Plan (IEP) documentation, parent interviews, pre/post-tests, special education, student assessments, teacher referrals, etc. II-1.2 ESC consistently obtains data from some of the following sources to formulate culturally competent goals: IDOE, Student Services, IPS Online, Data Warehouse; ISCA, www.indianaschoolcounselor.org; Census Bureau, www.statsindiana.edu; United Way, www.uwci.org; etc. Indiana, www.statsindiana.edu; United Way, www.uwci.org; etc. II-2 EXC consistently obtains data from some of the following sources to formulate culturally competent goals: IDOE, Student Services, www.indianaschoolcounselor.org; Census Bureau, www.statsindiana.edu; United Way, www.uwci.org; etc. II-2 EXC consust to the following sources to formulate culturally competent goals: IDOE, Student Services, www.indianaschoolcounselor.org; Census Bureau, www.statsindiana.edu; United Way, www.uwci.org; etc. II-2 EXC consust to the following sources to formulate culturally competent goals: IDOE, Student Services, SAVI, www.statsindiana.edu; United Way, www.uwci.org; etc. II-2 EXC consust to the following sources to formulate culturally competent goals: IDOE, Student Services, ISCA, Www.indianaschoolcounselor.org; II-3 II-3 II-3 II-3 II-3 II-3 II-3 II-	plan	**>+	development, discipline, diversity,	development, discipline, diversity,	attendance, career developme
urces (IEP) documentation, parent (IEP) documentation, parent ol interviews, pre/post-tests, special education, student assessments, interviews, pre/post-tests, special education, student assessments, interviews, pre/post-tests, special 1.1.2 ESC consistently obtains data from some of the following sources to formulate culturally competent goals: IDOE, Student Services, PS Online, Data Warehouse; ISCA, www.indianaschoolcounselor.org; Census Bureau, www.indiana.edu; Nited Way, www.statsindiana.edu; united Way, www.uwci.org; etc.		criteria for Level 2 and	Functional Behavioral Assessment	Functional Behavioral Assessment	citizenship development.
ol interviews, pre/post-tests, special education, student assessments, teacher referrals, etc. interviews, pre/post-tests, special education, student assessments, teacher referrals, etc. 1.1.2 ESC consistently obtains data from some of the following sources to formulate culturally competent goals: IDOE, Student Services, 1.1.2 ESC occasionally obtains data from some of the following sources to formulate culturally competent goals: IDOE, Student Services, IPS Online, Data Warehouse; ISCA, Www.indianaschoolcounselor.org; SAVI, www.savi.org; STATS Indiana, www.statsindiana.edu; United Way, <u>www.uwci.org;</u> etc. www.indianaschoolcounselor.org; Kids Count, <u>www.statsindiana.edu;</u> United Way, <u>www.uwci.org;</u> etc.		additionally incornorates	(FBA), Individual Educational Plan	(FBA), Individual Educational Plan	discipline, diversity, Functional
ol education, student assessments, teacher referrals, etc. education, student assessment, education, student assessment, education, student as		community data and resources	(icr) uocumentation, parent	(IEP) documentation, parent	Behavioral Assessment (FBA),
teacher referrals, etc.teacher referrals, etc.1.1.2 ESC consistently obtains data from some of the following sources to formulate culturally competent goals: IDOE, Student Services,1.1.2 ESC occasionally obtains data from some of the following sources to formulate culturally competent goals: IDOE, Student Services,Www.idoe.in.gov/student-services; IPS Online, Data Warehouse; ISCA, www.indianaschoolcounselor.org; Census Bureau, www.iyi.org/reports; SAVI, www.savi.org; STATS Indiana, www.statsindiana.edu; United Way, www.uwci.org; etc.1.1.2 ESC occasionally obtains data from some of the following sources to formulate culturally competent goals: IDOE, Student Services; IPS Online, Data Warehouse; ISCA, www.indianaschoolcounselor.org; Census Bureau, www.census.gov; Kids Count, www.savi.org; STATS Indiana, www.statsindiana.edu; United Way, www.uwci.org; etc.		into the elementary school	education, student assessments	adjustion student special	Individual Educational Plan (IEF
ata 1.1.2 ESC occasionally obtains data from some of the following sources to formulate culturally competent goals: IDOE, Student Services, A, IPS Online, Data Warehouse; ISCA, Www.indianaschoolcounselor.org; Census Bureau, <u>www.census.gov;</u> Kids Count, <u>www.iyi.org/reports;</u> SAVI, <u>www.savi.org;</u> STATS Indiana, <u>www.statsindiana.edu;</u> United Way, <u>www.uwci.org;</u> etc.		counselor program goals.	teacher referrals, etc.	teacher referrals, etc.	pre/post-tests, special education
ata 1.1.2 ESC occasionally obtains data from some of the following sources to formulate culturally competent goals: IDOE, Student Services, iPS Online, Data Warehouse; ISCA, iPS Online, Data Warehouse; ISCA, census Bureau, <u>www.census.gov;</u> Kids Count, <u>www.iyi.org/reports;</u> SAVI, <u>www.savi.org;</u> STATS Indiana, <u>www.statsindiana.edu;</u> United Way, <u>www.uwci.org;</u> etc.					student assessments, teacher
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t sources to formulate culturally competent goals: IDOE, Student Services, A, IPS Online, Data Warehouse; ISCA, Www.indianaschoolcounselor.org; Census Bureau, <u>www.census.gov;</u> Kids Count, <u>www.iyi.org/reports;</u> SAVI, <u>www.savi.org;</u> STATS Indiana, <u>www.statsindiana.edu;</u> United Way, <u>www.uwci.org;</u> etc.			1.1.2 ESC consistently obtains data	1.1.2 ESC occasionally obtains data	1.1.2 ESC lacks basic skills and
t competent goals: IDOE, Student Services, 2A, IPS Online, Data Warehouse; ISCA, 195 Online, Data Warehouse; ISCA, 27, Www.indianaschoolcounselor.org; 29 Census Bureau, www.census.gov; 20 Kids Count, www.sui.org; STATS 20 Indiana, www.satatsindiana.edu; 21 United Way, www.uwci.org; etc.			sources to formulate culturally	indifi some of the following	ability to and/or rarely obtains
 es; www.doe.in.gov/student-services; CA, IPS Online, Data Warehouse; ISCA, Www.indianaschoolcounselor.org; Census Bureau, www.census.gov; Kids Count, www.iyi.org/reports; SAVI, www.savi.org; STATS Indiana, www.statsindiana.edu; United Way, www.uwci.org; etc. 			competent goals: IDOF Student	sources to formulate culturally	data from some of the following
 es; www.doe.in.gov/student-services; A, IPS Online, Data Warehouse; ISCA, www.indianaschoolcounselor.org; Census Bureau, www.census.gov; Kids Count, www.iyi.org/reports; SAVI, www.savi.org; STATS Indiana, www.statsindiana.edu; United Way, www.uwci.org; etc. 			Services.	Convictor	sources to formulate culturally
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 <u>www.indianaschoolcounselor.org;</u> Census Bureau, <u>www.census.gov;</u> Kids Count, <u>www.iyi.org/reports;</u> SAVI, <u>www.savi.org;</u> STATS Indiana, <u>www.statsindiana.edu;</u> United Way, <u>www.uwci.org;</u> etc. 			IPS Online, Data Warehouse; ISCA,	IPS Online, Data Warehouse; ISCA,	www.doe.in.gov/student-servic
 Kids Count, <u>www.ivi.org/reports;</u> Kids Count, <u>www.ivi.org/reports;</u> SAVI, <u>www.savi.org;</u> STATS Indiana, <u>www.statsindiana.edu;</u> United Way, <u>www.uwci.org;</u> etc. 			Census Bureau www.concourselor.org;	www.indianaschoolcounselor.org;	IPS Online, Data Warehouse; ISC
SAVI, <u>www.savi.org;</u> STATS Indiana, <u>www.statsindiana.edu;</u> United Way, <u>www.uwci.org;</u> etc.			Kids Count www.ivi.org/soports.	Census Bureau, <u>www.census.gov;</u>	www.indianaschoolcounselor.or
JAVI, <u>www.savi.org;</u> STATS Indiana, <u>www.statsindiana.edu;</u> United Way, <u>www.uwci.org;</u> etc.			SAVI www.esvi org. CTATE	Kids Count, www.iyi.org/reports;	Census Bureau, www.census.gov
United Way, <u>www.statsindiana.edu;</u> United Way, <u>www.uwci.org;</u> etc.			Indiana www.sdvi.uig; JIAIJ	SAVI, <u>www.savi.org;</u> STATS	Kids Count, www.iyi.org/reports
United way, www.uwci.org; etc.			United Way www.inwri.org.etc		SAVI, www.savi.org; STATS
					Indiana, <u>www.statsindiana.edu;</u>

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

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

	and family needs in		-	Provide assessment	2.3	reduce such parriers		develop plans to	achievement and		to student	to identify barriers	prevention services	indentent	implement	Identify and			2.2		student outcomes	to successful	eliminating barriers	protections and/or	community creating	community another	and the school	students, families	which impact	inies and policies	rilloc and noticion	knowledge of laws	Demonstrate		2.1			Competency
+	SS		tes a vast	criteria for Level 3, and	*At Level 4, an ESC fulfills the			0				student success.	to address identified barriers to	and advocates for positive change	cire implications of data analysis,	the implications of the implications of the	awaronoon and the second	additionally domonstrate	Criteria for Level 3 and	×>+-)										community.	i diffilles within the school	familia mitter and	in laws, rules and policies that will	additionally advocates for changes	criteria for Level 3, and	ALLEVEL 4, AN ESC TUITIIIS THE	* At 1000 A 00 FCC 6 1011 -	Highly Effective (A)
_	congruent with student needs in	specific recommendations	quality assessifients and makes	cuality accompany conducts	3 3 1 ECC consistent 1	sexual harassment, violence, etc.	behavioral supports, relationships.	discipline, drugs, gangs, positive	resolution, dating violence,	pairying prevention, conflict	hullwing provention of all of	of: attendance hody safety	and practices in some of the areas	prevention programs strategies	based, culturally competent	implementation of evidence-	coordination and/or	effectively demonstrates	2.2.1 ESC consistently and					special education Title IX etc	school discipline, Section 504	confidentiality, McKinney-Vento	Protection Services,	bullying prevention, Child	Code of Ethics, attendance,	Counselor Association (ASCA)	the areas of: American School	relevant laws, rules and policies in	accurate information related to			2.1.1 ESC consistently	Effective (3)	1.8.
	with student and are congruent	recommendations regarding	assessments and makes general	2.3.1 ESC occasionally conducts	management, violence, etc.	harasement violence of	Sunnorts relationships course	gangs, positive behavioral	dating violence, discipline, drugs.	prevention, conflict resolution,	accention body safety, bullying	in some of the areas of:	in composition of the part of	current prevention	fulturally competent	implementing evidence-based	in coordinating and/or	demonstrates basic skill and ability	2.2.1 ESC occasionally				special education, litle IX, etc.	scrivor discipline, section 504,	school discipling South The Sector	confidentiality Marks	Protection Services	bullving prevention Child	Code of Ethics attendance	Counselor Association (Asca)	areas of: American School	laws, rules and policies in the	basic questions related to relevant	understanding of and another	demonstratos como fue d	2.1.1 FSC occasionally	Improvement Necessary (2)	
	student functioning in some of the	conducts assessments regarding	ability to and/or rarely or never	2.3.1 ESC lacks basic skills and	violence, etc.	relationships, sexual harassment,	positive benavioral supports,	mositive bebaring unues, gangs,	violence discipline drugs and	conflict resolution dating	safety, bullying prevention	the areas of: attendance, body	strategies and practices in some of	competent prevention programs,	evidence-based, culturally	evidence back and implement(s)	ability to allu/or rarely or never	ability to and for more skills and	2.7.1 FSC lacks basis shills and				8	special education, Title IX, etc.	school discipline, Section 504,	confidentiality, McKinney-Vento,	Protection Services,	pullying prevention, Child	Loue of ethics, attendance,	Counselor Association (ASCA)	In the areas of: American School	-	-	knowledge of and/or rarely or	2.1.1 ESC demonstrates little to no	(T) entirective	Inofferation (4)	

DOMAIN 2: Effective Elementary School Counselor Services

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

order to design	and create alternative	the some of the areas of:	areas of: attendance, attention	challenges habational passage
effective	intervention plans that impact	attendance, attention challenges,	challenges, behavioral concerns.	child abuse/neglect_crisic_mental
interventions	student functioning.	behavioral concerns, child	child abuse/neglect, crisis, mental	illness, special education, study
	*** ·	abuse/neglect, crisis, mental	illness, special education, study	skills, suicidal ideation. task
	**At Level 4, an ESC fulfills the	illness, special education, study	skills, suicidal ideation, task	completion, test taking etc
	criteria for Level 3, and	skills, suicidal ideation, task	completion, test taking, etc.	יסיווףויטיון, וכשר ומאווה, כוני
	additionally demonstrates an ability to assess school-wide	completion, test taking, etc.		
	barriers to student and school	2.3.2 ESC consistently engages	2.3.2 ESC occasionally engages	2 2 7 ECC lacks basis shills and
	success in order to support school	students and families to identify	students and families to identify	ability to and/or rarely engage(c)
	leadership teams in planning and	barriers to student achievement	barriers to student achievement	students and families to identify
	implementing school reform.	and develop plans to overcome	and develop plans to overcome	barriers to student achievement
		such barriers by using some of the	such barriers by using some of the	and develop plans to overcome
		following techniques and tools:	following techniques and tools:	such barriers by using some of the
		analyzing/utilizing student, school	analyzing/utilizing student, school	following techniques and tools:
		and community data, such as	and community data, such as	analyzing/utilizing student, school
		excessively high numbers of	excessively high numbers of	and community data, such as
		student absences, suspensions	student absences, suspensions	excessively high numbers of
		and expulsions; assessing social	and expulsions; assessing social	student absences, suspensions
		and economic needs of families;	and economic needs of families;	and expulsions; assessing social
		completing social histories and	completing social histories and	and economic needs of families;
		behavior intervention plans;	behavior intervention plans;	completing social histories and
		conducting parent and student	conducting parent and student	behavior intervention plans;
		interviews; making home visits;	interviews; making home visits;	conducting parent and student
		responding professionally to crises	responding professionally to crises	interviews; making home visits;
		encountered in the school; serving	encountered in the school; serving	responding professionally to crises
		on a multidisciplinary team to	on a multidisciplinary team to	encountered in the school; serving
		identify student strengths and	identify student strengths and	on a multidisciplinary team to
		needs, such as building-based	needs, such as building-based	identify student strengths and
		team (BBT), committee on	team (BBT), committee on	needs, such as building-based
		academic and behavioral supports	academic and behavioral supports	team (BBT), committee on
		(CABS), multi-disciplinary team	(CABS), multi-disciplinary team	academic and behavioral supports
		(M-Team), Response to	(M-Team), Response to	(CABS), multi-disciplinary team
		Intervention (RTI) and school	Intervention (RTI) and school	(M-Team), Response to
		committees; using appropriate	committees; using appropriate	Intervention (RTI) and school
		and culturally competent	and culturally competent	committees; using appropriate
		assessment instruments; using	assessment instruments; using	and culturally competent
		progress monitoring techniques to	progress monitoring techniques to	assessment instruments; using
		continually assess the response to	continually assess the response to	progress monitoring techniques to
		the school social work	the school social work	continually assess the response to
		intervention; utilizing data from	intervention; utilizing data from	the school social work
		teacher and parent referrals; etc.	teacher and parent referrals; etc.	intervention; utilizing data from
				teacher and parent referrals; etc.

	*At Level 4, an ESC fulfills the	2.4.1 ESC consistently uses	2.4.1 ESC uses a limited range of	
2.4	criteria for Level 3, and	developmentally appropriate	developmentally appropriate	2.4.1 ESC uses interventions that
	relevant and offective	interventions, and continually	interventions, and occasionally	monitors and adjusts intervention
Provide culturally	developmentally appropriate	monitors and adjusts interventions	monitors and adjusts interventions	to respond to differences in
appropriate.	interventions and consist	to respond to differences in	to respond to differences in	-
evidenced-based	monitors and adjusts internetly	students needs from some of the	students needs from some of the	following tonice/iceuse:
	to record to differentions	following topics/issues:	following topics/issues:	attendance harrier (L
school-wide, small	to respond to differences in	attendance barriers (home visits,	attendance barriers (home visits	student and parcet conference visits,
group and	students needs.	student and parent conferences);	student and parent conferences).	student and parent conferences);
individual school	***	case conferences (child and family	case conferences (child and family	team mosting for the set of the s
	At Level 4, an ESC fulfills the	team meetings, Behavior	team meetings, Behavior	Improvement plans form
2	additionally domonstration	Improvement Plans [BIP], goal	Improvement Plans [BIP], goal	development Individual
	availability demonstrates a	development, Individual	development, Individual	
services to promote	superior level of skill and ability in	Educational Plans [IEP], Section	Educational Plans [IFP] Section	EQUICATIONAL Plans [IEP], Section
student academic,	crisis intervention and takes	504, staffing meetings); classroom	504. staffing meetings): classroom	304, statting meetings); classroom
_	initiative in team planning for	presentations (bullying	presentations (hullving	presentations (bullying
'enrial	crisis prevention and intervention.	prevention, graduation plan, social	prevention, graduation plan social	prevention, graduation plan, social
	* • • • • • • • • • • • • • • • • • •	skills, test-taking strategies, etc.);	skills test-taking strateging ato 1	skills, test-taking strategies, etc.);
development	At Level 4, an ESC fulfills the	classroom management; IEP	classroom management: IED	classroom management; IEP
	criteria for Level 3, and	counseling; parent conferences in	counseling: narent conference in	counseling; parent conferences in
	andicionally demonstrates	school and at home (academic	school and at home (academic	scrivor and at nome (academic
	intra/interdisciplinger to the state	concerns, community referrals,	concerns, community referrals.	conflict between parent and
Ð	engaging others in the problem	conflict between parent and	conflict between parent and	school staff, conflict between
St	solving process	school staff, conflict between	school staff, conflict between	parent and student.
		pareili and student,	parent and student,	developmental needs of students
*	****At Level 4. an FSC fulfille the	montal health of students,	developmental needs of students,	mental health of parent and/or
0	criteria for Level 3, and	student percenting	mental health of parent and/or	student, parenting
a	additionally involves relevant	scareir, parenting	student, parenting	education/skills, student
st	stakeholders in the development	education/skills, student	education/skills, student	behavior); peer mediation.
0	of counseling plans for individual	per mediation;	behavior); peer mediation;	positive behavioral interventions
st	students. (Individual and aroun	positive behavioral interventions	positive behavioral interventions	and support (PBIS): nevcho-
00	counseling is protected by	and support (PBIS); psycho-	and support (PBIS); psycho-	educational counseling (anger
00	confidentiality, therefore may not	eurorational courseling (anger		management, conflict resolution
	directly shearing 1	grief and loss divorce		grief and loss, divorce,
be	unecuy ouserveu.		resolution,	incarceration of family member,
be	oc an ecuy ouservea.			mobility, pregnancy, self-esteem,
be **	***At Level 4, an ESC fulfills the			
ье сгі	C fulfills the	esteem,	olution, ember, esteem,	social skills, trauma, etc.);
be cri		, , ,	, , , ,	social skills, trauma, etc.); Response to Intervention (RTI);
be cri ad	ls the Ident	,ä .:	, , , , , , , , , , , , , , , , , , ,	social skills, trauma, etc.); Response to Intervention (RTI); student management (behavior
be cri ad fo:		r member, elf-esteem, ic); ion (RTI); behavior	resolution, member, elf-esteem, c.); on (RTI); behavior	social skills, trauma, etc.); Response to Intervention (RTI); student management (behavior charts, behavior plans,
be cri ad fos	ls the Ident	< رَع بـ `	, , , , , , , , , , , , , , , , , , ,	social skills, trauma, etc.); Response to Intervention (RTI); student management (behavior charts, behavior plans, focus/staying on task skills, study

Z

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

																													services	facilitate referral	Identify and			2 5						
																						need.	but for which there is an identified	exist in the school or community,	develops resources that do not	additionally advocates for and/or	criteria for Level 3. and	**At Level 4, an ESC fulfills the		needs of the school	resources to better meet the	and partnerships with community	additionally develops relationship	Criteria for Level 3 and	*At Level 4 an ESC fulfills the					
the Village [Marion County Health Dept.], etc.); Off Campus	Mentoring with Magic, Reclaiming	Brothers and Big Sisters	LaPlaza [Hispanic Center] Big	mentoring programs (Cirls In-	community release of info oto to	professionals onsite or in the	(communication with	mental health and medical	Service, vision, etc.): Kaleidoscone:	passes, tutoring. United Christmas	School Bell, transportation/bus	housing, mentoring Operation	clothing/uniforms, dental. food	referrals/services for	health professionals to coordinate	agencies, universities and mental	effectively with community	(consult and collaborate	protection services; community	truancy, juvenile probation); child	referrals for failure to ensure and	programs; attendance (court	areas: alternative education	referrals in some of the following	2.5.2 ESC consistently facilitates	incental and external resources.	internal and external and knowledge of	understanding and knowledge	domonstration of the second se	promption responds to and makes	i arnilies and the community. ESC	reterrals from staff, students,	d confidential process for receiving	2.5.1 ESC consistently implements	3	the problem-solving process.	students are active participants in	responsibility for personal growth	alternative choices and accept	demonstrate strengths, generate
[Marion County Health	Mentoring with Magic. Reclaiming	Rothercard Big Citter, Big	mentoring programs (Girls Inc.,	community, release of info, etc.);	professionals onsite or in the	(communication with	mental nealth and medical	service, vision, etc.); Kaleidoscope;	Service vision of Vision And	school bell, it all sportation/bus	School Boll transportation	bouring/ uniforms, dental, tood,	conthing/uniforms dontal factor	referrate/construction for	bealth professionals to apartic	agencies universities and an and	effectively with community	(consult and collaborate	protection services: community	truancy invenile probation), shid	referrals for failure to ensure and	Drograms: attendance (court	areas: alternative education	referrals in some of the following	2.5.7 ECC occasionally facilitate		external resources.	knowledge of internal and	makes referrals using a basic	sporadically responds to and	parents and community. ESC	referrals from staff, students,	-		-	solving process.		. student		demonstrate strengths. ESC
Mentoring with Magic, Reclaiming	LaPlaza [Hispanic Center], Big	mentoring programs (Girls Inc.,	community, release of info, etc.);	professionals onsite or in the	(communication with	mental health and medical	Service, vision, etc.); Kaleidoscope;	passes, tutoring, United Christmas	School Bell, transportation/bus	housing, mentoring, Operation	clothing/uniforms, dental, food,	coordinate referrals/services for	and mental health professionals to	community agencies, universities	collaborate effectively with	services; community (consult and	propation); child protection	ensure and truancy, juvenile	(court referrals for failure to	education programs; attendance	rollowing areas: alternative	following the fo	dounty to and/or rarely or never	2.5.2 ESC lacks basic skills and		external resources.	knowledge of internal and	and makes referral using a limited	ESC rarely or never responds to	students, parents and community	for receiving referrals from staff	_		-	problem-solving process	Students are not engaged in the	expectations for student program		f students to demonstrate	provides opportunition for

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

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

competency	Highly Effective (4)	Effective (3)	Improvement Necessary (1)	
3.1	*At Level 4, an ESC fulfills the criteria for Level 3, and	3.1.1 ESC consistently contributes	3.1.1 ESC occasionally contributes	3.1.1 ESC lacks basic skills and
	additionally seeks out leadership	school's mission and initiation	ideas and expertise to further the	ability to and/or rarely or never
	roles and/or serves on leadership	scribbles mission and initiatives.	school's mission and initiatives.	contribute(s) efforts or ideas
inte to school	teams, community boards and			aimed at improving the school
culture	community partnership			culture.
	committees.	3.1.2 ESC consistently and		
		efficiently dedicates time to	3.1.2 ESC occasionally uses time to	3.1.2 ESC rarely or never uses time
	** At Level 4, an ESC fulfills the	support major school initiatives	support initiatives that improve	to support initiatives that improve
	criteria for Level 3, and		the school culture.	the school culture.
01	additionally dedicates time			
0	outside of the school hours to	3.1.3 FSC consistantly converse		
= 0	develop and support major school initiatives.	diversity cadres and/or school	diversity cadres and/or school	3.1.3 ESC rarely serves on diversity
		understanding of a d	committees. ESC occasionally	ESC lacks basic skills and ability to
*	***At Level 4, an ESC fulfills the	socio-economic and cultural	demonstrates understanding of	and/or rarely or never
0	criteria for Level 3, and	diversity.	and cultural dimension	demonstrates understanding of
a	additionally actively assists school		airid cultural diversity.	and respect for socio-economic
st	staff to develop a comprehensive			and cultural diversity.
u	understanding of the various			
CL	cultures and socio-economic			
gr	groups represented in the school			
1*	*At Level 4, an ESC fulfills the	3.2.1 ESC consistently maintains		
Cr	criteria for Level 3, and		5.2.1 ESC occasionally maintains	3.2.1 ESC rarely or never maintains
Wi	with other student assistance	ith school	inconsistently initiates	collaborative relationships and/or rarely and never initiator
	professionals to develop a student	nd	0	onsultation
Collaborate with ass	assistance plan for the school.	community partners.		personnel, parents and
	fills the	3.2.2 ESC consistently attends		- partiters
adc	0	ol Igs.	3.2.2 ESC occasionally attends	3.2.2 ESC rarely or never attends building staff and district school
suc	such as building-based			
teams/committees, district	teams/committees, district			

DOMAIN 3: Elementary School Counselor Leadership

	**At Level 4, an ESC fulfills the criteria for Level 3, and additionally identifies or differentiates appropriate resources to provide opportunities that empower students and families to gain access to school and community resources.	 Advocate for student success Advocate for student Success Advocate for student Bevel systems approach within the school and/or external community. 	Enhance professional professional development through skills and knowledge instruction, presentations or teaching opportunities to the school/professional communities. **At Level 4, an ESC fulfills the criteria for Level 3, and additionally seeks collegial consultation.	 additionally contributes to 	Counselor Association, American School Counselors Association, community partnerships, boards,
At Level 4, an ESC fulfills the criteria for Level 3, and additionally proactively promotes parent/guardian involvement in the education al process and	ills the oortunities and	ills the advocates amilies and ectful g a multi- within the	rent through ield ons or ito the immunities. Ifills the gial	fills the d), American sociation, ips, boards,
3.5.1 ESC consistently and proactively reaches out to parents and the school community in a variety of ways to engage them in	3.4.2 ESC consistently advocates for students' individualized needs by educating students and parents regarding their rights and responsibilities as well as attainment of resources and services.	3.4.1 ESC consistently displays commitment to the educational success of students and decrease barriers to achievement by advocating on behalf of students and families within the school community and initiating program development.	 reviewing professional literature, attending conferences and workshops and/or completing inclass/online course work. 3.3.2 ESC consistently welcomes constructive feedback to improve professional knowledge and skills. 	3.3.1 ESC consistently pursues professional development by	
3.5.1 ESC occasionally reaches out to parents and the school community to engage them in student achievement including	3.4.2 ESC occasionally advocates for students and their needs by educating students and parents regarding their rights and responsibilities as well as attainment of resources and services.	3.4.1 ESC occasionally displays commitment to the educational success of students and decrease barriers to achievement by advocating on behalf of students and families within the school community and initiating program development.	reviewing professional literature, attending conferences and workshops and/or completing in- class/online course work. 3.3.2 ESC occasionally accepts constructive feedback to improve professional knowledge and skills.	3.3.1 ESC occasionally pursues professional development by	
3.5.1 ESC lacks basic skills and ability to and/or rarely or never reaches out to parents and the school community including borns	3.4.2 ESC lacks basic skills and ability to and/or rarely or never advocate(s) for students or their needs by educating students and parents regarding their rights and responsibilities as well as attainment of resources and services.	3.4.1 ESC lacks basic skills and ability to and/or rarely or never displays commitment to the educational success of students and decrease barriers to achievement by advocating on behalf of students and families within the school community and initiating program development.	reviewing professional literature, attending conferences and workshops and/or completing in- class/online course work. 3.3.2 ESC rarely accepts constructive feedback to improve professional knowledge and skills.	3.3.1 ESC rarely or never pursues professional development by	

student achievement between parents and staff.

conferences.

DOMAIN 4: Core Professionalism

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

	2 Policies and procedures / district core values	Attendance / on-time arrival	Competency
.50		.50	Scale
Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians and community members in a respectful manner and/or demonstrate the District Core Values.	Individual demonstrates a pattern of 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 unexcused absences. Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement.)	Does Not Meet Standard
Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians and community members in a respectful manner and/or demonstrating the District Core Values.	Individual demonstrates a pattern of following state, corporation and school policies and procedures (e.g., procedures for submitting discipline referrals, policies for appropriate attire, etc.)	Individual ha pattern of ur Individual ha pattern of un arrivals that a procedures su policy and by bargaining ag	Meets Standard
of • Excellence • Scholarship • Courage • Respect	Received 4 minor or 2 major infractions with written documentation within the evaluation cycle in the current school year. Follows and reinforces the District Core Values	Greater than 63 hours sick or unexcused (non- FMLA days within the evaluation cycle in the current school year.) Greater than 5 days tardy of 10 minutes or more within the current school year.	

Appendary Lead Counselor Secondary Lead Counselor

Effectiveness Rubric

my Development System **Evaluation** and Rubric Secondary Lead Effectiveness Indianapolis Public Schools Counselor

(Developed 2013)

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

aligned v 'ent needs and t. on data to impact all students' academic	t designed to make content and concepts relevant, and engage all students in appropriate decision making.	and consistently engag students in appropriate decision making.	decision making.	decision making.
achievement.	** At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally all guidance activities are always logically sequenced within individual lessons.	1.4.2 The majority of activities are consistently logically sequenced within individual lessons.	1.4.2 Some activities are occasionally logically sequenced within individual lessons.	1.4.2 Activities are rarely or never logically sequenced within individual lessons.
1.5 The Lead Counselor supports all students in developmentally appropriate academic	*At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always guides <i>all</i> students in establishing challenging academic goals and understanding assessment results.	1.5.1 Lead Counselor consistently guides students in establishing challenging academic goals and understanding assessment results.	1.5.1 Lead Counselor occasionally guides students in establishing challenging academic goals and understanding assessment results.	1.5.1 Lead Counselor rarely or never guides students in establishing challenging academic goals and understanding assessment results.
preparation essential for a wide variety of post- secondary options.	**At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally assists all students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	consistently assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	1.5.2 Lead Counselor occasionally assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	1.5.2 Lead Counselor rarely or never assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.
1.6 The Lead Counselor supports all students in completion of standardized testing.	unselor Level 3 's and/or for large h	1.6.1 Lead Counselor consistently coordinates test schedule, roster, room assignments, etc. for standardized testing as assigned.	1.6.1 Lead Counselor occasionally coordinates test schedule, roster, room assignments, etc. for standardized testing as assigned with moderate success.	1.6.1 Lead Counselor rarely or never successful in coordinating test schedule, roster, room assignments, etc. for standardized testing as assigned.
		1.6.2 Lead Counselor consistently assists with preparation of accurate test rosters.	1.6.2 Lead Counselor occasionally assists with preparation of mostly accurate test rosters.	1.6.2 Lead Counselor rarely or never prepares accurate test rosters.
		1.6.3 Lead Counselor	1.6.3 Lead Counselor	1 6 3 lead Councelor much

		manner.	The lead counselor completes work in a	17				
and additionally always collaborates and works with other Leads to provide support with reports and timelines.	**At Level 4, a Lead Counselor fulfills the criteria for Level 3	communicates all timelines with administration and staff.	At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally consistently shares ALL information and				2	
	Lead, district and state timelines.	1.7.2 Lead counselor consistently adheres to all	1.7.1 Lead counselor consistently submits district, state and Lead reports on time.		1.6.6 Lead Counselor consistently provides effective and accurate staff development and training regarding test administration as assigned.	1.6.5 Lead Counselor consistently communicates test schedules and plans to all staff as assigned.	1.6.4 Lead Counselor consistently assists with keeping an accurate inventory and returning of all test materials as assigned.	proctors tests as assigned.
	Lead, district and state timelines.	1.7.2 Lead counselor	1.7.1 Lead counselor occasionally submits district, state and Lead reports on time.	as assigned.	1.6.6 Lead Counselor occasionally provides moderately effective and/or partially accurate staff development and training regarding test administration	1.6.5 Lead Counselor occasionally communicates test schedules and plans to most staff as assigned.	1.6.4 Lead Counselor occasionally assists with keeping a somewhat accurate inventory and return of test materials as assigned.	occasionally is effective in proctoring tests as assigned.
	district and state timelines.	1.7.2 Lead counselor rarely or	1.7.1 Lead counselor rarely or never submits district, state and Lead reports on time.		1.6.6 Lead Counselor staff development and training regarding test administration is rarely or never effective and/or accurate.	1.6.5 Lead Counselor rarely or never communicates test schedule and plans to staff as assigned.	1.6.4 Lead Counselor rarely or never assists with the keeping an accurate inventory and return of test materials as assigned.	never effectively proctors

	ctudosto			****	
	2.2.4 Leād Counselor rarely or never implements any prevention programming for	2.2.4 Lead Counselor occasionally implements some prevention	2.2.4 Lead Counselor implements many prevention programs for students.	always provides adult assistance and professional help	
	never helps students in identifying school and community resources.	occasionally assists students in identifying school and community resources.	and s.	***At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally	
	2.2.3 Lead Counselor rarely or	2.2.3 Lead Counselor	2.2.3 Lead Counselor consistently assists students	require peer support.	including stakeholder collaboration.
	help.	help.	neib.	differentiate situations that	academic development
	assistance and professional	assistance and professional	assistance and professional	helps all students to	emotional, and
	differentiate situations that	differentiate situations that require peer support, adult	differentiate situations that require peer support, adult	Counselor fulfills the criteria	students' healthy physical, social.
	2.2.2 Lead Counselor rarely or	2.2.2 Lead Counselor	consistently helps students to		implements prevention
		N.		environment	and survival skills and
	right to a safe and secure school environment.	secure school environment.	secure school environment.	explains the students' right to	facilitates all students' understanding of safety
	never explains the students'	sometimes explains the	students' right to a safe and	and additionally always	The Lead Counselor
	2.2.1 lead Councelor much	2.2.1 Lead Counselor only	2.2.1 Lead Counselor	*At Level 4, a Lead Counselor	2.2
				behaviors.	2
				models appropriate	
				Lead always effectively	
				for Level 3 and additionally	
	behaviors.	appropriate benaviors.		Counselor fulfills the criteria	
	never models appropriate	occasionally models	appropriate behaviors	**At Level 4, a Lead	
	2.1.2 Lead Counselor rarely or	2.1.2 Lead Counselor	2.1.2 Lead Counselor	and others	others.
	and others.			understand and respect self	and respect colf and
	understand and respect self	respect self and others	respect self and others.	skills so that they can	help them inderstand
	skills so that they can	they can understand and	they can understand and	knowledge or interpersonal	internersonal chiller
	Allowledge of Interpersonal	interpersonal skills so that	interpersonal skills so that	acquire the attitudes,	redaining the attitudes'
	knowledge gate to the statutes,	attitudes, knowledge or	attitudes, knowledge or	encourages students to	acquiring the attitude
	never encourages students to	students to acquire the	students to acquire the	and additionally always	ine read counselor
	2.1.1 Lead Counselor rarely or	Occasionally encourages	consistently encourages	fulfills the criteria for Level 3	The lord Coursel
<u> </u>		2.1.1 lead Councelor	2.1.1 Lead Counselor	*At Level 4, a Lead Counselor	2.1
	Ineffective (1)	Improvement Necessary (2)	Effective (3)	Buil Ellective (4)	
	on of strategies.	application of strategies.	recent in any suberil in the	Competency Highly Effective (A)	Competency

2.4 The sup acti stuc care		
Lead Counselor port and implements ves that prepare dents for college and eer.	counseiing profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern Lead programs. programs.	2.3 The Lead Counselor adheres to ethical standards of the
, a Lead Counselor criteria for Level 3 nally always / implements <i>all</i> of and College ictivities for his/her seload.	**At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always seeks appropriate intervention services for student consultation, and/or (clinical) supervision. ***At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always abides by ethical and legal codes and seeks consultation and supervision	for Level 3 and additionally always assists all students to identify resources. ***** At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always implements prevention programming for students or stakeholders. *At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always demonstrates professional conduct and integrity.
2.4.1 Lead counselor successfully and consistently implements the following Career and College Readiness activities appropriate for his/her assigned case load: Use the Indiana Career Explorer for all grade levels to look at careers, use the Indiana Career Explorer to	 consistently seeks appropriate intervention services for student consultation, and/or (clinical) supervision. 2.3.3 Lead Counselor consistently abides by ethical and legal codes and seeks consultation and supervision as needed. 	2.3.1 Lead Counselor typically demonstrates professional conduct and integrity. 2.3.2 Lead Counselor
2.4.1 Lead counselor occasionally implements the following Career and College Readiness activities appropriate for his/her assigned case load: Use the Indiana Career Explorer for all grade levels to look at careers, use the Indiana Career Explorer to research	0 = N	2.3.1 Counselor inconsistently holds to the ethical code of the American Lead Counselor Association.
2.4.1 Lead counselor rarely or never implements the following Career and College Readiness activities appropriate for his/her assigned case load: Use the Indiana Career Explorer for all grade levels to look at careers, use the Indiana Career Explorer to research	 2.3.2 Lead Counselor always falls below minimum levels in ethical standards. 2.3.3 Lead Counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the Lead. 	

2.6*At Level 4, a Lead Counselor2.6.1 Lead Counselor2.6.1 Lead Counselor2.6.17fulfills the criteria for Level 3 and additionally helps all students understand the facilitates all students'and additionally helps all students understand the relationship betweenunderstand the relationship between achievement and carporand counselorand additionally helps all understand the between educationalunderstand the relationship betweenand additionally helps all understand the between educationaland counselorand counselorand counselorand counselor	concepts and questions.	Turnus the criteria for Level 3consistently providesoccasionally providesand additionally alwaysopportunities and support foropportunities and support forprovides opportunities andstudents to engage instudents to engage insupport for all students toproblem solving and inproblem solving and in	r 2.5.1 Lead Counselor 2.5.1 Lead Counselor	Credit, AP, Honors, IB, and	placement of students in Dual placem	students and work with	Century Initiative be		ge Visits Only), schedule College Visits	Parchment/Docufide (Seniors on Parchment/Docufide (Seniors Parc	students and parents, enroll	Scholarships information to	 v), Lead Only). provide 	Ц	or Process (Senior Counselors	on the College Application	with College, work with students	SA parents - FAESA CASH EA		o College Go Week activities,	c., timelines, etc., participates in
2.6.1 Lead Counselor rarely or never helps students understand the relationship between educational achievement and career	and in investigating and analyzing concepts and questions.	never provides opportunities and support for students to engage in problem solving	2.5.1 Lead Councelor resolution.	Credit, AP, Honors, IB, and	students in recruitment and	implemented for all eligible students and work with	Century Initiative be	when appropriate for	Only), schedule College Visits	all seniors on Parchment/Docufide (senio	students and parents, enroll	Scholarships information to	Test Prep, Dates, etc. (High	Only) and AP, PSAT, SAT/ACT	Process (Senior Counselors	on the College Application	College. work with students	Information to students and	provide financial aid	College Go Week activities,	timelines, etc., participates

never encourages students to use research and informational resources to	occasionally encourages n students to use research and us informational resources to in	nal	**At Level 4, a Lead Counselor fulfills the criteria	t 0 *
2.7.2 Lead Counselor rarely or		2.7.2 Lead Counselor		satisfaction.
planning, course selection or career transitions.	career transitions.		awareness, career planning, course selection, and career	ve
career awareness, career	awareness, career		making skills to career	nts in
never helps students apply	apply decision-making skills to	đ	and additionally always helps	The lead Counselor
2.7.1 Lead Counselor rarely or		2.7.1 Lead Counselor consistently helps students	fulfills the criteria for Level 3	2.7
			*At lowol 1 or lood Control of the second se	
			promoting lifelong learning	
			career development,	
			needs and always assists in	
			knowledge to meet students'	
			always uses his/her	
			for Level 3 and additionally	
			Counselor fulfills the criteria	
			**** At Level 4, a Lead	
			abilities, aptitude, and values.	
			awareness of interests,	
			assessments, increasing	
			includes age-appropriate	
			Lead Counselor's data always	
never utilizes data.	occasionany utilizes data.		Counselor fulfills the criteria for Level 3 and additionally	
2.6.4 Lead Counselor rarely or	2.6.4 Lead Counselor	2.6.4 Lead Counselor consistently utilizes data	***At Level 4, a Lead	
skills.	skills.	371113.	and interests.	
learning and employability	learning and employability	learning and employability	demonstrates knowledge of students' background, skills	
2.6.3 Lead Counselor rarely or	2.6.3 Lead Counselor	2.6.3 Lead Counselor consistently promotes lifelong	satisfaction, and	
satistaction.			nelp students achieve	
personal success and	satisfaction.	satisfaction.	always explains how work can	
help students achieve	work can help students	achieve personal success and	for Level 3 and additionally	of work.
never explains how work cau	occasionally explains how	work can beln students	Counselor fulfills the criteria	training, and the world
2.0.2 Lead Counselor rare		consistently evolution by	ALLEVEL4, a Lead	

**At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always models behaviors that foster a clear understanding and appreciation of diversity, ethnicity, and culture.	2.8 The Lead Counselor The Lead Counselor implements and models invitational practices with all characters		students to use multiple research and informational resources to obtain career information.
2.8.2 Lead Counselor consistently models behaviors that foster a clear understanding and appreciation of diversity, anding ethnicity, and culture.	Counselor2.8.1 Lead Counselorr Level 3consistently uses invitationalays usespractices in all written, verbalin alland non-verbalon-communications.	2.7.4 Lead counselor consistently monitors all counselors to ensure that all students have completed graduation plans.	Itiplenationalcareerconsistently supportsstudents in completing taskson their graduation plans andconsistently ensures progressis updated on IPS Online.
2.8.2 Lead Counselor occasionally models behaviors that foster a clear understanding and appreciation of diversity, ethnicity, and culture.	2.8.1 Lead Counselor occasionally uses invitational practices in all written, verbal and non-verbal communications.	2.7.4 Lead counselor occasionally monitors counselors to ensure that most students have completed graduation plane	2.7.3 Lead Counselor occasionally supports some students in completing some tasks on their graduation plans and ensures progress is updated on IPS Online.
2.8.2 Lead Counselor rarely or never models behaviors that foster a clear understanding and appreciation of diversity, ethnicity, and culture.	2.8.1 Lead Counselor rarely or never uses invitational practices in all written, verbal and non-verbal communications.	2.7.4 Lead counselor rarely or never monitors counselors to ensure that some students have completed graduation	2.7.3 Lead Counselor rarely or never supports students in completing tasks on their graduation plans.

Important (model)	Competency	Competency Highly Effective (A)	ativo		
*AL level 4, a Lead Counselor 3.1.1 Lead Counselor 3.1.1 Lead Counselor resional are always evidenced in improved personal, are always evidenced in improved personal, and additionally is always an active member of one or more professional organizations or inthing the criteria for Level 3 and additionally is always an active member of one or more professional organizations or inthing the criteria for Level 3 and additionally is always an active member of one or more professional organizations or inthextroks. 3.2.1 Lead Counselor in the school counselor in the school setting, or in the school setting, or in the school setting, or effective leadership in the school, and the community in benefits students, families, educational personnel, and/or fulfills the criteria for Level 3 and additionally always ior 3.2.1 Lead Counselor in the school setting, or effective leadership in the community. 3.2.1 Lead Counselor consistently demonstrates and collaboration with additionally always affective communication skills and collaboration with eachers, families, and community stakeholders. 3.2.1 Lead Counselor consistently demonstrates and collaboration with all eachersh, families, and community stakeholders. 3.2.1 Lead Counselor consistently demonstrates and collaboration with eachers, families, and community stakeholders. 3.2.1 Lead Counselor consistently demonstrates and collaboration with eachers, families, and community stakeholders.					וופוופרוואפ (ד)
selor fulfilis the criteria for Level 3 end additionally Lead consistently develops professional goals. occasionally develops professional goals. grow professional, and program development. 3.1.2 Lead Counselor improved personal, and additionally is always an active member of one or more professional organizations or networks. 3.1.2 Lead Counselor intifilis the criteria for Level 3 and additionally is always an active member of one or more professional organizations or networks. 3.2.1 Lead Counselor intifilis the criteria for Level 3 and additionally always and additionally provides effective leadership provides consistent and provides consistent and provides consistent and provides effective leadership in role 3.2.1 Lead Counselor consistently and effectively and additionally grogram, the school, and the community in school, and the community in a Lead 3.2.1 Lead Counselor consistently and effective provides consistently and effective in the school setting, or consistently follows through educational personnel, and/or and additionally always ior 3.2.1 Lead Counselor consistently demonstrates and collaboration with additionally always and conalboration with additionally always and collaboration w		*At Level 4, a Lead Counselor	3.1.1 Lead Counselor	3.1.1 Lead Counselor	3 1 1 lead Councelor raraly or
selor and additionally Lead professional goals professional goals fessional are always evidenced in uses professional, and program development. 3.1.2 Lead Counselor consistently pursues applicable portunities to acquire thillills the criteria for Level 3 and additionally is always an active member of one or more professional organizations or networks. 3.1.2 Lead Counselor consistently pursues applicable pursues opportunities to acquire new knowledge and and participates in the professional community. 3.1.2 Lead Counselor consistently pursues applicable pursues opportunities to acquire new knowledge and and participates in the professional community. 3.1.2 Lead Counselor community. 3.1.2 Lead Counselor acquire new knowledge and acquire new knowledge and and participates in the professional community. 3.1.2 Lead Counselor community. 3.1.1 Lead Counselor turilis the criteria for Level 3 and additionally always provides consistent and provides consistent and program, the school counseling program, the school counseling program, the school counseling program, the school setting, or community. 3.2.1 Lead Counselor actionally provides provides consistently follows through appropriately. 3.2.1 Lead Counselor community. 3.2.1 Lead Counselor actionally follows through appropriately. 3.2.1 Lead Counselor community. 3.2.1 Lead Counselor community. *At Level 4, a Lead Counselor fulfils the criteria for Level 3 and additionally stakeholders. 3.3.1 Lead Counselor consistently demonstrates and collaboration with all consistently demonstrates and collaboration skills and collaborates with all community stakeholders. 3.3.1 Lead Counselor community stak	3.1	fulfills the criteria for Level 3	consistently develops	occasionally develops	never develops professional
Selor Counselor's professional goals 3.1.2 Lead Counselor 3.1.2 Lead Counselor ressional are always evidenced in improved personal, and program development. 3.1.2 Lead Counselor 3.1.2 Lead Counselor **At Level 4, a Lead Counselor and participates in the professional organizations or networks. and participates in the professional community. Still sand rarely participates in the professional community. *At Level 4, a Lead Counselor 3.2.1 Lead Counselor active member of one or more professional organizations or 3.2.1 Lead Counselor *At Level 4, a Lead Counselor 3.2.1 Lead Counselor 3.2.1 Lead Counselor active new knowledge and and adtitonally a levays aread counseling program, the provides consistent and effective leadership in the school, and the community in 1 Lead counseling program, the the community. 3.2.1 Lead Counselor 3.2.1 Lead Counselor s.2.2 Lead Counselor 3.2.1 Lead Counselor 3.2.1 Lead Counselor 3.2.1 Lead Counselor s.2.2 Lead Counselor and adtitonally always and school - program, the the community. consistently and effective program, the school setting, or the the community. consistently colonselor 3.2.2 Lead Counselor s.2.2 Lead Counselor 3.2.1 Lead Counselor 3.2.1 Lead Counselor 3.2.2 Lead Counselor		and additionally Lead	professional goals.	professional goals.	poals
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*At Level 4, a Lead Counselor fulfills the criteria for Level 3 and additionally always demonstrates highly effective communication skills and always collaboration with teachers, families, and community stakeholders from3.3.1 Lead Counselor consistently demonstrates effective communication skills and collaborates with all teachers, families, and community stakeholders from3.3.1 Lead Counselor consistently demonstrates effective communication skills and collaborates with all teachers, families, and community stakeholders from3.3.1 Lead Counselor consistently demonstrates effective communication skills and collaborates with all teachers, families, and community stakeholders.3.3.1 Lead Counselor occasionally demonstrates effective communication skills and collaborates with all teachers, families, and community stakeholders.3.3.1 Lead Counselor occasionally demonstrates effective communication skills and collaborates with all teachers, families, and community stakeholders.			trates	occasionally demonstrates an	never demonstrates an
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s, and always collaboration with community stakeholders. community stakeholders. community stakeholders.	-	communication skills and	teachers, families, and	teachers, families, and	teachers, families, and
community stakeholders from 2.3.2 Load Councelor	and	always collaboration with	community stakeholders.	community stakeholders.	community stakeholders.
		community stakeholders from			

	guidance, consultation, crisis intervention, and referrals as appropriate	eferrals as	n, crisis rrals as	guidance, consultation, g crisis intervention, and ir referrals.
classroom guidance, consultation, crisis intervention, or referrals.		counseling, group counseling, i classroom guidance, consultation crisis		
3.5.1 Lead Counselor rarely or never provides individual counseling, group counseling	occasionally addresses the diverse needs of students by	ses the idents by	fulfills the criteria for Level 3 and additionally always addresses the diverse mode of	The Lead Counselor
criteria.		3.5.1 Lead Counselor	*At Level 4, a Lead Counselor	
does or does not fit the	pes or does not	pes or does not		
rarely or never able to	unable to determine what	iy		
ethically appropriate and	not legally or ethically	+	community agencies.	
parents, and community	community agencies that is	community agencies that is	standards with all students, all	counseling program
about students, personnel,	information about students	with personnel narents	always promotes ethical	interfere with the
3.4.3 Lead Counselor rarely or never shares information	occasionally shares	consistently shares	Counselor fulfills the criteria	assignments do not
		3.4.3 Lead Counselor	***At Level 4, a Lead	administration,
programming through partnerships.			advocates for all students.	duties assigned by the
educational or student services	programming through	partnerships.	and additionally always	services. Note: This
providing support to other	educational or student services	programming through	fulfills the criteria for Level 3	programs and student
minimally involved—in	providing support to other	providing support to other	** At Level 4 a lead Councolor	other educational
never is involved —or is	occasionally is involved in	consistently is involved in	program.	well as supporting
3.4.7 Lead Councelor march	3.4.2 Lead Counselor	3.4.2 Lead Counselor	and and a rule courseling	counseling program as
מכוועותבי.			management activities that	managing the Lead
program management	activities.	activities.	positive role model to provide	support by affortively
counseling program with any	program management	program management	as a collegial leader and	nrovides systems
never supports the Lead-	counseling program with and	counseling program with any	and additionally always serves	The lord Coursel
3.4.1 Lead Counselor rarely or	orrasionally supports the local	consistently supports the Lead-	fulfills the criteria for Level 3	3.4
	3 / 1 1004 000000	3.4.1 Lead Counselor	*At Level 4, a Lead Counselor	
		5	of these collaborative activities on students.	
variety of backgrounds.	variety of backgrounds.	variety of backgrounds.	demonstrates a direct impact	
rarely or never collaborates	with all stakeholders from a		fulfills the criteria for Level 3	
communication skills and	effective communication skills	and consistently collaboratory lis	**At Level 4, a Lead Counselor	of students' needs.
never demonstrates effe	occasionally demonstrates			and increase reness

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

counseling program.

Indicator	WEIGHT SCALF	-		
Attendance /		Does Not Meet Standard	Meets Standard	Guidelines
On-Time Arrival	50	pattern of unexcused absences	Individu demons	Greater than 63 hours sick or
		Individual demonstrates a	unexcused absences* Individual has not	within the evaluation cycle in
		pattern of unexcused late	demonstrated a pattern of	are current Lead year.
		arrivals (late arrivals that are in	unexcused late arrivals (late	Greater than 5 days tardy of 10
		forth by local Lead policy and	arrivals that are in violation of	minutes or more within the
		by the relevant collective	Lead policy and by the relevant	Lead year.
Policies and		0 -0 -0 -01111	agreement)	
Guidelines/ District		Individual demonstrates a pattern of failing to follow	Individual demonstrates a	Received 4 minor or 2 major
e values		state, corporation, and Lead	corporation, and Lead policies	Intractions with written
	.50	policies and procedures (e.g.	and procedures (e.g.	evaluation cycle in the current
	i	discipline referrals, policies for	procedures for submitting discipline referrals includes for	Lead year.
		appropriate attire, etc)	appropriate attire, etc)	Follows and reinforces the
		nattern of failing to intern	Individual demonstrates a	District Core Values of
		with students, colleagues	pattern of interacting with	Excellence
		parents/guardians_and	students, colleagues,	Scholarship
		community members in a	parents/guardians, and	Courage
		respectful manner and/or		
		_	community members in a	Respect
		activition are the District Core	community members in a respectful manner and/or demonstrating the District	Respect

Domain 4: Cr

4: Ci rofessionalism Rubric

Appenol Counselor Secondary School Counselor

Effectiveness Rubric

LLC





Principal Principal

PRINCIPAL:
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Principal Effectiveness Rubric Scoring

Highly Effective3 - EffectiveDrovement Necessary1 - Ineffective		A) gaitsA & aismod leai7
(ztnammo)) 2 nismoU to tnamzeszA lsniA	Competency Rating 3.1	Domain 3: Managerial Leadership 3.1 Managerial Leadership
provement Necessary 1 – Ineffective	ml – 2	
طِ – Highly Effective 3 – Effective	Mark One)	Final Domain 2 Rating (
	2.1:	2.1 Personal Behavior 2.2 Building Relationships 2.3 Culture of Achievement
(etnammo) 2 nismod to tnameseseA lsnif	Competency Rating	Domain 2: Leadership Actions
L – Highly Effective 3 – Effective Drovement Necessary 1 – Ineffective		1) gnitsA L nismod Isni4
	:5.1 :2.1 :1.1:	1.1 Human Capital Manger 1.2 Instructional Leadership 1.3 Leading Indicators of Student Learning
(sinammo2) L nismoU io inameseseA IsniA	Competency Rating	Domain 1: Teacher Effectiveness

	1					
BuiteA leni7	/ع	Domain 3 Rating	+	Domain 2 Rating	+	Domain 1 Rating

Student Learning Scoring

D or F=1	C=5	E=8	₽=∀	Grade (A, B, C, D, or F)
				A-F Accountability Grade

Strengths:

Opportunities:

Final Summative Rating

		Comprehensive Effectiveness Rating	
A-F Accountability Grade (DOE)		0:30	
Rubric Rating		02.0	
	Raw Score	= tdgieW	Score

- Final Summative Evaluation Score: _

				oints always round up	Note: Borderline p	
Points	Points		Points	stni	ю	stnioq
4.0	3'2		2.5	SZ	1.1	0.1
	Highly Effective	Effective		Improvement Necessary	neffective	

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Evaluator Signature	
Signature:	Date:
Principal Signature I have met with my evaluator to discuss the information on this f	і һәvе гесеіvеd а сору.
Effective	Highly Effective
Ineffective	Improvement Necessary
:gniteß evitemmu2 leni	





Principal Summative Evaluation Evidence Document

PRINCIPAL: Evaluator: Evaluator: Evaluator:

	1.6.1 planning and Developing Student Learning Objectives 2.5.1 Rigorous Student Learning Objectives 2.6.1 nstructional Time
Evidence	Indicators
	1.3 Leading Indicators of Student Learning
	T.2.1 Mission and Vision T.2.2 Classroom observations Teacher Collaboration
Evidence	Indicators
	1.2 Instructional Leadership
	 1.1.1 Hiring and retention 1.1.2 Evaluation of teachers 1.1.3 Professional Development 1.1.4 Leadership and Talent Development 1.1.5 Delegation 1.1.5 Strategic Assignments 1.1.6 Strategic Assignments 1.1.7 Addressing teachers who are in need of 1.1.7 Addressing teachers
Evidence	Indicators
	1.1 Human Capital Manager

DOMAIN 2: Leadership Actions

	2.1.1 Professionalism 2.1.2 Time Management 2.1.3 Using Feedback to Improve Student Performance 2.1.4 Initiative and Persistence
Evidence	Indicators
	2.1 Personal Behavior

	2.3.1 High Expectations 2.3.2 Academic Rigor 2.8.3.2 Data Usage in Teams
Evidence	Indicators
	2.3 Culture of Achievement
2011/2011/47	2.2.1 Culture of Urgency 2.2.2 Communication 2.2.3 Forging Consensus for Change and Improvement
Evidence	Indicators
	2 2 Building Relationships

pomAIN 3: Managerial Leadership

Evidence	Indicator
	 1.1 Provides for Physical Safety 1.2 Monitors Compliance with District Operational Policies 1.3 Manages Fiscal Resources 1.4 Partners with Families and the
	Community • Oversees Buildings and Grounds

- 1		
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l	SELAS OF OPPORTUNITIES:	STRENGTHS:



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Domain 1: Teacher Effectiveness

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

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

1.2 H	1.2 Human Capital Management	Management			
1.2.1	1.2.1 Observes	In addition to Level 3, the assistant The assistant principal:	The assistant principal:	The assistant principal:	The assistant principal:
	professional	principal:	-Examines prior performance and	-Frequently categorizes instructional	-Fails to conduct an adequate number
	practice	-Systematically tracks the number of	student achievement data to inform	practice inaccurately	of observations
		observations, type of feedback	observations and walkthroughs	- Conducts the minimum number of	Fails to implement a system to track
		delivered, and whether the feedback	 Accurately categorizes observed 	required observations, despite	the number of observations and/or the
		was implemented	instructional practice	observed deficiencies in professional	type of feedback offered to teachers
		-Differentiates the number of	-Tracks the number of observations	practice	
		observations based on observed levels and type of feedback delivered and		- Tracks the number of observations	

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		evidenced by positive gains in student achievement	implementation of new instructional strategies		
		-	-		
Comp	Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3 T:	1.3 Talent Review				
1.3.1	1.3.1 Assists the	In addition to Level 3, the assistant	The assistant principal:	The assistant principal:	The assistant principal:
	the evaluation	-Uses knowledge of teacher strengths	and exnectations are transparent and	procedures, but fails to make these	and resources to complete teacher
	of teachers	and weaknesses to assist the principal	clear	explicit to staff members evaluated	evaluations as evidenced by
		with strategic planning	- Allocates necessary time and	-Allocates necessary time and	inconsistent or nonexistent
			resources to complete thorough,	resources to complete thorough	documentation
			accurate and defensible evaluations	evaluation, but summative ratings fail	-Incorporates limited student data and

1.2.4	1.2.3	1.2.2	
Demonstrates commitment to improve teacher performance	Monitors student performance	Provides actionable feedback	
In addition to Level 3, the assistant principal -Identifies and facilitates opportunities for teachers to share best practices -Demonstrates the ability to increase the teachers effectiveness as evidenced by positive gains in student achievement	In addition to Level 3, the assistant principal: -Develop teachers' collective ability to positively impact student learning - Collaborates with teachers to identify students that may benefit from the school's academic support or high ability programs	In addition to Level 3, the assistant principal: -Models desired actions or schedules opportunities for the teacher to learn from other teachers -Assists the teacher in rewriting lesson plans, unit plans, assessments, etc.	of teacher effectiveness
The assistant principal: -Facilitates frequent differentiated opportunities for teachers to engage in professional learning to increase their effectiveness as instructors -Facilitates frequent 1:1 assistance or coaching to ensure proper implementation of new instructional strategies	The assistant principal: -Regularly analyzes student-level results from classroom and formative assessments in post- observation or other 1:1 teacher meetings to identify instructional and achievement gaps -Collaboratively develops concrete action steps aligned with student and teacher needs -Frequently follows up to ensure action plans are implemented with fidelity	The assistant principal: -Develops bite-sized action plans focused on the highest leverage teacher actions -Provides a clear directions for how to do the most important tasks well -Frequently follows up to ensure feedback is implemented with fidelity	regularly communicates observed deficiencies in teacher practice to the principal
The assistant principal: -Facilitates general opportunities for teachers to engage in professional learning to increase their effectiveness as instructors -Provides individual assistant/coaching that is infrequent	The assistant principal: -Discusses results from formative assessments in broad terms, but fails to examine student-level data with teachers -Allows teachers to establish action steps that lack clarity or alignment to performance data Fails to frequently follow up to ensure proper implementation	The assistant principal: -Develops action plans, but fails to consistently focus the plans on the highest leverage teacher actions -Leaves implementation of feedback to chance by failing to consistently follow-up	and type of feedback delivered, but fails to communicate observation results to the principal
The assistant principal: -Disregards the need for individualized assistance/coaching -Provides limited opportunities for teachers to engage in professional learning	The assistant principal: -Primarily analyzes data only after statewide achievement tests are complete -Fails to identify action steps that are aligned with interim or classroom assessment data	The assistant principal: -Provides limited, high-level feedback to teachers or fails to provide post-observation feedback altogether -Fails to develop action plans with teachers	

student learning and achievement; -Supports and encourages teamwork and collaboration in a limited number of ways; -Occasionally aligns teacher collaborative efforts to instructional practices.	to the school's vision/mission.			
student learning and achievement; -Supports and encourages teamwork and collaboration in a limited number of ways; -Occasionally aligns teacher collaborative efforts to instructional	-Aligns teacher collaborative efforts			
student learning and achievement; -Supports and encourages teamwork and collaboration in a limited number of ways; -Occasionally aligns teacher	collective problem solving;	accountable for their results.		
 student learning and achievement; Supports and encourages teamwork and collaboration in a limited number of ways; 	conversation, sharing, openness, and	-Holds collaborating teams		
student learning and achievement; -Supports and encourages teamwork and collaboration in a limited number	-Encourages teamwork, reflection,	solve specific challenges;		
-Supports and encourages teamwork	as common planning periods:	-Tracks best collaborative practices to		
student learning and achievement;	center as evidenced by systems such	learning;		
_	learning and achievement at the	ensure a constant focus on student		
	collaboration with student	-Monitors collaborative efforts to		
-Establishes a culture of collaboration -Fails to establish or support a culture	-Establishing a culture of	In addition to Level 3, the assistant principal additionally:	Teacher collaboration	1.3.3
	evidence			
Ised	teachers using performance-based			
ά δ	termination of underperforming			
nds	-Where appropriate, recommends			
	improve performance			
to	assistance/coaching necessary to			
8	-Provides tools and the			
	to improve performance			
failure	o Outlines consequences for failure			
	monitor implementation			
stem to actions	o Contains a timeline and system to			
	action steps			
	o Includes measurable goals and			
	teacher actions		2	
	o Focuses on highest leverage	teacher's remediation plan	necessary	
the tools and/or assistance/coaching compliant with local or state, or	for teachers that	achieving the goals outlined in the	improvement	
plan remediation plan that fails to provide or develops a plan that is not	development of a remediation plan	-Proactively assists teachers with	ineffective or	
-Assists with the development of a -Fails to develop a remediation plan,	-Assists the principal with the	principal	teachers rated	
The assistant principal: The assistant principal:	The assistant principal:	In addition to Level 3, the assistant	Addresses	1.3.2
	teachers			
of	differentiate the effectiveness of			
agn	Uses all available data to assign			
	weaknesses			
id evaluation ratings	individual teacher strengths and			

Comp	Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1 Pr	2.1 Professional Leadership	lip			
2.1.1	Effectively	In addition to Level 3, the assistant principal	-Communicates well with	The assistant principal:	-Fails to keep appropriate audiences
		-Uses communication to build	appropriate audiences and responds	communication and/or selects	informed Uses methods of
		commitment for and establish a	in a timely manner to resolve	communication methods or media	communication that ineffective or
		pressing sense of urgency to achieve	expressed concerns	that have limited effectiveness	inappropriate for the
		- Maintaine bigh visibility	-Uses appropriate communication	-Responds in an inconsistent manner	circumstance/audience
		accessibility, and establishes strong	-Maintains appropriate visibility and	to resolve expressed concerns	
		lines of communication	accessibility to staff		
2.1.2	Reflects on	In addition to Level 3, the	The assistant principal:	The assistant principal:	The assistant principal:
	practice and	assistant principal	-Expresses willingness to learn and	-Expresses willingness to learn from	-Resists changes to personal or
	continually	-Promotes a culture of self-reflection	openly acknowledges areas for	others, but is reluctant to admit own	leadership behaviors
	learns		BIOWIII	T-t-11-L 1 - L'	-1 and to consistently achieve
		professional growth experiences that	and the actions/insights of others	personal and/or professional growth	in professional growth plan
		translate into a demonstrable impact	-Establishes priorities and achieves	goals, but requires significant input	
		on student culture and achievement	action plans focused on high-	from the principal in establishing	
2.1.3	Demonstrates	In addition to Level 3, the	The assistant principal:	The assistant principal:	The assistant principal:
	resiliency and	assistant principal	-Uses challenges and setbacks to	-Demonstrates the desire to produce	-Reacts with visible frustration to
	persistence	-Engages staff and self in a	inspire creative problem solving and	great results, but fails to properly	challenging problems or setbacks
		continuous puisant or protessional	ambitions accol	prioritable recourses to achieve	Easily loses locus on improving
		- Anticipates problems and	-Identifies action steps and leverages	ambitious goals	
		Confronts and solves problems that	available resources to confront	8	
		had yet to be successfully addressed	difficult problems		
2.1.4	and task	assistant principal:	-Consistently allocates the time and	-Establishes and monitors progress	-Rarely protects time for instructional
	management	-Prioritizes being an instructional	resources necessary to achieve	towards goals, but fails to shield	leadership priorities
	c	leader above all else	ambitious goals	highest leverage activities from low	Is frequently distracted by activities
		- Is a model of punctuality and	-Spends time on high leverage	level distractions	that could be delegated to others or
		timetiness in discharging his/her	-Delegates annlinghle	-Delegates applicable responsibilities	that are unrelated to achieving the
		biorean minimum	responsibilities to other staff and	provide the support necessary for	outou o Bound
			helps them achieve success in these	them to achieve success in these	
			activities	activities.	

Domain 2: Leadership Actions

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

Competency	tency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2 Sch	2.2 School Leadership				
2.2.1	Maintains a	In addition to Level 3, the	The assistant principal:	The assistant principal:	The assistant principal:
	culture of	-Instille the daily habits necessary to	and/or development of a student	-Possesses positive beliefs and	-Fails to take the initiative to identify
	CACCILCTICE	create a culture of excellence	centered culture that instills	students and staff to learn and grow,	of others
		- Is unwavering in maintaining high	excellence and promotes learning	but fails to contribute consistently to	-Consistently ignores staff or student
		expectations for everyone	-Provides students and staff the support, time, and structures	the maintenance and/or development of a student centered culture	performance issues
			necessary to be successful	-Recognizes and celebrates the	
			Celebrates the accomplishments	accomplishments of others, but	
			of others and proactively resolves	allows smaller performance issues to	
	1		performance issues	go uncorrected	
2.2.2	Enhances	In addition to Level 3, the	The assistant principal:	The assistant principal:	The assistant principal:
	teacher	assistant principal:	-Facilitates teacher collaboration to	-Supports and encourages teamwork	-Fails to provide teacher teams the
	collaboration	-Assists the principal in establishing a culture of collaboration that drives	centered initiatives aligned to the	initiatives, but fails to hold teams to	support and/or resources necessary for to achieve desired results
		positive gains in student	mission and vision of the school	high performance standards	-Fails to develop group relationships
			accountable for achieving desired results		and/or collective problem solving
נ נ נ	Connecto	In addition to I aval 2 that		The article state it all	
2.2.3	universal code of	assistant principal:	-Coaches a culture of excellence	-Supports the maintenance of	-Sends inconsistent messages about
	conduct	and staff culture that self-monitors	modeling of desired behaviors	is primarily reactive	Tolerates discipline violations and
		and corrects inappropriate behaviors	-Consistently and fairly applies positive and negative consequences	-Fails to consistently apply either positive and/or negative	allows positive student and staff behavior to go unrecognized
			for behavior	consequences for behavior	
			-Promotes a predictable, safe learning environment through		
			consistency of actions		
2.2.4	Engage families and the	In addition to Level 3, the assistant principal:	The assistant principal: -Fosters partnerships with families,	-Establishes relationships with key	-Rarely connects with stakeholders
	community in	-Demonstrates steadfast	community agencies and/or the	stakeholders, but does not capitalize	about student learning or to build
	student learning	commitment to engaging parents who are traditionally uninvolved in	-Canitalizes on the strengths of	upon their strengths to enhance	commitment to key school mission
		their children's education	stakeholders in the community to	-Inconsistently engages established	
			provide interventions, supports and	parents	
			resources to meet student needs		
			Assists the principal in securing		
			cooperation from family and		
			school improvement initiatives		

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

2.3.4 Implements and monitors instructional technology In addition to Level 3, the assistant principal: -Successfully promotes the use of instructional technology that drives greater levels of student achievement The assistant principal: -Identifies and implements the most effective instructional technology -Develops teachers' ability to utilize instructional technologies to support student learning -Regularly monitors and reports the impact of instructional technology on student learning	In addition to Level 3, the assistant principal: -Successfully promotes the use of instructional technology that drives greater levels of student achievement
	Improvements The assistant principal: -Identifies and implements the most effective instructional technology -Develops teachers' ability to utilize instructional technologies to support student learning -Regularly monitors and reports the impact of instructional technology on student learning
improvements The assistant principal: -Identifies and implements the most effective instructional technology -Develops teachers' ability to utilize instructional technologies to support student learning -Regularly monitors and reports the impact of instructional technology on student learning	ts the most hnology ity to ologies to ereports the chnology
	The assistant principal: -Develops most, but not all, teachers' abilities to implement available instructional technology -Pursues the implementation of cutting edge technology, but does not monitor its impact on student learning

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

staff safety; they follow and monitor compliance of District operational policies; they successfully involve and partner with families and the community; Great assistant principals work collaboratively with building principals in helping to make deliberate decisions in planning for and providing student and **Domain 3: Managerial Leadership**

3 1 3	
Partners with Families and the Community	Compliance with District Operational Policies
In addition to Level 3, the assistant principal: -Is proficient and moves beyond typical communication practices to proactively develop relationships through home visits, innovative technology, visiting community groups, etc.; -Creates and promotes opportunities for students and families to explain and share their experiences with school; -Helps to establish a feedback loop that is invitational, transparent, effective and trusted by members of the community;	 assistant principal: -Facilitates high-level orientation programs and dialogue with students and staff to ensure equal access to school programs and activities; -Is proactive in assessing issues with discipline and takes action prior to problems occurring based on data collected on the number of referrals and suspensions; -Uses staff and student attendance data to reward and acknowledge outstanding individual performance; -Always enforces the district's dress code policy as evidenced by 100% consistent compliance with the policy; -Has developed bus schedules and procedures that result in 100% on- time arrival and departure within the control of the school; -Ensures that the school is consistently rated "exemplary" in compliance by Title I, Special Education, and other program directors; -Ensures that extra curricular programs and athletics are conducted at the highest level of professionalism as evidenced by the outstanding feedback about these programs from patrons and students
Assistant Principal works with families and communities by: -Building effective interactive communication systems between home, community and schools -Using multiple communication channels appropriate for cultural and language differences existing in the school community; -Practicing a healthy discretion with personal information of students and staff; -Encouraging and supporting consistent and ongoing community and family engagement in school activities:	District policies by: -Consistently enforcing the District's policies on equal access and demonstrating appreciation and sensitivity for the diversity of the school community; -Consistently enforcing the District's 6 Step discipline issues; -Consistently monitoring staff and student attendance and using attendance data to drive improvement efforts; -Consistently monitoring the District's dress code policy as evidence by the low number of referrals for compliance issues; -Developing bus schedules and procedures that minimize interruptions and student discipline programs related to transportation; -Consistently complying with Title I, Special Education, and other state and federal program requirements as evidenced by data on compliance requirements; -Consistently monitoring and supervising extra curricular and athletic programs as evidenced by levels of participation and low
Assistant Principal works with families and communities by: -Failing to consistently engage in two-way communication with families and the community; -Failing to make channels of communication accessible to all families; -Failing to consistently practice discretion when dealing with personal information about students and staff; -Sporadically involving community and families in school activities; -Inconsistently sharing the vision for improving teaching and learning with all families and community partners;	District policies by: -Inconsistently enforcing the District's policies on equal access; -Inconsistently enforcing the District's 6 Step discipline policy; -Occasionally monitoring staff and student attendance primarily for the purpose of complying with District mandates; -Inconsistently enforcing the District's dress code policy as evidenced by the number of students out of compliance; -Inconsistently enforces existing bus schedule and procedures failing to produce good results; -Inconsistently complying with Title I, Special Education, and other state and federal program requirements as evidenced by data on compliance requirements; -Inconsistently supervising and monitoring extra-curricular and athletic programs
Assistant Principal does not work with families and communities by: -Rarely creating or taking the opportunity to communicate with parents and community; -Failing to be visible in the community or perceived as a community advocate; -Demonstrating little effort to engage families or the community in school activities; -Failing to share the vision of improved teaching and learning beyond the school; -Failing to identify and utilize community resources in support of	 with District policies by: Inadequately enforcing the District's policies on equal access; Rarely or never enforcing the district's of Step discipline policy; Infrequently monitoring staff and student attendance as evidence by unsatisfactory attendance levels; Infrequently and ineffectively monitoring the District's dress code policy as evidenced by the number of students out of compliance; Inadequately monitoring school transportation bus schedules and failing to provide support for transportation issues; Inadequately complying with Title I, Special Education, and other state and federal program requirements as evidenced by the feedback from the program directors and audit exceptions; Failing to adequately supervise extra-curricular and athletic programs as evidenced by the number of fights and other problems

Assistant Principal effectively monitors the operations of building and grounds by: -Infrequently and inconsistently monitoring the work of the head custodian or giving feedback about concerns to the principal; -Using School Dude to request facility maintenance issues but failing to monitor when the requests are completed; -Setting a standard for the appearance of building and grounds but request and monitor facility maintenance issues: -Failing to set high standards for the appearance of the building and grounds as evidenced by debris and	new opportunities for families and community to become part of the school family Assistant Principal effectively monitors the operations of building and grounds by: -Effectively monitoring the work of the head custodian and providing frequent feedback on performance to principal and custodian; -Using School Dude to request facility maintenance issues and timely following up with FMD to monitor completion; -Setting a standard for the annearance of building and grounds	engaging families and the greater community in support of students, staff and improved teaching and learning in the school; -Is recognized outside of school for developing and implementing programs that partner with the school, family and greater community; -Programs are held as a model for others schools to adopt and follow; -Builds capacity in the community for imitating new and beneficial forms of community involvement in school; -Service integration through partnerships involving school, civic, counseling, cultural, health, recreation and others to meet needs of parents, caregivers and students In addition to Level 3, the assistant principal: -Participates in regular meetings with the head custodian and principal to provide feedback, set goals, and receive input on custodial issues; -Works proactively with FMD to determine short and long-term maintenance and repair needs; -Ensures a high standard for the appearance of building and grounds as evidenced by outstanding cleanliness and orderliness of the	Oversees Buildings and Grounds
Iearning;	-Identifying and utilizing	marketing skills to establish	
-Infrequently offering educational	community resources in support of	partnership to mobilize wealth of	
programming to parents;	improved teaching and learning;	community resources;	
-Infrequently utilizing district	-Actively monitoring community	-Consistently demonstrates	
communication resources	involvement and adjusting to create	leadership in the area of effectively	
Participation in school decision-	effective plans for engaging	of school family, business,	
making ;	community outside of school to	community, government and higher	
-Infrequently Identifying and utilizing	participate in school decisions	education partnership to promote	
limited community talent and	designed to improve teaching and	learning;	
resources in support of feaching and	learning:	-Uses exemplary education	

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Summative Rating Form Assistant Principal

:3TAQ	:JA9IJNIA9 TNAT2I22A
:AOTAUJAV3	:TOOH3S

Assistant Principal Effectiveness Rubric Scoring

Highly Effective 3 Effective Dvement Necessary 1 Ineffective		Final Domain 3 Rating (
(stnammo2) 2 nismoU to tnamesesA lsnif	Competency Rating 3.1:	Domain 2: Leadership Actions 3.1 Managerial Leadership
provement Necessary 1 - Ineffective		
4 – Highly Effective 3 – Effective		Final Domain 2 Rating
	:2.2 2.2: 2.2:	2.1 Professional Leadership 2.2 School Leadership 2.3 Culture Achievement
(stnammo2) S nismoU to tnamsesses lisnit	Competency Rating	Domain 2: Leadership Actions
L – Highly Effective 3 – Effective Drovement Necessary 1 – Ineffective		Final Domain 1 Rating
	1.3: 1.1:3: 	noisiV bne noisziM L.1 LaideD nemuH S.1 MamgeneM Wainagana R.2 Laident Review
Final Assessment of Domain 1 (Comments)	Competency Rating	Domain 1: Teacher Effectiveness

Rating lenia	/ع	Bointe Rating	+	Domain 2 Rating	+	Domain 1 Rating

Scoring	Learning	[tuebut]

 D or F=1	C=2	E=8	₽=∀	Grade (A, B, C, D, or F)
				A-F Accountability Grade

Strengths:

Opportunities:

BriteR evitemmu2 leniA

		Comprehensive Effectiveness Rating	
A-F Accountability Grade (DOE)	2	05.0	
Rubric Rating		02.0	
	Raw Score	= tdgieW	Score

Final Summative Evaluation Score:

				du bruon syswie strioo	Note: Borderline	
stnioq	Points		Points	stnie	Рd	Points
0.4	3.5		5.5	SZ	τ.	0.1
	Highly Effective	Effective		Necessary Improvement	Ineffective	

		Signature:
provided a copy.	Bnature Principal to discuss the information on this form and	il have met with thi
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наvе гесеіved а сору.	evaluator to discuss the information on this form and	
Highly Effective	Effective	
Improvement Necessary	Ineffective	
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	orderline points always round up	8 :stoN





DOMAIN 1: Teacher Effectiveness

	Domain 2: Leadership Actions	
	of teachers 1.3.2 Addresses teachers rated ineffective or Improvement necessary 1.3.3 Teacher collaboration	
	1.3.1 Assists the principal with the evaluation	
Evidence	Indicators	
	wəivəA tralsT E.1	
	 1.2.1 Observes professional practice. 1.2.2 Observes professionable feedback 1.2.3 Monitors student performance 1.2.4 Demonstrates commitment to improve teacher performance 	
Evidence	Indicators	
	1.2 Human Capital Management	
	 1.1.1 Contributions to the achievement of the mission and vision 1.1.2 Assists the principal in hiring, developing, and retaining effective teachers 	
Evidence	Indicators	
	noisiV bns noissiM 1.1	

		and the second
Indicators	Evidence	
1.1.1 Effectively Communicates 1.2.2 Reflects on practice and 1.2.2 Reflects on practice.		
continually learns		
a Vonsilizer resiliency a		
persistence		
Aset bne amit arotinoM 4.1		
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	Domain 3: Managerial Leadership	
	4 High Expectations 2.8.5 Support the development and implementation of rigorous student learning objectives 2.8.5 Uses data to drive instruction fmplements and monitors 2.3.4 Implements and monitors instructional technology	
Evidence	Indicators	
	2.3 Culture of Achievement	
	2.2.1 Maintains a culture of excellence 2.2.3 Enhances teacher collaboration 2.2.3 Supports a universal code of conduct	
Evidence	Indicators	
Evidence		

	3.1 Managerial Leadership	
Evidence	Indicator	
	3.1.1 Provides for Physical Safety Monitors Compliance with District	
	Operational Policies 3.1.3 Partners with Families and the	

Cronumity Oversees Buildings and Grounds 3.1.4

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CENTRAL OFFICE

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

SUMMATIVE RATING SHEET

Administrator's Name_____

Date

Title

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

following Rating Scale: Ratings between odard, the administrator will earn the othered increase using the

- 90 100 points administrator would be eligible for a maximum bonus consideration 80 -
- 70 -89 points - administrator would be eligible for a bonus consideration 79 points - administrator would NOT be eligible for a bonus consideration,
- but will be able to continue in an administrative position.
- 69 below points administrator has failed to perform the administrative duties and year's Evaluation (70 points or higher) before termination of employment The administrator has one year to demonstrate acceptable performance on next implemented in order for the administrator to continue in the current position. responsibilities and a Performance Plan (PIP) will be developed and

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AREA 1: Strategic Leadership

1G District AVD Status	Safe Harbor	AYP without	Value District made	1F. Management of Professional Responsibilities 4	1E. Demonstrates Professional Growth and Ethics 4	operational leadership	1D. Demonstrates the capacity to provide day to day 4	1C. Demonstrates the capacity to act strategically 4	1B. Demonstrates the capacity to maintain direction 4	IA. Demonstrates the capacity to focus on the future 4		Area 1 Value
	or Safe Harbor	-	de District made	4	4		4	4	4	4	Expectation	ue Exceeds
	achievement gains	make AYP, but	District did NOT	3	3		3	3	3	3	Expectations	Meets
	AYP	NOT make	District did	2	2		2	2	2	2	Expectations	Does not meet
			Score									Score

					36		Total Area 1
	0	1	2	3	4	4	1 H. District P.L. 221
	Probation	Watch	Progress	Progress	Progress		51
Score	Academic	Academic	Academic	Commendable	Exemplary	Value	

1G. District AYP Status

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ValueExceedsMeetsDoes not meetScore44432444321443214432116Score2116Meets2116ExceedsMeets24432443244324432	3B. Assists in acquiring qualified candidates for employment.	3A. Supervision and Evaluation of Certified and Classified Personnel under his/her division and/or area of responsibility	Area 3	AREA 3: Supervision and Evaluation of Personnel	Total Area 2	2D. Demonstrates organizational skills and management	2C. Follows Directives of Supervisor for assigned duties	2B. Aligns resources to goals of division/area of responsibility	2A. Time Management: Employs practices of timeliness and Accountability.	Area 2	AREA 2: Management
Meets xpectationsDoes not meet Expectations323232323232323232	4	4	Value	ation	16	4	4	4	4	Value	
Meets xpectationsDoes not meet Expectations323232323232323232	4	4	Exceeds Expectation	of Person		4	4	4	4	Exceeds Expectation	
	3	υ	Meets Expectations	nel		3	3	3	3	Meets Expectations	
Score	2	2	Does not meet Expectations			2	2	2	2	Does not meet Expectations	
			Score							Score	

				1C	Total Amon 3
					Improve employee attendance.
	2	3	4	4	3F. Monitors all Staff Attendance and employs strategies to
					area(s) of responsibility. Employs invitational practices.
	2	3	4	4	3E. Creates a positive working environment and climate within
					growth of self and others.
	2	3	4	4	3D. Models continuous learning and promotes the professional
					employees.
					while promoting high ethical and professional standards for all
	2	3	4	4	3C. Maintains a climate that supports risk taking and innovation,
	2	3	4	4	3B. Assists in acquiring qualified candidates for employment.
					Personnel under his/her division and/or area of responsibility
	2	3	4	4	3A. Supervision and Evaluation of Certified and Classified
	Expectations	Expectations	Expectation		
Score	Does not meet	Meets	Exceeds	Value	Area 3

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

COMMENTS:

Administrator's Signature

Date

Evaluator's Signature

Date

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Annual Evaluation

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

ISRA/IAPSS INDIANA SUPERINTENDENT EVALUATION RURDIC

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

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	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)
2.0 Instru nstructio	onal practices, and contin	2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep instructional practices, and continuously promotes activities that contribute to the academic success of all students.	ective teaching and learning, posses ute to the academic success of all st	ses a deep and comprehensive understanding of best udents.
2.1 de ds ds	The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.	The superintendent can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis. The superintendent has coached school administrators to improve their data analysis skills.	The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments, and has at least three years of data. The superintendent systematically examines data at the subscale level to find strengths and challenges. The superintendent empowers teaching and administrative staff to determine priorities from data. Data insights are regularly the	The superintendent is aware of state, corporation, and school results and has discussed those results with staff, but has not linked specific decisions to the data.
2.2 Ti ac fe or ac ac	The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.	The superintendent has a very open and support seeking attitude towards all stakeholders in the school corporation in regards to matters related to the improvement in student achievement. The superintendent regularly surveys staff and other school community groups in this area regarding their	sessions. The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent rarely seeks and solicits feedback in matters related to the improvement in student achievement.

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3.1	The superintendent	The superintendent is an exemplary	On a regular basis the	Occasionally the
	models professional, ethical, and respectful	model of appropriate professional behavior to all and encourages a	superintendent has displayed appropriate and professional	superintendent has not responded to school
	behavior at all times and	positive and professional response	responses to members of the	community members with
	expects the same	from all members of the school	school community.	
	behavior from others.	community.		
3.2	The superintendent	Personal organization allows the	The use of organizational	
	organizes time and	superintendent to consider	development tools is evident by	
	projects for effective	innovations and be available to	supporting documentation	
	leadership.	engage in leadership activities and	provided by the superintendent.	
			Project/task accomplishments are	
		and and and and and an an arrange		
		The superintendent applies project	publicly celebrated and project	
		The superintendent applies project management to systems thinking	publicly celebrated and project challenges are open for input	

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4.1 4.2 results. 4.0 Building Relationships - The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve transformative The superintendent dialogue with school communication and encourages open The superintendent corporation. operations of the school needs, and the overall informed on issues, keeps the school board board members. both sought and encouraged. and from all school board members is telephone calls. as weekly notes, up-dates, and consistent basis. discussion with the school board on a environment where input feedback using a variety of mechanisms, such with all school members routinely, The superintendent engages in open The superintendent has created an The superintendent communicates The superintendent communicates with all school board members board members on a frequent periodically. basis. and feedback from all school The superintendent seeks input superintendent. usually to garner support for school board members and and feedback from only a few needed. communicates with selected The superintendent decisions made by the school board members when The superintendent seeks input unilateral decisions. board and tends to make seeks input from the school meetings. the school board outside of little communication with The superintendent rarely The superintendent has

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

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	and the second sec	and any pointers and recently and assists weat of curvational outcompa-	103.		
0.1	demonstrates personal	opportunities for technological	uses email, word processing.	The superintendent has mastered some, but not all.	The superintendent has limited literacy with
	proficiency in technology implementation and	learning and empowers the administrative team to use new	spreadsheets, presentation software, and other software such	software required for proficient performance.	technology.
	utilization.	technology initiatives. The superintendent serves as a model	as student data management systems.	The superintendent takes the initiative to learn new	There is little or no evidence of the superintendent taking a
		for technology implementation.	The superintendent utilizes technology within his/her daily responsibilities.	technology but rarely becomes proficient in its use.	personal initiative to learn new technology.
6.2	The superintendent oversees the use of practices for the safe, efficient, and effective	The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster.	The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster.	The superintendent has procedures in place to address the safety of students and staff in the event of a disaster.	The superintendent has limited or no procedures in place to address the safety of students and staff in the
	corporation's physical plant, equipment, and	Staff members have a working knowledge of procedures.	Periodic review of these procedures is in place.	The superintendent attempts to provide a safe and efficient	The superintendent pays
	auxiliary services (e.g., food services, student transportation).	The superintendent ensures staff is properly trained and competent to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.	The superintendent provides opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and	operation of the corporation s physical plant, equipment, and auxiliary services.	oversight of the safe and efficient operation of the corporation.
		Monitoring steps are in place to measure operation efficiencies.	auxiliary services.		
6.3	The superintendent demonstrates compliance with legal requirements.	The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements.	The superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and adheres to those standards and requirements.	The superintendent is not respectful of legal standards and/or board policy requirements.	The superintendent is unaware of the legal standards and board policy requirements.

Ferebee





board retreat



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

Consider

leadership team





Consider

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



Check for Understanding



District Performance Goals

Goals were created by reducing non-proficiency by 10% %SL Graduation %08.80 %7.29 %69 (8-E sebere) dieM %99 %07.09 %89 %65 ELA (Grades 3-8) (Preliminary) %94 %87 823% OI Asilgn3 47% (Preliminary) %17 \$75% I sideglA Performance Performance Sleod 2013-2014 2013-2014 2012-2013 **Target Areas District Goals**

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

Superintendent Goals 2014-15

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

Superintendent Goals 2014-15