



Staff Performance Evaluation Plan Submission Coversheet

SY 2019-20

CONTEXT: Indiana Code (IC) 20-28-11.5-8(d) requires each school corporation to submit its entire staff performance evaluation plan to the department (IDOE) and requires the IDOE to publish the plans on its website. This coversheet is meant to provide a reference for IDOE staff and key stakeholders to view the statutory- and regulatory-required components of staff performance evaluation plans for each school corporation.

Furthermore, in accordance with IC 20-28-11.5-8(d), a school corporation must submit its staff performance evaluation plan to the department for approval in order to qualify for any grant funding related to this chapter. Thus, it is essential that the reference page numbers included below clearly demonstrate fulfillment of the statutory (IC 20-28-11.5) and regulatory (511 IAC 10-6) requirements.

INSTRUCTIONS:

Completion

In the chart below, please type the reference the page numbers in your staff performance evaluation document which clearly display compliance with the requirements. If the plan contains multiple documents with duplicate page numbers, please refer to the documents by A, B, C, D, etc. with the page number following. For example: A-23, B-5, etc. Please note, your plan may include many other sections not listed below.

Submission

Once completed, please attach this coversheet to the staff performance evaluation plan document you will submit. The whole document needs to be combined into one continuous PDF for submission. **The 2019 submission due date is 9/13/2019.**

School Corporation Name:	Indianapolis Public Schools
School Corporation Number:	5385

Abbreviations/References

- A: Teacher Evaluation & Development Plan Guidebook (pgs. 1-25)
- B: IPS Standardized Assessment Guidebook (pgs. 1-34)
- C: Administrative Evaluation & Development Guidebook (pgs. 1-15)
- D: Evaluation Rubrics (some pages are missing numbers; PDF pgs. 77-167)
- E: Supplemental Rubrics (pgs. 1-30)
- F: Superintendent Employment Agreement (pgs. 1-12)

Annual Evaluations			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input checked="" type="checkbox"/> Annual performance evaluations for each certificated employee	IC 20-28-11.5-4(c)(1)	Plan and metrics to evaluate <i>all</i> certificated employees, including teachers, administrators, counselors, principals and superintendents	A: 1-25 C: 1-15 D: 77-167 E: 1-30
Objective Measures of Student Achievement and Growth			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input checked="" type="checkbox"/> Objective measures of student achievement and growth significantly inform <i>all</i> certificated employees evaluations	IC 20-28-11.5-4(c)(2)	<ul style="list-style-type: none"> Please indicate page numbers referencing the inclusion of objective measures of student achievement and growth in all certificated employee evaluations including but not limited to teachers, administrators, and superintendent 	A: 3-8 C: 3-5 F: 7-8
<input checked="" type="checkbox"/> Student performance results from statewide assessments inform evaluations of employees whose responsibilities include teaching tested subjects	IC 20-28-11.5-4(c)(2)(A) 511 IAC 10-6-4(b)(1)	<ul style="list-style-type: none"> Please note that per 511 IAC 10-6-4(b)(1), Individual Growth Measure (IGM) must be the primary measure for E/LA and math teachers in grades 4-8. For more information regarding IGM, click here. 	A: 4-8 & 17-18 B: 2-34 C: 3-5 & 10-13 F: 7-8
<input checked="" type="checkbox"/> Methods of assessing student growth in evaluations of employees who do not teach tested subjects	IC 20-28-11.5-4(c)(2)(B) 511 IAC 10-6-4(b)(2) 511 IAC 10-6-4(b)(3)	<p>Examples include:</p> <ul style="list-style-type: none"> Student Learning Objectives (SLOs), SMART goals Corporation- or classroom-level student learning measures for non-tested grades and subjects Other student learning measures for non-teaching staff School-wide learning measures (<i>e.g.</i>, A-F accountability grade) 	A: 4-8 & 17-18 B: 2-34
Rigorous Measures of Effectiveness			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input checked="" type="checkbox"/> Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(3)	<ul style="list-style-type: none"> Observation rubrics - for <i>all</i> certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator Other measures used for evaluations (<i>e.g.</i>, surveys) 	D: 77-167 E: 1-30

Questions: Contact Dr. Chris Kates, Director of Leadership & Innovation, ckates@doe.in.gov

Designation in Rating Category			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☒ A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(4) 511 IAC 10-6-2(c)	<ul style="list-style-type: none"> Definition of performance categories Summative scoring process that yields placement into each performance category 	A: 4-8, 17-18, 21-24 C: 3-5, 10-13, 15
☒ A definition of negative impact for certificated staff with statewide assessments ☒ A definition of negative impact for certificated staff without statewide assessments ☒ A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4(c)(6) 511 IAC 10-6-4(c)	<ul style="list-style-type: none"> Definition of negative impact on student growth for grades and subjects measured <u>and</u> not measured by statewide assessments Description of the process for modifying a final summative rating for negative growth For more information regarding Negative Impact, click here. 	A: 15-16
☒ All evaluation components, including but not limited to student performance data and observation results, factored into the final summative rating	IC 20-28-11.5-4(c)(4)	<ul style="list-style-type: none"> Summative scoring process that yields placement into each performance category Process for scoring student learning measures Weighting (broken down by percentage) of all evaluation components 	A: 4-8 & 21-22 B: 3-34 C: 3-5, 10-13, 15
Evaluation Feedback			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☒ An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(5) 511 IAC 10-6-5	<ul style="list-style-type: none"> Process and timeline for delivering feedback on evaluations Process for linking evaluation results with professional development 	A: 4, 9-10, 12-14, 19 C: 3, 7-8, 14
Evaluation Plan Discussion			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☒ Evaluation Plan must be in writing and explained prior to evaluations are conducted.	IC 20-28-11.5-4(e)(1) IC 20-28-11.5-4(e)(2)	<ul style="list-style-type: none"> Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one 	A: 1-3 & 9-14 C: 6-13 & 15

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Evaluators			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☒ Only individuals who have received training and support in evaluation skills may evaluate certificated employees	IC 20-28-11.5-1 IC 20-28-11.5-5(b) IC 20-28-11.5-8(a)(1)(D)	<ul style="list-style-type: none"> • Description of ongoing evaluator training • Description of who will serve as evaluators • Process for determining evaluators 	A: 2-3, 23
☒ Teachers acting as evaluators (<i>optional</i>) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	<ul style="list-style-type: none"> • Description of who will serve as evaluators • Process for determining evaluators 	A: 2-3, 23
☒ All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	Description of ongoing evaluator training	A: 2-4
Feedback and Remediation Plans			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☒ All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6(a)	System for delivering summative evaluation results to employees	A: 2-3, 10-12, 19 C: 3, 6, 8
☒ Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	<ul style="list-style-type: none"> • Remediation plan creation and timeframe • Process for linking evaluation results with professional development 	A: 13
☒ Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	A: 13
☒ Means by which teachers rated as ineffective can request a private conference with the superintendent	IC 20-28-11.5-6(c)	Process for teachers rated as ineffective to request conference with superintendent	A: 14
Instruction Delivered by Teachers Rated Ineffective			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☒ The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective	IC 20-28-11.5-7(c)	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	A: 15
☒ The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-7(d)	Description of how parents will be informed of the situation	A: 15

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TEACHER EVALUATION AND
DEVELOPMENT PLAN
GUIDEBOOK

2019-2020

teamIPS



ACKNOWLEDGEMENTS

The IPS Evaluation Steering Committee spent 2015–2016 both reviewing current evaluation practices, resources and tools used in the district to evaluate certified staff, as well as planning improvements and a new approach. The members of this committee will continue to monitor the effective rollout and implementation, as well as gather feedback from annual surveys, focus groups and district discussion meetings. They will make revisions as needed. Meetings with the Steering Committee will happen annually.

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GUIDELINES FOR TEACHER PERFORMANCE EVALUATIONS

IPS Core Commitments and Beliefs

1. All IPS students can achieve their full potential, learn at high levels and graduate prepared to succeed in school, career and life.
2. Effective teachers and great schools are the key to students' success.
3. All IPS schools must be great places to teach and learn.
4. The IPS Central Administration exists solely to support the work of teachers and schools, and must be a high-performing organization.
5. IPS families and the entire Indianapolis community have a shared responsibility for student success and will benefit from this success.

Vision Statement for IPS Teacher Evaluations

The purpose of the IPS Educator Evaluation System is to define and facilitate great teaching and learning.

Belief Statements

We believe the IPS Educator Evaluation System must:

- Be a collaborative process.
- Empower and support staff with differentiated supports in continuous growth and development.
- Facilitate the instructional leadership of principals through their daily engagement in classrooms.
- Reflect an investment in teachers as the most important source of talent for IPS.

General Provisions

- All teachers shall be evaluated annually and provided growth opportunities throughout the year.
- All teachers will be assigned a primary evaluator and a secondary evaluator, though any administrator can do an observation.
- A teacher who is an IEA member may be afforded Association representation if they so choose during the evaluation process.
- Modifications to these guidelines will be discussed with teacher representation per IC: 20-29-6-7. The Teacher Evaluation and Development Steering Committee will meet annually (at a minimum) for the sole purpose of evaluating teacher evaluation and development of guidelines and procedures. Additional revisions will take place as necessary and at the request of either teacher representation or administration. Information on this plan will be kept in Standards for Success (SFS) and any changes to the plan will be communicated via email and reflected in the latest version on SFS.

Observer Qualifications and Training

Evaluators in IPS can be any administrator who has been trained on our rubric, process and platform. All teachers will be assigned a primary evaluator but will also receive feedback from a secondary evaluator where possible on at least one mini observation.

Summer and fall trainings will be offered for all new evaluators. Ongoing professional development will be offered at principal and assistant principal meetings throughout the year that focus on observation norming, rubric expectations and skills in providing effective feedback. Evaluation & Development Teacher Leaders will work to ensure effective communication directly to teachers on these processes, as well as develop tools and resources for professional development throughout the year (which go through district discussion).

TEACHER PERFORMANCE COMPONENTS

Indiana Law requires IPS to evaluate all certified staff annually with rigorous measures of effectiveness and give each staff member a designation in one of four rating categories: *Highly Effective*, *Effective*, *Improvement Necessary*, *Ineffective*. IPS performance components outlined below fulfill the state’s requirements.

The Danielson Performance Rubric (see Appendix C) serves as the basis for the evaluation and development process and illustrates the benchmark for good instruction and professional practice for all teachers throughout the year. SFS serves as the tool for documentation of the evaluation process (see Appendix B).

The domains measured include:

- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities

Evaluators will observe and provide feedback based upon these domains throughout the year. A performance indicator or score will be assigned for each domain at the end of the year. This score will be based on all evidence collected throughout the year. **Evaluators will not average any scores, but rather look for growth over time and trends across the year.** While most staff will use the Teaching Rubric, special roles will use:

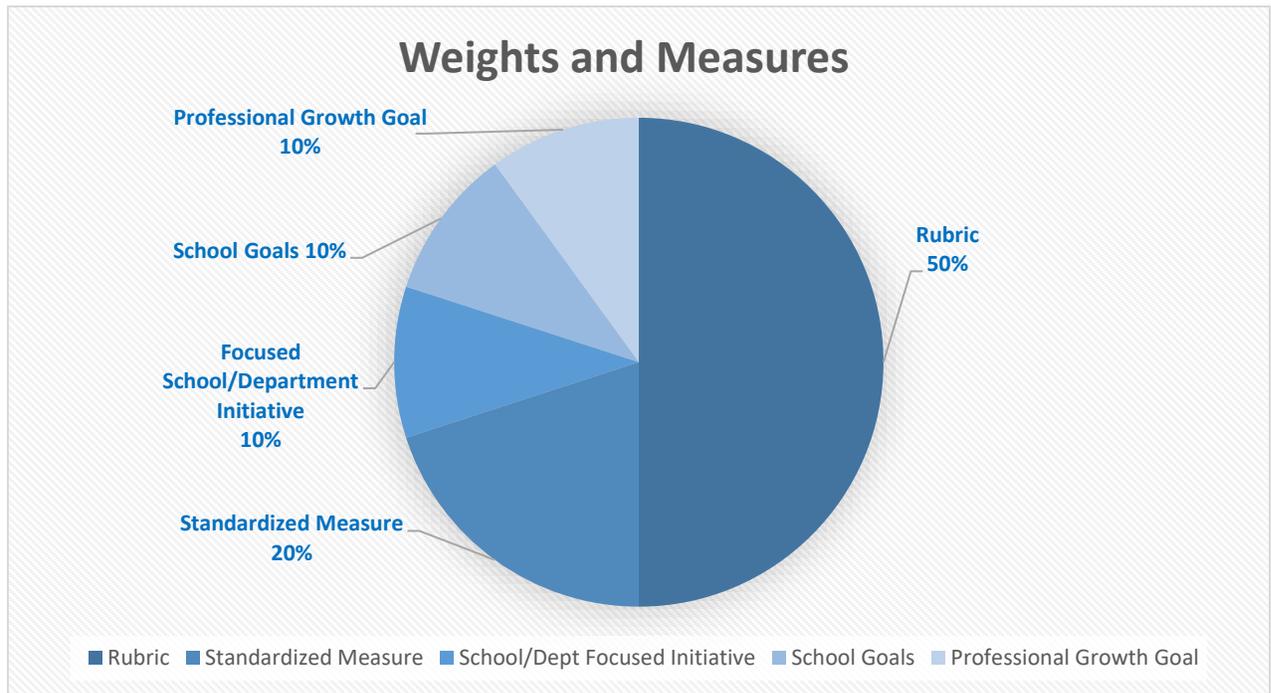
- Instructional Specialist Rubric (for coaches)
- Media Specialist Rubric
- Nursing Rubric
- School Psychologist Rubric
- School Counselor Rubric (for counselors, graduation coaches and social workers)
- Therapist Rubric (for Speech Language Pathologists (SLP’s) and Occupational & Physical Therapists (OP’s, PT’s))

Lastly, measures that inform performance will be included, in addition to observations. These additional measures are explained in detail in Appendix A. Standardized measures for certified staff are explained in the *Standardized Assessment Guidebook*. This guidebook includes the assessment each subject-area staff member will use as his/her standardized measure, as well as a rubric to indicate the target growth and performance for students.

All certified evaluations include the multiple measures below — as required by law — at the same percentages, with a few exceptions. These exceptions typically include unique special education roles, psychologists, coaches, etc. *Refer to Appendix D: Teacher Groups for additional details.*

- In IPS, certified staff are grouped based on role; most teachers fall within Group 1. Exception roles are in Groups 2, 3, 4, and 6. *Refer to Appendix E: Detail for Teacher Groups 2, 3, 6 for additional details.*

Table 1: Group 1 Weights and Measures



TEACHER PERFORMANCE EXPECTATIONS

The following are domains with standards of performance that serve as a base for the evaluation process and will be continually enforced and in effect for all teachers. A performance level will be indicated for each domain.

Teacher Performance Expectations		Highly Effective	Effective	Improvement Necessary	Ineffective
Domain I: Planning & Preparation	I-a. Demonstrating Knowledge of Content and Pedagogy	4	3	2	1
	I-b. Demonstrating Knowledge of Students	4	3	2	1
	I-c. Setting Instructional Outcomes	4	3	2	1
	I-d. Demonstrating Knowledge of Resources	4	3	2	1
	I-e. Designing Coherent Instruction	4	3	2	1
	I-f. Designing Student Assessments	4	3	2	1
DOMAIN TOTAL SCORE =					
Domain II: Classroom Environment	II-a. Creating an Environment of Respect and Rapport	4	3	2	1
	II-b. Establishing a Culture for Learning	4	3	2	1
	II-c. Managing Classroom Procedures	4	3	2	1
	II-d. Managing Student Behavior	4	3	2	1
	II-e. Organizing Physical Space	4	3	2	1
DOMAIN TOTAL SCORE =					
Domain III: Instruction	III-a. Communicating with Students	4	3	2	1
	III-b. Using Questions and Discussion Techniques	4	3	2	1
	III-c. Engaging Students in Learning	4	3	2	1
	III-d. Using Assessments in Instruction	4	3	2	1
	III-e. Demonstrating Flexibility and Responsiveness	4	3	2	1
DOMAIN TOTAL SCORE =					
Domain IV: Professional Responsibilities	IV-a. Reflecting on Teaching	4	3	2	1
	IV-b. Maintaining Accurate Records	4	3	2	1
	IV-c. Communicating with Families	4	3	2	1
	IV-d. Participating in a Professional Community	4	3	2	1
	IV-e. Growing and Developing Professionally	4	3	2	1
	IV-f. Showing Professionalism	4	3	2	1
DOMAIN TOTAL SCORE =					

Standardized Measure & Goals		Highly Effective	Effective	Improvement Necessary	Ineffective	
Goals	Personal Growth Goal	10%	4	3	2	1
	School Goals (formerly 6-5-10)*	10%	4-3.5	3.49-2.5	2.49-1.75	1.74-0
	Focused School Initiative	10%	4	3	2	1
	Standardized Measure	20%	4	3	2	1
STANDARDIZED MEASURE & GOALS SCORE =						

**School Goals are rated on a continuous scale; Refer to Appendix A: Guidance for Developing and Scoring Goals*

TEACHER RATING CALCULATIONS

The following tables illustrate how a summative rating is calculated for most teachers (Group 1). Each domain is scored and weighted. An overall rubric score is weighted, and then each additional measure is scored and weighted.

	Score	Weight	
Domain I		x .10	
Domain II		x .40	
Domain III		x .40	
Domain IV		x .10	
		(TOTAL) x.50 =	
Standardized Measure		x .20	
Focused School/Department Initiative		x .10	
School Goals <i>(formerly 6-5-10)</i>		x .10	
Professional Growth Goal		x .10	
		TOTAL =	

Novice Teachers (First-Year Teaching)

This evaluation provides focused development support to teachers in their first year of teaching. First-year teachers will receive a final rating based on an abbreviated rubric score, focusing primarily on three (3) indicators within each domain; Domain II: Classroom Environment and Domain III: Instruction; Domains are scored and weighted. An overall rubric score is weighted, and each additional measure is scored and weighted. *Refer to Appendix C: Novice Teachers for further details.*

	Score	Weight	
Domain II			
<ul style="list-style-type: none"> • II-a: Creating an Environment of Respect & Rapport • II-c: Managing Classroom Procedures • II-d: Managing Student Behavior 		x .50	
Domain III			
<ul style="list-style-type: none"> • III-a: Communicating with Students • III-c: Engaging Students in Learning • III-d: Using Assessment in Instruction 		x .50	
		(TOTAL) x.50 =	
Standardized Measure		x .20	
Focused School/Department Initiative		x .10	
School Goals		x .10	
Professional Growth Goal		x .10	
		TOTAL =	

Less Than 120-Day or Non-Qualifying Evaluation

This evaluation provides development support to teachers who are not present the entire year (i.e., hired late or out on leave for part of the year). Teachers will receive a final rating based on rubric scores only and will not receive additional compensation due to this final rating. Anyone hired after the first 120 days will be placed in Group 4 upon hire. *Refer to the Designation Through Rubric Only section, for greater detail.*

	Score	Weight	
Domain I		x .10	
Domain II		x .40	
Domain III		x .40	
Domain IV		x .10	
		TOTAL =	

Overall Summative Rating

Highly Effective	Effective	Improvement Necessary	Ineffective
4.0 – 3.5	3.49 – 2.5	2.49 – 1.75	1.74 – 0

TEACHER EVALUATION PROCESS AND OVERVIEW

ACTION	DESCRIPTION	COMPLETION DATE(S)
Introductory Evaluation & Development Training	Initial training of staff on evaluation rubric, process and expectations by school leader and/or Talent Development Teacher Leaders New teachers will be trained and set up on SFS platform.	September 13
Initial Goal-Setting Conference	Fall meeting with teacher and observer to ensure evaluation process and measures (i.e., School Goals, Focused School Initiative and standardized measure) are discussed, and that the teacher has an opportunity to describe and set a relevant Professional Growth Goal; refer to Appendix A for guidance. These goals are entered into SFS as evidence of the meeting.	September 13 <i>Teachers submit goals</i>
		September 16-27 <i>Administrators review, approve and hold conferences with staff</i>
Artifacts	Artifacts should illustrate the teacher’s best evidence of indicator. Maximum of one artifact per indicator. Artifacts may illustrate more than one indicator. <i>For more information, see the Evaluative Evidence section.</i> <i>Note: Not required for Novice Teacher Group</i>	December 13 <i>First semester artifacts for six (6) components</i>
		May 15 <i>Second semester artifacts for six (6) components</i>
Conferences	Four conferences (minimum two each semester) with staff who aren’t easily observable. For more information, see the Evaluative Evidence section.	December 13 <i>First semester conferences completed</i>
		May 15 <i>All conferences completed</i>
Observations	Two observations (minimum one each semester); for the fall observation, debrief conversation is held for any teacher struggling in a domain (or by request). Evaluator holds an ‘observation debrief’ after each ‘long’ observation.	December 13 <i>First semester observations completed</i>
		May 15 <i>All observations completed</i>
Mini Observations	Four mini observations (minimum two each semester, spaced at least a week apart) – more recommended; debrief conversation upon request.	December 13 <i>First semester mini observations completed</i>
		May 15 <i>All mini observations completed</i>
Teacher-Updated Goal Information	Teachers review and submit evidence for Professional Growth Goal and growth tracker (if non-ILEARN teacher) for standardized measure goal.	May 29 <i>Professional Growth Goal evidence submitted</i>
		June 3 <i>Growth Tracker submitted</i>
Preliminary Spring Summative Debrief	Spring meeting to discuss cumulative evidence of growth, outcomes of school and Professional Growth Goals and overall EER rating.	June 5 <i>Last day of teacher contract</i>

**It is a minimum expectation these deadlines are met.*

EVALUATIVE EVIDENCE

Evaluative evidence provides documentation of a teacher's attainment of performance expectations and identifies targeted areas for professional growth. The types of evaluative evidence are as follows:

- **Observation:** A visitation by the evaluator (unannounced or scheduled), lasting at least 20 minutes to observe any of the domain areas. Teachers receive one observation per semester, at a minimum. Commonly referred to as the 'long observation.'
 - If the teacher is on a Professional Improvement or Growth Plan, additional observations are required to provide feedback on growth.
- **Mini Observation:** A short unannounced visitation by the evaluator, typically lasting 3-7 minutes (but no more than 19 minutes) to observe the teacher in any of the domain areas. Teachers receive at least four mini observations throughout the year, but more are recommended. More frequent, shorter snapshots are an effective way to gather evidence for a Summative Evaluation and provide feedback to foster professional growth. A secondary evaluator will do at least one mini observation for every teacher to ensure teachers get feedback from multiple observers.
- **Conference:** A meeting four times a year where the evaluator and certified staff member meet to discuss performance, evidence, strengths and growth goals. They carefully review the applicable rubric and discuss specific examples, provide feedback, ask questions, and document the discussion on SFS as a "conference".
 - Certified staff who aren't easily observed will be required to have these conferences, rather than observations (*refer to Teacher Evaluation Process and Overview on page 9*). The applicable staff members include:
 - Speech Language Pathologists, Occupational Therapists, Physical Therapists, District Instructional Coaches/Specialists, Social Workers, Counselors, Graduation Coaches, School Psychologists, Nurses, Central Compliance Monitors, Special Education Low Incidence Teachers (blind, low vision, deaf/hard of hearing, audiology, and orthopedic therapists).
- **Walk-Through:** A non-evaluative short visit, typically 3-5 minutes, and only used for coaching and informal feedback that is not part of the formal evaluation process.
- **Artifacts:** Evidence of indicators that are difficult to observe. Teachers can present artifacts as evidence in Domains I and IV to illustrate the teacher's ability to affect good instruction. Artifacts can represent evidence for multiple indicators if applicable, but teachers only need one single piece of evidence per indicator. *Artifacts are not a requirement for teachers in the Novice Teacher Group. Refer to Appendix C: Novice Teacher Group for further details.*
 - Refer to the Docs/Link section within Standard for Success (SFS) for examples from Charlotte Danielson. Additional examples include:
 - Lesson plans, assessments, unit planning materials, study guides, homework assignments, student work, professional development documentation, technology integration, student intervention documentation, newsletters, communication logs, discipline logs, emails, agendas, professional development presentations, IB portfolios and other materials of a similar nature
- **Feedback:** It is expected that all feedback documented and saved within SFS after each observation or walk-through. Teachers should receive Feedback within three days of the observation or walk-through. Teachers can request a debrief conversation based on written feedback within 10 days of the observation.
 - A Teacher receiving an Improvement Necessary or Ineffective rating within any domain, following an observation, is required to have a debrief meeting and will be initiated by the evaluator.

- **Evidence of Overall Growth for Summative Evaluations:** It is important to note that evidence across the year is not averaged, but rather, evaluators are looking for growth over the year and improvement in scores and evidence as the year progresses.

INITIAL GOAL SETTING CONFERENCE

This conversation should be held early in the fall with each certified staff member (*refer to Teacher Evaluation Process and Overview on page 9*). This should set the tone for observations and feedback for the year. If teachers are returning, this is an opportunity for evaluators to review their previous ratings/feedback and for teachers to think about how they want to grow professionally in the coming year and what they want from their evaluators.

At this conference, the certified staff member and evaluator will:

1. Review the evaluation process and expectations for the year.
2. Identify the Focused School Initiative and share the School Goals for the year, when relevant.
3. Allow the teacher to identify personal growth goals and their expectations from their primary evaluator.
4. Allow the evaluator to review the personal growth goal.
5. Ensure SFS is set up correctly for the staff member and goals are entered.

Non-classroom Teachers and/or 'Not-easily observable' Staff

Staff that are not in the classroom or fall under the 'not-easily observable' category, the first conference (of the required four) should include the items outlined above, in addition to reviewing the rubric in detail and identify/discuss places where the staff member wants more support, desire to grow and identify strengths.

Refer to the 'Evaluative Evidence' section.

OBSERVATION DEBRIEF

This in-person conversation is to be held after your regular observations. It is critical to give all teachers verbal feedback in addition to written feedback. In addition, all observations (mini and regular), a copy of the observation with the evaluator's comments and observation notes will be given to the teacher on SFS within three days after the observation.

At the in-person verbal debrief, the teacher and evaluator will:

1. Review all performance expectations.
2. Provide encouragement to the teacher to continue with practices that are performed at a high level.
3. Suggest pieces of evidence/artifacts the teacher could use to document attainment of performance expectations.
4. Review the specific performance expectation(s) not being met.
5. Specify what is needed to improve the level of performance.
6. Provide resources and guidance to the teacher in goal setting.
7. Answer questions and clarify expectations of the evaluator.

The teacher can request representation at this meeting to help develop the plan if the teacher is a member of IEA.

If, during the debrief it is determined that there is a significant lack of proficiency in any domain area or specific teacher performance expectations have been rated as *Improvement Necessary* or *Ineffective*, then the teacher and administrator will schedule an additional meeting to develop a growth plan in SFS. This plan will:

1. Identify and review the specific performance expectations not being met.
 - a. Focused improvement areas should be limited to no more than two (2) indicators, during the 4-6 week timeline.
2. Specify what is needed to improve the level of performance as shown.
3. Provide suggestions, resources, strategies and support the teacher may use to improve performance.
4. Provide timelines of 4–6 weeks for the teacher to follow when addressing performance expectations, ensuring the teacher has reasonable time to show improvement. The Administrator documents coaching conversations throughout.

The teacher can request representation at this meeting to help develop the plan if the teacher is a member of IEA.

The evaluator should provide ongoing observations/walk-throughs and feedback to the teacher throughout the duration of the plan.

PROFESSIONAL IMPROVEMENT PLANS

If a teacher shows a significant lack of proficiency the previous year and receives a summative rating of *Ineffective* or *Improvement Necessary*, then in the fall during the Initial Goal Setting Conference, the teacher and administrator will schedule a meeting to develop a Professional Improvement Plan (PIP) in SFS. This plan will:

1. Identify and review the specific performance expectation not being met.
2. Specify what is needed to improve the level of performance as shown.
 - a. Focused improvement areas should be limited to no more than four (4) indicators, at a time.
3. Provide suggestions, resources, strategies and support the teacher may use to improve performance.
4. Provide timelines for the teacher to follow when addressing performance expectations, ensuring the teacher has reasonable time to show improvement (no shorter than 90 days).

The teacher who is a member of IEA can request representation at this meeting to help develop the plan.

The evaluator should provide ongoing observations/walk-throughs and feedback to the teacher throughout the duration of the plan.

At the conclusion of the Professional Improvement Plan, the evaluator will make a judgement as to whether the teacher will be recommended for nonrenewal, renewal, or be placed on an additional PIP. The judgement will be shared with the teacher.

By developing PIPs based on observed evidence and previous summative ratings, the evaluator is making a direct link between the development of teachers and professional learning – either in the building (i.e., observing other teachers, visiting classrooms, team teaching, book study, developing and leading school wide PD) or outside the building (e.g., district level PD, external coursework or classes, buildings or classrooms in other schools, etc.). Teachers can earn PGP points through this process.

In addition to PIPs, the district will be developing data reports and training principals to help guide building professional development, professional development plans and district professional development plans.

PRELIMINARY (SPRING) SUMMATIVE DEBRIEFS

The primary evaluator will schedule an end-of-year debrief conversation with all teachers to discuss preliminary summative results (refer to the Teacher Evaluation Process and Overview, page 9). This conversation will include:

1. All performance expectations and final EER score
2. Outcome of personal and school goals.
3. Encouragement to the teacher to continue with practices that earned *Effective* and *Highly Effective* ratings. (Acknowledge some of the teacher's strengths or achievements that led to *Effective* and *Highly Effective* ratings and have a final "stay" conversation).
4. Answering questions and clarifying the reason(s) for the overall performance level.

If the teacher's overall rating is determined to be *Improvement Necessary* or *Ineffective*, the evaluator will discuss all the above and:

5. Discuss with the teacher the evaluative recommendation for the next school year (i.e., *Renewal and Performance Improvement Plan or Nonrenewal*).
6. Ensure the electronic date and signature in SFS is completed to provide evidence of debrief.
7. Convey that a certified staff member can request a meeting with the superintendent after the staff member receives a cancellation or nonrenewal of contract notice (IC 20-28-7.5.2). The Superintendent or a designee must hold this conference with the certified staff member within 10 days of receipt of this request.

If all data are available for a final summative score, the evaluator can finalize them in SFS and share all data. All information, including Individual Performance Indicator scores, comments and available Student Achievement and Growth Measure scores will be accessible through SFS (see Appendix B).

But, due to the likely delay in receiving test scores from the IDOE or delays in testing windows, Final Summative Evaluation documents may not be available to teachers until the following school year. In this case, evaluators should share the available data in this preliminary conference, but not finalize the teacher's evaluation until the fall when data becomes available.

Teacher Submission of Student Achievement Measures as Part of the Summative Evaluation

Prior to submitting scores for standardized measures, teachers must acknowledge that all protocols and expectations were followed with respect to assessment security, integrity and honesty in reporting student information. Should it be determined that expected protocols were not followed, the teacher shall receive a score of "0" for the appropriate Standardized Measure.

NEGATIVE IMPACT ON STUDENT LEARNING

IC 20-28-11.4-4 (c) (4) and (6) requires that the following provision be included in each school district's teacher evaluation plan: *A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of Highly Effective or Effective.*

Negative impact on student learning will be determined by the following:

- **Teachers Receiving Growth Measure Data from IDOE (Classroom Teachers Grades 4–8 E/LA and Mathematics):** *Negative Impact* is characterized by a significant decrease in student achievement and a significantly low level of student growth. If a teacher's ILEARN Individual Growth Model (IGM) score is a 1, then the teacher will be determined to have a *Negative Impact on Student Learning*. If there is a determination of *Negative Impact*, and the teacher's combined rubric and student achievement and growth summative level is *Effective* or *Highly Effective*, the summative level will be reduced to no higher than *Improvement Necessary*.
- **All Other Teachers:** If a teacher scores a 1 (*Ineffective*) on his/her standardized measure, then the teacher shall be determined to have a *Negative Impact on Student Learning*. If there is a determination of *Negative Impact*, and the teacher's combined rubric and student achievement and growth summative level is *Effective* or *Highly Effective*, the summative level will be reduced to no higher than *Improvement Necessary*.

Notification of Parents if Student is Assigned to a Teacher With an *Ineffective* Rating

By statute, a school corporation is required to notify parents in an instance where a student is assigned to a teacher with an *Ineffective* rating (or two teachers with ratings of *Ineffective*) for two consecutive years. 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 being assigned to a teacher two years in a row who has an *Ineffective* rating.

DESIGNATION THROUGH RUBRIC ONLY

Number of Teacher Days Required for a Qualifying Evaluation

A *Qualifying Evaluation* refers to an evaluation of a teacher who has attended a minimum number of days required for the evaluation (120 days) to be considered for any additional compensation resulting from the collective bargaining process.

Unplanned Leave

If an unplanned extended leave is necessary and the teacher's data measures are no longer appropriate, the evaluation shall be completed using only the rubric (EER) at 100 percent, as noted in the chart below.

If the teacher's unexpected illness or absence prevents a principal from completing at least one formal observation and one informal observation, the evaluation shall be declared incomplete.

Days Present	Evaluation Process
120+ days	No change — as prescribed.
46–119 days	Summative rating based upon rubric (EER) only 100%. Rubric score will include data from at least two observations with a minimum of 30 days in between. Teacher not eligible for raises the following year (does not qualify for year of service).
0–45 days	Observations can/should happen, but Summative Evaluation declared incomplete for the school year. Teachers not eligible for raises the following year (does not qualify for year of service).

NOTE: A teacher who questions how his/her summative rating is affected by an extended leave may request a meeting with the building principal.

Nonrenewal/Cancellation of Contract

The range for an *Ineffective* rating on the Summative Evaluation is between a score of 0.0 and 1.749 out of the total 4.0 points possible.

When the summative score will result in an *Ineffective* rating for the teacher and the teacher is up for cancellation of contract or nonrenewal, evaluations may be finalized through a rubric score only.

APPENDIX A: Guidance for Developing and Scoring Goals

Criteria for Focused School/Department/Program Initiative*

- Identified school initiative is in alignment with the school plan (formerly school improvement plan)
- Measurable by goal review date (refer to Teacher Evaluation Process and Overview' page 9) and a goal the staff in the building can collectively impact
- A school-wide focus for the year: student behavior or culture, student outcomes, parent engagement, professional learning communities, etc.
- Rigorous and based on data
- Approved by Principal Supervisor
- Scored in SFS for all staff by evaluator at once

**If you serve multiple buildings, your supervisor will develop a Team Goal instead.*

Examples:

- We will increase graduation rates to 70%.
- We will increase ECA success rates by 10%.
- We will reduce course failures by 25%.

Criteria for Professional Growth Goal

- Developed by teacher
- Focused on enhancing their skills/ability to be successful in their role and/or building
 - Examples include: skill identified in observation feedback, rubric component, based on district focused professional development, classroom culture, peer collaboration, leadership development, parent engagement, etc.
- In alignment with the school plan
- Is rigorous and based on data
- Impacts classroom effectiveness
- Goal and evidence required (such as attendance sheets, data, etc.)
- Goal completed by review deadline; *refer to Teacher Evaluation Overview section*

Examples:

- Due to the changing student demographic at our school, I will complete a basic conversational skills Spanish class, and make 4 home visits to more directly connect with Spanish speaking parents.
- I will increase family involvement in my classroom this year by 40 percent as measured by fall and spring attendance in classroom events.

Rubric Used to Assess Professional Growth Goal

Highly Effective	Effective	Improvement Necessary	Ineffective
Met and exceeded goal	Met goal	Met part of goal	Did not meet goal

If staff members touch multiple buildings, then supervisors will develop a team or department goal. The rubric above will be used to determine effectiveness of goal. *Example: Special Education Specialists will have a Team Goal set by the SPED Department. District content coaches will have a Team Goal set by the C&I*

Department. School psychologists will have a Team Goal set by the SPED Department. Graduation coaches will have a Team Goal set by the Student Services Department, etc.

Spring Scoring and Updating Information

At the end of the year, teachers should open their Professional Growth Goal in SFS and go to the Goal Review box. This is where teachers can upload or type evidence that they have met their Professional Growth Goal. Click Submit and your evaluator will be able to view. Principals can score school goals at once in SFS for all staff.

School Goals (formerly 6-5-10)

These goals are set by the district and focus on academic outcomes for students at each building. A summative score of all metrics in the school goals framework will be input into SFS for all staff, based on the school's overall performance.

Elementary/Middle School		High School	
Domain	Metrics	Domain	Metrics
Achievement	<ul style="list-style-type: none"> • ILEARN ELA Pass Rate • ILEARN Math Pass Rate 	Achievement	<ul style="list-style-type: none"> • ISTEP ELA pass rate • ISTEP Math pass rate
Growth	<ul style="list-style-type: none"> • ILEARN ELA Growth • ILEARN Math Growth 	Graduation	<ul style="list-style-type: none"> • 4-year cohort graduation rate
Attendance	<ul style="list-style-type: none"> • Percent attending 90% or better 	Attendance	<ul style="list-style-type: none"> • Percent attending 90% or better
Behavior	<ul style="list-style-type: none"> • Percent with zero suspensions 	Behavior	<ul style="list-style-type: none"> • Percent with zero suspensions
Equity	<ul style="list-style-type: none"> • ELA Growth for target students • Math Growth for target students • Relative Risk Ratio 	Equity	<ul style="list-style-type: none"> • Percent with zero suspensions • Relative Risk Ratio
		CCR	<ul style="list-style-type: none"> • CCR index

Rubric Used to Assess School Goals

Highly Effective	Effective	Improvement Necessary	Ineffective
4 – 3.5	3.49 – 2.5	2.49 – 1.75	1.74 – 0

Overall Calculation

The School Goals metric will generate a value between 0-100%, which will then be multiplied by four (4). For example, if you school scored an 80% on their School Goals, 80% would be multiplied by four (4) to receive a 3.2 on the rubric.

Standardized Measures

See *Standardized Measure Guidebook* for all guidance and information.

APPENDIX B: Standards for Success

Recording Observation Data and Finding Resources

The *Standard for Success Teacher Training Guide* is available on the SFS website. Click [here](#) to access the guide. This platform will manage all data collection and storage and will provide administrators with analysis and reports. These reports will help inform individual, school and district professional development throughout the year.

The *IPS Evaluation Guidebook* will also be located on SFS. Staff will be notified of any updates made to the guidelines throughout the year and the latest version will always be found on SFS.

All staff can access the following on SFS:

1. All rubrics
2. All forms and help documents
3. All district-created assessments
4. Growth Tracker (pre-/posttests)
5. Observation evidence
6. All growth and PIP plans
7. Helpful PDF's/ how-to guides
8. All ratings

APPENDIX C: Novice Teacher Group

Novice Teachers (First-Year Teaching)

To provide more focused coaching and support to teachers in their first year of teaching, the Danielson rubric will be abbreviated to focus on six (6) foundational indicators, within Domain II: Classroom Environment and Domain III: Instruction. Upon completion of the first year of teaching, teachers will move out of the Novice Teacher Group and into their applicable Teacher Group and be responsible for all components of the Evaluation and Development Process, for that teacher group.

Domain II: Classroom Environment

- II-a: Creating an Environment of Respect & Rapport
- II-c: Engaging Students in the Learning
- II-d: Managing Student Behavior

Domain III: Instruction

- III-a: Communicating with Students
- III-c: Engaging Students in the Learning
- III-d: Using Assessment in Instruction

Artifacts

Artifacts are not required for teachers in the Novice Teacher Group. Given that the primary focus of Novice Teachers is limited to indicators in Domains II & III, artifacts for Domains I and IV are not required. Upon completion of the first year of teaching, Teachers will be required to submit the twelve required artifacts as evidence for Domain I & IV, per the requirement of all other teacher groups.

APPENDIX D: Teacher Groups

Novice Group: First-year teachers (no previous experience)				
Rubric <i>(six specific indicators)</i>	Professional Growth Goal	Focused School Initiative	School Goals <i>(formerly 6-5-10)</i>	Standardized Measure
50%	10%	10%	10%	20%

Group 1: Most Classroom Teachers, Social Workers, Counselors, Graduation Coaches				
Rubric	Professional Growth Goal	Focused School Initiative	School Goals <i>(formerly 6-5-10)</i>	Standardized Measure
50%	10%	10%	10%	20%

Group 2: PYC, Nonpublic, Life Skills, Arches, SLP/OT/PT				
Rubric	Professional Growth Goal	Program Goal	Focused School/Department Initiative	
50%	10%	20%	<ul style="list-style-type: none"> • Building-based staff use Focused School Initiative • Staff that serve multiple building will use Department Goal 	
			20%	

Group 3: SPED Specialists, SPED Behavioral Specialists, District Content Coaches, Psych, Alt Ed, Newcomer, Central Compliance Monitors, Innovation School Teachers				
Rubric	Professional Growth Goal	Focused School/Department Initiative OR Program Goal		
		<ul style="list-style-type: none"> • Department Goal: Innovation School Teachers, SPED & Coaches • School Goal: Alternative Ed & Newcomer • Program Goal: SPED Behavior Specialists & SPED Special Programs 		
50	10	40		

Group 4: Less than 120-day Teacher				
Rubric				
100%				

Group 5: Administrators		
Rubric	Operations & Finance	School Goals <i>(formerly 6-5-10)</i>
50%	10%	40%

Group 6: Francis Bellamy, Nonpublic Title			
Rubric	Professional Growth Goal	Focused School Initiative	Standardized Measure
50%	20%	10%	20%

APPENDIX E: Detail for Teacher Groups 2, 3, 6

Detailed Examples	GROUP 2
Programs for Young Children (PYC)	Rubric 50%, SPED Department Goal 20%, Program Goal 20%, Professional Growth Goal 10%
SPED Nonpublic Services	Rubric 50%, SPED Department Goal 20%, Program Goal 20%, Professional Growth Goal 10%
SPED Teacher in Multiple Schools: SLP, Deaf, Blind, PT, OI, OT	Rubric 50%, SPED Department Goal 20%, Program Goal 20%, Professional Growth Goal 10%
Life Skills, Arches, AU, ED SPED Special Program Teachers	Rubric 50%, SPED Department Goal 20%, Program Goal 20%, Professional Growth Goal 10%
	GROUP 3
Psychologists	Rubric 50%, SPED Department Goal 40%, Professional Growth Goal 10%
SPED Specialists at Multiple Schools	Rubric 50%, SPED Department Goal 40%, Professional Growth Goal 10%
District Content/ESL Coaches	Rubric 50%, C&I Department Goal 40%, Professional Growth Goal 10%
Alternative Education Programs	Rubric 50%, Professional Growth Goal 10%, Department Goal 40%
Newcomer Program	Rubric 50%, Professional Growth Goal 10%, Program Goal 20%, ESL Department Goal 20%
Teachers at Innovation Schools	Rubric 50%, Professional Growth Goal 10%, Department Goal 40%
	GROUP 6
Nonpublic Title Teachers, and Francis Bellamy Preschool Teachers	Rubric 50%, Professional Growth Goal 20%, Focused School/Program Initiative 10%, Standardized Measure 20%

APPENDIX F: Evaluation Guidance for Innovation Schools / Teachers

Main Objective(s):

- Innovation school leaders are positioned as the primary people manager for IPS employees in their buildings.
- Evaluations are conducted by individuals that have the clearest line of sight into employees' day to day job performance.

Action	Detail	Lead	Other contributors
Innovation school leaders engage in required IPS Evaluator training	<ul style="list-style-type: none"> • IPS provides evaluator training on rubrics, Standards for Success, and other evaluation related content. This is a required training to ensure that you are eligible to serve as an evaluator for IPS employees in your building. 	IPS Human Resources	<ul style="list-style-type: none"> • IPS Innovation Team • Innovation School Leader • SFS
IPS provides evaluation training to IPS employees in Innovation schools	<ul style="list-style-type: none"> • IPS will provide training and ongoing communication/support to IPS employees in Innovation schools regarding employee-driven or created aspects of the evaluation system (artifacts, goals, etc.), performance plans, nonrenewal process and timeline. 	IPS Human Resources	<ul style="list-style-type: none"> • IPS Teacher Development TOSA & Teacher Leaders
Innovation School Leaders conduct required observations and annual evaluations as the primary evaluator	<p>On Standards for Success (SFS) document: For certified staff:</p> <ul style="list-style-type: none"> • 4 Mini-observations (minimum 2 each semester) • 2 observations (minimum 1 each semester) • Debrief conversations. • Maximum, one artifact per competency total of 12 for Domains 1 and 4 • Personal and department measure if applicable. • PIP or growth plans where applicable 	Innovation School Leader	<ul style="list-style-type: none"> • IPS Employee
IPS will manage evaluation implementation	<ul style="list-style-type: none"> • IPS will provide regular implementation reports to the Innovation team and to be shared with Innovation School leaders and relevant academic team department contact 	IPS Human Resources	<ul style="list-style-type: none"> • IPS Innovation Team
IPS facilitates an appeal process for employees	<ul style="list-style-type: none"> • Given that employee's primary evaluators are not IPS employees, IPS will facilitate an appeal process to provide the employee with the opportunity to appeal for additional IPS employee evaluator(s). • Appeal outcomes will be shared with Innovation School Leaders. Outcomes of 	IPS Human Resources	<ul style="list-style-type: none"> • IPS Employee • Innovation School Leader • IPS department team member

	the appeal process may include additional district evaluator, IEA representative.		
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Measures

IPS teachers typically have multiple measures that are included in their summative evaluation each year. These include:

IPS Teachers	Innovation IPS Teachers
Rubric 50%	Rubric 50%
Professional Growth Goal 10%	Professional Growth Goal 10%*
Focused School Initiative 10%	Department Goal 40%*
School Goals 10%	
Standardized Measure 20%	

Innovation teachers will be Group 3 in SFS with the percentages above in their finalization calculations.

- Professional Growth Goal* – teachers develop a personal growth goal
- Department Goal* – teachers and the department leader decide upon school goal and will be discussed with you.

APPENDIX G: District Assessment Standardized Measure (pre and posttests) Timeline

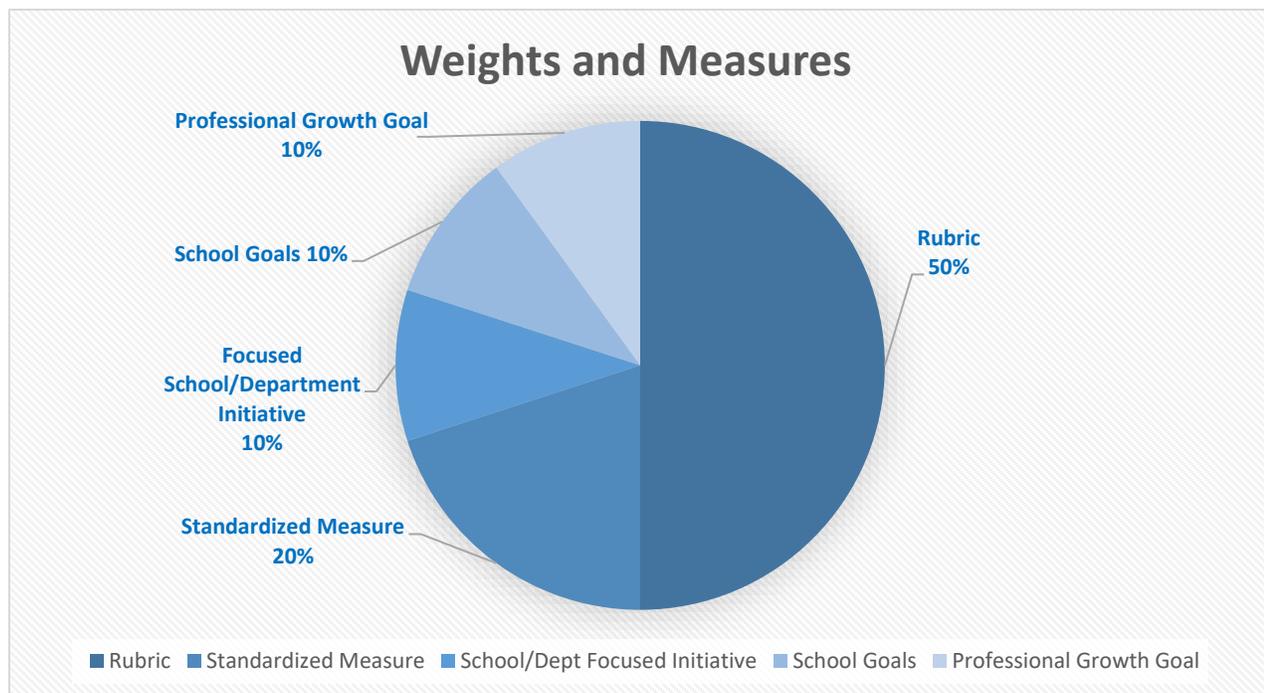
Standardized Measure	Timeframe
First Semester Pretests available on SFS	August 1
First Semester Pretests Administered	August 30
First Semester Post-tests available on SFS	December 6
Second Semester Pretests available on SFS	December 13
Second Semester/Yearlong Post-tests available on SFS	May 15

INDIANAPOLIS PUBLIC SCHOOLS
STANDARDIZED ASSESSMENTS
GUIDEBOOK
2019–2020

STANDARDIZED MEASURE: STANDARDIZED ASSESSMENTS

One of the five measures used in all certified staff evaluations will be a standardized measure of student achievement/growth. This guidebook helps to outline the measure for each staff member, along with the target expectations for student growth.

Please review the overview below and the detailed pages that align with your content area/grade level.



ASSESSMENT OVERVIEW FOR GROUPS 1 & 6

Additional guidance on assessment criteria and data collect can be found in the subsequent pages.

Please be sure to review thoroughly.

Grade/Subject	Assessment Guidance	Page
Pre-K	ISTAR-KR	7
Kindergarten teacher	NWEA ELA and Math; if not available use district assessment for Math and TRC for ELA	8
Grade 1 teacher	NWEA ELA and Math; if not available use district assessment for Math and TRC for ELA	8
Grade 2 teacher	NWEA ELA and Math; if not available use district assessment for Math and TRC for ELA	8
Grade 3 teacher	NWEA ELA and Math	8
Grade 4 teacher	NWEA ELA and Math	8
Grade 4 teacher ELA	NWEA ELA	8
Grade 4 teacher Math	NWEA Math	8
Grade 4 teacher non-NWEA tested area (Science, Social Studies, etc.)	District assessment for content area	11
Grade 5 teacher	NWEA ELA and Math	8
Grade 5 teacher ELA	NWEA ELA	8
Grade 5 teacher Math	NWEA Math	8
Grade 5 teacher non-NWEA tested area (Science, Social Studies, etc.)	District assessment for content area	11
Grade 6 teacher	NWEA ELA and Math	8
Grade 6 teacher ELA	NWEA ELA	8
Grade 6 teacher Math	NWEA Math	8
Grade 6 teacher non-NWEA tested area (Science, Social Studies, etc.)	District assessment for content area	11
Grade 7 teacher	NWEA ELA and Math	8
Grade 7 teacher ELA	NWEA ELA	8
Grade 7 teacher Math	NWEA Math	8
Grade 7 teacher non-NWEA tested area (Science, Social Studies, etc.)	District assessment for content area	11
Grade 8 teacher	NWEA ELA and Math	8
Grade 8 teacher ELA	NWEA ELA	8
Grade 8 teacher Math	NWEA Math	8
Grade 8 teacher non NWEA area (Science, Social Studies, etc.)	District assessment for content area	11
High School Science Courses: <ul style="list-style-type: none"> • Biology • Earth / Space Science, Chemistry • Integrated Chemistry Physics • Physics 	District assessments administered each semester	12
High School Social Studies Courses: <ul style="list-style-type: none"> • Geography and History of the World • World History 	District assessments administered each semester	12

<ul style="list-style-type: none"> • U.S. History • U.S. Government • Economics • Sociology • Psychology 		
High School World Language Courses: <ul style="list-style-type: none"> • Spanish 1 	District assessments administered each semester	12
High School Math Courses: <ul style="list-style-type: none"> • Algebra 1 • Algebra 2 • Geometry • Pre-calculus 	NWEA Assessment for the following: <ul style="list-style-type: none"> • Algebra 1 • Algebra 2 • Geometry ---- District assessments administered each semester: <ul style="list-style-type: none"> • Pre-Calculus 	10 ---- 12
High School English Course: <ul style="list-style-type: none"> • English 9 • English 10 • English 11 • English 12 	NWEA Assessment for the following: <ul style="list-style-type: none"> • English 9 • English 10 ---- District assessment administered each semester: <ul style="list-style-type: none"> • English 11 • English 12 	10 ---- 12
Secondary Reading Teachers	RAPS 360, NWEA or STAR Reading	13
Physical Education Teachers	FitnessGram	14
Elementary Art Teacher	District assessment for Visual Arts given in Grade 3	15
High School Art Teacher	District assessment for Visual Arts given in Grade 7	16
High School Art Teacher	District assessment for Visual Arts given in Grade 9	17
Elementary Music Teacher	District assessment for General Music given in Grade 4	18
High School Music Teacher	District assessment for Music given in Grade 7	19
Middle School Music Teacher	District assessment for Music given in Grade 9	20
Secondary Theater Teacher	Teacher-created assessment with evaluator approval <ul style="list-style-type: none"> • Pre/post tests are necessary 	21
Secondary Instrumental Ensemble	District Instrumental Rubric	22
Secondary Vocal Ensemble	District Vocal Rubric	23
Music Theory Teacher	Terry Eder Theory Assessment for Music	24
High School Special Area Classes	Teacher-created assessment with evaluator approval <ul style="list-style-type: none"> • Pre/post tests are necessary • Utilize the growth tracker and rubrics outlined 	21
SPECIAL EDUCATION TEACHERS		
Special Education Inclusion Teacher	Assessment shared with co-teacher in grade/subject taught	8, 9, 10, 11 or 12
Special Education Inclusion Teacher in both NWEA grades and non-NWEA grades	Must share NWEA accountability in classes where they co-teach	8, 9, 10, 11 or 12
Special Education Self Contained, ED classrooms	Standardized assessment option in that grade/subject	8, 9, 10, 11 or 12

SCHOOL SUPPORT ROLES		
Elementary Counselor or Graduation Coach	School Attendance Goal(s)	25
Secondary Counselor or Graduation Coach	School Graduation Goal(s)	26
Social Worker	School Attendance Goal(s)	25
School Nurse (single or multiple buildings)	National Standards Assessment	27
Math Coach	Building Math Growth Goal	28
Literacy Coach	Building ELA Growth Goal	29
ESL Teacher	Access .5 growth across all ESL students	30
Media Specialists Elementary	ELA NWEA School Growth	29
Media Specialists Secondary	ELA NWEA School Growth	29
Reggio Coach	School goal	31
IB Coordinator	School goal	31
CTE teachers	Industry Certification	32
SCHOOL ADMINISTRATORS		
Building Admin, Magnet Coordinators, Alt Ed Coordinators	School Goals	33

General Guidance:

- The table above outlines the assessments certified staff will administer to their students and those results will be used for the teacher’s standardized assessment, as part (20%) of their summative evaluation.
 - Important Change to Note: ILEARN will not be used as a standardized measure for any grade level.
- Special Education inclusion teachers are accountable for all students in classrooms where they teach; Special Education teachers that co-teach, are also tied to students in the content area they teach.
 - Co-teaching means that special education teachers are accountable for all students in classrooms where they co-teach. Special Education teachers are expected to co-teach with their general education colleagues. This means, full accountability for both teachers on the student outcomes of all students in the class.
- Teachers that us a District Assessment, can locate them in Standard for Success **under the Docs/Links tab.**
 - The pre-tests will be available the first day of each semester and should be given to students in the first 20 days. For semester-based courses posttests will be available two weeks prior to the end of the Fall or Spring semester.
- For secondary non-NWEA courses, pick **one course/section** to test using the district assessment.

Growth Trackers

- Under the Docs/Links tab in Standard for Success, you can access a Growth Tracker to track student growth, for the assessment outlined above.
 - NWEA Tracker should be used to tracking NWEA data only
 - Alternative Growth Tracker should be used for any district or teacher created pre/post assessment
 - TRC Tracker should only be used to track TRC data’
 - ESL Growth Tracker should be for ACCESS data

Using the Growth Tracker

- Enter the students and their scores for the pretest score sheet. This will create growth targets for each student. Once your posttest scores are entered, the sheet will automatically calculate the total number of students who met their growth targets.
- For high school teachers with semester-based courses you have to pick one section for each semester. To calculate your overall growth metric you will add the total number of students that met their growth target from the first semester and second semester. The sum is divided by the total number of students who took the assessment first and second semester.
 - **Example:** If semester number one you taught Sociology and you had a total of 20 students out of 30 meet their growth target, and second semester you taught Psychology you had a total of 25 students out of 35 meet their growth target.
 - $20+25=45$ (total students who meet their growth target)
 - $30+35=65$ (total number of students tested)
 - $45/65 \times 100 = 69.2\%$ of students met their growth target
- If using a combination of tests (for example NWEA Math & NWEA ELA)...
 - Use the NWEA Tracker and list your students twice (once for ELA score and once for Math score). It will generate total percentage that met growth target.
- If you do not use NWEA, you'll need to use both growth tracking sheets. ELA assessment results will go on alternate growth tracker, and math assessment results will go on the pre/post growth tracker. To calculate the number of students that meet growth targets on both tests, simply add the number of students who met their targets from both exams and divide by the total number of students who took each test. Or you could add your math results from the growth pre/post tracker to the alternate growth tracker and just list your students twice, as you would if you used NWEA and then it will do the calculation for you.
 - **Example:** If 16 of 24 met their growth target on the ELA assessment, and 18 out of 24 met their math targets, you had 34 out of 48 students meet their growth targets.
 - $16+18=34$ (total students who meet their growth target)
 - $24+24=48$ (total number of students tested)
 - $34/48 \times 100 = 70.8\%$ of students met their growth target
- Post-testing should only be administered one time (i.e. Students should not be given any opportunity to make corrections. Please reference ethical testing guidelines).

ISTAR-KR

Criteria

- Assessment data of students continuously enrolled in a teacher’s classroom on or before the twentieth (20) student day will be included in the calculation
- Student must take assessments to count towards effectiveness
- Student growth is determined by met their individualized target growth goal on the spring ISTAR-KR
- After post testing is complete the below chart is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% or more met or exceeded their individualized target growth goal on the spring ISTAR-KR	50% + 1–74.99% met their individualized target growth goal on the spring ISTAR-KR	33%–50% met their individualized target growth goal on the spring ISTAR-KR	32.99% or less met their individualized target growth goal on the spring ISTAR-KR

**This rubric is subject to change by the SPED office after the fall administration of the ISTAR-KR assessment*

Data Collection and Reporting Procedures

- Minimum number of assessments: 2
- Timeline for assessment administration: Fall/Spring
- Method of collection: Teachers will report data on the Alternate Growth Tracker found in SFS under Docs/Links tab
- Person responsible for reporting on SFS: Teacher

Applicable Grades/Subjects

- Pre-K

NWEA ELA & Math

Criteria

- Assessment data of students who are tested in a teacher’s beginning of the year administration (fall) and who are also tested in a teacher’s end of the year administration (spring) will be included in the calculation.
- Student must take assessments to count towards effectiveness
- Student growth is determined by using the assigned NWEA projected growth goals for each individual student
- After results are in for all assessments, the chart below is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% or more of the students met their growth target	50% + 1–74.99% of the students met their growth target	33%–50% of the students met their growth target	Less than 33% of the students met their growth target

Data Collection and Reporting Procedures

- Deadline for collection of data:
 - Teachers should follow district assessment calendar. District assessments must be reported within 10 days of test.
- Method of collection:
 - NWEA Alternative Growth Tracker
 - *See guidance on page 7 above to calculate both content areas*
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

- K-8 General Education
- K-8 Special Education (Inclusion of Self-Contained ED Classes), in these classes/courses
- 4-8 ELA General Education
- 4-8 Math General Education

**For schools not offering NWEA for Grades K, 1 and 2*

- Use the TRC Growth Tracker for the method of collection.
 - Student growth is determined by the TRC cut point average.
- The deadline for criteria, collection of data and reporting responsibility is consistent with the process outlined above

NWEA ENGLISH

Criteria

- Assessment data of students who are tested in a teacher’s beginning of the year administration (fall) and who are also tested in a teacher’s end of the year administration (spring) will be included in the calculation.
- Student must take assessments to count towards effectiveness
- Student growth is determined by using the assigned NWEA projected growth goals for each individual student
- After results are in for all assessments, the chart below is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% or more of the students met their growth target	50% + 1–74.99% of the students met their growth target	33%–50% of the students met their growth target	Less than 33% of the students met their growth target

Data Collection and Reporting Procedures

- Deadline for collection of data:
 - Teachers should follow district assessment calendar. District assessments must be reported within 10 days of test.
- Method of collection:
 - NWEA Alternative Growth Tracker
 - *See guidance on page 7 above to calculate both content areas*
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

- English 9
- English 10
- Special Education (Inclusion of Self-Contained ED Classes), in these classes/courses

NWEA MATH

Criteria

- Assessment data of students who are tested in a teacher’s beginning of the year administration (fall) and who are also tested in a teacher’s end of the year administration (spring) will be included in the calculation.
- Student must take assessments to count towards effectiveness
- Student growth is determined by using the assigned NWEA projected growth goals for each individual student
- After results are in for all assessments, the chart below is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% or more of the students met their growth target	50% + 1–74.99% of the students met their growth target	33%–50% of the students met their growth target	Less than 33% of the students met their growth target

Data Collection and Reporting Procedures

- Deadline for collection of data:
 - Teachers should follow district assessment calendar. District assessments must be reported within 10 days of test.
- Method of collection:
 - NWEA Alternative Growth Tracker
 - *See guidance on page 7 above to calculate both content areas*
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

- Algebra 1
- Algebra 2
- Geometry
- Special Education (Inclusion of Self-Contained ED Classes), in these classes/courses

DISTRICT CREATED ASSESSMENT FOR CONTENT AREA (4-8)

Criteria

- Assessment data of students continuously enrolled in a teacher’s classroom on or before the twentieth (20) student day will be included in the calculation
- Student must take district assessment to count towards effectiveness
- Student growth is determined by the pre and post test score
- After post testing is complete the below chart is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% or more of the students met their growth target	50% + 1–74.99% of the students met their growth target	33%–50% of the students met their growth target	Less than 33% of the students met their growth target

Data Collection and Reporting Procedures

- Deadline for collection of data:
 - Teachers should follow district assessment calendar, if district assessment within 10 days of test
- Method of collection:
 - Teachers will report data on the Growth Tracker PRE (fall score) /POST (end of year) Spreadsheet found in SFS under Docs/Links tab
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

* *Non-NWEA tested subjects*

- 4-8 Science
- 4-8 Social Studies
- Special Education (Inclusion of Self-Contained ED Classes), in these classes/courses

DISTRICT CREATED ASSESSMENTS, ADMINISTERED EACH SEMESTER (SECONDARY)

Criteria

- Assessment data of students continuously enrolled in a teacher’s classroom on or before the twentieth (20) student day will be included in the calculation
- Student must take district assessment to count towards effectiveness
- Student growth is determined by the pre and post test score
- After post testing is complete the below chart is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% or more of the students met their growth target	50% + 1–74.99% of the students met their growth target	33%–50% of the students met their growth target	Less than 33% of the students met their growth target

Data Collection and Reporting Procedures

- Deadline for collection of data:
 - Teachers should follow district assessment calendar, if district assessment within 10 days of test
- Method of collection:
 - Teachers will report data on the Growth Tracker PRE (fall score) /POST (end of year) Spreadsheet found in SFS under Docs/Links tab
- Person responsible for reporting: Teacher

Applicable Grades/Subjects**

*** Special Education (Inclusion of Self-Contained ED Classes), in these classes/courses*

High School Science Courses

- Biology
- Earth/Space Science
- Chemistry
- Integrated Chemistry Physics
- Physics

High School English Courses

- English 11
- English 12

High School Math Courses

- Pre-Calculus

High School Social Studies Courses

- Geography and History of the World
- World History
- U.S. History
- U.S. Government
- Economics
- Sociology
- Psychology

High School World Language Courses

- Spanish 1

RAPS 360, NWEA OR STAR READING

Criteria

- Assessment data of students continuously enrolled in a teacher’s classroom on or before the twentieth (20) student day will be included in the calculation
- Student must take district assessment to count towards effectiveness
- Student growth is determined by the assessment choice used in the standardized measure
 - If NWEA is used, student growth is determined by using the assigned NWEA projected growth goal for each individual student
- After post testing is complete the below chart is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% or more of the students met their growth target	50% + 1–74.99% of the students met their growth target	33%–50% of the students met their growth target	Less than 33% of the students met their growth target

Data Collection and Reporting Procedures

- Deadline for collection of data:
 - Teachers should follow district assessment calendar, if district assessment within 10 days of test
- Method of collection:
 - Teachers will report data on the Alternate Growth Tracker, found in SFS under Docs/Links tab
 - If using NWEA, the NWEA Growth Tracker should be used, found in SFS under Docs/Links tab
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

- Secondary Reading Teachers

PACER TEST FOR FITNESS GRAM

Criteria

- Assessment data of students continuously enrolled in a teacher’s classroom on or before the twentieth (20) student day will be included in the calculation
- Student must take district assessment to count towards effectiveness
- Student growth is determined by the pre and post test score
- After post testing is complete the below chart is used to calculate the effectiveness rating

General Guidelines

- The PACER is recommended for all ages, but its use is strongly recommended for participants in grades K–3. Enjoyment and individual growth should be the target for grades K–3.
 - Mark the 20-meter (21-yard, 32-inch) course with marker cones to divide lanes and use a tape or chalk line at each end.
 - The first time a student does not reach the line by the time of the beep, the student stops where he or she is and reverses direction immediately, attempting to get back on pace. The test is completed for a student the next time (second time) he or she fails to reach the line by the time of the beep.
 - Ensure accurate age of student on testing date.

Grades K–3

- Teacher must identify targeted growth for students

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% or more of the students met their growth target	50% + 1–74.99% of the students met their growth target	33%–50% of the students met their growth target	Less than 33% of the students met their growth target

Grades 4–12

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% or more of the students met their age/gender target in the Healthy Fitness Zone	50% +1–74.99% of the students met their age/gender target in the Healthy Fitness Zone	33%–50% of the students met their age/gender target in the Healthy Fitness Zone	Less than 33% of the students met their age/gender target in the Healthy Fitness Zone

Data Collection and Reporting Procedures

- Deadline for collection of data:
 - Teachers should follow district assessment calendar, if district assessment within 10 days of test
- Method of collection:
 - Teachers will report data on the Growth Tracker PRE (fall score) /POST (end of year) Spreadsheet found in SFS under Docs/Links tab.
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

- K-12 Physical Education

DISTRICT ASSESSMENT FOR VISUAL ARTS GRADE 3

Criteria

- Assessment data of students continuously enrolled in a teacher’s classroom on or before the twentieth (20) student day will be included in the calculation
- Student must take district assessment to count towards effectiveness
- Student growth is determined by the pre and post test score
- After post testing is complete the below chart is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% or more of the students met their growth target	50% + 1–74.99% of the students met their growth target	33%–50% of the students met their growth target	Less than 33% of the students met their growth target

Data Collection and Reporting Procedures

- Deadline for collection of data:
 - Teachers should follow district assessment calendar, if district assessment within 10 days of test
- Method of collection:
 - Teachers will report data on the Growth Tracker PRE (fall score) /POST (end of year) spreadsheet found in SFS under Docs/Links tab
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

- K-6 Art

DISTRICT ASSESSMENT FOR VISUAL ARTS GRADE 7

Criteria

- Assessment data of students continuously enrolled in a teacher’s classroom on or before the twentieth (20) student day will be included in the calculation
- Student must take district assessment to count towards effectiveness
- Student growth is determined by the pre and post test score
- After post testing is complete the below chart is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% or more of the students met their growth target	50% + 1–74.99% of the students met their growth target	33%–50% of the students met their growth target	Less than 33% of the students met their growth target

Data Collection and Reporting Procedures

- Deadline for collection of data:
 - Teachers should follow district assessment calendar, if district assessment within 10 days of test
- Method of collection:
 - Teachers will report data on the Growth Tracker PRE (fall score) /POST (end of year) Spreadsheet found in SFS under forms tab
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

- Middle School Art

DISTRICT ASSESSMENT FOR VISUAL ARTS GRADE 9

Criteria

- Assessment data of students continuously enrolled in a teacher’s classroom on or before the twentieth (20) student day will be included in the calculation
- Student must take district assessment to count towards effectiveness
- Student growth is determined by the pre and post test score
- After post testing is complete the below chart is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% or more of the students met their growth target	50% + 1–74.99% of the students met their growth target	33%–50% of the students met their growth target	Less than 33% of the students met their growth target

Data Collection and Reporting Procedures

- Deadline for collection of data:
 - Teachers should follow district assessment calendar, if district assessment within 10 days of test
- Method of collection:
 - Teachers will report data on the Growth Tracker PRE (fall score) /POST (end of year) spreadsheet found in SFS under forms tab
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

- High School Art

DISTRICT ASSESSMENT FOR GENERAL MUSIC GRADE 4

Criteria

- Assessment data of students continuously enrolled in a teacher’s classroom on or before the twentieth (20) student day will be included in the calculation
- Student must take district assessment to count towards effectiveness
- Student growth is determined by the pre and post test score
- After post testing is complete the below chart is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% or more of the students met their growth target	50% + 1–74.99% of the students met their growth target	33%–50% of the students met their growth target	Less than 33% of the students met their growth target

Data Collection and Reporting Procedures

- Deadline for collection of data:
 - Teachers should follow district assessment calendar, if district assessment within 10 days of test
- Method of collection:
 - Teachers will report data on the Growth Tracker PRE (fall score) /POST (end of year) Spreadsheet found in SFS under forms tab
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

- Elementary Music

DISTRICT ASSESSMENT FOR MUSIC GRADE 7

Criteria

- Assessment data of students continuously enrolled in a teacher’s classroom on or before the twentieth (20) student day will be included in the calculation
- Student must take district assessment to count towards effectiveness
- Student growth is determined by the pre and post test score
- After post testing is complete the below chart is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% or more of the students met their growth target	50% + 1–74.99% of the students met their growth target	33%–50% of the students met their growth target	Less than 33% of the students met their growth target

Data Collection and Reporting Procedures

- Deadline for collection of data:
 - Teachers should follow district assessment calendar, if district assessment within 10 days of test
- Method of collection:
 - Teachers will report data on the Growth Tracker PRE (fall score) /POST (end of year) Spreadsheet found in SFS under forms tab
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

- Middle School Music

DISTRICT ASSESSMENT FOR MUSIC GRADE 9

Criteria

- Assessment data of students continuously enrolled in a teacher’s classroom on or before the twentieth (20) student day will be included in the calculation
- Student must take district assessment to count towards effectiveness
- Student growth is determined by the pre and post test score
- After post testing is complete the below chart is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% or more of the students met their growth target	50% + 1–74.99% of the students met their growth target	33%–50% of the students met their growth target	Less than 33% of the students met their growth target

Data Collection and Reporting Procedures

- Deadline for collection of data:
 - Teachers should follow district assessment calendar, if district assessment within 10 days of test
- Method of collection:
 - Teachers will report data on the Growth Tracker PRE (fall score) /POST (end of year) Spreadsheet found in SFS under forms tab
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

- High School Music

TEACHER CREATED PRE/POST (WITH APPROVAL)

Criteria

- Assessment data of students continuously enrolled in a teacher’s classroom on or before the twentieth (20) student day will be included in the calculation
- Student must take assessment to count towards effectiveness
- Student growth is determined by the pre and post test score
- After post testing is complete the below chart is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% or more of the students met their growth target	50% + 1–74.99% of the students met their growth target	33%–50% of the students met their growth target	Less than 33% of the students met their growth target

Data Collection and Reporting Procedures

- Deadline for collection of data:
 - Teachers should follow district assessment calendar, if district assessment within 10 days of test
- Method of collection:
 - Teachers will report data on the Growth Tracker PRE (fall score) /POST (end of year) Spreadsheet found in SFS under forms tab
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

- Secondary Theatre
- High School Special Areas

DISTRICT INSTRUMENTAL RUBRIC

Criteria

- Assessment data of students continuously enrolled in a teacher’s classroom on or before the twentieth (20) student day will be included in the calculation
- Student must take assessment to count towards effectiveness
- Student growth is determined by the pre and post test score
- After post testing is complete the below chart is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
More than 6 point growth on instrumental rubric	6 point growth on instrumental rubric	Less than 6 point growth on instrumental rubric	No progress on instrumental rubric

Data Collection and Reporting Procedures

- Deadline for collection of data:
 - Fall and Spring or semester tests if semester class
- Method of collection:
 - Teachers will report data on the Alternate Growth Tracker found in SFS under Docs/Links tab
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

- Secondary Instrumental Ensemble

DISTRICT VOCAL RUBRIC

Criteria

- Assessment data of students continuously enrolled in a teacher’s classroom on or before the twentieth (20) student day will be included in the calculation
- Student must take assessment to count towards effectiveness
- Student growth is determined by the pre and post test score
- After post testing is complete the below chart is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
More than 6 point growth on instrumental rubric	6 point growth on instrumental rubric	Less than 6 point growth on instrumental rubric	No progress on instrumental rubric

Data Collection and Reporting Procedures

- Deadline for collection of data:
 - Fall and Spring or semester tests if semester class
- Method of collection:
 - Teachers will report data on the Alternate Growth Tracker found in SFS under Docs/Links tab
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

- Secondary Vocal Ensemble

TERRY EDER THEORY ASSESSMENT FOR MUSIC

Criteria

- Assessment data of students continuously enrolled in a teacher’s classroom on or before the twentieth (20) student day will be included in the calculation
- Student must take assessment to count towards effectiveness
- Student growth is determined by the pre and post test score
- After post testing is complete the below chart is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% or more of the students met their growth target	50% + 1–74.99% of the students met their growth target	33%–50% of the students met their growth target	Less than 33% of the students met their growth target

Data Collection and Reporting Procedures

- Deadline for collection of data:
 - Fall and Spring or semester tests if semester class
- Method of collection:
 - Teachers will report data on the Growth Tracker PRE (fall score) /POST (end of year) Spreadsheet found in SFS under forms tab
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

- Music Theory

SCHOOL ATTENDANCE

Criteria

- School Attendance Goal
- After state data is complete, the chart below will be used to calculate the effectiveness rating

One School

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Exceeded Goal	Met Goal	Progress to goal evident, but did not meet (comes close)	Did not meet goal or make progress

Serves Multiple Schools

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Met Goal at all schools and Exceeded goal in at least one other school	Met Goals at all schools	Progress to goal is evident in all schools, but did not meet goals at all schools (comes close)	Did not meet goal or make progress in all schools

Data Collection and Reporting Procedures

- District will send administrators the annual growth goal(s)
- Applicable staff will check the applicable Standardized Measure within SFS
 - 'My standardized measure is the School Attendance Goal and I will receive a score from the district.'

Applicable Staff

- Social Workers
- Elementary Counselors
- Elementary Graduation Coaches

SCHOOL GRADUATION

Criteria

- School Graduation Goal
- After state data is complete, the chart below will be used to calculate the effectiveness rating

One School

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Exceeded Goal	Met Goal	Progress to goal evident, but did not meet (comes close)	Did not meet goal or make progress

Serves Multiple Schools

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Met Goal at all schools and Exceeded goal in at least one other school	Met Goals at all schools	Progress to goal is evident in all schools, but did not meet goals at all schools (comes close)	Did not meet goal or make progress in all schools

Data Collection and Reporting Procedures

- District will send administrators the annual growth goal(s)
- Applicable staff will check the applicable Standardized Measure within SFS
 - 'My standardized measure is the School Graduation Goal and I will receive a score from the district.'

Applicable Staff

- Secondary Counselors
- Secondary Graduation Coaches

SCHOOL NURSE SELF-EVALUATION FORM – VIRGINIA SCHOOL NURSE INSTITUTE PARTNERSHIP

Criteria

- School nurses will begin self-evaluation process by the Fall semester.
- The chart below is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Fulfills criteria for Level 3 and reflections and evaluation of nursing practice are highly accurate and perceptive, citing specific examples</p> <p>Always adheres to the Scope and Standards of School Nursing Practice</p>	<p>Consistently provides an accurate and objective evaluation of his/her nursing practice</p> <p>Consistently adheres to Scope and Standards of School Nursing Practice</p>	<p>Reflections and evaluation of his/her nursing practice are occasionally accurate and lack objectivity</p> <p>Is aware of Scope and Standards of School Nursing Practice, occasionally adhering to them</p>	<p>Nurse never or rarely reflects or evaluates his/her nursing practice or the reflections are inaccurate and self-serving</p> <p>The nurse does not appear to know the Scope & Standards of School Nursing Practice and does not adhere to them</p>

Data Collection and Reporting Procedures

- Each nurse will be responsible for collecting evidence to support their performance of each Standard in the self-evaluation
- No more than one or two pieces of evidence are required for each Standard, as long as it fully demonstrates that all performance indicators are met for that standard
- Evaluator and nurse will meet to discuss self-evaluation and determine final score by the end of January.
- Evaluator will record final score for self-evaluation in Standard for Success

Applicable Staff

- School Nurse

BUILDING MATH GROWTH GOAL

Criteria

- Assessment data of all students who are tested in NWEA Math at the beginning of the year administration (fall) and who are also tested at end of the year administration (spring) will be included in the calculation
- After data is complete, the chart below is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% or more of the students met their growth target	50% + 1–74.99% of the students met their growth target	33%–50% of the students met their growth target	Less than 33% of the students met their growth target

Data Collection and Reporting Procedures

- District will send administrators the annual growth goals
- Performance & Continuous Improvement Team will compile data to calculate results
- Results will be shared with School Leaders to be entered into SFS

Applicable Staff:

- Instructional Specialist (Math Coach)

BUILDING NWEA ELA GROWTH GOAL

Criteria

- Assessment data of all students who are tested in NWEA ELA at the beginning of the year administration (fall) and who are also tested at end of the year administration (spring) will be included in the calculation
- After data is complete, the chart below is used to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% or more of the students met their growth target	50% + 1–74.99% of the students met their growth target	33%–50% of the students met their growth target	Less than 33% of the students met their growth target

Data Collection and Reporting Procedures

- District will send administrators the annual growth goals
- Performance & Continuous Improvement Team will compile data to calculate results
- Results will be shared with School Leaders to be entered into SFS

Applicable Staff:

- Instructional Specialist (Literacy Coach)
- Media Specialist

ACCESS

Criteria

- Assessment data of students continuously enrolled in a teacher’s classroom on or before the twentieth (20) student day will be included in the calculation
- Student must take district assessment to count towards effectiveness
- Student growth is determined by .5 growth on the annual ACCESS assessment from the previous year to the current year. This is not the W/APT placement test. Last year data can be found in eSchool.
- After test results are in, use the chart to calculate the effectiveness rating

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
75% or more of the students met their growth target of .5	50% +1–74.99% of the students met their growth target of .5	33%–50% of the students met their growth target of .5	Less than 33% of the students met their growth target of .5

Data Collection and Reporting Procedures

- Deadline for collection of data:
 - Teachers should follow district assessment calendar
- Method of collection:
 - Teachers will report data on the ESL Growth Tracker found in SFS under forms tab
- Person responsible for reporting: Teacher

Applicable Grades/Subjects

- ESL Teacher

REGGIO COACH AND IB COORDINATOR

Standardized Measure: School Goal

Criteria

- Enter School Goal in SFS

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Exceeded goal	Met goal	Progress to goal evident, but did not meet (comes close)	Did not meet goal or make progress

Data Collection and Reporting Procedures

- Confirm school goal's success
- Person responsible for reporting: Teacher

Applicable Staff

- Reggio Coach
- IB Coordinator

INDUSTRY CERTIFICATION

Criteria

- All students enrolled in Career & Technical Education (CTE) courses aligned to State Approved Industry Certifications ([State Approved Industry Certifications](#))
- The Assessment data of students continuously enrolled in a teacher’s classroom on or before the twentieth (20) student day will be included in the calculation
- All students enrolled must take Industry Certification exam to count towards effectiveness
- If the Career & Technical Education courses do not include a State-Approve Industry Certification, a teacher created assessment with evaluator approval may be used (this includes approved dual credit final exams)

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
90% or more students earn industry certifications (pass dual credit assessment, pass teacher created assessment)	80%-89.9% of students earn industry certifications (pass dual credit assessment, pass teacher created assessment)	50%-79.9% of students earn industry certifications (pass dual credit assessment, pass teacher created assessment)	Less than 50% of students earn industry certifications (pass dual credit assessment, pass teacher created assessment)

Data Collection and Reporting Procedures

- Official documentation must be provided from each certifying agency as evidence of Industry Certification
- Teacher will enter spring outcomes in SFS for approval
- Administrators will approve and provide final rating using charts above

Collection and Reporting Procedures

- 9-12 Career & Technical Education

SCHOOL ADMINISTRATORS, MAGNET COORDINATORS, ALTERNATIVE EDUCATION COORDINATORS

Criteria

- School goals are set by district each year and focus on academic outcomes for students at each building. Components of the school goals framework, including metrics and weights, can be found below:

Elementary/Middle School			
Domain	Metrics	Weights (%)	
Achievement*	ILEARN ELA Pass Rate	25	0
	ILEARN Math Pass Rate	25	0
Growth*	ILEARN ELA Growth	0	25
	ILEARN Math Growth	0	25
Attendance	Percent of Chronically Absent Students	10	
Behavior	Suspension per 100 Students	5	
Equity	ELA Growth for Target Students	15	
	Math Growth for Target Students	15	
	Relative Risk Ratio	5	

**Paired Domains: For the elementary and middle school frameworks, the achievement and growth domains are paired domains. This means that schools will get whichever domain they score best on. This will be selected after data is available.*

High School		
Domain	Metrics	Weights (%)
Achievement*	ISTEP ELA Pass Rate	7.5
	ITSEP Math Pass Rate	7.5
Graduation	4-year Cohort Graduation Rate	25
College and Career Readiness	CCR Index	15
Attendance	Percent of Chronically Absent Students	10
Behavior	Suspension per 100 Students	5
Equity	Graduation Rate for Target Students	25
	Relative Risk Ratio	5

**Since there is not a growth domain for high schools, the achievement domain has been intentionally weighted lightly.*

School Goals Calculation

Benchmarking – Distribution Model

- We will set floors and targets based on all school results on each metrics. School groups will be divided by grades served. Therefore, there will be different floors and targets for K-6, K-8, MS, and HS models.
 - A floor is the minimum level of performance required on a metric to start earning points (10th percentile of your school model)
 - A target is the level of performance required on a metric to earn the maximum number of points (90th percentile of your school model)

- Once a floor and target has been defined, your data will be applied against the distribution and you'll be awarded points based on your progress towards the overall target. The formula used to calculate this is $[(\text{your metric score} - \text{floor}) / (\text{target} - \text{floor})] \times \text{metric weight}$.



Overall Calculation

- The school goal metrics will generate a value of between 0-100%, which will then be multiplied by 4.
 - For example, if you scored an 80% on your school goals we would do 80% multiplied by 4 and you would receive a 3.2 on the rubric.

Rubric Used to Assess School Goals

Highly Effective	Effective	Improvement Necessary	Ineffective
4 – 3.5	3.34 – 2.5	2.49 – 1.75	1.74 – 0

Data Collection and Reporting Procedures

- District will send administrators the annual growth goals
- Performance & Continuous Improvement Team will compile data to calculate results
- Results will be shared with School Leaders and the Executive Directors of Schools to be entered into SFS

Applicable Staff

- School Administrators
- Magnet Coordinators
- Alternative Education Coordinators



ADMINISTRATIVE EVALUATION
& DEVELOPMENT PLAN
GUIDEBOOK

2019-2020

teamIPS



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GUIDELINES FOR ADMINISTRATIVE PERFORMANCE EVALUATIONS

IPS Core Commitments and Beliefs

1. All IPS students can achieve their full potential, learn at high levels and graduate prepared to succeed in school, career and life.
2. Effective teachers and great schools are the key to students' success.
3. All IPS schools must be great places to teach and learn.
4. The IPS Central Administration exists solely to support the work of teachers and schools and must be a high-performing organization.
5. IPS families and the entire Indianapolis community have a shared responsibility for student success and will benefit from this success.

Vision Statement for IPS Teacher Evaluations

The purpose of the IPS Educator Evaluation System is to define and facilitate great teaching and learning.

Belief Statements

We believe the IPS Educator Evaluation System must:

- Be a collaborative process.
- Empower and support staff with differentiated supports in continuous growth and development.
- Facilitate the instructional leadership of principals through their daily engagement in classrooms.
- Reflect an investment in teachers as the most important source of talent for IPS.

General Provisions

- All Administrators shall be evaluated annually and provided growth opportunities throughout the year.
- All Administrators will be assigned a primary evaluator and a secondary evaluator.
- Information on this plan will be kept in Standards for Success (SFS) and any changes to the plan will be communicated via email and reflected in the latest version on SFS.

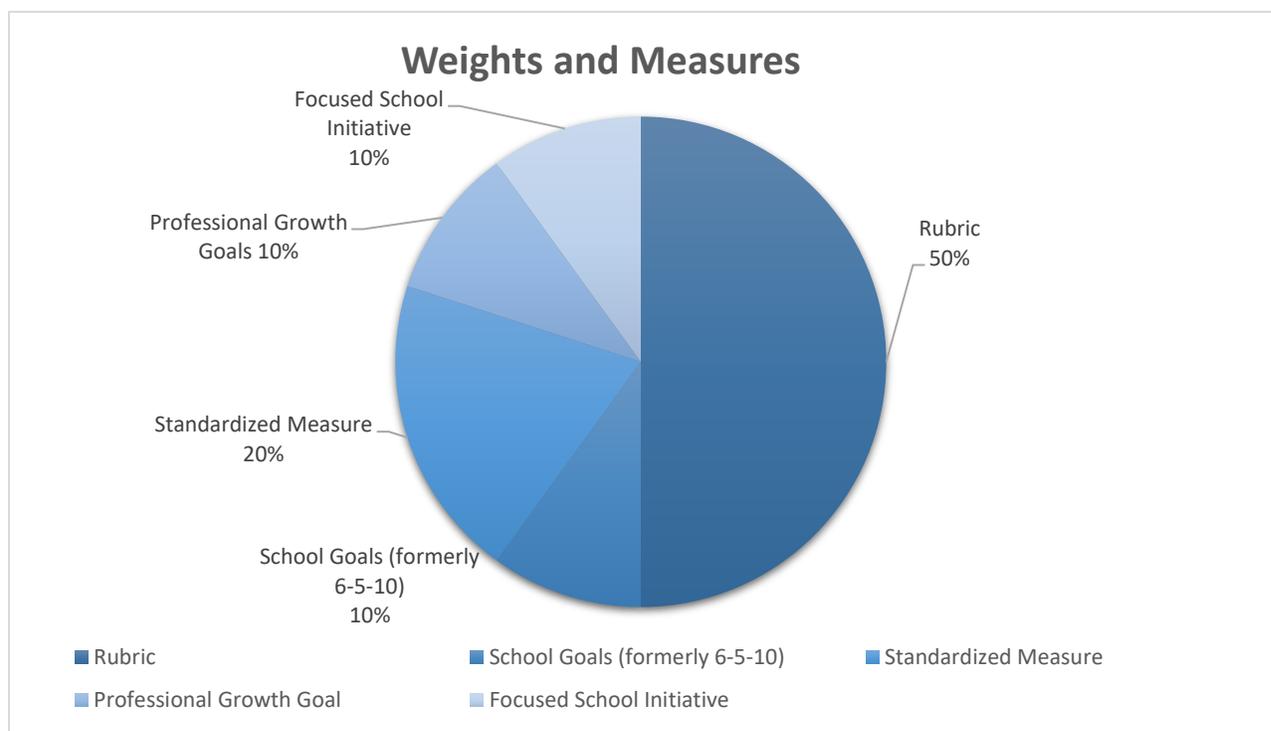
ADMINISTRATIVE PERFORMANCE COMPONENTS

Indiana Law requires IPS to evaluate all certified staff annually with rigorous measures of effectiveness and give each staff member a designation in one of four rating categories: *Highly Effective*, *Effective*, *Improvement Necessary*, *Ineffective*. IPS performance components outlined below fulfill the state’s requirements.

An in-house created Principal Rubric ([linked here](#) and available in Standard for Success website, under the Docs/Links tab) will serve as the basis for the evaluation and development process and illustrates the benchmark for school leadership for all leaders throughout the year. Standard for Success (SFS) will serve as the tool for documentation of the evaluation process (*see Appendix B: Standards for Success*).

A performance indicator or score will be assigned for each indicator at the end of the year. This score will be based on all evidence collected throughout the year. Evaluators will not average any scores, but rather they will look for growth over time and trends across the year. Lastly, measures that inform performance will be included, in addition to observations. These additional measures are explained in greater detail in *Appendix A: Guidance for Developing and Scoring Goals*.

All certified evaluations will include the following multiple measures at the same percentages required by law, with a few exceptions. *Table below represents the weights and measures for Teacher Group 1*



ADMINISTRATIVE PERFORMANCE EXPECTATIONS

The following are domains with standards of performance that serve as a base for the evaluation process and will be continually enforced and in effect for all administrators. A performance level will be indicated for each competency.

Administrator Performance Expectations		Highly Effective	Effective	Improvement Necessary	Ineffective
Competency 1: Lead from an equity imperative and embrace the diversity of the school community.					
Indicators	1a. Values diversity and demonstrates equitable leadership	4	3	2	1
	1b. Understand impact of identity	4	3	2	1
	1c. Develop and maintain an inclusive school culture	4	3	2	1
COMPETENCY TOTAL = _____					
Competency 2: Establish a vision that is rooted in equitable practices where all students can achieve at high levels while ensuring an environment of continuous learning for all staff.					
Indicators	2a. Establish vision:	4	3	2	1
	2b. Set priorities & monitor progress	4	3	2	1
	2c. Adjust strategies based on results	4	3	2	1
COMPETENCY TOTAL = _____					
Competency 3: Build an efficient and effective school team.					
Indicators	3a. Attract, select, and retain talent	4	3	2	1
	3b. Distribute leadership	4	3	2	1
	3c. Grow staff	4	3	2	1
	3d. Allocate resources	4	3	2	1
	3e. Enact district policies, legal requirements & school procedures	4	3	2	1
COMPETENCY TOTAL = _____					
Competency 4: Mobilize others and build coalitions to support progress towards school's vision.					
Indicators	4a. Communicate effectively	4	3	2	1
	4b. Foster stakeholder participation	4	3	2	1
	4c. Influence & motivate others	4	3	2	1
	4d. Build external partnerships:	4	3	2	1
	4e. Demonstrate professionalism	4	3	2	1
COMPETENCY TOTAL = _____					
Competency 5: Maintain systems to ensure all students inclusive of subgroups have access to a rigorous academic program that supports student learning.					
Indicators	5a. Build a culture of high expectations	4	3	2	1
	5b. Ensure instruction is high-quality	4	3	2	1
	5c. Drive learning with data:	4	3	2	1
	5d. Foster collective academic leadership	4	3	2	1
	5e. Ensure equity focused accountability systems:	4	3	2	1
COMPETENCY TOTAL = _____					

ADMINISTRATOR RATING CALCULATIONS

The following tables illustrate how a summative rating is calculated for administrators. Each competency is scored and weighted. An overall rubric score is weighted, and then each additional measure is scored and weighted.

	Score	Weight	
Competency 1		x .12	
Competency 2		x .12	
Competency 3		x .12	
Competency 4		x .12	
Competency 5		x .12	
		(TOTAL) x.60 =	
School Goals <i>(formerly 6-5-10)</i>		x .40	
		TOTAL =	

Overall Summative Rating

Highly Effective	Effective	Improvement Necessary	Ineffective
4.0 – 3.5	3.49 – 2.5	2.49 – 1.75	1.74 – 0

ADMINISTRATIVE EVALUATION PROCESS AND OVERVIEW

ACTION	DESCRIPTION	COMPLETION DATE(S)
Develop Focused School Initiative & Review School Goals <i>(formerly 6-5-10)</i>	<p>Principals should review the district set School Goals <i>(formerly 6-5-10)</i> AND develop a Focused School with their leadership team and obtain approval from the Executive Directors of Schools. Both goals should be shared with staff, because both measures are incorporated into their overall rating. <i>Refer to Appendix A for more guidance.</i></p> <ul style="list-style-type: none"> School Goals are set by district each year and focus on academic outcomes for students at each building. A Focused School Initiative (formerly unique school goal) should be developed in alignment with the school plan. <p>Teachers are required to have this as part of their evaluations, so the information will need to be incorporated into Goal Setting Conferences with teachers.</p>	September 13
Initial Goal-Setting Conference	<p>Fall meeting to ensure evaluation process and measures are discussed; this should set the tone for the year. If administrators are returning, this is an opportunity for evaluators to review their previous ratings/feedback. Additionally, administrators can think about how they want to grow professionally in the coming year and what they want from their evaluators.</p>	October 18
Mid-Year Conference	<p>Required for struggling administrators only. Growth Plan, Performance Improvement Plan, or non-renewal conversations held.</p>	December 13
Final Summative Conference	<p>Final meeting to discuss evidence of growth, outcomes of goals and overall rating.</p>	June 5 <i>10-Month Administrators</i> June 26 <i>12-Month Administrators</i>

**It is a minimum expectation these deadlines are met.*

INITIAL GOAL SETTING CONFERENCE

This conversation should be held early in the fall with each administrator. This should set the tone for the year. If administrators are returning, this is an opportunity for evaluators to review their previous ratings/feedback. Additionally, administrators can think about how they want to grow professionally in the coming year and what they want from their evaluators.

At this conference, the administrator and evaluator will:

1. Review the evaluation process and expectations for the year.
2. Identify their School Goals identify TSI subgroup (for their equity metric) for the year if applicable.
 - a. Share their identified TSI subgroup with Shareyna Chang at changsm@myips.org.
3. Identify the Focused School Initiative; used for 10% of teachers' summative evaluation
 - a. Focused School Initiatives should be in alignment with the school plan
4. Allow the administrator to share School Goals.
5. Ensure SFS is set up correctly for the staff member and goals are entered.

GROWTH PLANS

If it is determined that there is a significant lack of proficiency in any indicator area, then the evaluator will schedule an additional meeting to develop a Growth Plan in SFS.

This plan will:

1. Identify and review the specific performance expectations not being met.
2. Specify what is needed to improve the level of performance shown.
3. Provide suggestions, resources, strategies and support the teacher may use to improve performance.
4. Provide timelines for the administrator to follow when addressing performance expectations.

By developing Growth Plans based on observed evidence, the evaluator is making a direct link between the professional development of administrators and professional learning.

PERFORMANCE IMPROVEMENT PLANS

If an administrator's performance does not meet the expectations established by the supervisor/evaluator, the administrator will be placed on a Performance Improvement Plan. A Performance Improvement Plan is designed to support an administrator in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for an administrator whose professional practice would benefit from additional support. Additionally, a Performance Improvement Plan is implemented if one of the following scenarios occurs at the end of any data collection period:

- A principal/assistant principal receives two or more "Needs Improvement" and/or "Ineffective" ratings at the interim review;
- A rating of "Needs Improvement" on two or more performance standards; or
- A rating of "Ineffective" on one or more performance standards or an overall rating of "Ineffective."

Implementation of Performance Improvement Plan

When a principal/assistant principal is placed on a Performance Improvement Plan, the evaluator must:

- 1) Provide written notification to the principal/assistant principal of the area(s) of concern that need(s) to be addressed;
- 2) Formulate a Performance Improvement Plan in conjunction with the principal/assistant principal; and
- 3) Review the results of the Performance Improvement Plan with the principal/assistant principal within established timelines.

Assistance may include:

- Support from a professional peer or supervisor;
- Conferences, classes, and workshops on specific topics; and/or
- Other resources to be identified.

Resolution of Performance Improvement Plan

Prior to the evaluator making a final recommendation, the evaluator meets with the principal/assistant principal to review progress made on the Performance Improvement Plan, according to the timeline. The options for a final recommendation include:

- 1) Sufficient improvement has been achieved; the principal/assistant principal is no longer on a Performance Improvement Plan and is rated "Effective."
- 2) Partial improvement has been achieved but more improvement is needed; the principal/assistant principal remains on a Performance Improvement Plan and is rated "Developing/Needs Improvement."
- 3) Little or no improvement has been achieved; the principal is rated "Ineffective."

When a principal/assistant principal is rated "Ineffective," the principal may be recommended for dismissal. If not dismissed, a new Performance Improvement Plan will be implemented. Following completion of the Performance Improvement Plan, if the principal is rated "Ineffective" a second time, the principal/assistant principal will be recommended for dismissal.

Request for Review of an "Ineffective" Rating

The principal/assistant principal may request a review of the evidence in relation to an "Ineffective" rating received on a Summative Evaluation or, as a result of a Performance Improvement Plan, in accordance with the policies and procedures of the school district.

SUMMATIVE DEBRIEF

The evaluator will schedule an end-of-year debrief conversation with administrators to:

- Discuss all performance expectations
- Discuss outcome of School Goals (formerly 6-5-10), if data is available
- Review Focused School Initiative and determine rating
- Provide encouragement to the administrator to continue with practices that earned Effective and Highly Effective ratings.
 - Acknowledge some of the administrator's strengths or achievements that led to Effective and Highly Effective ratings.
- Answer questions and clarify the reason(s) for the overall performance level.

A final Summative Evaluation will be provided at the conclusion of the rating process. This may or may not be available at the time of a Summative Evaluation Conference. Due to the likely delay in receiving test scores from the Indiana Department of Education (IDOE), or delays in testing windows, Summative Evaluation documents may not be available until the following school year.

APPENDIX A: Guidance for Developing and Scoring Goals

Focused School/Department/Program Initiative*

- Developed by Leadership Team through input solicited from teachers; in alignment with the school plan (formerly school improvement plan)
- Measurable by goal review date (refer to Teacher Evaluation & Development Guidebook) a goal building staff can collectively impact
 - Focused on a year-long schoolwide area of concentration, e.g.: student behavior or culture, student outcomes, parent engagement, professional learning communities, etc.
- Rigorous and based on data
- Approved by School Supervisors
- Scored in SFS for all staff by evaluator at once; *step by-step instructions available in SFS*

**If a teacher serves multiple buildings, your supervisor will develop a Team Goal instead.*

Examples:

- We will increase graduation rates to 70%.
- We will increase ECA success rates by 10%.
- We will reduce course failures by 25%.

If staff members touch multiple buildings, then supervisors will develop a team or department goal. The rubric above will be used to determine effectiveness of goal. *Example: Special Education Specialists will have a Team Goal set by the SPED Department. District content coaches will have a Team Goal set by the C&I Department. School psychologists will have a Team Goal set by the SPED Department. Graduation coaches will have a Team Goal set by the Student Services Department, etc.*

Teacher Professional Growth Goal

- Developed by teacher
- Focused on enhancing their skills/ability to be successful in their role and/or building
 - Examples include: skill identified in observation feedback, rubric component, based on district focused professional development, classroom culture, peer collaboration, leadership development, parent engagement, etc.
- In alignment with the school plan
- Is rigorous and based on data
- Impacts classroom effectiveness
- Goal and evidence required (such as attendance sheets, data, etc.)
- Goal completed by review deadline; *refer to Teacher Evaluation & Development Guidebook (located in SFS, under the Docs/Links tab)*

Examples:

- Due to the changing student demographic at our school, I will complete a basic conversational skills Spanish class, and make 4 home visits to more directly connect with Spanish speaking parents.
- I will increase family involvement in my classroom this year by 40 percent as measured by fall and spring attendance in classroom events.

Rubric Used to Assess Professional Growth Goal

Highly Effective	Effective	Improvement Necessary	Ineffective
Met and exceeded goal	Met goal	Met part of goal	Did not meet goal

Spring Scoring and Updating Information

At the end of the year, teachers should open their Professional Growth Goal in SFS and go to the Goal Review box. This is where teachers can upload or type evidence that they have met their Professional Growth Goal. Click Submit and your evaluator will be able to view. Principals can score school goals at once in SFS for all staff.

School Goals (formerly 6-5-10)

These goals are set by the district each year and focus on academic outcomes for students at each building. Components of the school goals framework, including metrics and weights, can be found below. A summative score of all metrics in the school goals framework will be input into SFS for all staff, based on the school's overall performance.

Elementary/Middle School			
Domain	Metrics	Weights (%)	
Achievement	ILEARN ELA Pass Rate	25	0
	ILEARN Math Pass Rate	25	0
Growth	ILEARN ELA Growth	0	25
	ILEARN Math Growth	0	25
Attendance	Percent of Chronically Absent Students	10	
Behavior	Suspension per 100 Students	5	
Equity	ELA Growth for Target Students	15	
	Math Growth for Target Students	15	
	Relative Risk Ratio	5	

High School		
Domain	Metrics	Weights (%)
Achievement	ISTEP ELA Pass Rate	7.5
	ITSEP Math Pass Rate	7.5
Graduation	4-year Cohort Graduation Rate	25
College and Career Readiness	Percent of Chronically Absent Students	15
Attendance	Suspension per 100 Students	10
Behavior	Suspension per 100 Students	5
Equity	Graduation Rate for Target Students	25
	Relative Risk Ratio	5

School Goals Context

Paired Domains

For the elementary and middle school frameworks, the achievement and growth domains are paired domains. This means that schools will get whichever domain they score best on. This will be selected after data is available. Since there is not a growth domain for high schools, the achievement domain has intentionally been lightly weighted.

Equity Domain – Target Students

The target students discussed in the equity buckets will be defined using the following logic:

- Elementary/Middle School
 - If you are a TSI school, you will use your assigned TSI group
 - If you have multiple TSI subgroups, you can select which subgroup will be included in your school goals
 - If you are not a TSI school, the bottom 25% of students (aligned to state accountability) will be used as your target students
- High School
 - If you are a TSI school, you will use your assigned TSI group
 - If you have multiple TSI subgroups, you can select which subgroup will be included in your school goals
 - If you are not a TSI school, the school can choose which subgroup your school will include in your school goals

Relative Risk Ratio

As of SY1819, schools are accountable for disproportionality data for special education students. This aligns to the Result Driven Accountability framework and individual schools' federal A-F grade. For the 19.20 school year, the relative risk ratio will be the following calculation:

- *(Number of black SPED students who have been suspended for 10 days or more days **divided by** the number of black SPED students) **divided by** (number of non-black SPED students who have been suspended for 10 day or more **divided by** the number of non-black SPED students)*

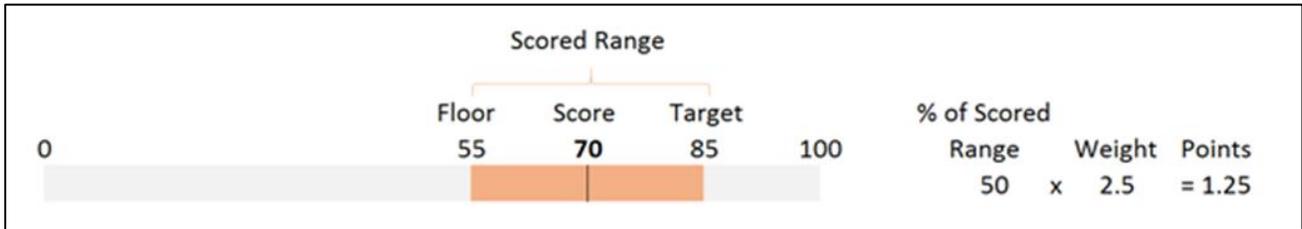
School Goals Calculation

Benchmarking – Distribution Model

We will set floors and targets based on all school results on each metrics. School groups will be divided by grades served. Therefore, there will be different floors and targets for K-6, K-8, MS, and HS models.

- A floor is the minimum level of performance required on a metric to start earning points (10th percentile of your school model)
- A target is the level of performance required on a metric to earn the maximum number of points (90th percentile of your school model)

Once a floor and target has been defined, your data will be applied against the distribution and you'll be awarded points based on your progress towards the overall target. The formula used to calculate this is $[(\text{your metric score} - \text{floor}) / (\text{target} - \text{floor})] \times \text{metric weight}$.



Overall Calculation

The School Goals metric will generate a value between 0-100%, which will then be multiplied by four (4). For example, if you school scored an 80% on your School Goals, 80% would be multiplied by four (4) to receive a 3.2 on the rubric.

Rubric Used to Assess School Goals

Highly Effective	Effective	Improvement Necessary	Ineffective
4 – 3.5	3.49 – 2.5	2.49 – 1.75	1.74 – 0

APPENDIX B: Standards for Success

Recording Observation Data and Finding Resources

The *Standard for Success Teacher Training Guide* is available on the SFS website. Click [here](#) to access the guide. This platform will manage all data collection and storage and will provide administrators with analysis and reports. These reports will help inform individual, school and district professional development throughout the year.

The *IPS Evaluation Guidebook* will also be located on SFS. Staff will be notified of any updates made to the guidelines throughout the year and the latest version will always be found on SFS.

All staff can access the following on SFS:

1. All rubrics
2. All forms and help documents
3. All district-created assessments
4. Growth Tracker (pre-/post-tests)
5. Observation evidence
6. All growth and PIP plans
7. Helpful PDF's/ how-to guides
8. All ratings

APPENDIX C: Teacher Groups & Weights

Novice Group: First-year teachers (no previous experience)				
Rubric <i>(six specific indicators)</i>	Professional Growth Goal	Focused School Initiative	School Goals <i>(formerly 6-5-10)</i>	Standardized Measure
50%	10%	10%	10%	20%

Group 1: Most Classroom Teachers, Social Workers, Counselors, Graduation Coaches				
Rubric	Professional Growth Goal	Focused School Initiative	School Goals <i>(formerly 6-5-10)</i>	Standardized Measure
50%	10%	10%	10%	20%

Group 2: PYC, Nonpublic, Life Skills, Arches, SLP/OT/PT				
Rubric	Professional Growth Goal	Program Goal	Focused School/Department Initiative	
50%	10%	20%	<ul style="list-style-type: none"> • Building-based staff use Focused School Initiative • Staff that serve multiple building will use Department Goal 	
			20%	

Group 3: SPED Specialists, SPED Behavioral Specialists, District Content Coaches, Psych, Alt Ed, Newcomer, Central Compliance Monitors, Innovation School Teachers				
Rubric	Professional Growth Goal	Focused School/Department Initiative OR Program Goal		
50%	10%	<ul style="list-style-type: none"> • Department Goal: Innovation School Teachers, SPED & Coaches • School Goal: Alternative Ed & Newcomer • Program Goal: SPED Behavior Specialists & SPED Special Programs 		
			40%	

Group 4: Less than 120-day Teacher	
Rubric	
100%	

Group 5: Administrators	
Rubric	School Goals <i>(formerly 6-5-10)</i>
60%	40%

Group 6: Francis Bellamy, Nonpublic Title			
Rubric	Professional Growth Goal	Focused School Initiative	Standardized Measure
50%	20%	10%	20%

INDIANAPOLIS PUBLIC SCHOOLS

EVALUATION RUBRICS

2019–2020



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IPS Danielson Teacher Effectiveness Rubric

Domain 1: Planning and Preparation			
1a Demonstrating knowledge of content and pedagogy			
The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding (1a.HE)	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline (1a.E)	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to that discipline (1a.IN)	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline (1a.I)
1b Demonstrating knowledge of students			
The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students (1b.HE)	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students (1b.E)	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole (1b.IN)	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding (1b.I)
1c Setting instructional outcomes			
Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take into account of the needs of individual students (1c.HE)	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination (1c.E)	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration (1c.IN)	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment (1c.I)
1d Demonstrating knowledge of resources			
The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them (1d.HE)	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them (1d.E)	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge (1d.IN)	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge (1d.I)
1e Designing coherent instruction			
The teacher coordinates knowledge of content, of students, and of resources, to design a series of learning	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning	The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a

experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs (1e.HE)	experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning (1e.E)	the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources (1e.IN)	coherent structure. The experiences are suitable for only some students (1e.I)
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1f Designing student assessments

The teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students (1f.HE)	The teacher’s plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students (1f.E)	The teacher’s plan for student assessment is partially aligned with the instructional outcomes without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole (1f.IN)	The teacher’s plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction (1f.I)
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Domain 2: Classroom Environment

2a Creating an Environment of Respect and Rapport: Supportive relationships and interactions between teacher and students and among students

Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students’ ages, cultures, and levels of development. Students exhibit respect for the teacher and contribute to maintain high levels of civility among members of the class (2a.HE.1)	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, developmental levels, and cultures of the students. Students exhibit respect for the teacher. Interactions among students are generally polite (2a.E.1)	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels. Students rarely demonstrate respect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results (2a.IN.1)	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels. Students rarely demonstrate respect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results (2a.I.1)
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Critical Attributes: (2a.HE.2)	Critical Attributes: (2a.E.2)	Critical Attributes: (2a.IN.2)	Critical Attributes: (2a.I.2)
In addition to the characteristics of “proficient,”	<ul style="list-style-type: none"> Talk between teacher and students and among students is uniformly respectful. 	<ul style="list-style-type: none"> The quality of interactions between teacher and students or among students is uneven, with occasional disrespect. 	<ul style="list-style-type: none"> Teacher uses disrespectful talk toward students. Student body language indicates feelings of hurt or insecurity.

<ul style="list-style-type: none"> • Teacher demonstrates knowledge and caring about individual students' lives beyond school. • The teacher's response to a student's incorrect response respects the student's dignity. • When necessary, students correct one another in their conduct toward classmates. (2a.HE.3) 	<ul style="list-style-type: none"> • Teacher makes connections with individual students. • Students exhibit respect for the teacher. • During the lesson, the teacher offers encouragement to students as they struggle with complex learning. This may be 2b, expectations. (2a.E.3) 	<ul style="list-style-type: none"> • Teacher attempts to respond to disrespectful behavior, with uneven results. • Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not successful. (2a.IN.3) 	<ul style="list-style-type: none"> • Teacher does not address disrespectful interactions among students. • Teacher displays no familiarity with or caring about individual students' interests or personalities. • Students use disrespectful talk toward one another with no response from the teacher. (2a.I.3)
2b Establishing a Culture for Learning: The atmosphere in the classroom that reflects high expectations and the importance of the work undertaken by both students and teacher			
<p>The classroom culture is characterized by a shared belief in the importance of the learning. Instructional outcomes, activities, and assignments convey high expectations for all students. Classroom interactions may extend learning. Students assume responsibility for high quality work by initiating improvements, making revisions, adding detail, and/or helping peers. High expectations are internalized by students (2b.HE.1)</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all. Students understand their role as learner and consistently expend effort to learn by engaging in the task at hand. Instructional outcomes, activities, and assignments convey high expectations for most students. Classroom interactions support learning (2b.E.1)</p>	<p>The classroom culture is characterized by a shared belief in the importance of the learning. The classroom culture is characterized by a lack of the teacher or student commitment to the learning and/or little or no investment of student energy into the task at hand. Learning is not expected or valued (2b.I.1)</p>	<p>The classroom culture is characterized by little commitment to the learning by the teacher or student. Student engagement in the task at hand is inconsistent. The teacher appears to be only "going through the motions, and students indicate that they are interested in completion of a task, rather than quality." (2b.IN.1)</p>
Critical Attributes: (2b.HE.2)	Critical Attributes: (2b.E.2)	Critical Attributes: (2b.IN.2)	Critical Attributes: (2b.I.2)
<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • The teacher communicates a genuine passion for the subject. • Students indicate that they are not satisfied unless they have complete understanding. • Student questions and comments indicate a desire to understand the concepts rather than, for example, simply learning a procedure for getting the correct answer. • Students recognize the efforts of their classmates. • Students take initiative in improving the quality of their work. (2b.HE.3) 	<ul style="list-style-type: none"> • The teacher's energy for the work is half-hearted or unsuccessful at enlisting student energy. • The teacher communicates the importance of the work and expectations that all students can be successful in it. • Student work and conduct during a lesson indicate commitment to high quality. • The teacher demonstrates a high regard for student abilities. • The teacher emphasizes the role of hard work in student learning. • The teacher expects student effort and recognizes it. 	<ul style="list-style-type: none"> • The teacher's energy for the work is half-hearted or unsuccessful at enlisting student energy. • The teacher conveys only modest expectations. • The teacher trivializes some of the learning goals and assignments. Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work. • Most students indicate that they are looking for an "easy path." (2b.IN.3) 	<ul style="list-style-type: none"> • The teacher conveys that the reasons for the work are external. • The teacher conveys to at least some students that the work is too challenging for them. • The teacher trivializes the learning goals and assignments. • Students exhibit little or no pride in their work (2b.I.3)

	<ul style="list-style-type: none"> The students put forth good effort to complete work of high quality. (2b.E.3) 		
2c Managing Classroom Procedures: Routines and procedures to ensure the smooth operation of the classroom to maximize instructional time			
<p>Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and engaged in consistently by students (2c.HE.1)</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and/or the handling of materials and supplies is consistent. With minimal guidance and prompting, students follow established classroom routines (2c.E.1)</p>	<p>Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to disruption of the learning. With regular guidance and prompting, students follow established routines (2c.IN.1)</p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies. There is little evidence that students know or follow established routines (2c.I.1)</p>
<p>Critical Attributes: (2c.HE.2)</p> <p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> Students take the initiative with their classmates to ensure that their time is used productively. Students ensure that transitions are accomplished smoothly. Students take initiative in distributing and collecting materials efficiently. Paraprofessionals and volunteers take initiative in improving learning opportunities for students. (2c.HE.3) 	<p>Critical Attributes: (2c.E.2)</p> <ul style="list-style-type: none"> Students not working with the teacher are disruptive to the class. Non-instructional duties, such as taking attendance, consume much time. There are no established procedures for distributing and collecting materials. Procedures are confused or chaotic. Volunteers and paraprofessionals appear confused as to what they are supposed to be doing. (2c.I.3) 	<p>Critical Attributes: (2c.IN.2)</p> <ul style="list-style-type: none"> The students work productively in small group work. The teacher has established time-saving procedures for non-instructional activities. Routines for distribution and collection of materials and supplies work efficiently. Volunteers and paraprofessionals have clearly defined roles. (2c.E.3) 	<p>Critical Attributes: (2c.I.2)</p> <ul style="list-style-type: none"> Procedures for transitions, materials, and non-instructional duties seem to have been established, but their operation is rough. Small groups are only partially engaged while not working directly with the teacher. (2c.IN.3)
2d Managing Student Behavior: Clear standards of conduct, understood by students, to ensure an orderly and productive learning environment			
<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. The teacher’s monitoring of student behavior is subtle and preventive. The teacher’s response to student misbehavior is</p>	<p>Student behavior is generally appropriate. The teacher monitors student behavior against standards of conduct. Teacher response to student misbehavior is consistent, appropriate, and respectful to students (2d.E.1)</p>	<p>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct (2d.IN.1)</p>	<p>There is little or no teacher monitoring of student behavior. Response to students’ misbehavior is repressive or disrespectful of student dignity. Students challenge the standards of conduct (2d.I.1)</p>

sensitive to individual student needs (2d.HE.1)			
Critical Attributes: (2d.HE.2)	Critical Attributes: (2d.E.2)	Critical Attributes: (2d.IN.2)	Critical Attributes: (2d.I.2)
In addition to the characteristics of “proficient,” <ul style="list-style-type: none"> • Students can explain the reasons for the different standards of conduct and how they reflect students’ own priorities. • The teacher monitors student behavior without speaking – just moving about. • Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct. (2d.HE.3) 	<ul style="list-style-type: none"> • Students can describe the standards of conduct. • Upon a non-verbal signal from the teacher, students correct their behavior. • Teacher continually monitors student behavior. (2d.E.3) 	<ul style="list-style-type: none"> • The teacher attempts to maintain order in the classroom but with uneven success. • Classroom rules are posted, but neither teacher nor students refer to them. • Teacher attempts to keep track of student behavior, but with no apparent system. • The teacher’s response to student misbehavior is inconsistent: sometimes very harsh, other times lenient. (2d.IN.3) 	<ul style="list-style-type: none"> • The classroom environment is chaotic, with no apparent standards of conduct. • The teacher does not monitor student behavior. • Some students violate classroom rules, without apparent teacher awareness or consequences. • When the teacher notices student misbehavior, s/he appears helpless to do anything about it. (2d.I.3)
2e Organizing Physical Space: A safe physical environment, in which the furniture is arranged to support the learning activities			
The classroom is safe, and learning is accessible to all students including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning (2e.HE.1)	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology (2e.E.1)	The classroom is safe, and essential learning is accessible to most students the teacher’s use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success (2e.IN.1)	The physical environment is unsafe or some students don’t have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities (2e.I.1)
Critical Attributes: (2e.HE.2)	Critical Attributes: (2e.E.2)	Critical Attributes: (2e.IN.2)	Critical Attributes: (2e.I.2)
In addition to the characteristics of “proficient,” <ul style="list-style-type: none"> • Modifications are made to the physical environment to accommodate students with special needs. • There is perfect alignment between the goals of the lesson and the physical environment. 	<ul style="list-style-type: none"> • The classroom is safe, and all students are able to see and hear. • The classroom is arranged to support the instructional goals and learning activities. • The teacher makes appropriate use of available technology. (2e.E.3) 	<ul style="list-style-type: none"> • The physical environment is safe, and most students can see and hear. • The physical environment is not an impediment to learning, but does not enhance it. • The teacher makes limited use of available technology and other resources. (2e.IN.3) 	<ul style="list-style-type: none"> • There are physical hazards in the classroom, endangering student safety. • Some students can’t see or hear the teacher or see the board. • Available technology is not being used, even if its use would enhance the lesson. (2e.I.3)

<ul style="list-style-type: none"> • Students take the initiative to adjust the physical environment. • Teacher makes extensive and imaginative use of available resources and technology. (2e.HE.3) 			
Domain 3: Instruction			
3a Communication with Students: Clear statement of learning outcomes, directions for class activities, and explanations of concepts. Rich and imaginative use of language			
<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher’s explanation of content is thorough and clear, developing conceptual understandings. Students contribute to explaining concepts to their classmates. The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies (3a.HE.1)</p>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher’s explanation of content is clear and accurate and connects with students’ knowledge and experience. Teacher’s spoken and written language is clear and correct. Vocabulary is appropriate to the students’ ages and interests (3a.E.1)</p>	<p>Teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher’s explanation of the content may contain minor errors. Some portions are clear; other portions are difficult to follow. Teacher’s spoken language is correct; however, vocabulary is limited or not appropriate to the students’ ages or backgrounds (3a.IN.1)</p>	<p>The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. The teacher’s explanation of the content contains major errors. The teacher’s spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused (3a.I.1)</p>
Critical Attributes: (3a.HE.2)	Critical Attributes: (3a.E.2)	Critical Attributes: (3a.IN.2)	Critical Attributes: (3a.I.2)
<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> • The teacher points out possible areas of misunderstanding. • The teacher explains content clearly, using metaphors and analogies to bring content to life. • All students seem to understand the presentation. • The teacher invites students to explain the content to the class, or to classmates. • The teacher uses rich language, offering brief vocabulary lessons where appropriate. (3a.HE.3) 	<ul style="list-style-type: none"> • The teacher states clearly, at some point during the lesson, what the students are learning. • When asked by an observer, students can state what they are learning. • Students engage with the learning task, indicating that they understand what they are to do. • The teacher models the process to be followed. • The teacher checks for student understanding of the learning task. • The teacher makes no content errors. 	<ul style="list-style-type: none"> • The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation. • The teacher clarifies the learning task so students are able to complete it. • The teacher makes no serious content errors, although may make a minor error. • Vocabulary and usage are correct but unimaginative. • Vocabulary may be too advanced or juvenile for the students. (3a.IN.3) 	<ul style="list-style-type: none"> • At no time during the lesson does the teacher convey to the students what they will be learning. • Students indicate through their questions that they are confused as to the learning task. • The teacher makes a serious content error that will affect students’ understanding of the lesson. • Students indicate through body language or questions that they don’t understand the content being presented. • The teacher’s communications include errors of vocabulary or usage.

	<ul style="list-style-type: none"> • The teacher’s explanation of content is clear and invites student participation and thinking. • Vocabulary and usage are correct and completely suited to the lesson. • Vocabulary is appropriate to the students’ ages and levels of development. (3a.E.3) 		<ul style="list-style-type: none"> • Vocabulary is inappropriate to the age or culture of the students. (3a.I.3)
3b Using Questioning and Discussion Techniques: Use of questioning and discussion to deepen student understanding, and invite students to formulate hypotheses, make connections, or challenge previously held views			
The teacher’s questions/prompts are of uniformly high quality and fully support the lesson outcomes, with adequate time for students to respond. A variety or series of questions/prompts are used to challenge students cognitively, advance high-level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion (3b.HE.1)	Most of the teacher’s questions/prompts are of high quality and support the lesson objectives, with adequate time for students to respond. A variety or series of questions/prompts are used to challenge students cognitively, and advance high-level thinking and discourse. The teacher creates a genuine discussion among students, stepping aside when appropriate. The teacher successfully engages all students in the discussion, employing a range of strategies to ensure that all students are heard (3b.E.1)	The teacher’s questions/prompts are a combination of low and high quality, some related to the lesson objectives and of moderate cognitive challenge inviting a thoughtful response. The teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results (3b.IN.1)	The teacher’s questions/prompts are poorly aligned with lesson outcomes, with low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion (3b.I.1)
Critical Attributes: (3b.HE.2)	Critical Attributes: (3b.E.2)	Critical Attributes: (3b.IN.2)	Critical Attributes: (3b.I.2)
In addition to the characteristics of “proficient,” <ul style="list-style-type: none"> • Students initiate higher-order questions. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion. (3b.HE.3) 	<ul style="list-style-type: none"> • Most questions are open-ended, inviting students to think. • Most questions have multiple possible answers. • Questions are related to the lesson objectives. • The teacher makes effective use of wait time. • Discussions enable students to talk to one another, without continual mediation by the teacher. • The teacher calls on all students, even those who don’t initially volunteer. 	<ul style="list-style-type: none"> • Questions are a mix of higher-order and questions with a single correct answer. • Some questions are unrelated to the learning outcomes. • The teacher invites students to respond directly to one another’s ideas, but few students respond. • The teacher calls on many students, but only a small number actually participate in the discussion. (3b.IN.3) 	<ul style="list-style-type: none"> • Questions are rapid-fire and convergent, with a single correct answer. • Questions do not invite student thinking. • Many questions are unrelated to the lesson outcomes. • All discussion is between teacher and students; students are not invited to speak directly to one another. • The teacher only calls on students who have their hands up. (3b.I.3)

	<ul style="list-style-type: none"> All students actively engage in the discussion. (3b.E.3) 		
3c Engaging Students in Learning: Learning activities that enable students to be intellectually active in exploring important and challenging content and engage in high-level thinking			
<p>The various elements of the lesson are well- aligned with the instructional outcomes and individual needs of the learners. The lesson is entirely suitable to the students’ development, and facilitates all students in constructing knowledge. Learning activities, materials, resources, technology, and instructional grouping are complementary, resulting in active intellectual engagement by each student in important and challenging content. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students have choice in how they complete tasks and may serve as resources for one another (3c.HE.1)</p>	<p>The various elements of the lesson are well- aligned with the instructional outcomes, are suitable to the students’ development, and facilitate students in constructing knowledge. Learning activities, materials, resources, technology, and instructional grouping are complementary, resulting in active intellectual engagement by groups of students with important and challenging content. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to intellectually engage with their learning (3c.E.1)</p>	<p>The various elements of the lesson are partially aligned with the instructional outcomes, with minimal consideration of the students’ development stage. Instruction does not facilitate students constructing knowledge, allowing some students to be passive or compliant. Learning activities, materials, resources, technology, and instructional grouping only partially engage students with the content. The lesson has a recognized structure; however, the pacing of the lesson may not provide students the time needed to intellectually engage with their learning (3c.IN.1)</p>	<p>The learning activities, materials, resources, instructional groups, and technology are poorly aligned with the instructional outcomes, are unsuitable to the students’ developmental stage, or do not require students to think. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. Few students are intellectually engaged (3c.I.1)</p>
Critical Attributes: (3c.HE.2)	Critical Attributes: (3c.E.2)	Critical Attributes: (3c.IN.2)	Critical Attributes: (3c.I.2)
<ul style="list-style-type: none"> In addition to the characteristics of “proficient,” Students have choice in how they complete tasks. Students modify a learning task to make it more meaningful or relevant to their needs. Students suggest modifications to the grouping patterns used. Students suggest modifications or additions to the materials being used. Students have an opportunity for reflection and closure on the lesson. 	<ul style="list-style-type: none"> Most learning tasks demand higher-order thinking Learning tasks have multiple correct responses or approaches. There is a productive mix of different types of groupings, suitable to the lesson objectives. Materials and resources support the learning goals and students’ cultures. The lesson has a clear structure. Most students are intellectually engaged in the lesson. (3c.E.3) 	<ul style="list-style-type: none"> Learning tasks are a mix of those requiring thinking and recall. Students have no choice in how they complete tasks. The instructional groups partially serve the instructional purpose. The materials and resources are partially aligned to the lesson objectives, only some of them requiring student thinking. There is a discernible structure to the lesson, but it’s not completely successful. Some students are intellectually engaged in the lesson. (3c.IN.3) 	<ul style="list-style-type: none"> Learning tasks require only recall or have a single correct response or method. The materials used ask students only to perform rote tasks. Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. Instructional materials used are unsuitable to the lesson and/or the students. The materials used clash with students’ cultures.

<ul style="list-style-type: none"> • Virtually all students are highly engaged in the lesson. (3c.HE.3) 			<ul style="list-style-type: none"> • Few students are engaged in the lesson. (3c.I.3)
3d Using Assessment in Instruction: Use of formative assessment for teachers to keep their fingers on the pulse of a lesson, monitor student understanding, and, where appropriate, engage students in self-assessment and monitoring of learning			
<p>Assessment is fully integrated into the instruction, through student involvement in establishing the assessment criteria. Students self- assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Students are aware of and may contribute to the assessment criteria. Questions/Prompts/ Assessments are used regularly to diagnose evidence of learning, and instruction is adjusted and differentiated to address individual student misunderstandings (3d.HE.1)</p>	<p>Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students are aware of the assessment criteria. Questions/Prompts/ Assessments are used to diagnose evidence of learning, and adjustment to instruction is made to address student misunderstandings (3d.E.1)</p>	<p>Assessment is occasionally used to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is inaccurate or unspecific, and students are only partially aware of the assessment criteria used to evaluate their work. Questions/ Prompts/Assessments are not used to diagnose evidence of learning (3d.IN.1)</p>	<p>Assessment or monitoring of student learning is absent or minimal. Feedback is absent or of poor quality. There is no attempt to adjust the lesson as a result of assessment. Students are not aware of the assessment criteria and do not engage in self- assessment (3d.I.1)</p>
Critical Attributes: (3d.HE.2)	Critical Attributes: (3d.E.2)	Critical Attributes: (3d.IN.2)	Critical Attributes: (3d.I.2)
<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> • There is evidence that students have helped establish evaluation criteria. • Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly “taking the pulse” of the class. • The teacher makes frequent use of strategies to elicit information about individual student understanding. • Feedback to students is obtained from many sources, including other students. 	<ul style="list-style-type: none"> • The teacher monitors student learning through a variety of means, including using specifically formulated questions to elicit evidence of student understanding, for at least groups of students. • Feedback includes specific and timely guidance on how students can improve their performance. • The teacher elicits evidence of individual student understanding once during the lesson. • Students are invited to assess their own work and make improvements. (3d.E.3) 	<ul style="list-style-type: none"> • The teacher requests global indications of student understanding. • Feedback to students is not uniformly specific, not oriented toward future improvement of work. • The teacher makes only minor attempts to engage students in self- or peer assessment. (3d.IN.3) 	<ul style="list-style-type: none"> • The teacher gives no indication of what high-quality work looks like. • Assessment is used only for grading. • The teacher makes no effort to determine whether students understand the lesson. • Feedback is only global. • The teacher does not ask students to evaluate their own or classmates’ work. (3d.I.3)

<ul style="list-style-type: none"> Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. (3d.HE.3) 			
3e Demonstrating Flexibility and Responsiveness: Awareness and use of teachable moments to make minor and major adjustments to a lesson, and to incorporate student interests and questions into classroom activities			
<p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully makes a major adjustment to a lesson when needed. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community (3e.HE.1)</p>	<p>The teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies (3e.E.1)</p>	<p>The teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon (3e.IN.1)</p>	<p>The teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. The teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment (3e.I.1)</p>
Critical Attributes: (3e.HE.2)	Critical Attributes: (3e.E.2)	Critical Attributes: (3e.IN.2)	Critical Attributes: (3e.I.2)
<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> The teacher successfully executes a major lesson readjustment when needed. The teacher seizes on a teachable moment to enhance a lesson. The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands, and that s/he has a broad range of approaches to use. In reflecting on practice, the teacher can cite others in the school and beyond who s/he has contacted for assistance in reaching some students. (3e.HE.3) 	<ul style="list-style-type: none"> The teacher successfully makes a minor modification to the lesson. The teacher incorporates students' interests and questions into the heart of the lesson. The teacher conveys to students that s/he has other approaches to try when the students experience difficulty. In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. (3e.E.3) 	<ul style="list-style-type: none"> The teacher's efforts to modify the lesson are only partially successful. The teacher makes perfunctory attempts to incorporate student questions and interests into the lesson. The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them. In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so. (3e.IN.3) 	<ul style="list-style-type: none"> The teacher ignores indications of student boredom or lack of understanding. The teacher brushes aside student questions. The teacher makes no attempt to incorporate student interests into the lesson. The teacher conveys to students that when they have difficulty learning, it is their fault. In reflecting on practice, the teacher does not indicate that it is important to reach all students. (3e.I.3)
Domain 4: Professional Responsibilities			
4a Reflecting on teaching			
<p>The teacher's reflection on the lesson is thoughtful and accurate, citing</p>	<p>The teacher provides an accurate and objective description of the lesson,</p>	<p>The teacher provides a partially accurate and objective description of</p>	<p>The teacher does not accurately assess the effectiveness of the lesson and has</p>

specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each (4a.HE)	citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved (4a.E)	the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved (4a.IN)	no ideas about how the lesson could be improved (4a.I)
4b Maintaining accurate records			
The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective, and students contribute to its maintenance (4b.HE)	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective (4b.E)	The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective (4b.IN)	The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion (4b.I)
4c Communicating with families			
The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate (4c.HE)	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner (4c.E)	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families (4c.IN)	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program (4c.I)
4d Participating in a Professional Learning Community			
The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty (4d.HE)	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues (4d.E)	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial (4d.IN)	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving (4d.I)
4e Growing and developing professionally			
The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues (4e.HE)	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues (4e.E)	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues (4e.IN)	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues (4e.I)
4f Showing professionalism			
The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally under-served, are honored in the school. The teacher	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations (4f.E)	The teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and timelines (4f.I)

displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district (4f.HE)		district regulations, doing just enough to get by (4f.IN)	
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**IPS Danielson
Instructional Specialist Rubric**

Domain 1: Planning and Preparation			
1a Demonstrates understanding of the underlying research, theories, knowledge, and skills of the discipline			
Specialist demonstrates extensive understanding of the critical concepts and content of the discipline and of an extensive range of research-based practices and strategies to provide the instructional support services. (1a.HE)	Specialist demonstrates solid understanding of the critical concepts and content of the discipline and of a range of research-based practices to provide the instructional support services (1a.E)	Specialist demonstrates limited understanding of the critical concepts and content of the discipline and of the range of proven strategies to effectively provide the instructional support services (1a.IN)	Specialist demonstrates little or no understanding of the critical concepts and content of the discipline (1a.I)
1b Identifies the instructional improvement needs of the teachers served			
Specialist proactively seeks additional knowledge about each teacher's instructional improvement needs to understand how to best support teachers in implementing the school's programs (1b.HE)	Specialist knows the instructional improvement needs of the teachers served (1b.E)	Specialist has limited knowledge of the teachers' instructional improvement needs (1b.IN)	Specialist has little to no knowledge of the instructional improvement needs of the teachers served (1b.I)
1c Identifies clear, specific, and appropriate goals for the instructional support program			
Specialist's goals have been designed in collaboration with teachers and school leaders, and are tightly aligned with both teachers' instructional needs and the school program (1c.HE)	Specialist's goals are clear, specific, and appropriate for the needs of the teachers and the school program. Teachers accept and endorse the goals (1c.E)	Specialist's goals are partially defined and/or minimally aligned with teachers' needs for instructional support (1c.IN)	Specialist's goals are either inappropriate or unclear. The goals do not align with the teachers' needs (1c.I)
1d Identifies resources for the instructional support program that are available within and also outside the school/district			
Specialist proactively seeks a wide range of resources from multiple sources to build the instructional capacity of the teachers. Teachers share their knowledge of external resources with the Specialist (1d.HE)	Specialist can readily identify appropriate human and material resources within the school and district, or beyond, that can help teachers build their instructional capacity (1d.E)	Specialist has limited knowledge of resources within the school and district that can be used to improve teachers' instructional skills (1d.IN)	Specialist does not identify resources to support the instructional support program (1d.I)
1e Plans a coherent program of instructional support fully integrated with the school program			
The planned instructional support program is fully integrated with the school program and designed to drive its goals (1e.HE.1)	The planned instructional support program is fully integrated with the school program (1e.E.1)	The planned instructional support program is integrated with the school program in limited ways (1e.IN.1)	Specialist's instructional support program is either not planned or planned independently of the school program and the capacity of the faculty to implement the school program (1e.I.1)

The planned instructional support program is coherent and helps bring additional coherence to the school program (1e.HE.2)	The planned instructional support program offers an organized and coherent approach to instructional improvement (1e.E.2)	The planned instructional support program reflects a limited degree of coherence (1e.IN.2)	The planned instructional support program is based on a series of disconnected professional learning "events" that lacks coherence (1e.I.2)
1f Develops a plan and process for the ongoing assessment and improvement of the instructional support program			
Specialist has developed a sophisticated plan for assessing the implementation and impact of the instructional support program, relative to the stated goals. Multiple forms of evidence of success, including assessments by the teachers, are clearly defined (1f.HE.1)	Specialist has developed a coherent plan and process to measure both the implementation of the instructional support program and its impact, relative to the stated goals. Evidence of success is clearly stated (1f.E.1)	Specialist has developed a basic plan and process to assess the instructional support program, but has not indicated how the data will be used to inform improvements (1f.IN.1)	There is no evidence of a plan or process to assess the efficacy of the instructional support program to guide program improvements (1f.I.1)
Assessment data is used to guide practice-focused discussions among stakeholders that will inform program improvement (1f.HE.2)	Assessment data is used to guide program improvement (1f.E.2)		
Domain 2: Environment			
2a Creates a respectful and emotionally safe culture that promotes collaboration			
Teachers work collaboratively with the Specialist to co-develop and participate in improvement-focused professional learning (2a.HE.1)	Most teachers participate in professional learning initiated by the Specialist. Some teachers initiate contacts with the Specialist to seek support for collaborative efforts to improve instructional practices (2a.E.1)	Many teachers participate in professional learning initiated by the Specialist, but there is limited evidence of collaboration in designing the professional learning or in setting goals for improved instruction (2a.IN.1)	Specialist has not created an environment where teachers feel safe asking for assistance. There is no evidence of collaboration in addressing problems of practice (2a.I.1)
Teachers indicate that their contributions are respected and valued, promoting a culture of collaboration (2a.HE.2)	Teachers indicate that the instructional improvement efforts are respectful and responsive (2a.E.2)	Teachers indicate that they feel relatively safe participating in the professional learning developed by the Specialist (2a.IN.2)	
2b Promotes a culture of continuous instructional improvement			
Teachers initiate instructional improvement efforts, working collaboratively with the Specialist to define the goals, processes, and methods to measure the implementation and impact of the initiatives (2b.HE)	Specialist creates a culture in which continuous improvement is acknowledged as critical work for all staff. Teachers feel comfortable in reaching out for support in their instructional improvement efforts (2b.E)	Specialist's attempts to build a culture of continuous improvement are mixed. Some teachers acknowledge the importance of continuous improvement and accept support from the Specialist (2b.IN)	Specialist does not communicate that instructional improvement is a continuous process, instead implying that it is a compliance-driven event (2b.I)
2c Develops processes and procedures for teachers to participate in support activities			

Clear processes and procedures to access the range of services provided are in place and well communicated. The essential stakeholders participated in developing the procedures and promote their use among the teachers (2c.HE)	Clear processes and procedures are in place to guide teachers in understanding how to access each of the services provided by the Specialist. Teachers understand the procedures and use them to access services (2c.E)	Teachers have a limited understanding of how to access services offered by the Specialist. Processes and procedures lack the specificity necessary to guide teachers (2c.IN)	No processes or procedures are in place. Teachers do not know how to access the services provided by the Specialist (2c.I)
2d Establishes clearly defined norms for professional conduct			
Teachers observe the established norms for professional conduct, holding themselves and each other accountable for honoring the norms (2d.HE)	Clear norms for guiding professional conduct have been established and promoted within the school. The norms frame productive and respectful interactions among the adults (2d.E)	Specialist makes limited attempts to establish norms for adult interactions. Adult interactions are inconsistently productive and respectful (2d.IN)	Norms for professional conduct have not been defined. Adult interactions can be described as unproductive and often disrespectful (2d.I)
2e Organizes physical space for professional learning			
Teachers and the Specialist collaborate to ensure the physical space is well organized and flexibly designed to support multiple approaches to professional learning (2e.HE.1)	Professional learning spaces are well organized to minimize lost time, ensure the engagement of participants, and provide an 'adult' environment that is free of distractions (2e.E.1)	Spaces for group work are sufficiently organized so that they do not constrain the professional learning (2e.IN.1)	Spaces for group work are poorly organized, resulting in lost time, a sense of chaos, and lack of engagement. The physical environment and the activities designed to support professional learning are poorly aligned (2e.I.1)
Teachers are comfortable in the physical space and often use it for their own meetings (2e.HE.2)	Teachers are comfortable in the physical space (2e.E.2)	Teachers generally feel comfortable in the workspace (2e.IN.2)	Teachers do not feel comfortable in the space (2e.I.2)
Domain 3: Delivery of Services			
3a Collaborates with teachers to design rigorous, standards-based classroom instruction			
Teachers take the initiative to work with Specialist to design classroom instruction that is standards-based, rigorous, and engaging (3a.HE)	Specialist promotes and engages in collaborative efforts to work with teachers to design standards-based classroom instruction (3a.E)	Specialist provides limited support to teachers in designing classroom instruction. The support is often more cooperative than collaborative (3a.IN)	Specialist does not collaborate with teachers in designing classroom instruction (3a.I)
3b Addresses the instructional improvement needs of the teachers served			
The Specialist offers teachers an opportunity to inform the workshops and modeling services in order to ensure a tight alignment with their instructional improvement needs (3b.HE)	The instructional improvement support designed and delivered by the Specialist is of high quality and appropriately addresses the needs of the teachers served (3b.E)	The instructional improvement support designed and delivered by the Specialist is of mixed quality, addressing the needs of a limited number of the teachers served (3b.IN)	The instructional improvement support delivered by the Specialist is of poor quality and does not address the needs of the teachers served (3b.I)
3c Engages teachers in learning new instructional strategies and practices			

Specialist and teachers collaborate on identifying topics for professional learning about instructional strategies and practices. Teachers are highly motivated participants in ongoing professional learning (3c.HE)	Specialist successfully engages teachers in learning new instructional strategies and practices. Teachers participate in the professional learning (3c.E)	Specialist has limited success in promoting opportunities for professional learning. Some teachers engage in the professional learning provided (3c.IN)	Specialist is not successful in promoting professional learning. Teachers do not take part in professional learning (3c.I)
3d Provides relevant and timely feedback to teachers			
Specialist integrates multiple types of evidence, including teacher's self-assessments, to provide timely and consistent feedback to teachers regarding their professional growth. Specialist works with teachers to use the feedback to update professional learning goals and/or develop new goals to support ongoing improvement (3d.HE)	Specialist provides timely and consistent feedback to teachers based on clearly communicated goals for professional growth (3d.E)	Teachers are aware of their learning goals, but feedback to teachers is minimal and inconsistent (3d.IN)	There is little or no feedback given to teachers regarding their professional growth. Teachers do not appear to be aware of their professional learning goals and do not engage in self-assessment (3d.I)
3e Provides responsive professional support			
Specialist solicits input from key stakeholders to ensure the professional support is appropriate and responsive to the existing and emerging interests and needs of teachers. Services are adapted as needed to ensure responsiveness (3e.HE)	Specialist provides responsive services by adapting and adjusting plans for services as teacher needs and interests change (3e.E)	Specialist sometimes modifies plans/approaches in response to teacher requests or evident needs (3e.IN)	Specialist offers a rigid approach to professional support that is followed regardless of impact or appropriateness (3e.I)
Domain 4: Professional Responsibilities			
4a Reviews and reflects on practice to inform improvement			
Specialist's reflections are both specific and perceptive, framed by clear evidence for the recommendations provided. Specialist's professional judgment and expertise help shape specific recommendations for alternative approaches to meeting the instructional improvement goals (4a.HE)	Specialist accurately reflects on the implementation and the impact of the instructional improvement services, providing concrete and specific examples of challenges and successes (4a.E.1)	Specialist's reflections are vague, informing recommendations for improvement that are too global to be actionable (4a.IN.1)	Specialist either does not review the counseling practice or provides inaccurate recommendations for improvement (4a.I.1)
	Recommendations for improvement are specific and focused on program improvement (4a.E.2)		

4b Follows established procedures for developing and submitting accurate and timely records, budgets, and reports			
Specialist follows and informs the improvement of established procedures for developing and submitting required reports. Budgets are designed to support improvement by reflecting diagnosed needs. Required documents are accurate, submitted on time, and generally viewed as exemplars to guide the work of others (4b.HE)	Specialist follows established procedures to guide the development of budgets, service records, and reports. Required documents are accurate and submitted on time (4b.E)	Specialist has limited success in following established procedures to prepare accurate budgets, service records, and reports. Required documents are often submitted late (4b.IN)	Specialist does not follow procedures that have been established for developing and submitting required documents. Required documents are usually inaccurate and late (4b.I)
4c Coordinates improvement efforts with other Specialists			
Specialist seeks opportunities to coordinate improvement efforts with other Specialists at the school and with other stakeholders, including external stakeholders, who can provide support for the improvement work (4c.HE)	Specialist consistently coordinates improvement efforts with other Specialists at the school, creating a single vision of effective instruction and a clear and aligned approach to leveraging this (4c.E)	Specialist is inconsistent in coordinating improvement efforts with other Specialists at the school, inhibiting a common vision and aligned focus for the work (4c.IN)	Specialist tends to work in isolation, not coordinating improvement efforts in any way with other Specialists at the school (4c.I)
4d Engages with the larger school community			
Specialist seeks opportunities to engage in school events, projects, and/or committees and makes significant contributions to these, often taking a leadership role (4d.HE)	Specialist actively participates in, supports, and contributes to school committees, projects, and/or events. Professional relationships are positive, cooperative, and productive (4d.E)	Specialist selectively engages with school committees, projects, and/or events, typically when asked. Relationships with colleagues are professionally courteous (4d.IN)	Specialist does not participate in school committees, projects, and/or events. Professional relationships with peers are distant or negative (4d.I)
4e Enhances professional capacity through ongoing professional learning			
Specialist seeks out formal and informal professional learning, including feedback from colleagues and attendance at professional conferences (4e.HE.1)	Specialist seeks professional learning opportunities, including coaching, to improve professional practice (4e.E.1)	Specialist participates only in professional learning required by the district or state (4e.IN.1)	Specialist does not participate in professional learning (4e.I.1)
Specialist applies this learning to improve the counseling services and to increase the professional knowledge and skills of colleagues (4e.HE.2)	Specialist schedules opportunities to share the professional learning with colleagues (4e.E.2)	Specialist makes limited attempts to share the professional learning with school staff (4e.IN.2)	
4f Demonstrates professionalism by adhering to the highest standards of integrity and confidentiality			
Specialist is well regarded as someone who consistently displays the highest standards of honesty, integrity, and confidentiality, challenging negativity and promoting high standards of	Specialist frames all professional interactions with high standards of professional honesty, integrity, and confidentiality (4f.E.1)	Specialist is inconsistent in honoring both confidentiality and professional integrity (4f.IN.1)	Specialist violates teachers' confidentiality and acts with low levels of integrity (4f.I.1)

professionalism throughout the school (4f.HE.1)			
Teachers seek out and trust this Specialist (4f.HE.2)	Teachers trust this Specialist (4f.E.2)	Teachers have low levels of trust in this Specialist (4f.IN.2)	Teachers do not trust this Specialist (4f.I.2)



IPS Danielson School Nurse Rubric

Domain 1: Planning and Preparation

1.1 Demonstrates knowledge of the practice of school nursing by utilizing education, skills and judgment in planning nursing care of students

<p>The nurse fulfills the criteria for Level 3 and additionally consistently exhibits a pattern of effectively demonstrating the ability to compare and contrast clinical findings with normal and abnormal variations, child development and cultural diversity in the development, implementation and evaluation of appropriate plan of action/care (1.1.HE.1)</p>	<p>Nurse consistently and effectively demonstrates the ability to compare and contrast clinical findings with normal and abnormal variations, child development and cultural diversity in the development, implementation and evaluation of effective plan of action/care (1.1.E.1)</p>	<p>Nurse occasionally demonstrates the ability to compare and contrast clinical findings with normal and abnormal variations, child development and cultural diversity in planning and developing appropriate plan of action/care (1.1.IN.1)</p>	<p>Nurse rarely or never demonstrates the ability to compare and contrast clinical findings with normal and abnormal variations, child development and cultural diversity in planning and developing appropriate plan of action/care (1.1.I.1)</p>
<p>The nurse fulfills the criteria for Level 3 and additionally consistently integrates and applies an understanding of nursing knowledge by using the nursing process to develop and evaluate health care services for students. Effectively and efficiently facilitates connections with student service personnel, health care providers, and other agencies (1.1.HE.2)</p>	<p>Nurse consistently and effectively integrates understanding of nursing knowledge by using the nursing process to develop and evaluate school health care services and program for students. Facilitates connections with student services personnel and health care providers (1.1.E.2)</p>	<p>Nurse occasionally integrates an understanding of nursing knowledge by using the nursing process to develop and evaluate a school health services program for students (1.1.IN.2)</p>	<p>Nurse rarely or never integrates an understanding of nursing knowledge by using the nursing process to develop a school health services program for students (1.1.I.2)</p>
<p>The nurse fulfills the criteria for Level 3 and additionally is an active member of the crisis team and has incorporated emergency care and first aid measures in the School Safety Plan for all students and students and staff have been trained in their responsibilities in case of emergencies (1.1.HE.3)</p>	<p>Nurse consistently utilizes and demonstrates knowledge of current epidemiology of injuries and emergencies in planning health care of students. Every student needing emergency care has an emergency care plan and first aid measures are communicated to all school personnel. Nurse follows the building and District emergency/safety plan (1.1.E.3)</p>	<p>Nurse occasionally demonstrates knowledge and understanding of the epidemiology of injuries and emergencies in planning health care services of students. Emergency care plans are minimal. Nurse has limited knowledge of the building and District emergency/safety plan (1.1.IN.3)</p>	<p>Nurse rarely or never demonstrates current knowledge of the epidemiology of injuries and emergencies in planning health care of students There are no emergency care plans. Nurse is unaware of the emergency/safety plan for the building and District (1.1.I.3)</p>
<p>The nurse fulfills the criteria for Level 3 and additionally is consistent in effectively and efficiently using evidence-based medication and treatment regimens for students in planning and documenting nursing care, which includes teaching students</p>	<p>Nurse consistently verifies knowledge of evidence-based medication and treatment regimens for the students in planning and documenting nursing care (1.1.E.4)</p>	<p>Nurse occasionally demonstrates knowledge of evidence based medication and treatment regimens for the students in planning and documenting nursing care (1.1.IN.4)</p>	<p>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.I.4)</p>

and engaging students in their health care (1.1.HE.4)			
	Nurse consistently and effectively applies current knowledge of the epidemiology of infectious and communicable diseases in planning and evaluating the school health services program, which includes an immunization program (1.1.E.5)	Nurse occasionally displays familiarity of current epidemiology of infectious and communicable diseases in planning the school health services program, which includes an immunization program (1.1.IN.5)	Nurse rarely or never demonstrates limited or no current knowledge of the epidemiology of infectious and communicable diseases in planning the school health services program, which includes an immunization program (1.1.I.5)
	Consistently collaborates with parents, health care providers, school personnel and local and state health departments is evident (1.1.E.6)	Occasionally shows evidence of collaboration with local and state health departments (1.1.IN.6)	Rarely or never collaborates with local health department (1.1.I.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.E.7)	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.IN.7)	Nurse rarely or never displays current knowledge of the pathophysiology, signs, symptoms, and treatment of acute and chronic conditions in planning the school health services program (1.1.I.7)
1.2 Demonstrates knowledge of child and adolescent development related to learning, health literacy, and health education			
The nurse fulfills most of the criteria for Level 3 and additionally actively seeks to increase evidence based knowledge of the students served (1.2.HE)	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 (1.2.E)	Nurse occasionally displays current knowledge and understanding of physical, mental and psychosocial development of student, assessment of health status, instruction and education of students (1.2.IN)	Nurse rarely or never displays current knowledge of physical, mental, and psychosocial development of student, assessment of health status (1.2.I)
1.3 Establishes goals and outcomes for nursing services appropriate to the educational setting, vision and mission of the school, and the physical, mental, emotional and psychosocial needs of students. Evaluates plans for school nursing services and manages urgent and emergent health care needs of students			
The nurse fulfills the criteria for Level 3 and additionally conducts a formal assessment for the annual evaluation of the school health services program, which is communicated to the administration (1.3.HE.1)	A formal assessment of the school health services program is consistently developed and implemented (1.3.E.1)	Nurse occasionally develops and implements assessments of the school health services program in the school (1.3.IN.1)	Nurse rarely or never develops assessments of the school health services program (1.3.I.1)

The nurse fulfills the criteria for Level 3 and additionally evaluates school health programs on completion of the program (1.3.HE.2)	Nurse consistently and routinely evaluates school health programs annually (1.3.E.2)	Nurse occasionally performs an evaluation of the school health program (1.3.IN.2)	Nurse rarely or never evaluates the nursing service program in the school (1.3.I.2)
	Nurse consistently develops goals and objectives that effectively reflect alignment of the health and education needs of the students, vision and mission of the school, and the school improvement plan (1.3.E.3)	Nurse occasionally develops goals and objectives that are suitable for some students, but are not aligned to the health and education needs of the students (1.3.IN.3)	Nurse rarely or never develops goals and objectives without alignment of priority health and education needs/problems of the students, vision and mission of school, and the school improvement plan (1.3.I.3)
1.4 Demonstrates knowledge of local, state, and federal governance, health and education laws and rules, school district policies, procedures and resources			
The nurse fulfills most of the criteria for Level 3 and additionally contacts various agencies to facilitate referral and utilization of resources for health care, housing and financial issues (1.4.HE.1)	Nurse consistently maintains a list of resources available for the needs of students and their families that include health care, housing, and financial issues (1.4.E.1)	Nurse occasionally displays an awareness of regulations and resources for students available through the school district and has limited in knowledge of resources available in the community (1.4.IN.1)	Nurse rarely or never displays knowledge of resources that are available for the school population (1.4.I.1)
The nurse fulfills the criteria for Level 3 and additionally has a knowledge of community norms when planning for the health, safety and well-being of students (1.4.HE.2)	Nurse consistently demonstrates knowledge of school governance, state regulations, health and education laws and rules and school policies and procedures that is consistently evident in practice of nursing (1.4.E.2)	Nurse occasionally demonstrates knowledge of school governance, state regulations, health and education laws, school policies and procedures and is occasionally evident in nursing practice (1.4.IN.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 (1.4.I.2)
Domain 2: The Environment and Delivery of Services			
2.1 Creates a safe, healthy and nurturing environment with disciplined, respectful, honest behavior that reflects a caring and supportive relationship and follows the Code of Ethics for Nurses			
The nurse fulfills most of the criteria for Level 3 and additionally students seek out the nurse, reflecting a high degree of comfort, trust and respect in the relationship for receiving effective health care (2.1.HE.1)	Interactions of the nurse with students are consistently positive and respectful while recognizing culture and diversity (2.1.E.1)	Interactions of the nurse with students occasionally are a mixture of positive and negative, with some students refusing to visit the nurse (2.1.IN.1)	Interactions of the nurse with many students are negative and/or inappropriate in providing care or responding to needs of students (2.1.I.1)
The Nurse fulfills most of the criteria for Level 3 and additionally has a leadership role in the School's Safety/Wellness Committee (2.1.HE.2)	Nurse serves on and is a contributing member of the School Safety/Wellness Committee (2.1.E.2)	Nurse is a member of the School Safety/Wellness Committee but only occasionally attends meetings (2.1.IN.2)	Nurse is not a member of the School Safety/Wellness Committee, but rarely or never attends meetings (2.1.I.2)
The nurse fulfills most of the criteria for Level 3 and additionally models a caring and supportive relationship that	Nurse consistently models behaviors that provide an environment that is	Nurse occasionally is known for providing an environment that is safe,	Nurse rarely or never provides an environment that is safe, healthy, that promotes well being (2.1.I.3)

provides an environment that is safe, healthy and promotes well-being within the school environment (2.1.HE.3)	safe, healthy that promotes well-being (2.1.E.3)	healthy, that promotes well-being (2.1.IN.3)	
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 (2.1.HE.4)	Nurse consistently promotes a culture for health and wellness throughout the school (2.1.E.4)	Nurse occasionally attempts to promote a culture of health throughout the school (2.1.IN.4)	Nurse rarely or never attempts to establish a culture of health and wellness throughout the school (2.1.I.4)
2.2 Follows health protocols and procedures for safe and effective health care that is evidenced based. Collaborates with local and state health departments, and other county and state government agencies			
Nurse fulfills most of the criteria for Level 3 and additionally ensures that procedures and protocols for the nursing office are seamless and prepared and anticipates unexpected situations (2.2.HE.1)	Procedures are readily available, consistently updated and reflect evidence-based practice (2.2.E.1)	Procedures are available, but occasionally not updated or followed (2.2.IN.1)	Procedures for the nursing office are nonexistent or in disarray (2.2.I.1)
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 (2.2.HE.2)	Nurse consistently collaborates with health departments and other counties and uses state and local government resources (2.2.E.2)	Nurse occasionally uses state and local governmental resources (2.2.IN.2)	Nurse rarely or never uses state and local governmental resources (2.2.I.2)
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 (2.2.HE.3)	Information is consistently available and organized for substitute nurses and covers all the necessary curriculum (2.2.E.3)	Occasionally some information is available for substitute nurses and may not cover all situations (2.2.IN.3)	Rarely or never is information available for substitute nurses (2.2.I.3)
2.3 Organizes health office physical space with equipment and supplies readily available. Follows confidentiality as required by HIPPA/ FERPA requirements and utilizes universal precautions			
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 (2.3.HE.1)	Health office is consistently well organized and is appropriately safe and effective for planned and emergency care and activities (2.3.E.1)	Occasionally attempts to create a well-organized and safe physical environment are partially successful (2.3.IN.1)	Health office is in disarray and not prepared for planned activities for emergency care (2.3.I.1)
Nurse fulfills most of the criteria for Level 3 and additionally the 5 Rights of Medication Administration are displayed (2.3.HE.2)	Medications are consistently properly stored and labeled with student's name and easily accessible for student administration (2.3.E.2)	Medications are occasionally stored properly and may not be labeled with student's name and occasionally	Medications are rarely or never properly stored, labeled with student's name or easily to find for each student (2.3.I.2)

		difficult to find for each student (2.3.IN.2)	
Nurse fulfills most of the criteria for Level 3 and additionally the daily schedule of students' medications and treatments is well organized and always is readily accessible to nurse and/or substitute nurse (2.3.HE.3)	A daily schedule of medications and treatments is consistently accessible to nurse and substitute nurse (2.3.E.3)	Occasionally an organized schedule of medications and treatments are not available and accessible to nurse or substitute nurse (2.3.IN.3)	No schedule of medications and treatments is rarely or never readily accessible for nurse or substitute nurse (2.3.I.3)
Nurse fulfills most of the criteria for Level 3 and additionally a high level of confidentiality and respect is the norm for care, information and record keeping in the nurse's office (2.3.HE.4)	Nurse consistently respects and ensures confidentiality of health status, information and records of students (2.3.E.4)	Nurse occasionally makes an effort to ensure confidentiality of health status, health information and records of students (2.3.IN.4)	Nurse rarely or never ensures and maintains confidentiality of health status, information and records of students (2.3.I.4)
Nurse fulfills most of the criteria for Level 3 and additionally HIPAA/FERPA and universal precaution are seamlessly incorporated into delivery of nursing services (2.3.HE.5)	HIPPA and FERPA regulations are consistently followed (2.3.E.5)	HIPPA and FERPA regulations are occasionally followed (2.3.IN.5)	HIPPA and FERPA regulations are rarely or never followed (2.3.I.5)
	Nurse consistently follows universal precautions when delivering health services (2.3.E.6)	Nurse inconsistently follows universal precautions when delivering health services (2.3.IN.6)	Nurse rarely or never adheres to or follows universal precautions when delivering health services (2.3.I.6)
2.4 Assessment of student health needs			
Nurse fulfills most of the criteria for Level 3 and additionally conducts individualized detailed assessments of student's needs to contribute to the promotion of maximum student health and performance (2.4.HE)	Nurse consistently assesses individual student's health needs and consistently knows the range of student needs in the school (2.4.E)	Nurse assessments of students are superficial and occasionally done without care or interest of students health needs (2.4.IN)	Nurse assessments rarely or never results in accurate conclusions of students health needs (2.4.I)
2.5 Administers health care regimens for medications, treatments, and anticipatory health counseling			
Nurse fulfills most of the criteria for Level 3 and additionally nurse assists students in becoming independent in self-management for timely appointments, or independently taking medications according to designated safe routines and procedures (2.5.HE)			
	Medications are consistently administered by nurse following school policy, Indiana state laws, and the Indiana Nurse Practice Act (2.5.E.2)	Medications are occasionally administered by nurse following school board policy, Indiana state law, and Nurse Practice Act (2.5.IN.2)	Medications are administered by nurse without regard or knowledge of school policy, Indiana state laws, and the Indiana Nurse Practice Act (2.5.I.2)

	Training for staff is consistently planned, implemented, supervised and recorded by nurse (2.5.E.3)	Training for staff is occasionally done with minimal planning, supervision, and recording by nurse (2.5.IN.3)	Training is rarely or never done for staff by the nurse (2.5.I.3)
	Medication administration information is consistently recorded in appropriate format (2.5.E.4)	Medication administration information is occasionally recorded in appropriate format (2.5.IN.4)	Medication administration information is rarely or never recorded in appropriate format (2.5.I.4)
	Signed release and parent permission forms are conveniently stored and always available for review when needed (2.5.E.5)	Signed release and parent permission forms are occasionally stored and occasionally available for review (2.5.IN.5)	Signed release and parent permission forms are rarely or never stored and rarely or never available for review (2.5.I.5)
	Physician orders for treatments are up to date and easy to access (2.5.E.6)	Physician orders are occasionally available for treatments inconsistent and are occasionally not stored for quick retrieval (2.5.IN.6)	Physician orders for treatments are rarely or never available and rarely or never stored properly for retrieval (2.5.I.6)
	All treatment information is consistently documented in an organized manner (2.5.E.7)	Treatment information is occasionally documented (2.5.IN.7)	Treatment information is rarely or never documented (2.5.I.7)

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 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 (2.6.HE.1)	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.E.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.IN.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.I.1)
Nurse fulfills most of the criteria for Level 3 and additionally data collection and evaluation methods are in place, well organized and maintained (2.6.HE.2)	Data collection and evaluation methods are consistently in place (2.6.E.2)	Nurse occasionally needs assistance with data collection and evaluation (2.6.IN.2)	There is no data collection done (2.6.I.2)

2.7 Develop specialized IEPs and IHPs for students with diverse medical and cultural needs. Identify students meeting 504 requirements and works effectively with parents, health care providers, staff and community members

Nurse fulfills most of the criteria for Level 3 and additionally initiates collaboration with parents, health care	Nurse consistently collaborates with parents, health care providers, school staff, and administration in developing	Nurse occasionally collaborates with parents, health care providers, classroom teachers and administrators	Nurse rarely or never collaborates with parents, health care providers, and classroom teachers and administrators
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providers, school staff and administration in completing health assessments and in developing IEPs, IHPs, and 504 plans (2.7.HE.1)	IEPs, IHPs and 504s for students with diverse health and educational needs (2.7.E.1)	in developing IEPs, IHPs and 504s when specifically asked (2.7.IN.1)	to develop specialized IEP's, IHPs and 504s for students (2.7.I.1)
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 (2.7.HE.2)	IHPs are consistently developed for all diabetic students (2.7.E.2)	IHPs are occasionally developed for diabetic students (2.7.IN.2)	IHPs are rarely or never developed for diabetic students (2.7.I.2)
Nurse fulfills most of the criteria for Level 3 and additionally locates and shares information and resources both within and outside the school for the safe, effective and specialized nursing care of students (2.7.HE.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.E.4)	Occasionally displays a lack of initiative and planning for the health and safety needs of students (2.7.IN.4)	Rarely or never displays initiative and the planning for the health and safety needs of students (2.7.I.4)
	Consistently gives assistance in the 504 process for students (2.7.E.5)	Occasionally gives some assistance in the 504 process for students (2.7.IN.5)	Declines to assist with the 504 process for students (2.7.I.5)

Domain 3: Professional Responsibilities

3.1 Knows and utilizes the Indiana Nurse Practice Act, Student Services Rule, Scope and Standards of School Nursing Practice, Code of Ethics for Nursing as well as health and educational laws and rules. Displays current licensure from the Indiana Professional Licensing Agency, and School Services Personnel, Professional School Nurse License from IDOE... CPR/AED certification is current

Nurse fulfills most of the criteria for Level 3 and additionally nurse continues to pursue professional development and education related to school nursing. Nurse has earned a Master's Degree, Professionalized IDOE License, or earned National Certification as a School Nurse (3.1.HE.1)	Registered nurse license from IPLA is consistently in good standing and has an IDOE School Nurse Certification (3.1.E.1)	Registered Nurse license is in good standing from IPLA. Nurse's IDOE School Nurse Certification is current (3.1.IN.1)	Nurse rarely or never maintains a Professional Nurse License from IPLA. Nurse does not meet Indiana DOE School Nurse Certification requirements (3.1.I.1)
Nurse fulfills most of the criteria for Level 3 and additionally always adheres to the Indiana Nurse Practice Act, Scope and Standards of School	Nurse consistently adheres to the Indiana Nurse Practice Act, Scope and Standards of School Nursing, Code of Ethics for Nurses, Student Services	Nurse is aware of the Indiana Nurse Practice Act, Student Services Rule, Code of Ethics for Nurses, Scope and Standards of School Nursing Practice	Nurse rarely or never appear to know the Indiana Nurse Practice Act, Student Services Rule, Scope and Standards of School Nursing Practice, Code of Ethics

Nursing, Code of Ethics for Nurses, Student Services Rule and Indiana laws pertaining to school health (3.1.HE.2)	Rule and Indiana laws pertaining to school health (3.1.E.2)	and Indiana laws pertaining to school health occasionally adhering to them (3.1.IN.2)	for Nurses and other Indiana laws that pertain to school health (3.1.I.2)
Nurse fulfills most of the criteria for Level 3 and additionally reflections and evaluation of his/her nursing practice are highly accurate and perceptive, citing specific examples (3.1.HE.3)	Consistently provides an accurate and objective evaluation of his/her own practice (3.1.E.3)	Nurse reflections and evaluations of his/her own practice are occasionally accurate, but objectivity is lacking (3.1.IN.3)	Nurse rarely or never reflects and evaluates his/her own practice or the reflections are inaccurate or self-serving (3.1.I.3)
	CPR/AED certification is consistently certified (3.1.E.4)	CPR/AED certification is occasionally not current (3.1.IN.4)	CPR/AED Certification is rarely or never current (3.1.I.4)
	Nurse consistently gives specific suggestions regarding the improvement of school health services in a detailed plan for change (3.1.E.5)	Nurse's suggestions for improvement are occasionally global, but specific suggestions for improvement of school health services (3.1.IN.5)	Nurse's rarely or never gives suggestions for improvement of school health services (3.1.I.5)
3.2 Maintaining health records in accordance with school board policy, HIPAA/FERPA, and state and federal requirements; all reports are accurate and timely to meet accreditation requirements, and ensure health and safety of students			
Nurse fulfills the criteria for Level 3 and in addition consistently exceeds expectations in keeping relevant and accurate health information on all students in the building. Health records are systematic and efficient with data used for program management, administrative reporting and school health program evaluation (3.2.HE.1)	Nurse is consistently proficient in recording information on all students in the building (3.2.E.1)	Nurse occasionally keeps current information on all students in the building (3.2.IN.1)	Nurse rarely or never keeps up-to-date health information on all students in building and Information is in disarray and incomplete (3.2.I.1)
Nurse fulfills most of the criteria for Level 3 and additionally student health plans are fully effective and parents, staff and students participate in their development (3.2.HE.2)	Student health plans are effective and complete. Immunization records, medication and treatment documentation are timely, complete, and follow state and district requirements (3.2.E.2)	Student health plans are occasionally incomplete or partially effective and information is limited and not efficiently recorded (3.2.IN.2)	Student health plans rarely or never exists or are in disarray (3.2.I.2)
Nurse fulfills most of the criteria for Level 3 and additionally Immunization records, medication and treatment documentations are always timely, complete, and follow state and district requirements (3.2.HE.3)	Reports, records, and documentation of student health records are accurate and submitted in a timely manner (3.2.E.3)	Reports, records and documentation are occasionally accurate, but occasionally late and do not follow Record Retention Policy (3.2.IN.3)	Reports, records, and documentation are rarely or never accurate and are late or inaccurate (3.2.I.3)
Nurse fulfills most of the criteria for Level 3 and additionally confidentiality	Confidentiality is consistently and well maintained (3.2.E.4)	Confidentiality is occasionally not maintained (3.2.IN.4)	Confidentiality is rarely or never maintained (3.2.I.4)

is highly and totally maintained (3.2.HE.4)			
	Health status records are kept and reviewed for safe, effective nursing (3.2.E.5)	Health and immunization records and medication and treatment documentation are not adequately maintained and follow state and district requirements (3.2.IN.5)	Health and immunization records, medication, treatment and health status documentation rarely or never existed and/or are incomplete (3.2.I.5)
3.3 Communicating with students, school staff, families, and community members and about school health.			
Communication with health care providers with a parent signed release of information			
Nurse fulfills most of the criteria for Level 3 and additionally is frequently in the leadership role by being proactive in providing complete information to others regarding the school health program (3.3.HE.1)	Nurse consistently provides thorough and accurate information to others regarding the school health and nursing program (3.3.E.1)	Nurse occasionally provides limited information to others regarding the school health and nursing program (3.3.IN.1)	Nurse rarely or never provides information to others regarding school health and nursing practice (3.3.I.1)
Nurse fulfills most of the criteria for Level 3 and additionally utilizes a variety of communication techniques (3.3.HE.2)	Nurse consistently communicates respectfully with individual families regarding their child's health needs (3.3.E.2)	Nurse occasionally interacts and communicates respectfully with families about their child's health care needs (3.3.IN.2)	Nurse avoids parent contact, rarely or never shows respect for families, or has an established method for parent communication concerning their child's health needs (3.3.I.2)
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 (3.3.HE.3)	Nurse is consistently respectful and friendly to families, handles routine, unexpected and emergency situations, and adheres to confidentiality practices (3.3.E.3)	Nurse occasionally has difficulty with confidentiality in obtaining and using health information in multiple situations (3.3.IN.3)	Nurse rarely or never maintains confidentiality in obtaining and using health information in multiple situations (3.3.I.3)
	Nurse consistently communicates effectively with health care providers after obtaining a parent signed release of information (3.3.E.4)	Nurse occasionally communicates and/or has limited contact with health care providers even with a parent signed release of information (3.3.IN.4)	Nurse rarely or never communicates with health care providers or communicates without a parent signed release of information (3.3.I.4)
3.4 Actively participates in the professional community for professional growth and development regarding the performance of and delivery of safe and effective school health services			
Nurse fulfills most of the criteria for Level 3 and additionally is always supportive and cooperative with all staff as an active member of the team (3.4.HE.1)	Nurse consistently works in a cooperative effort with staff and peers (3.4.E.1)	Nurse's occasionally works with staff and relationships with staff and peers is cordial (3.4.IN.1)	Nurse's rarely or never works in a cooperative effort with staff and relationships with staff and peers are negative and self- serving (3.4.I.1)
Nurse fulfills most of the criteria for Level 3 and additionally always	Nurse consistently volunteers and participates in building and district	Nurse occasionally participates in required building and district events	Nurse rarely or never participates in required building events and avoids

volunteers and participates in building and district events and committees and assumes a leadership role (3.4.HE.2)	events and committees, making a substantial contribution to the learning environment of students, and reflective of a practice (3.4.E.2)	and other committees and activities only when requested (3.4.IN.2)	involvement in building and district committees and events (3.4.I.2)
Nurse fulfills most of the criterion in Level 3 and in additionally actively pursues and attends professional development activities, and makes a contribution by volunteering for committee work at local and state meetings and leading workshops (3.4.HE.3)	Nurse consistently understands the connection between health and education (3.4.E.3)	Nurse occasionally participates in professional development on a limited basis when required (3.4.IN.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.I.3)
Nurse fulfills most of the criteria for Level 3 and additionally contributes to the development of other nurses by mentoring other school nurses, student nurses and students of other health disciplines and leading workshops (3.4.HE.4)			
	Nurse consistently attends IPS School Nurse meetings (3.4.E.5)	Nurse occasionally attends some IPS School Nurse meetings (3.4.IN.5)	Nurse rarely or never attends IPS School Nurse meetings (3.4.I.5)
	Nurse consistently seeks professional development opportunities in health and education, by attending local and state (3.4.E.6)	Nurse occasionally participates in local, state or national professional organizations (3.4.IN.6)	Nurse rarely or never participates in state and national professional organizations (3.4.I.6)
	Nurse consistently contributes to the IDOE Learning Connection resources (3.4.E.7)	Nurse is a member of the IDOE Learning Connection and occasionally contributes to IDOE Learning Connection resources (3.4.IN.7)	Nurse is not a member of the IDOE Learning Connection (3.4.I.7)

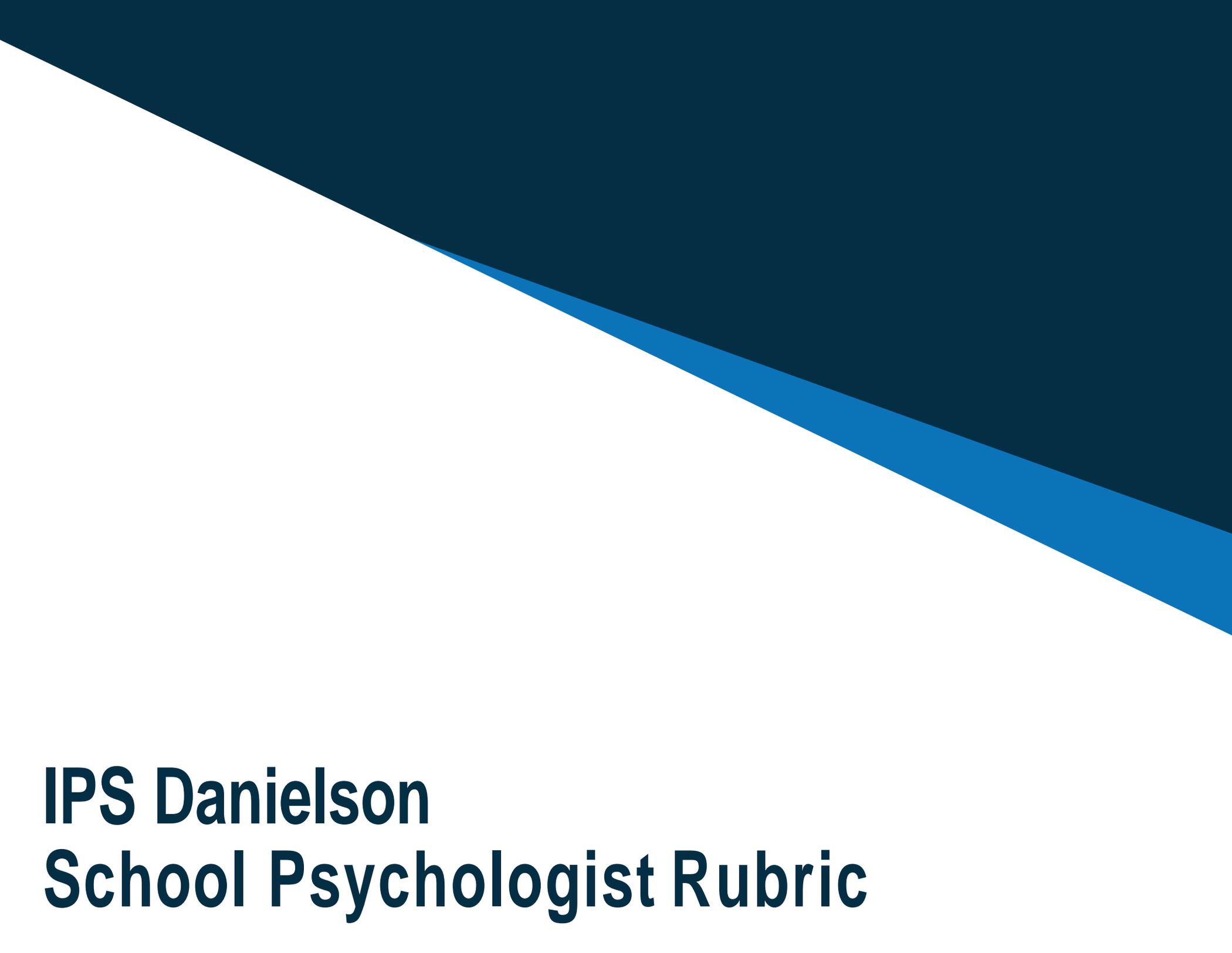
Domain 4: Core Professionalism

4.1 Attendance/on-time arrival

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) (4.1.MS)	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) (4.1.DNMS)	Greater than 63 hours sick or unexcused (Non-FLMA Days within the evaluation cycle in the current school year. Greater than 5 days tardy of 10 minutes or more within the evaluation cycle in the current school year. (4.1.G)	
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4.2 Policies and guidelines/district core values

<p>Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)</p> <p>Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner and/or demonstrating the District Core Values (4.2.MS)</p> <p>Follows and reinforces the District Core Values of Excellence Scholarship Courage Respect (4.2.G)</p>			<p>Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)</p> <p>Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner and/or demonstrate the District Core Values(4.2.DNMS)</p>
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**IPS Danielson
School Psychologist Rubric**

Domain 1: Planning and Preparation			
1a Demonstrates knowledge and skill in using psychological instruments to evaluate students			
Psychologist uses a wide range of psychological instruments to evaluate students and knows proper situations in which each should be used to provide practical interpretation to teachers and parents regarding assessment results (1a.HE)	Psychologist uses multiple psychological instruments to evaluate students and determine accurate diagnoses based on student strengths and cultural background and verbalizes rationale for selecting specific testing instruments. Psychologist is able to provide practical interpretation to teachers and parents regarding assessment results (1a.E)	Psychologist uses a limited number of psychological instruments to evaluate students. Psychologist attempts to answer parent or teacher questions accurately – and seeks out information if uncertain. Psychologist provides additional information beyond scores, ranges, and percentiles when describing student performance (1a.IN)	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students without consideration of referral question or cultural relevance and reports scores with minimal or limited interpretation for teachers and parents (1a.I)
1b Demonstrates knowledge of child and adolescent development and psychopathology			
Psychologist applies extensive knowledge of typical child development, psychopathology and corresponding interventions for the classroom (1b.HE)	Psychologist exhibits thorough knowledge of child and adolescent development and psychopathology. Psychologist can access information pertaining to classroom intervention approaches to address these areas (1b.E)	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology (1b.IN)	Psychologist shows little or no knowledge of child and adolescent development and psychopathology with limited knowledge of effective interventions (1b.I)
1c Demonstrates knowledge of state and federal regulations and resources within and beyond the school and district			
Psychologist's knowledge of governmental regulations and of resources for students is extensive including those available through the school or district and in the community (1c.HE)	Psychologist is aware of state and federal regulations and of resources for students available through the school or district and has some familiarity with resources external to the district. Psychologist provides this information to others in order to connect families and students to supports (1c.E)	Psychologist participates in departmentally or district mandated professional development in order to become familiar with new policies and procedures. Psychologist researches and/or connects with available district and community resources when specifically asked to do so (1c.IN)	Psychologist shows little or no knowledge of governmental regulations or of resources for students available through the school or district. Psychologist has limited knowledge of district and community resources (1c.I)
1d Plans to meet the needs of general and special education students			
Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program (1d.HE)	Psychologist has developed a plan that includes the important aspects of work in the setting (1d.E)	Psychologist is developing knowledge related to the continuum of services. Psychologist's plan includes some worthwhile activities but others don't fit with broader goals (1d.IN)	Psychologist has limited knowledge of continuum of services. Psychologist works only on referrals to special education (1d.I)
1e Establishes goals for the psychology program appropriate to the setting and the students served			

Psychologist's goals for the treatment 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, parents and colleagues (1e.HE)	Psychologist's goals for the treatment program are clear and appropriate to the situations in the school and to the age of the students (1e.E)	Psychologist's goals for the treatment program are rudimentary and partially suitable to the situation and the age of the students (1e.IN)	Psychologist has no clear goals for the psychology program or they are inappropriate to either the situation or the age of the students (1e.I)
Domain 2: The Environment			
2a Establishes rapport with students			
Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship. Psychologist can be called upon when a student cannot be reached by other staff members (2a.HE)	Psychologist's interactions with students are positive and respectful (2a.E)	Psychologist's interactions with students are a mixture of positive and negative; the psychologist's efforts at developing rapport are partially successful (2a.IN)	Psychologist engages in negative interactions with students that often include punishments and negative consequences. Students appear uncomfortable in the testing environment (2a.I)
2b Establishes a culture in the school for positive mental health of the students and staff			
Psychologist facilitates workshops with themes of mental health and well-being. Colleagues and students, while guided by the psychologist, maintain the culture in the school for positive mental health among students and teachers (2b.HE)	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers (2b.E)	Psychologist's attempt to promote a culture throughout the school for positive mental health in the school among students and teachers is partially successful (2b.IN)	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among or between students or teachers (2b.I)
2c Establishes and maintains clear procedures for referrals			
Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators (2c.HE)	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone. Psychologist makes staff and parents aware of the pre-referral process (2c.E)	Psychologist has established procedures for referrals, but the details are not always clear (2c.IN)	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it (2c.I)
2d Demonstrates flexibility and responsiveness to meet the needs of students and their families			
Psychologist encourages communication with parents and students on a regular basis. The psychologist often provides guidance and insight while using a multitude of communication devices (2d.HE)	Psychologist is readily and easily accessible. Family is kept consistently informed (2d.E)	Psychologist attempts to monitor and correct negative student behavior. Communication with the family is intermittent using inadequate avenues (2d.IN)	Psychologist does not respond to student and family inquires and is not available for consultation and guidance (2d.I)
2e Establishes standards of conduct in the testing environment			

Standards of conduct have been established. Psychologist's monitoring of students is subtle and preventive and students engage in self-monitoring of behavior (2e.HE)	Standards of conduct have been established. Psychologist monitors student behavior with standards of conduct; response to students is appropriate and respectful (2e.E)	Standards of conduct appear to have been established. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are only partially successful (2e.IN)	Standards of conduct have not been established. Psychologist fails to address negative student behavior during an evaluation (2e.I)
Domain 3: Delivery of Service			
3a Consults with colleagues and parents in responding to referrals			
Psychologist consults frequently with colleagues, contributing detailed insights to questions raised in the referrals and concerns identified in the classroom (3a.HE)	Psychologist consults frequently with colleagues to concerns identified in the classroom and tailors evaluations to the questions raised in the referral (3a.E)	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral (3a.IN)	Psychologist fails to consult with colleagues (3a.I)
3b Evaluates student needs in compliance with National Association of School Psychologists guidelines			
Psychologist selects, from a broad repertoire, assessments that are most appropriate to the referral, questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural and safeguards (3b.HE)	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to (3b.E)	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established safeguards (3b.IN)	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines. (3b.I)
3c Facilitates and participates in team meetings			
Psychologist takes initiative in assembling materials for meetings. IEPs are prepared in an exemplary manner (3c.HE)	Psychologist works effectively with a team to develop suitable plans for students that are aligned with identified needs. Prepares detailed IEPs (3c.E)	Psychologist does not always work effectively with a team, and student plans partially meet identified needs (3c.IN)	Psychologist does not work effectively with a team, does not show initiative, and fails to develop plans that are suitable to student needs (3c.I)
3d Completes thorough interpretation and reports in a timely manner			
Psychologist makes thorough interpretations, generates relevant implications for learning, and complies with procedural timelines for reports (3d.HE)	Psychologist makes interpretations, generates implications for learning, and complies with procedures regarding reports (3d.E)	Psychologist attempts to provide information regarding interpretation of reports, but does not always follow established procedural timelines (3d.IN)	Psychologist resists making thorough interpretations and does not generate implications for learning or follow establish procedural timelines for reports (3d.I)
3e Engages in the CSE process			
Psychologist works effectively with a team in developing students' IEPs and provides valuable insights during CSE meetings (3e.HE)	Psychologist works with a team in developing students' IEPs and provides insights during CSE meetings (3e.E)	Psychologist works with a team in developing students' IEPs when directed to do so, and prepares adequate IEPs (3e.IN)	Psychologist declines to assume a role in the development of students' IEPs and in the overall CSE process (3e.I)
3f Maintains contact between school community and mental health resources			

Psychologist maintains ongoing contact with physicians and community mental health service providers, and initiates contacts, when needed (3f.HE)	Psychologist maintains ongoing contact with physicians and community mental health service providers, as needed (3f.E)	Psychologist maintains occasional contact with physicians and community mental health service providers (3f.IN)	Psychologist declines to maintain contact with physicians and community mental health service providers (3f.I)
Domain 4: Professional Responsibilities			
4a Reflecting on practice			
Psychologist's reflection is highly accurate and perceptive, citing specific positive and negative characteristics. Psychologist draws on an extensive repertoire to suggest alternative strategies (4a.HE)	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the practice might be improved (4a.E)	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved (4a.IN)	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving (4a.I)
4b Communicating with families & soliciting family involvement			
Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust and bridge the home and school environments (4b.HE)	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions (4b.E)	Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions (4b.IN)	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner (4b.I)
4c Maintaining accurate records			
Psychologist's records/reports are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to their intended audience (4c.HE)	Psychologist's records/reports are accurate and legible, well organized, and stored in a secure location (4c.E)	Psychologist's records/reports are accurate and legible and are stored in a secure location (4c.IN)	Psychologist's records/reports are in disarray; they may be missing, illegible, or stored in an insecure location (4c.I)
4d Participating in a professional community			
Psychologist makes a substantial contribution to school and/or district events and projects and assumes leadership with colleagues. Participates in local, state, or national organizations (4d.HE)	Psychologist participates actively in school and/or district events and projects and maintains positive and productive relationships with colleagues. Participates in local, state, or national organizations (4d.E)	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and/or district events and projects when specifically requested (4d.IN)	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and/or district events or projects (4d.I)
4e Engaging in professional development			
Psychologist actively pursues professional development opportunities, and enhanced	Psychologist seeks out opportunities for professional development based on an individual assessment of need (4e.E)	Psychologist's participation in professional development activities is	Psychologist does not participate in professional development activities, even when such activities are clearly

knowledge is reflected in day to day practice. This could include such activities as presenting to school or district staff (4e.HE)		limited to those that are required (4e.IN)	needed for the ongoing development of skills (4e.I)
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4f Showing professionalism

Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues (4f.HE)	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public and advocates for students when needed (4f.E)	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality (4f.IN)	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality (4f.I)
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**IPS Danielson
Media Specialist Rubric**

Domain 1: Planning and Preparation			
1a Demonstrating knowledge of literature and current trends in library/media practice and information technology			
Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology (1a.HE)	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology (1a.E)	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology (1a.IN)	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology (1a.I)
1b Demonstrating knowledge of the school's program and student information needs within that program			
Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program (1b.HE)	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards (1b.E)	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards (1b.IN)	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards (1b.I)
1c Establishing goals for the library/media program appropriate to the setting and the students served			
Library/media specialist's 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. (1c.HE)	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students (1c.E)	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students. (1c.IN)	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students (1c.I)
1d Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan			
Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program (1d.HE)	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals (1d.E)	Library/media specialist 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 advance program goals (1d.IN)	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals (1d.I)
1e Planning the library/media program integrated with the overall school program			
Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has	Library/media specialist's plan is well designed to support both teachers and students in their information needs (1e.E)	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals (1e.IN)	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure (1e.I)

been developed after consultation with teachers (1e.HE)			
1f Developing a plan to evaluate the library/media program			
Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis (1f.HE)	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met (1f.E)	Library/media specialist has a rudimentary plan to evaluate the library/media program (1f.IN)	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important (1f.I)
Domain 2: The Environment			
2a Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important			
Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library (2a.HE)	Interactions, both between the library/media specialist and students are and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students (2a.E)	Interactions, both between the library/media specialist and student and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students (2a.IN)	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict (2a.I)
2b Establishing a culture for investigation and love of literature			
Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values (2b.HE)	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature (2b.E)	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it (2b.IN)	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required (2b.I)
2c Establishing and maintaining library procedures			
Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center (2c.HE)	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role (2c.E)	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful (2c.IN)	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either non-existent or inefficient, resulting in general confusion. Library assistants are confused as to their role (2c.I)
2d Managing student behavior			

Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior (2d.HE)	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students (2d.E)	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful (2d.IN)	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity (2d.I)
2e Organizing physical space to enable smooth flow			
Library/media specialist 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. In addition, book displays are attractive and inviting (2e.HE)	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use (2e.E)	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion (2e.IN)	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion (2e.I)
Domain 3: Delivery of Service			
3a Maintaining and extending the library collection in accordance with the school's needs and within budget limitations			
Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas (3a.HE)	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas (3a.E)	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance (3a.IN)	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas (3a.I)
3b Collaborating with teachers in the design of instructional units and lessons			
Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school. (3b.HE)	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units (3b.E)	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so (3b.IN)	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units (3b.I)
3c Engaging students in enjoying literature and in learning information skills			
Students are highly engaged in enjoying literature and in learning information skills and take initiative in	Students are engaged in enjoying literature and in learning information skills because of effective design of	Only some students are engaged in enjoying literature and in learning information skills due to uneven design	Students are not engaged in enjoying literature and in learning information skills because of poor design of

ensuring the engagement of their peers (3c.HE)	activities, grouping strategies, and appropriate materials (3c.E)	of activities, grouping strategies, or partially appropriate materials (3c.IN)	activities, poor grouping strategies, or inappropriate materials (3c.I)
3d Assisting students and teachers in the use of technology in the library/media center			
Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center (3d.HE)	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center (3d.E)	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so (3d.IN)	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center (3d.I)
3e Demonstrating flexibility and responsiveness			
Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input (3e.HE)	Library/media specialist makes revisions to the library/media program when they are needed (3e.E)	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change (3e.IN)	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy (3e.I)
Domain 4: Professional Responsibilities			
4a Reflecting on practice			
Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success (4a.HE)	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved (4a.E)	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved (4a.IN)	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving (4a.I)
4b Preparing and submitting reports and budgets			
Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time (4b.HE)	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time (4b.E)	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports and sometimes submitted on time (4b.IN)	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late (4b.I)
4c Communicating with the larger community			
Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit (4c.HE)	Library/media specialist engages in outreach efforts to parents and the larger community (4c.E)	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community (4c.IN)	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community (4c.I)
4d Participating in a professional community			

Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues (4d.HE)	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues (4d.E)	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested (4d.IN)	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects (4d.I)
4e Engaging in professional development			
Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues (4e.HE)	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need (4e.E)	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required (4e.IN)	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills (4e.I)
4f Showing professionalism			
Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws (4f.HE)	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws (4f.E)	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws (4f.IN)	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public, violates copyright laws (4f.I)



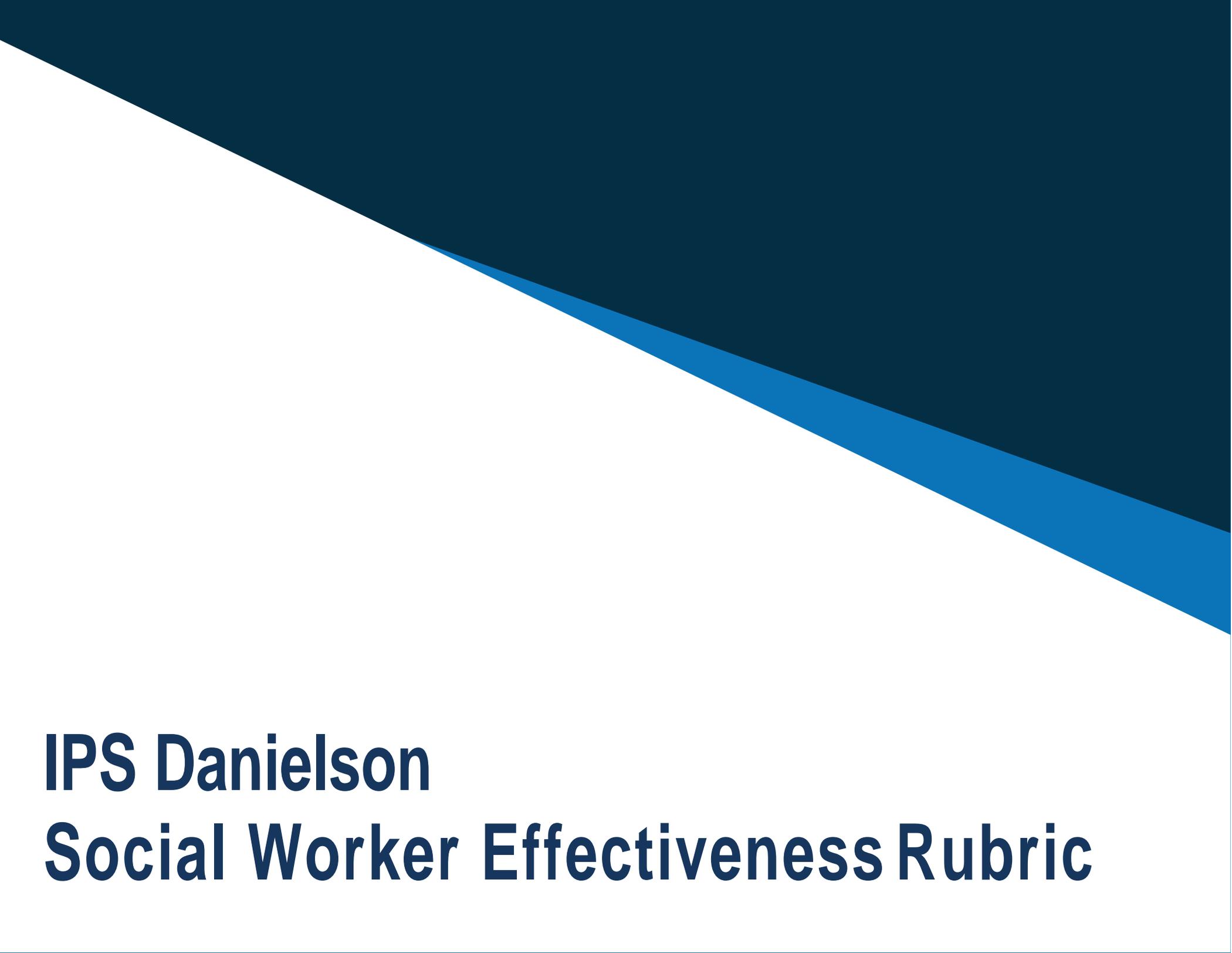
**IPS Danielson
Counselor Effectiveness Rubric**

Domain 1: Planning and Preparation			
1a Demonstrates knowledge of counseling theory and techniques			
Counselor demonstrates deep and thorough understanding of counseling theory and techniques (1a.HE)	Counselor demonstrates understanding of counseling theory and techniques (1a.E)	Counselor demonstrates basic understanding of counseling theory and techniques (1a.IN)	Counselor demonstrates little understanding of counseling theory and techniques (1a.I)
1b Demonstrates knowledge of child and adolescent development			
In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns (1b.HE)	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns (1b.E)	Counselor displays partial knowledge of child and adolescent development (1b.IN)	Counselor displays little or no knowledge of child and adolescent development (1b.I)
1c Establishes goals for the counseling program appropriate to the setting and the students served			
Counselor's goals for the counseling 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, parents and colleagues (1c.HE)	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students (1c.E)	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students (1c.IN)	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students (1c.I)
1d Demonstrates knowledge of state and federal regulations and of resources both within and beyond the school and district			
Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community (1d.HE)	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school (1d.E)	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly (1d.IN)	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district (1d.I)
1e Plans the counseling program, integrated with the regular school program			
Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program (1e.HE)	Counselor has developed a plan that includes the important aspects of counseling in the setting (1e.E)	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals (1e.IN)	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure (1e.I)
1f Develops a plan to evaluate the counseling program			

Counselor's evaluation plan is highly sophisticated with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis (1f.HE)	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met (1f.E)	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met (1f.IN)	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important (1f.I)
Domain 2: The Environment			
2a Creates an environment of respect and rapport			
Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions (2a.HE)	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions (2a.E)	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful (2a.IN)	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students (2a.I)
2b Establishes a culture for productive communication			
The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students (2b.HE)	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers (2b.E)	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful (2b.IN)	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers (2b.I)
2c Manages routines and procedures			
Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them (2c.HE)	Counselor's routines for the counseling center or classroom work effectively (2c.E)	Counselor has rudimentary and partially successful routines for the counseling center or classroom (2c.IN)	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray (2c.I)
2d Establishes standards of conduct and contributes to the culture for student behavior throughout the school			
Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school (2d.HE)	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school (2d.E)	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole (2d.IN)	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school (2d.I)
2e Organizes physical space			
Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement (2e.HE)	Counseling center or classroom arrangements are inviting and conducive to the planned activities (2e.E)	Counselor's attempts to create an inviting and well-organized physical environment are partially successful (2e.IN)	The physical environment is in disarray or is inappropriate to the planned activities (2e.I)

Domain 3: Delivery of Services			
3a Assesses student needs			
Counselor conducts detailed and individualized assessments of student needs to contribute to program planning (3a.HE)	Counselor assesses student needs and knows the range of student needs in the school (3a.E)	Counselor's assessments of student needs are perfunctory (3a.IN)	Counselor does not assess student needs, or the assessments result in inaccurate conclusions (3a.I)
3b Assists students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs			
Counselor helps individual students and teachers formulate academic, personal/social, and career plans (3b.HE)	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students (3b.E)	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful (3b.IN)	Counselor's program is independent of student needs (3b.I)
3c Uses counseling techniques in individual and classroom programs			
Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning (3c.HE)	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning (3c.E)	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning (3c.IN)	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning (3c.I)
3d Brokers resources to meet needs			
Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs (3d.HE)	Counselor brokers with other programs within the school or district to meet student needs (3d.E)	Counselor's efforts to broker services with other programs in the school are partially successful (3d.IN)	Counselor does not make connections with other programs in order to meet student needs (3d.I)
3e Demonstrates flexibility and responsiveness			
Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input (3e.HE)	Counselor makes revisions in the counseling program when they are needed (3e.E)	Counselor makes modest changes in the counseling program when confronted with evidence of the need for a change (3e.IN)	Counselor adheres to the plan or program, in spite of evidence of its inadequacy (3e.I)
Domain 4: Professional Responsibilities			
4a Reflects on practice			
Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies (4a.HE)	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved (4a.IN)	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving (4a.I)

	how the counseling program might be improved (4a.E)		
4b Maintains accurate records			
Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools (4b.HE)	Counselor's reports, records and documentation are accurate and submitted in a timely manner (4b.E)	Counselor's reports, records and documentation are generally accurate but are occasionally late (4b.IN)	Counselor's reports, records and documentation are missing, late, or inaccurate, resulting in confusion (4b.I)
4c Communicates with families			
Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means (4c.HE)	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students (4c.E)	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students (4c.IN)	Counselor provides no information to families, either about the counseling program as a whole or about individual students (4c.I)
4d Participates in a professional community			
Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues (4d.HE)	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues (4d.E)	Counselor's participation in professional development activities is limited to those that are convenient or are required (4d.IN)	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects (4d.I)
4e Engages in professional development			
Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues (4e.HE)	Counselor seeks out opportunities for professional development based on individual assessment of need (4e.E)	Counselor's participation in professional development activities is limited to those that are convenient or required (4e.IN)	Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills (4e.I)
4f Shows professionalism			
Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students taking a leadership role with colleagues (4f.HE)	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public; advocates for students when needed (4f.E)	Counselor is honest in interactions with colleagues, students and the public; does not violate confidentiality (4f.IN)	Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality (4f.I)



IPS Danielson

Social Worker Effectiveness Rubric

Domain 1: Planning and Preparation			
1a Demonstrates knowledge of counseling theory and techniques			
Social Worker demonstrates deep and thorough understanding of counseling theory and techniques (1a.HE)	Social Worker demonstrates understanding of counseling theory and techniques (1a.E)	Social Worker demonstrates basic understanding of counseling theory and techniques (1a.IN)	Social Worker demonstrates little understanding of counseling theory and techniques (1a.I)
1b Demonstrates knowledge of child and adolescent development			
In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, Social Worker displays knowledge of the extent to which individual students follow the general patterns (1b.HE)	Social Worker displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns (1b.E)	Social Worker displays partial knowledge of child and adolescent development (1b.IN)	Social Worker displays little or no knowledge of child and adolescent development (1b.I)
1c Establishes goals for the counseling program appropriate to the setting and the students served			
Social Worker's goals for the counseling 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, parents and colleagues (1c.HE)	Social Worker's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students (1c.E)	Social Worker's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students (1c.IN)	Social Worker has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students (1c.I)
1d Demonstrates knowledge of state and federal regulations and of resources both within and beyond the school and district			
Social Worker's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community (1d.HE)	Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school (1d.E)	Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly (1d.IN)	Social Worker demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district (1d.I)
1e Plans the counseling program, integrated with the regular school program			
Social Worker's plan is highly coherent and serves to support not only the students individually and/or in groups, but also the broader educational program (1e.HE)	Social Worker has developed a plan that includes the important aspects of counseling in the setting (1e.E)	Social Worker's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals (1e.IN)	Social Worker program consists of a random collection of unrelated activities, lacking coherence or an overall structure (1e.I)
1f Develops a plan to evaluate the counseling program			

Social Worker's evaluation plan is highly sophisticated with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis (1f.HE)	Social Worker's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met (1f.E)	Social Worker's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met (1f.IN)	Social Worker has no plan to evaluate the program or resists suggestions that such an evaluation is important (1f.I)
Domain 2: The Environment			
2a Creates an environment of respect and rapport			
Students seek out the Social Worker, reflecting a high degree of comfort and trust in the relationship. Social Worker teaches students how to engage in positive interactions (2a.HE)	Social Worker's interactions with students are positive and respectful, and the Social Worker actively promotes positive student-student interactions (2a.E)	Social Worker's interactions are a mix of positive and negative; the Social Worker's efforts at encouraging positive interactions among students are partially successful (2a.IN)	Social Worker's interactions with students are negative or inappropriate, and the Social Worker does not promote positive interactions among students (2a.I)
2b Establishes a culture for productive communication			
The culture in the school for productive and respectful communication between and among students and teachers, while guided by the Social Worker, is maintained by both teachers and students (2b.HE)	Social Worker promotes a culture throughout the school for productive and respectful communication between and among students and teachers (2b.E)	Social Worker's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful (2b.IN)	Social Worker makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers (2b.I)
2c Manages routines and procedures			
Social Worker's routines for the counseling center, groups and/or classroom are seamless, and students assist in maintaining them (2c.HE)	Social Worker's routines for the counseling center, groups, and/or classroom work effectively (2c.E)	Social Worker has rudimentary and partially successful routines for the counseling center, groups, and/or classroom (2c.IN)	Social Worker's routines for the counseling center, groups, and/or classroom work are nonexistent or in disarray (2c.I)
2d Establishes standards of conduct and contributes to the culture for student behavior throughout the school			
Social Worker has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Social Worker takes a leadership role in the school (2d.HE)	Social Worker has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school (2d.E)	Social Worker's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole (2d.IN)	Social Worker has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school (2d.I)
2e Organizes physical space			
Counseling center or physical environment are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement (2e.HE)	Counseling center or physical environment are inviting and conducive to the planned activities (2e.E)	Social Worker's attempts to create an inviting and well-organized physical environment are partially successful (2e.IN)	The physical environment is in disarray or is inappropriate to the planned activities (2e.I)
Domain 3: Delivery of Services			

3a Assesses student needs			
Social Worker conducts detailed and individualized assessments of student needs to contribute to program planning (3a.HE)	Social Worker assesses student needs and knows the range of student needs in the school (3a.E)	Social Worker's assessments of student needs are perfunctory (3a.IN)	Social Worker does not assess student needs, or the assessments result in inaccurate conclusions (3a.I)
3b Assists students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs			
Social Worker helps individual students and teachers formulate academic, personal/social, and career plans (3b.HE)	Social Worker helps students and teachers formulate academic, personal/social, and career plans for groups of students (3b.E)	Social Worker's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful (3b.IN)	Social Worker's program is independent of student needs (3b.I)
3c Uses counseling techniques in individual and classroom programs			
Social Worker uses an extensive range of counseling techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and future planning (3c.HE)	Social Worker uses a range of counseling techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and future planning (3c.E)	Social Worker displays a narrow range of counseling techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and future planning (3c.IN)	Social Worker has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning (3c.I)
3d Brokers resources to meet needs			
Social Worker brokers with other programs and agencies both within and beyond the school or district to meet individual student needs (3d.HE)	Social Worker brokers with other programs within the school or district to meet student needs (3d.E)	Social Worker's efforts to broker services with other programs in the school are partially successful (3d.IN)	Social Worker does not make connections with other programs in order to meet student needs (3d.I)
3e Demonstrates flexibility and responsiveness			
Social Worker is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input (3e.HE)	Social Worker makes revisions in the counseling program when they are needed (3e.E)	Social Worker makes modest changes in the counseling program when confronted with evidence of the need for a change (3e.IN)	Social Worker adheres to the plan or program, in spite of evidence of its inadequacy (3e.I)
Domain 4: Professional Responsibilities			
4a Reflects on practice			
Social Worker's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Social Worker draws on an extensive repertoire to suggest alternative strategies (4a.HE)	Social Worker's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Social Worker makes some specific suggestions as to how the counseling program might be improved (4a.E)	Social Worker's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved (4a.IN)	Social Worker does not reflect on practice, or the reflections are inaccurate or self-serving (4a.I)

4b Maintains accurate records			
Social Worker's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools (4b.HE)	Social Worker's reports, records and documentation are accurate and submitted in a timely manner (4b.E)	Social Worker's reports, records and documentation are generally accurate but are occasionally late (4b.IN)	Social Worker's reports, records and documentation are missing, late, or inaccurate, resulting in confusion (4b.I)
4c Communicates with families			
Social Worker is proactive in providing information to families about the counseling program and about individual students through a variety of means (4c.HE)	Social Worker provides thorough and accurate information to families about the counseling program as a whole and about individual students (4c.E)	Social Worker provides limited though accurate information to families about the counseling program as a whole and about individual students (4c.IN)	Social Worker provides no information to families, either about the counseling program as a whole or about individual students (4c.I)
4d Participates in a professional community			
Social Worker makes a substantial contribution to school and district events and projects and assumes leadership with colleagues (4d.HE)	Social Worker participates actively in school and district events and projects and maintains positive and productive relationships with colleagues (4d.E)	Social Worker's participation in professional development activities is limited to those that are convenient or are required (4d.IN)	Social Worker's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects (4d.I)
4e Engages in professional development			
Social Worker actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues (4e.HE)	Social Worker seeks out opportunities for professional development based on individual assessment of need (4e.E)	Social Worker's participation in professional development activities is limited to those that are convenient or required (4e.IN)	Social Worker does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills (4e.I)
4f Shows professionalism			
Social Worker can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students taking a leadership role with colleagues (4f.HE)	Social Worker displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public; advocates for students when needed (4f.E)	Social Worker is honest in interactions with colleagues, students and the public; does not violate confidentiality (4f.IN)	Social Worker displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality (4f.I)



IPS Danielson *(modified)*
Therapeutic Specialist Rubric

Criterion 1: Knowledge and Scholarship in a Special Field			
Distinguished	Proficient	Basic	Unsatisfactory
1a Demonstrating knowledge and skill in the specialist therapy area			
Specialist demonstrates extensive knowledge and skill in the therapy area.	Specialist demonstrates thorough knowledge and skill in the therapy area.	Specialist demonstrates limited knowledge and skill in the therapy area.	Specialist demonstrates little or no knowledge and skill in the therapy area.
1c Demonstrating knowledge of district and state guidelines and federal laws			
Specialist meets “proficient criterion” and takes a leadership role in reviewing and revising district guidelines.	Specialist demonstrates thorough knowledge of special education laws and guidelines.	Specialist demonstrates limited knowledge of special education laws and guidelines.	Specialist demonstrates little or no knowledge of special education laws and guidelines.
1d Demonstrating knowledge of resources, both within and beyond the school and district			
Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources in the larger community.	Specialist demonstrates limited knowledge of resources for students available through the school or district.	Specialist demonstrates little or no knowledge of resources for students available through the school or district.
1e Planning the therapy program, integrated with the regular school program, to meet the needs of individual students with special needs			
Specialist’s plan is highly coherent and integrated and serves to support students individually, within the broader educational program.	Specialist has developed a plan that includes a number of related activities that fit with the broader goals.	Specialist’s plan has a guiding principle and includes a number of related activities, but some of them don’t fit with the broader goals.	Specialist’s program consists of a random collection of unrelated activities, lacking coherence or an overall structure.
1f Developing a plan to evaluate the individuals or groups of students in the therapy program			
Specialist’s evaluation plan is highly sophisticated, with a wide variety of sources of evidence and a clear path toward improving the program on an ongoing basis.	Specialist’s evaluation plan is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist has a minimal plan to evaluate individuals or groups of students within the therapy program.	Specialist has a limited plan to evaluate individuals or groups of students within the therapy program.
Criterion 2: Specialized Skills			
Distinguished	Proficient	Basic	Unsatisfactory
3a Evaluating student needs			
Specialist evaluates student needs proactively and with a high level of expertise.	Specialist thoroughly evaluates student needs in a timely manner.	Specialist adequately evaluates student needs.	Specialist makes incomplete or untimely, but not out of compliance, evaluation of student needs.
3b Collecting information and writing evaluations			

Specialist is proactive in collecting relevant information, interviewing teachers and parents if necessary. Evaluation reports are accurate and clearly written and are tailored for the audience and interpreted with a high level of expertise.	Specialist collects all the relevant and critical information on which to base recommendations. Evaluation reports are accurate, clear and tailored to the audience.	Specialist collects most of the relevant information on which to base recommendations. Evaluation reports are accurate but lacking in clarity or are somewhat tailored to the audience.	Specialist neglects to collect relevant information on which to base recommendations. Evaluation reports are inaccurate and unclear or not tailored to the audience.
3c Developing IEPs to promote individual students' growth			
Specialist's goals and objectives meet the "proficient criterion" and are clear and understandable to all members of the IEP team.	Specialist's IEPs goals and objectives for students are specific, objective, quantifiable, and are aligned with the evaluation recommendations or current "Present Levels of Performance."	Specialist's IEP goals and objectives for students are partially aligned with the evaluation recommendations or current "Present Levels of Performance."	Specialist fails to develop goals and objectives suitable for students, or IEP goals and objectives are not aligned with the findings of the evaluation recommendations or "Present Levels of Performance."
3d Implementing and using an effective data-management system			
Specialist implements an effective data-management system for monitoring and analyzing student progress, and consistently uses it to adjust therapy when needed. Specialist uses the system to communicate with teachers and parents.	Specialist implements an effective data-management system to collect relevant data for monitoring student progress and consistently uses it to adjust therapy when needed.	Specialist implements a data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist's data-management system is rudimentary or in disarray; it cannot be used effectively to monitor student progress or to adjust therapy when needed.
Criterion 3: Management of Special and Technical Environment			
Distinguished	Proficient	Basic	Unsatisfactory
Establishing a focus for the building level therapy program, appropriate to the setting and the students served			
Specialist's focus for the building level therapy program is highly appropriate to the situation and to the developmental age of the students and has been developed following consultations with administrators and	Specialist's focus for the building level therapy program is clear and appropriate to the situation and to the developmental age of the students.	Specialist's focus for the building level therapy program is minimal and is partially suitable to the situation and to the developmental age of the students.	Specialist has no clear focus for the building level therapy program, or they are inappropriate to either the situation or the developmental age of the students.
2b Organizing time effectively			
Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner. Teachers and students have been informed of their	Specialist sets priorities, resulting in clear schedules and important work being accomplished in an efficient manner. Teachers and students have been informed of their	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist fails to set priorities, resulting in confusion, missed deadlines, and conflicting schedules

2c Establishing standards of conduct in the therapy environment			
Standards of conduct have been established for the testing and therapy environment. Specialist's monitoring of students is preventive, and students engage in developmentally appropriate self-monitoring of behavior.	Standards of conduct have been established for the testing and therapy environment. Specialist monitors student behavior against those standards; response to students is appropriate and respectful. Correction of negative student behavior during evaluation and therapy is successful a majority of the time.	Standards of conduct appear to have been established for the testing and therapy environment. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.
2d Organizing physical space for testing of students and providing therapy			
The testing and therapy environment is highly organized and is inviting to students. Purposeful supports are fully integrated and smoothly elicit positive behaviors and interactions. Materials are convenient when needed.	The testing and therapy environment is well organized and includes purposeful supports that elicit positive behaviors and interactions; materials are available when needed.	The testing and therapy environment is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The testing and therapy environment is disorganized and poorly suited to working with students. Materials are usually available.
Criterion 4: Support Person as a Professional			
Distinguished	Proficient	Basic	Unsatisfactory
4a Reflecting on practice			
Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies, has a plan to implement, and finds creative ways to meet student needs.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.
4d Participating in a professional community			
Specialist meets "proficient criterion" and assumes a leadership role with colleagues.	Specialist maintains a positive and productive relationship with colleagues. Specialist participates in the following, in order of priority: <ol style="list-style-type: none"> 1. school events; 2. projects and committees; or 3. district events 	Specialist's relationships with colleagues are cordial, and specialist participates in the following, in order of priority: <ol style="list-style-type: none"> 1. school events; 2. projects and committees; or 3. district events when specifically asked to do so.	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.
4e Engaging in professional development			

Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.
4f Showing professionalism, including integrity, advocacy, and maintaining confidentiality			
Specialist can be counted on to hold exemplary standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues in demonstrating ethical practices.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate principles of confidentiality.	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.
Criterion 5: Involvement in Assisting Pupils, Parents and Educational Personnel			
Distinguished	Proficient	Basic	Unsatisfactory
2a Establishing rapport with students			
Specialist's interactions with students are positive and respectful, reflecting a high degree of comfort and trust in the relationship during testing and therapy.	Specialist's interactions with students are positive and respectful; students appear comfortable during testing and therapy.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful during testing and therapy.	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable during testing and therapy.
3e Implementation of therapy			
Specialist successfully makes a major adjustment to a lesson plan or therapy activities when needed.	Specialist makes a minor adjustment to a lesson plan or therapy activities and the adjustment occurs smoothly.	Specialist attempts to adjust a lesson plan or therapy activities when needed, with only partially successful results.	Specialist adheres rigidly to the lesson plan or therapy activities, even when a change is clearly needed.
4b Communicating with families			
Specialist communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.	Specialist communicates with families doing so in a manner sensitive to cultural and linguistic traditions.	Specialist's communication with families is partially successful; but there are occasional insensitivities to cultural and linguistic traditions.	Specialist fails to communicate with families or communicates in an insensitive manner.
4c Collaborating with teachers and administrators			
Specialist proactively seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist is not available to staff for questions and planning and declines to provide background material when requested.



IPS Multi-Classroom Leader (MCL) Leadership Effectiveness Rubric

Domain 5: Effective Working Relationships

5a Building a positive team culture

<p>The MCL builds a sense of efficacy, empowerment, and support among team members <u>that results in an increased capacity to deliver results</u>. The MCL provides positive, constructive feedback <i>and</i> actively solicits feedback. The MCL maintains transparency and confidentiality. The MCL appreciates different viewpoints and backgrounds and tailors leadership style accordingly. The MCL celebrates team accomplishments, remains enthusiastic, and remains professional. The MCL maintains open lines of communication and facilitates team collaboration. (5a.HE)</p>	<p>The MCL builds a positive, supportive and productive team culture. The MCL provides regular feedback, maintains confidentiality, appreciates different viewpoints and backgrounds, remains professional, maintains open communication, and facilitates team collaboration. (5a.E)</p>	<p>The MCL works to create a positive, supportive team culture but is largely unsuccessful. The MCL attempts to empower the staff and build a collaborative, trustful environment but lacks the leadership skills to establish such a culture. For example, the MCL does not adjust leadership style given team viewpoints or backgrounds. (5a.IN)</p>	<p>The MCL does not work to create a positive, supportive team culture. The MCL does not display professionalism or respect for team members. The MCL puts little effort into leading and developing team members. (5a.I)</p>
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5b Managing school relationships

<p>The MCL builds strong relationships with multiple stakeholders. The MCL maintains open communication with team members and creates a receptive atmosphere for feedback and coaching. The MCL works collaboratively with other MCLs, coaches, and facilitators, ensuring consistent communication and sharing of best practices and resources. The MCL also regularly communicates with district and school leaders to receive feedback and inform them about resource needs. (5b.HE)</p>	<p>The MCL maintains open communication and effectively manages relationships with team members, other MCLs, and school and district leadership. (5b.E)</p>	<p>The MCL maintains open communication and builds relationships with some, but not all, of the following: team teachers, other MCLs, school and district leadership. (5b.IN)</p>	<p>The MCL is unsuccessful at building necessary school relationships. (5b.I)</p>
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Domain 6: Adult Leadership and Skill Development

6a Reviewing instructional practices

<p>The MCL regularly reviews each team member's instructional practices, adjusting frequency based on the teacher's effectiveness. The MCL conducts pre-review planning sessions, defining success indicators and</p>	<p>The MCL regularly reviews each team member's instructional practices, conducts pre-review planning sessions, and defines focus areas. The MCL usually defines success indicators, potential challenges, and selects the</p>	<p>MCL irregularly reviews the instructional practices of team members and inconsistently identifies focus areas. The MCL does not always conduct pre-review planning sessions and may not always select the</p>	<p>MCL observes teachers and team members in their classrooms. However, the observations are infrequent, focus areas go unidentified, and there is no clear schedule for feedback conversations. (6a.I)</p>
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<p>potential challenges in collaboration with the team member. The MCL almost always selects the most appropriate review tools/methods. (6a.HE)</p>	<p>most appropriate review tools/methods. (6a.E)</p>	<p>appropriate review tools/methods. (6a.IN)</p>	
<p>6b Delivering quality feedback</p>			
<p>The MCL consistently provides growth-oriented feedback and motivates team members to adopt a growth mindset. The MCL conducts timely, one-on-one feedback meetings with team teachers that lead to clear and actionable next steps focused on key levers for instructional effectiveness. The MCL leads team teachers to reflect on their practice and begin to accurately identify their areas of growth and lead their own development. (6b.HE)</p>	<p>The MCL schedules coaching conversations to be conducted soon after the review and generally adheres to that scheduling. The MCL conducts effective coaching conversations that usually include the team member's post-review reflections. The sessions result in clear and actionable feedback and clear goals for improvement. (6b.E)</p>	<p>The MCL provides feedback, but the coaching conversations often lack clear plans, action steps, or timelines. Teachers rarely complete a reflection prior to coaching conversations and the feedback received is not always clear or actionable. (6b.IN)</p>	<p>The MCL provides infrequent feedback and the feedback provided in coaching conversations is often neither clear nor actionable. Coaching conversations are unfocused and unproductive. (6b.I)</p>
<p>6c Navigating difficult conversations</p>			
<p>The MCL respectfully and effectively navigates difficult conversations with school leaders and team teachers to address miscommunications or provide feedback. The MCL sets a clear purpose for the conversation, considers possible solutions to the issue at hand, and leaves emotions out of the conversation. The MCL is empathetic to other viewpoints and ensures that there is clarity and accountability for next steps. (6c.HE)</p>	<p>The MCL successfully navigates difficult conversations with school leaders and team teachers to address miscommunications or provide feedback. The MCL helps brainstorm solutions to the issues at hand and provides next steps. (6c.E)</p>	<p>The MCL is sometimes successful at navigating difficult conversations. However, the MCL does not set a clear purpose for the conversation or provide clarity and accountability for next steps. (6c.IN)</p>	<p>The MCL is unsuccessful at navigating difficult conversations. The MCL allows emotions to enter the conversation and doesn't effectively listen to the participant(s). (6c.I)</p>
<p>6d Leveraging available coaching tools</p>			
<p>The MCL uses a variety of coaching tools to meet the varying needs of individual team members, including co-teaching, modeling, and using the MCL's own classroom as a model classroom. The MCL identifies, seeks out and advocates for additional resources for the team. (6d.HE)</p>	<p>The MCL uses multiple coaching tools to improve practice, including co-teaching, modeling, and using the MCL's own classroom as a model classroom. The MCL provides available resources to the team as needed. (6d.E)</p>	<p>The MCL does not select the right coaching tools to meet individual team members' needs. The MCL rarely opens up their own classroom for observation. The MCL provides resources only when asked. (6d.IN)</p>	<p>The MCL frequently uses the same coaching tool. The MCL does not open up their own classroom for observation. The MCL does not provide instructional resources for the team. (6d.I)</p>
<p>6e Facilitating team meetings</p>			

<p>The MCL has a clear agenda for team meetings and closely adheres to the timing and content of the agenda. The MCL clearly defines the goal/outcome before each team meeting. The MCL ensures that all viewpoints are heard and respected during team meetings. Team meetings are efficient and on-topic. The MCL establishes action steps after each team meeting and clarifies ownership of each task. (6e.HE)</p>	<p>The MCL sets a clear agenda for team meetings and adheres to the timing and content of that agenda. Meetings are mostly efficient and on-topic. The MCL establishes action steps after most team meetings. (6e.E)</p>	<p>The MCL often has an agenda for team meetings, but does not closely adhere to that agenda. Team meetings are at times off-topic and the MCL rarely defines action steps after team meetings. (6e.IN)</p>	<p>The MCL rarely has an agenda for meetings. Meetings are inefficient and off-topic. There are no action steps after team meetings. (6e.I)</p>
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Domain 7: Supporting Teachers to Meet Professional Goals

7a Holding high expectations for team teacher development

<p>The MCL not only communicates high expectations, but s(he) helps team members hold high expectations for themselves and their peers. The MCL and team members regularly communicate and reflect on their expectations. The MCL supports team members in setting their own ambitious goals and tracking progress toward those goals. (7a.HE)</p>	<p>The MCL communicates high expectations for all team members. The MCL sets ambitious goals for the team and tracks progress toward those goals. (7a.E)</p>	<p>The MCL communicates high expectations for all team members. However, the MCL does not revisit those expectations, set ambitious goals, or track progress toward those goals. (7a.IN)</p>	<p>The MCL does not communicate high expectations nor does s(he) set ambitious goals for students, teachers, and team members. (7a.I)</p>
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7b Providing differentiated and scaffolded support

<p>The MCL builds confidence and skills by providing team members with regular opportunities and safe spaces to learn from their own mistakes in noncritical settings. The MCL scaffolds learning and development experiences so that all can experience success by tackling increasingly difficult tasks. The MCL differentiates support for individual teachers given their particular strengths and improvement areas. (7b.HE)</p>	<p>The MCL provides opportunities for team members to learn from their own mistakes. The MCL scaffolds learning and differentiates support so that all can experience success. (7b.E)</p>	<p>The MCL inconsistently provides opportunities for team members to learn from their own mistakes. The MCL rarely scaffolds learning or differentiates support. (7b.IN)</p>	<p>The MCL does not build the confidence or skills of their team members, nor do they provide a safe space for team members to learn. (7b.I)</p>
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7c Serving as a resource for teachers

<p>The MCL consistently identifies and shares helpful resources and strategies with team members without waiting to be prompted. Resources and strategies</p>	<p>The MCL consistently provides research- based resources and strategies to improve teaching and learning. The MCL provides</p>	<p>The MCL inconsistently provides resources and strategies. Resources and strategies provided are not always research-based. The MCL</p>	<p>The MCL fails to identify or share resources with team members. The MCL does not advocate for better</p>
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are research- based and motivate others into action. The MCL frequently provides differentiated professional development for the team members and advocates at the school and district level for additional professional development aligned to educator needs. (7c.HE)	professional development for team members as requested. (7c.E)	inconsistently provides professional development for team members. (7c.IN)	professional development opportunities. (7c.I)
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7d Establishing professional goals

The MCL establishes personal professional goals and collaborates with team members to set individual professional goals. Goals are aligned with overall school goals. Together, the MCL and team members jointly set both short- and long-term goals. The MCL and team members agree to clear action steps including a tracking process for each goal. (7d.HE)	The MCL establishes personal professional goals and sets professional goals with team members that are aligned with overall school goals. The MCL sets both short- and long-term goals. The MCL sets clear action steps for each goal. (7d.E)	The MCL attempts to establish personal professional goals and goals with team members. However, there are not both short- and long-term goals. The MCL does not establish clear action steps to reach goals. (7d.IN)	The MCL does not establish personal professional goals or team member professional goals. (7d.I)
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7e Monitoring progress

The MCL regularly monitors team progress to determine the effectiveness of implemented strategies and makes adjustments as needed. The MCL openly and frequently communicates progress to team members, soliciting ideas for improvement and celebrating successes. (7e.HE)	The MCL monitors team progress to determine the effectiveness of implemented strategies and makes adjustments. The MCL openly and frequently communicates progress to team members. (7e.E)	The MCL inconsistently monitors team progress or fails to make adjustments when the team is not making progress. The MCL rarely communicates progress to team members. (7e.IN)	The MCL does not monitor team progress. (7e.I)
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7f Delivers results

The MCL leads major improvements in team member practice and outcomes by providing frequent feedback, key action steps, and direct accountability. The team consistently meets and sometimes exceeds established goals. (7f.HE)	The MCL leads improvements in team member practice and outcomes by providing feedback, key action steps, and direct accountability. The team meets almost all established goals. (7f.E)	The MCL leads few shifts in team member practice and outcomes. The team does not consistently meet established goals. (7f.IN)	The MCL does not lead shifts in team member practice or outcomes. The team does not meet established goals. (7f.I)
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Domain 8: Data-Driven Instruction & Planning

8a Maintaining quality data systems

The MCL creates clear structures to ensure data is available in a readily	The MCL creates structures to ensure data is available in a useful form for	The MCL ensures that teams record data and provides some data	The MCL does not implement a clear, consistent system for either data
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<p>useful form for the team. The MCL promotes data-driven excellence within the team by identifying and assessing resources and strategies for gathering and analyzing data to improve instruction. The MCL receives feedback/suggestions from team members regarding resources and makes adjustments accordingly. (8a.HE)</p>	<p>the team. The MCL provides a variety of data collection resources, data analysis resources, and data-driven instructional strategies for team members. (8a.E)</p>	<p>collection and data analysis resources. However, the data are not in a readily useful form and the resources are insufficient. (8a.IN)</p>	<p>collection or data analysis. The MCL does not provide adequate resources for data-driven instruction. (8a.I)</p>
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8b Leading data conversations

<p>The MCL frequently and consistently leads data conversations that involve item-level analysis, standards-level analysis, student-level analysis, and bottom-line results. These conversations are teacher-owned, involve all members of the team, and focus on how the team will use data results to drive improvement in student and teacher outcomes. (8b.HE)</p>	<p>The MCL consistently leads data conversations that involve item-level analysis, standards-level analysis, student-level analysis, and bottom-line results. The MCL helps the team collaborate on decisions about how they are going to use data to drive improvement in student and teacher outcomes. (8b.E)</p>	<p>The MCL inconsistently leads data conversations that sometimes includes item-level analysis, standards-level analysis, student-level analysis, and bottom-line results. Clear ownership of data decisions is lacking. (8b.IN)</p>	<p>The MCL rarely leads data conversations, and when they occur, analysis is superficial. (8b.I)</p>
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8c Planning data-driven instruction

<p>The MCL creates both short and long-term calendars that give the team adequate time for assessment creation, implementation, analysis, planning meetings, and re-teaching. The MCL collaborates with the team to revisit and revise short- and long-term instructional plans based on student data and team member feedback. The MCL works to collaborate and coordinate with other teams/ departments to establish consistent data plans throughout the school. (8c.HE)</p>	<p>The MCL creates both short and long-term calendars for assessment creation, implementation, analysis, planning meetings, and re-teaching. (8c.E)</p>	<p>The MCL creates a short-term calendar and may only have a clear calendar in place for some of the following: assessment creation, implementation, analysis, planning meetings, and re-teaching. (8c.IN)</p>	<p>The MCL plans some aspects of data-driven instruction during the year. However, the MCL does not have a clear calendar in place for assessment creation, implementation, analysis, planning meetings, or re-teaching. (8c.I)</p>
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IPS Danielson *(modified)*
Novice Teacher
Effectiveness Rubric

Domain 2: Classroom Environment

2a. Creating an Environment of Respect and Rapport: Supportive relationships and interactions between teacher and students and among students

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' ages, cultures, and levels of development. Students exhibit respect for the teacher and contribute to maintain high levels of civility among members of the class (2a.HE.1)</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, developmental levels, and cultures of the students. Students exhibit respect for the teacher. Interactions among students are generally polite(2a.E.1)</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate respect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results (2a.IN.1)</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate respect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results (2a.I.1)</p>

Critical Attributes

<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> Teacher demonstrates knowledge and caring about individual students' lives beyond school. The teacher's response to a student's incorrect response respects the student's dignity. When necessary, students correct one another in their conduct toward classmates. (2a.HE.3) 	<ul style="list-style-type: none"> Talk between teacher and students and among students is uniformly respectful. Teacher makes connections with individual students. Students exhibit respect for the teacher. During the lesson, the teacher offers encouragement to students as they struggle with complex learning. This may be 2b, expectations. (2a.E.3) 	<ul style="list-style-type: none"> The quality of interactions between teacher and students or among students is uneven, with occasional disrespect. Teacher attempts to respond to disrespectful behavior, with uneven results. Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not successful. (2a.IN.3) 	<ul style="list-style-type: none"> Teacher uses disrespectful talk toward students. Student body language indicates feelings of hurt or insecurity. Teacher does not address disrespectful interactions among students. Teacher displays no familiarity with or caring about individual students' interests or personalities. Students use disrespectful talk toward one another with no response from the teacher. (2a.I.3)
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2c. Managing Classroom Procedures: Routines and procedures to ensure the smooth operation of the classroom to maximize instructional time

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies is consistent. With minimal guidance and</p>	<p>Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent,</p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies. There is little</p>

understood and engaged in consistently by students (2c.HE.1)	prompting, students follow established classroom routines (2c.E.1)	leading to disruption of the learning. With regular guidance and prompting, students follow established routines (2c.IN.1)	evidence that students know or follow established routines (2c.I.1)
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Critical Attributes			
<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> • Students take the initiative with their classmates to ensure that their time is used productively. • Students ensure that transitions are accomplished smoothly. • Students take initiative in distributing and collecting materials efficiently. • Paraprofessionals and volunteers take initiative in improving learning opportunities for students. (2c.HE.3) 	<ul style="list-style-type: none"> • The students work productively in small group work. • The teacher has established time-saving procedures for non-instructional activities. • Routines for distribution and collection of materials and supplies work efficiently. • Volunteers and paraprofessionals have clearly defined roles. (2c.E.3) 	<ul style="list-style-type: none"> • Procedures for transitions, materials, and non- instructional duties seem to have been established, but their operation is rough. • Small groups are only partially engaged while not working directly with the teacher. (2c.IN.3) 	<ul style="list-style-type: none"> • Students not working with the teacher are disruptive to the class. • Non-instructional duties, such as taking attendance, consume much time. • There are no established procedures for distributing and collecting materials. • Procedures are confused or chaotic. • Volunteers and paraprofessionals appear confused as to what they are supposed to be doing. (2c.I.3)

2d. Managing Student Behavior: Clear standards of conduct, understood by students, to ensure an orderly and productive learning environment

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. The teacher’s monitoring of student behavior is subtle and preventive. The teacher’s response to student misbehavior is sensitive to individual student needs (2d.HE.1)</p>	<p>Student behavior is generally appropriate. The teacher monitors student behavior against standards of conduct. Teacher response to student misbehavior is consistent, appropriate, and respectful to students (2d.E.1)</p>	<p>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct (2d.IN.1)</p>	<p>There is little or no teacher monitoring of student behavior. Response to students’ misbehavior is repressive or disrespectful of student dignity. Students challenge the standards of conduct (2d.I.1)</p>

Critical Attributes			
<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> • Students can explain the reasons for the different standards of conduct and how they reflect students’ own 	<ul style="list-style-type: none"> • Students can describe the standards of conduct. • Upon a non-verbal signal from the teacher, students correct their behavior. 	<ul style="list-style-type: none"> • The teacher attempts to maintain order in the classroom but with uneven success. • Classroom rules are posted, but neither teacher nor students refer to 	<ul style="list-style-type: none"> • The classroom environment is chaotic, with no apparent standards of conduct. • The teacher does not monitor student behavior.

<p>priorities.</p> <ul style="list-style-type: none"> • The teacher monitors student behavior without speaking – just moving about. • Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct. (2d.HE.3) 	<ul style="list-style-type: none"> • Teacher continually monitors student behavior. (2d.E.3) 	<p>them.</p> <ul style="list-style-type: none"> • Teacher attempts to keep track of student behavior, but with no apparent system. • The teacher’s response to student misbehavior is inconsistent: sometimes very harsh, other times lenient. (2d.IN.3) 	<ul style="list-style-type: none"> • Some students violate classroom rules, without apparent teacher awareness or consequences. • *When the teacher notices student misbehavior, s/he appears helpless to do anything about it. (2d.I.3)
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Domain 3: Instruction

3a. Communication with Students: Clear statement of learning outcomes, directions for class activities, and explanations of concepts. Rich and imaginative use of language

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>Teacher’s explanation of content is thorough and clear, developing conceptual understandings. Students contribute to explaining concepts to their classmates. The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies (3a.HE.1)</p>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly.</p> <p>Teacher’s explanation of content is clear and accurate and connects with students’ knowledge and experience.</p> <p>Teacher’s spoken and written language is clear and correct. Vocabulary is appropriate to the students’ ages and interests (3a.E.1)</p>	<p>Teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher’s explanation of the content may contain minor errors. Some portions are clear; other portions are difficult to follow. Teacher’s spoken language is correct; however, vocabulary is limited or not appropriate to the students’ ages or backgrounds (3a.IN.1)</p>	<p>The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. The teacher’s explanation of the content contains major errors. The teacher’s spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused (3a.I.1)</p>

Critical Attributes

<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> • The teacher points out possible areas of misunderstanding. • The teacher explains content clearly, using metaphors and analogies to bring content to life. • All students seem to understand the presentation. • The teacher invites students to explain the content to the class, or to classmates. • The teacher uses rich language, offering brief vocabulary lessons where appropriate. (3a.HE.3) 	<ul style="list-style-type: none"> • The teacher states clearly, at some point during the lesson, what the students are learning. • When asked by an observer, students can state what they are learning. • Students engage with the learning task, indicating that they understand what they are to do. • The teacher models the process to be followed. • The teacher checks for student understanding of the learning task. • The teacher makes no content errors. • The teacher’s explanation of content is clear and invites student participation and thinking. • Vocabulary and usage are correct and completely suited to the lesson. • Vocabulary is appropriate to the students’ ages and levels of development. (3a.E.3) 	<ul style="list-style-type: none"> • The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation. • The teacher clarifies the learning task so students are able to complete it. • The teacher makes no serious content errors, although may make a minor error. • Vocabulary and usage are correct but unimaginative. • Vocabulary may be too advanced or juvenile for the students. (3a.IN.3) 	<ul style="list-style-type: none"> • At no time during the lesson does the teacher convey to the students what they will be learning. • Students indicate through their questions that they are confused as to the learning task. • The teacher makes a serious content error that will affect students’ understanding of the lesson. • Students indicate through body language or questions that they don’t understand the content being presented. • The teacher’s communications include errors of vocabulary or usage. • Vocabulary is inappropriate to the age or culture of the students. (3a.I.3)
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3c. Engaging Students in Learning: Learning activities that enable students to be intellectually active in exploring important and challenging content and engage in high-level thinking

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>The various elements of the lesson are well- aligned with the instructional outcomes and individual needs of the learners. The lesson is entirely suitable to the students’ development, and facilitates all students in constructing knowledge. Learning activities, materials, resources, technology, and instructional grouping are complementary, resulting in active intellectual engagement by each student in important and challenging content. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students have choice in how they complete tasks and</p>	<p>The various elements of the lesson are well- aligned with the instructional outcomes, are suitable to the students’ development, and facilitate students in constructing knowledge. Learning activities, materials, resources, technology, and instructional grouping are complementary, resulting in active intellectual engagement by groups of students with important and challenging content. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to intellectually engage with their learning (3c.E.1)</p>	<p>The various elements of the lesson are partially aligned with the instructional outcomes, with minimal consideration of the students’ development stage. Instruction does not facilitate students constructing knowledge, allowing some students to be passive or compliant. Learning activities, materials, resources, technology, and instructional grouping only partially engage students with the content. The lesson has a recognized structure; however the pacing of the lesson may not provide students the time needed to intellectually engage with their learning (3c.IN.1)</p>	<p>The learning activities, materials, resources, instructional groups, and technology are poorly aligned with the instructional outcomes, are unsuitable to the students’ developmental stage, or do not require students to think. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. Few students are intellectually engaged (3c.I.1)</p>

may serve as resources for one another (3c.HE.1)			
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Critical Attributes			
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<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> • Students have choice in how they complete tasks. • Students modify a learning task to make it more meaningful or relevant to their needs. • Students suggest modifications to the grouping patterns used. • Students suggest modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson. • Virtually all students are highly engaged in the lesson. (3c.HE.3) 	<ul style="list-style-type: none"> • The teacher states clearly, at some point during the lesson, what the students are learning. • When asked by an observer, students can state what they are learning. • Students engage with the learning task, indicating that they understand what they are to do. • The teacher models the process to be followed. • The teacher checks for student understanding of the learning task. • The teacher makes no content errors. • The teacher’s explanation of content is clear and invites student participation and thinking. • Vocabulary and usage are correct and completely suited to the lesson. • Vocabulary is appropriate to the students’ ages and levels of development. (3a.E.3) 	<ul style="list-style-type: none"> • The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation. • The teacher clarifies the learning task so students are able to complete it. • The teacher makes no serious content errors, although may make a minor error. • Vocabulary and usage are correct but unimaginative. • Vocabulary may be too advanced or juvenile for the students. (3a.IN.3) 	<ul style="list-style-type: none"> • Learning tasks require only recall or have a single correct response or method. • The materials used ask students only to perform rote tasks. • Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. • Instructional materials used are unsuitable to the lesson and/or the students. • The materials used clash with students’ cultures. • Few students are engaged in the lesson. (3c.I.3)
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3d. Using Assessment in Instruction: Use of formative assessment for teachers to keep their fingers on the pulse of a lesson, monitor student understanding, and, where appropriate, engage students in self-assessment and monitoring of learning			
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Highly Effective	Effective	Improvement Necessary	Ineffective
<p>Assessment is fully integrated into the instruction, through student involvement in establishing the assessment criteria. Students self- assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Students are aware of and may contribute to the assessment criteria. Questions/Prompts/ Assessments are used regularly to diagnose evidence of learning, and instruction is adjusted and differentiated to address individual student</p>	<p>Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students are aware of the assessment criteria. Questions/Prompts/ Assessments are used to diagnose evidence of learning, and adjustment to instruction is made to address student misunderstandings (3d.E.1)</p>	<p>Assessment is occasionally used to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is inaccurate or unspecific, and students are only partially aware of the assessment criteria used to evaluate their work. Questions/ Prompts/Assessments are not used to diagnose evidence of learning (3d.IN.1)</p>	<p>Assessment or monitoring of student learning is absent or minimal. Feedback is absent or of poor quality. There is no attempt to adjust the lesson as a result of assessment. Students are not aware of the assessment criteria and do not engage in self- assessment (3d.I.1)</p>

misunderstandings (3d.HE.1)			
Critical Attributes			
<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> • There is evidence that students have helped establish evaluation criteria. • Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly “taking the pulse” of the class. • The teacher makes frequent use of strategies to elicit information about individual student understanding. • Feedback to students is obtained from many sources, including other students. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. (3d.HE.3) 	<ul style="list-style-type: none"> • The teacher monitors student learning through a variety of means, including using specifically formulated questions to elicit evidence of student understanding, for at least groups of students. • Feedback includes specific and timely guidance on how students can improve their performance. • The teacher elicits evidence of individual student understanding once during the lesson. • Students are invited to assess their own work and make improvements. (3d.E.3) 	<ul style="list-style-type: none"> • The teacher requests global indications of student understanding. • Feedback to students is not uniformly specific, not oriented toward future improvement of work. • The teacher makes only minor attempts to engage students in self- or peer- assessment. (3d.IN.3) 	<ul style="list-style-type: none"> • The teacher gives no indication of what high-quality work looks like. • Assessment is used only for grading. • The teacher makes no effort to determine whether students understand the lesson. • Feedback is only global. • The teacher does not ask students to evaluate their own or classmates’ work. (3d.I.3)

IPS School Leadership Rubric

Competency 1: Lead from an equity imperative and embrace the diversity of the school community.

Indicators	Highly Effective	Effective	Needs Improvement	Ineffective
<p>1a. Values diversity and demonstrates equitable leadership: Believes that all students and staff can achieve at high levels regardless of background. Ensures that students and staff are not adversely impacted by differences including gender, race, socio-economic status, disability, English language status, sexual orientation, gender identity and other such factors.</p>	<ul style="list-style-type: none"> • Holds and models high academic and behavioral expectations for all students. • Ensures that all teachers know and employ a variety of appropriate inclusive practices to support specific differences in students' learning needs. • Consistently takes action towards adults (teachers, staff, parents, community members) who display low expectations for students. • Always upholds policies and procedures that ensure students and staff are not adversely affected by differences in identity. 	<ul style="list-style-type: none"> • Holds and models high academic and behavioral expectations for all students. • Regularly takes action towards adults (teachers, staff, parents, community members) who display low expectations for students. • Always upholds policies and procedures that ensure students and staff are not adversely affected by differences in identity. 	<ul style="list-style-type: none"> • Inconsistently models high academic and behavioral expectations for all students; as a result, uncertain whether leader holds these beliefs. • Inconsistently takes action towards adults who display low expectations for students. • Does not always uphold policies and procedures that ensure students and staff are not adversely affected by differences in identity. 	<p>Does not demonstrate Needs Improvement behaviors.</p>
<p>Look for examples: Intentional in ensuring diverse staff; diversity on leadership team; consistent access to instruction for all students; reviewing data for disproportionality; LRE; training opportunities on inclusive practices such as SEL, Universal Design, and co-teaching</p>				
<p>1b. Understand impact of identity: Recognizes that an individual's identity impacts personal leadership, and as such, actively seeks to mitigate biases that may influence their mindsets, words and actions, and the broader school community.</p>	<ul style="list-style-type: none"> • Conversations about race and identity and the impact of implicit and explicit biases on instructional and behavioral outcomes for students are regularly incorporated into teacher development. • Holds self and staff accountable for language, attitudes and behaviors that impact student outcomes. • Consistently acts to interrupt oppressive and exclusive practices. • Regularly engages staff in training and reflection on the impact of identity, beliefs, values, and behaviors on student learning. 	<ul style="list-style-type: none"> • Conversations about race and identity and the impact of implicit and explicit biases on instructional and behavioral outcomes for students are not regularly incorporated into teacher development. • Holds self and staff accountable for language, attitudes and behaviors that impact student outcomes. • Consistently acts to interrupt oppressive and exclusive practices. • Regularly engages staff in training and reflection on the impact of identity, beliefs, values, and behaviors on student learning. 	<ul style="list-style-type: none"> • Conversations about race and identity and the impact of implicit and explicit biases on instructional and behavioral outcomes for students are not incorporated into teacher development conversations. • Staff is not held accountable for language, attitudes and behaviors that impact student outcomes. • Misses opportunities to act to interrupt oppressive and exclusive practices. • Offers limited opportunities for staff to engage in training and reflection on the impact of identity, beliefs, values, and behaviors on student learning. 	<p>Does not demonstrate Needs Improvement behaviors.</p>
<p>Look for examples: Professional development sessions that lead from an equity lens and address impact of bias</p>				

Indicators	Highly Effective	Effective	Needs Improvement	Ineffective
<p>1c. Develop and maintain an inclusive school culture: Considers the needs of the school community to ensure members are welcomed and valued, including actively addressing historical, social, and/or political factors that may impact individuals and groups. Identifies when disagreements or conflicts occur across lines of difference and ensures multiple perspectives are acknowledged and affirmed.</p>	<ul style="list-style-type: none"> Creates and maintains systems that interrupt structural biases and barriers that prevent equitable access to resources and outcomes (such as diverse hiring teams that result in a diverse teaching staff, rigorous coursework available to all students, data analysis with an equity lens). Consistently disrupts the impact of historical factors, including structuralized racism, that impact the school community. Regularly solicits feedback from a range of stakeholders, especially those who are different from him/her/them. Communicates effectively with a range of stakeholders, especially those who are different from him/her/them. Consistently advocates for additional resources and supports for school. 	<ul style="list-style-type: none"> Maintains systems that interrupt structural biases and barriers that prevent equitable access to resources and outcomes (such as diverse hiring teams that result in a diverse teaching staff, rigorous coursework available to all students, data analysis with an equity lens). Often disrupts the impact of historical factors, including structuralized racism, that impact the school community. Regularly solicits feedback from a range of stakeholders, especially those who are different from him/her/them. Communicates effectively with a range of stakeholders, especially those who are different from him/her/them. Consistently advocates for additional resources and supports for school. 	<ul style="list-style-type: none"> Inconsistently uses systems that interrupt structural biases and barriers that prevent equitable access to resources and outcomes (such as diverse hiring teams that result in a diverse teaching staff, rigorous coursework available to all students, data analysis with an equity lens). Misses opportunities to disrupt the impact of historical factors, including structuralized racism, that impact the school community. Sometimes solicits feedback from a range of stakeholders who are different from him/her/them. Communicates with a range of stakeholders, including those who are different from him/her/them, with mixed results. Consistently advocates for additional resources and supports for school. 	<p>Does not demonstrate Needs Improvement behaviors.</p>
	<p>Look for examples: LRE; disproportionality; staff/parent communication</p>			

Competency 2: Establish a vision that is rooted in equitable practices where all students can achieve at high levels while ensuring an environment of continuous learning for all staff.

Indicators	Highly Effective	Effective	Needs Improvement	Ineffective
<p>2a. Establish vision: Creates, defines and shares a vision.</p>	<ul style="list-style-type: none"> • Successfully brings groups of internal and external stakeholders together to collaborate on the development of the school's vision. • Vision paints a clear picture of how equitable practices and continuous learning lead to all students achieving at high levels. • Consistently articulates the vision in all communication regarding school planning and goal setting. • All academic and climate initiatives are aligned to the developed mission. • All staff can articulate the core tenants of the school's vision. 	<ul style="list-style-type: none"> • Regularly brings groups of internal and external stakeholders together to collaborate on the development of the school's vision. • Vision paints a clear picture of how equitable practices and continuous learning lead to all students achieving at high levels. • Regularly articulates the vision in all communication regarding school planning and goal setting. • Most academic and climate initiatives are aligned to the developed mission. • In most instances, the staff can articulate the core tenants of the school's vision. 	<ul style="list-style-type: none"> • Inconsistently brings groups of internal and external stakeholders together to collaborate on the development of the school's vision. • Vision makes references to equitable practices and continuous learning. • Sometimes articulates the vision in all communication regarding school planning and goal setting. • Some academic and climate initiatives are aligned to the developed mission. • Some staff can articulate the core tenants of the school's vision. 	<p>Does not demonstrate Needs Improvement behaviors.</p>
<p>Look for examples: Codified vision; communication and planning materials that reference vision; social-emotional school plan</p>				
<p>2b. Set priorities & monitor progress: Sets priorities aligned to the vision and monitors progress towards those priorities.</p>	<ul style="list-style-type: none"> • Consistently collaborates with internal and external stakeholders to set and monitor priorities aligned to the SIP, assigned goals, and school vision. • Effectively utilizes formative and summative assessment data, including collecting and reviewing the right data at the right time, to monitor progress towards priorities. • Proactively identifies equity gaps before and during progress 	<ul style="list-style-type: none"> • Regularly, collaborates with internal and external stakeholders to develop and monitor goals aligned to the SIP, assigned goals, and school vision. • In most cases, utilizes formative and summative assessment data, including collecting and reviewing the right data at the right time, to monitor progress towards priorities. 	<ul style="list-style-type: none"> • Collaborates with internal and external stakeholders to develop and monitor goals aligned to the SIP, assigned goals, and school vision with some inconsistencies. • In some instances, utilizes formative and summative assessment data to monitor progress towards priorities. • Inconsistently identifies equity gaps while progress 	<p>Does not demonstrate Needs Improvement behaviors.</p>

	monitoring.	<ul style="list-style-type: none"> Regularly identifies equity gaps while progress monitoring. 	monitoring.	
Look for examples: Completed SIP that connects to vision; structures for progress monitoring; data reports; Student-Based Allocation Plans				

Indicators	Highly Effective	Effective	Needs Improvement	Ineffective
<p>2c. Adjust strategies based on results: Acts on progress monitoring data to refine plans in order to reach goals. Invests appropriate individuals in those adjustments.</p>	<ul style="list-style-type: none"> Consistently collaborates with the leadership team to triangulate data to determine progress towards goals. All staff can analyze the data and collaborate to develop plans to make necessary adjustments. All instructional staff utilize intervention and grade-level team meetings to make changes to instructional design to increase progress towards goals. 	<ul style="list-style-type: none"> Regularly collaborates with the leadership team to triangulate data to determine progress towards goals. Most staff can analyze the data and collaborate to develop plans to make necessary adjustments. Most instructional staff utilize intervention and grade-level team meetings to make changes to instructional design to increase progress towards goals. 	<ul style="list-style-type: none"> Inconsistently collaborates with the leadership team to triangulate data to determine progress towards goals. Some staff can analyze the data and collaborate to develop plans to make necessary adjustments. In some instances, instructional staff utilize intervention and grade-level team meetings to make changes to instructional design to increase progress towards goals. 	Does not demonstrate Needs Improvement behaviors.
Look for examples: structures for progress monitoring; data reports; agendas for planning meetings; PLCs; SIP; Student-Based Allocation Plans				

Competency 3: Build an efficient and effective school team.

Indicators	Highly Effective	Effective	Needs Improvement	Ineffective
<p>3a. Attract, select, and retain talent: Builds diverse talent benches throughout the year and actively manages team retention with a focus on motivation of individuals and differentiated retention efforts.</p>	<ul style="list-style-type: none"> The hiring process is equitable, rigorous, and results in a highly diverse staff. The hiring process prioritizes early hiring for teaching staff, resulting in all vacancies filled before the start of school with Highly Qualified external hires or Effective/Highly Effective internal hires. Identifies, develops and invests in high performers with leadership potential for key school or district leadership roles. Retains all high performers except for those who are promoted, retire, or resign for reasons unrelated to the school. Engages in school-based succession planning and actively coaches other leaders to prepare them for the next role. All under-performing staff are quickly identified and have documented support plans in place. 	<ul style="list-style-type: none"> The hiring process is equitable, rigorous, and results in a somewhat diverse staff. The hiring process prioritizes early hiring for teaching staff, resulting in almost all vacancies filled before the start of school with Highly Qualified external hires or Effective/Highly Effective internal hires. Identifies, develops and invests in high performers with leadership potential for key school or district leadership roles. Retains most high performers. Engages in school-based succession planning. Most under-performing staff are identified and have documented support plans in place. 	<ul style="list-style-type: none"> There are processes in place for identifying and filling vacancies, though they may not be equitable or rigorous, and do not result in a complete or diverse staff. The hiring process does not fully prioritize early hiring for teaching staff, resulting in some vacancies at the start of school, and some vacancies filled by external hires who are not Highly Qualified or Needs Improvement internal hires. Recognizes high performers by showing public and individual appreciation for their accomplishments. Retains some high performers. Most underperforming staff are identified, though only few may have documented plans in place and/or only few may be receiving the supports laid out in the plan. 	<p>Does not demonstrate Needs Improvement behaviors.</p>
<p>Look for examples: Hiring process documentation; vacancy lists; staff retention data; succession plans; performance data</p>				

Indicators	Highly Effective	Effective	Needs Improvement	Ineffective
<p>3b. Distribute leadership: Prioritizes, delegates, and tracks work in a way that leverages team strengths.</p>	<ul style="list-style-type: none"> Identifies and cultivates a highly effective leadership team that has the credibility and skillset to keep the school effectively driving towards its goals even in the principal's absence. Delegation and day to day prioritization are driven by consistent progress monitoring of the school's priorities, goals and vision. Strategically plans own daily schedule to address priorities that are most central to the school's vision; adheres to that schedule. 	<ul style="list-style-type: none"> Structures an effective team with clear norms, roles, and responsibilities, such that team members work well together to achieve the school's goals. Delegation and day to day prioritization are informed by consistent progress monitoring of the school's priorities, goals and vision. Sets own daily schedule to address priorities related to the school's vision; mostly adheres to that schedule. 	<ul style="list-style-type: none"> Identifies leadership team members with diverse backgrounds and skillsets. Structures the team with generally clear norms, roles, and responsibilities, but the team does not always function effectively to achieve the school's goals. Delegation and day to day prioritization are sometimes informed by progress monitoring of the school's priorities, goals and vision. Sets own daily schedule to address priorities related to the school's vision but is inconsistent in how time is spent; is sometimes distracted by work that could be delegated to others. 	<p>Does not demonstrate Needs Improvement behaviors.</p>
<p>Look for examples: School schedule; daily personal schedule; progress monitoring tools; school leadership team roles and responsibilities; team meeting agendas</p>				

Indicators	Highly Effective	Effective	Needs Improvement	Ineffective
<p>3c. Grow staff: Demonstrates a commitment to professional growth in staff and drives improved performance over time through effective evaluation and sustained coaching conversations.</p>	<ul style="list-style-type: none"> Creates a learning and development culture that empowers staff members to take the initiative to share and address their areas of growth. All staff can articulate their professional goals and can identify supports that the school has provided in their pursuit of goals. Can describe all staff members' key strengths and areas of growth. Gives honest, actionable and timely feedback to staff throughout the school year and has difficult conversations, as needed. Always completes all staff members' evaluations with full fidelity to policies and procedures; always shares robust supporting evidence for ratings. 	<ul style="list-style-type: none"> Empowers the leadership team to provide school-wide or targeted professional development opportunities, as appropriate, to leverage staff members' strengths, as well as address their areas of growth. Most staff can articulate their professional goals and can identify supports that the school has provided in their pursuit of goals. Can describe all staff members' key strengths and areas of growth. Gives honest, actionable and timely feedback to staff throughout the school year and has difficult conversations, as needed. Always completes all staff members' evaluations with full fidelity to policies and procedures; almost always shares robust supporting evidence for ratings. 	<ul style="list-style-type: none"> Provides school-wide professional development opportunities that address staff members' top common areas of growth. Some staff can articulate their professional goals and the supports provided by the school in pursuit of those goals. Can summarize common strengths and areas of growth across staff members. Inconsistently gives feedback and avoids having difficult conversations. Always completes all staff members' evaluations with full fidelity to policies and procedures but conducts evaluations as more of a compliance activity (e.g., misses the opportunities to clarify high expectations or provide coaching during post observation conferences, uses the same supporting evidence for multiple staff members). 	<p>Does not demonstrate Needs Improvement behaviors.</p>
<p>Look for examples: staff goals; evaluation reports (including Danielson performance data); 1:1 check-in schedules; conversations with school staff; professional development plans; building-based new teacher induction and supports</p>				
<p>3d. Allocate resources: Deploys all human and financial assets in service of school's vision and goals.</p>	<ul style="list-style-type: none"> Is strategic about structuring the school schedule to efficiently utilize staff capacity in ways that are highest leverage for meeting the school's goals. Frequently monitors the school's finances. The school spends all budgeted resources 	<ul style="list-style-type: none"> Is strategic about structuring the school schedule to efficiently utilize staff capacity to meet the school's goals. Frequently monitors the school's finances. The school has rare incidents of unspent resources. 	<ul style="list-style-type: none"> Structuring of the school schedule is not always strategic or efficient in utilizing staff capacity. Periodically reviews the school budget and finances but not in detail, such that the school year ends with a substantial amount 	<p>Does not demonstrate Needs Improvement behaviors.</p>

	for the year.		of unspent resources.	
Look for examples: school schedule; budget reports				

Indicators	Highly Effective	Effective	Needs Improvement	Ineffective
3e. Enact district policies, legal requirements & school procedures: Manages district, state and federal compliance requirements in service of school's vision and goals.	<ul style="list-style-type: none"> Fulfills all compliance and reporting responsibilities on time and with no errors. Is strategic about managing compliance and reporting requirements to serve the school's needs. 	<ul style="list-style-type: none"> Fulfills almost all compliance and reporting responsibilities on time and with no errors. Is strategic about managing compliance and reporting requirements to serve the school's needs. 	<ul style="list-style-type: none"> Fulfills the most urgent and important compliance and reporting responsibilities on time and with no errors, but delays fulfilling other responsibilities. Misses opportunities to be strategic about managing compliance and reporting requirements to serve the school's needs. 	Does not demonstrate Needs Improvement behaviors.
Look for examples: Department reporting (e.g. Finance, SPED, HR); newsletter; team meeting agendas; district reports				

Competency 4: Mobilize others and build coalitions to support progress towards school's vision.

Indicators	Highly Effective	Effective	Needs Improvement	Ineffective
<p>4a. Communicate effectively: Chooses appropriate and compelling communication methods based on audience and message.</p>	<ul style="list-style-type: none"> Consistently communicates with stakeholders in an inclusive and culturally proficient manner. Consistently provides information in different formats through different media in order to ensure communication with all members of the community. System of open communication consistently provides for the timely, purposeful sharing of information within the school community. Solicits feedback from staff and other stakeholders that informs improvements to communications. 	<ul style="list-style-type: none"> Regularly communicates with stakeholders in an inclusive and culturally proficient manner. Regularly provides information in different formats through different media in order to ensure communication with all members of the community. System of open communication provides for the timely, purposeful sharing of information within the school community. 	<ul style="list-style-type: none"> Rarely communicates with stakeholders in an inclusive and culturally proficient manner. Provides information in different formats through different media in order to ensure communication with all members of the community. Most communication provides for the timely, purposeful sharing of information within the school community. 	<p>Does not demonstrate Needs Improvement behaviors.</p>
<p>Look for examples: Systematic formal and informal communication systems; communication plans; examples of communication (website, emails, etc.)</p>				
<p>4b. Foster stakeholder participation: Provides a variety of opportunities for engagement of parents and community members that builds collective ownership of school progress. Is readily accessible to stakeholders.</p>	<ul style="list-style-type: none"> Consistently engages with families in a way that is culturally responsive and collaborative to ensure that all families are welcome and can contribute to the classroom, school, and community's effectiveness. Proactively solicits stakeholder input in decision-making process and uses the input to inform school-based decisions. Implement structures and consistent opportunities for families to consistently participate in activities specifically focused on their child/children. Consistently works with staff to identify and remove 	<ul style="list-style-type: none"> Regularly engages with families in a way that is culturally responsive and collaborative to ensure that all families are welcome and can contribute to the classroom, school, and community's effectiveness. Regularly includes parents, families, and the larger school community in decision-making processes. Provides regular opportunities for families to participate in activities specifically focused on their child/children. Works with staff to identify and remove barriers to 	<ul style="list-style-type: none"> Inconsistently engages with families in a way that is culturally responsive and collaborative to ensure that all families are welcome and can contribute to the classroom, school, and community's effectiveness. Inconsistently includes parents, families, and the larger school community in decision-making processes. Provides some opportunities for families to participate in activities specifically focused on their child/children. Inconsistently works with staff to identify barriers to families' 	<p>Does not demonstrate Needs Improvement behaviors.</p>

	barriers to families' involvement.	families' involvement.	involvement.	
Look for examples: child-focused activities; family participation structures/opportunities; stakeholder surveys (including Panorama); community stakeholder awareness of school goals and progress toward those goals				

Indicators	Highly Effective	Effective	Needs Improvement	Ineffective
4c. Influence & motivate others: Inspires stakeholders to make changes necessary to reaching school goals.	<ul style="list-style-type: none"> Establishes clear and effective processes for all staff to engage in school change efforts. Consistently anticipates, identifies and works to remove barriers to positive change. Proactively develops the capacity of staff and other stakeholders to use data for decision-making. Effectively conveys rationale and/or connections to school and district goals when communicating with others. 	<ul style="list-style-type: none"> Establishes clear and effective processes for most staff to engage in school change efforts. Anticipates, identifies and works to remove barriers to positive change. Develops the capacity of staff to use data for decision-making. 	<ul style="list-style-type: none"> Establishes some processes for all staff to engage in school change efforts. Inconsistently anticipates, identifies and works to remove barriers to positive change. Develops some capacity of staff and other stakeholders to use data for decision-making. 	Does not demonstrate Needs Improvement behaviors.
Look for examples: strategies and plans for change; challenging goals for school and students; SIP; leadership team structure (e.g. committees and sub-committees) and agendas				
4d. Build external partnerships: Identifies, cultivates, and sustains beneficial relationships that support progress towards school's vision and goals.	<ul style="list-style-type: none"> Maximizes partnerships with community organizations, community members and businesses at the local, state or national level to benefit the school. Partnerships successfully impact school effectiveness. Understands and utilizes community organizations that provide health, social, and other services to families. 	<ul style="list-style-type: none"> Establishes partnerships with community organizations, community members and businesses at the local, state or national level to benefit the school. Understands and interacts with community organizations that provide health, social, and other services to families. 	<ul style="list-style-type: none"> Communicates with community organizations, community members and businesses at the local, state or national level to benefit the school. Is aware of community organizations that provide health, social, and other services to families. 	Does not demonstrate Needs Improvement behaviors.
Look for examples: community and business partnerships; resources for families; community resources support of classroom learning				

Indicators	Highly Effective	Effective	Needs Improvement	Ineffective
<p>4e. Demonstrate professionalism: Leads with honesty, integrity and ethical principles and through reflective practice, builds capacity for professionalism in others.</p>	<ul style="list-style-type: none"> • Demonstrates an appreciation for the diversity in the school community, and recognizes it is an asset to the school. • Leads staff in a shared commitment to high standards of teaching and learning and high expectations for all students. Consistently models that commitment for staff. • Consistently reflects on and improves leadership practice and sets meaningful individual goals for development using relevant school data and emerging research. • Models the commitment to continuous learning and improvement for staff. 	<ul style="list-style-type: none"> • Understands the diversity of the school community. • Fosters a shared commitment to high standards of teaching and learning and high expectations for all students. • Regularly reflects on and improves leadership practice and sets meaningful individual goals for development. 	<ul style="list-style-type: none"> • Recognizes the diversity of the school community. • Introduces a shared commitment to high standards of teaching and learning and high expectations for all students. • Occasionally reflects on leadership practice and sets individual goals for development. 	<p>Does not demonstrate Needs Improvement behaviors.</p>
<p>Look for examples: individual performance goals</p>				

Competency 5: Maintain systems to ensure all students inclusive of subgroups have access to a rigorous academic program that supports student learning.

Indicators	Highly Effective	Effective	Needs Improvement	Ineffective
<p>5a. Build a culture of high expectations: Establishes a culture where all students engage with rigorous content, which results in enthusiasm for learning.</p>	<ul style="list-style-type: none"> • Sets a vision for instructional excellence that engages all students in rigorous content and results in enthusiasm for learning. • Consistently ensures all stakeholders are knowledgeable of the instructional vision and the school's aligned goals. • All students can articulate their current academic levels and their short and long-term goals. • Collaborates with stakeholders to develop and implement schoolwide rituals that celebrate student learning and achievement regularly. 	<ul style="list-style-type: none"> • Sets a vision for instructional excellence that engages all students in rigorous content and results in enthusiasm for learning. • Most of the leadership team and instructional staff are knowledgeable of the instructional vision and the school's aligned goals. • In most instances, students can articulate their current academic levels and their short and long-term goals. • Regularly develops and implements schoolwide rituals that celebrate student learning and achievement quarterly. 	<ul style="list-style-type: none"> • Sets a vision for instructional excellence that engages all students in rigorous content and results in enthusiasm for learning. • Some of the leadership team demonstrate knowledgeable of the instructional vision and the school's aligned goals. • In some instances, students can articulate their short and long-term goals. • Inconsistently develops and implements schoolwide rituals that celebrate student learning and achievement. 	<p>Does not demonstrate Needs Improvement behaviors.</p>
<p>Look for examples: student goal setting conferencing plans; schedules; programs; photographs of celebrations; evidence of instructional vision embedded in agendas, professional developments, and community meetings</p>				

Indicators	Highly Effective	Effective	Needs Improvement	Ineffective
<p>5b. Ensure instruction is high-quality: Supports teachers and leaders to plan and implement standards-aligned, grade-level appropriate instruction for all students.</p>	<ul style="list-style-type: none"> Regularly selects curriculum and engages the leadership team and teachers through periodic reviews to ensure alignment with standards and school instructional vision. Effectively aligns instructional leadership schedule to supervise, facilitate, and support the implementation of grade-level and content planning meetings. Consistently implements an Observation-Feedback cycle that provides teachers with high-leverage action steps on a frequent cycle. Provides all leadership team members with instructional leadership coaching on a monthly cycle by norming on observation and feedback, goal setting, and development of action steps. 	<ul style="list-style-type: none"> Selects curriculum with input from the leadership team and teachers that aligns with the standards and school instructional vision. In most instances, supports the implementation of grade-level and content planning meetings. Implements an observation-feedback cycle that provides teachers with action-steps on a regular cycle. Provides most of the leadership team members with instructional leadership coaching on a monthly cycle by norming on observation and feedback, goal setting, and development of action steps. 	<ul style="list-style-type: none"> Sometimes selects curriculum that aligns to standards and school instructional vision. In some instances, implements an observation-feedback cycle that provides teachers with action steps. Conducted norming professional development with some leadership team members on observation and feedback, goal setting, and development of action steps. 	<p>Does not demonstrate Needs Improvement behaviors.</p>
<p>Look for examples: observation notes and associated feedback; leadership team coaching plans; leadership team-focused PD schedules</p>				
<p>5c. Drive learning with data: Uses data to focus instructional initiatives and resources to promote student growth and mastery.</p>	<ul style="list-style-type: none"> Regularly creates and sustains a data-driven decision-making model that is embedded in all professional developments, grade level/content team meetings, leadership team meetings, etc. Effectively analyzes data to determine the need and distributes resources (human capital, materials, etc.) in support of achieving the goals in the SIP on a frequent basis. Consistently, ensures instructional staff can independently articulate 	<ul style="list-style-type: none"> Creates and sustains a data-driven decision-making model that is embedded in leadership team and grade level/content team meetings. In most instances, analyzes data to determine the need and distributes resources in support of achieving the goals in the SIP on a regular basis. Ensures most of the leadership team can articulate the core components of the instructional programming and its alignment to student 	<ul style="list-style-type: none"> Sometimes utilizes a data-driven decision-making model in leadership team meetings. In some instances, analyzes data to determine the need and distributes resources in support of achieving the goals in the SIP at least twice during the school year. Can articulate the core components of the instructional programming and its alignment to student achievement data some of the time. 	<p>Does not demonstrate Needs Improvement behaviors.</p>

	instructional programming and its alignment to student achievement data.	achievement data.		
Look for examples: protocols for data-driven decision making; PLCs, leadership team meetings, grade level meeting agenda templates/protocols				
<p>5d. Foster collective academic leadership: Ensures school team shares ownership for student learning.</p>	<ul style="list-style-type: none"> Regularly creates and implements systems for all leadership team members to deliver regular, consistent, and actionable feedback aligned to instructional staff's individual needs. Effectively creates and sustains systems and structures, according to the agreed upon rhythm, that allow for collaborative planning and ensures that professional learning groups have consistently implemented protocols for discussion and feedback. Regularly establishes and monitors systems that allow grade- level/content teams to lead effective meetings focused on student assessment data and student work that drives instruction. All leadership team members including the school leader can articulate student achievement goals and measures for determining progress. 	<ul style="list-style-type: none"> Creates and implements systems for all leadership team members to deliver regular, consistent, and actionable feedback to instructional staff. In most instances, creates and sustains systems and structures, according to the agreed upon rhythm, that allow for collaborative planning with a meeting protocol. Establishes and monitors systems that allow grade-level/content teams to lead effective meetings focused on student assessment data. Most leadership team members including the school leader can articulate student achievement goals and measures for determining progress. 	<ul style="list-style-type: none"> Creates and implements systems for the school leader to deliver regular, consistent, and actionable feedback to instructional staff some of the time. Creates and sustains systems and structures that allow for collaborative planning but may be inconsistently implemented and not follow the agreed upon rhythm. In some instances, establishes and monitors systems that allow for the leadership team lead effective meetings focused on student assessment data. Can articulate student achievement goals and measures for determining progress some of the time. 	Does not demonstrate Needs Improvement behaviors.
Look for examples: collaborative planning meetings; data-driven instructional plan; team meeting/PLC agendas				

Indicators	Highly Effective	Effective	Needs Improvement	Ineffective
<p>5e. Ensure equity focused accountability systems: Regularly reviews qualitative and quantitative outcomes to identify any disparities between subgroups and ensures action plans that focus on achieving equity and excellence for all populations.</p>	<ul style="list-style-type: none"> Regularly develops and supports the implementation of a tiered intervention structure for academics and climate. Effectively creates and sustains a data review protocol to identify academic and culture equity gaps within the student population during leadership team meetings, intervention team meetings, and grade-level and content team meetings on a monthly basis. Consistently reviews the SIP to identify resources to support the academic programming for subgroups. 	<ul style="list-style-type: none"> Develops and supports the implementation of a tiered intervention structure for academics. Creates and sustains a data review protocol to identify academic and culture equity gaps within the student populations during leadership team meetings and intervention team meetings on a quarterly basis. Reviews the SIP on a quarterly basis to identify resources to support the academic programming for subgroups. 	<ul style="list-style-type: none"> In some instances, implements a structure for tiered intervention in academics. Creates and sustains a data review protocol to identify academic and culture equity gaps within the student population during leadership team meetings and intervention team meetings at least twice per year. Reviews the SIP at least twice per year to identify resources to support the academic programming for subgroups. 	<p>Does not demonstrate Needs Improvement behaviors.</p>
<p>Look for examples: academic and climate intervention plans; intervention team agendas/meeting notes; data protocol; data analysis across grade levels</p>				

INDIANAPOLIS PUBLIC SCHOOLS

**BUILDING ADMINISTRATOR
SUPPLEMENTAL RUBRICS FOR
ADDITIONAL SUPPORT
2019–2020**



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PRINCIPLE 2

IPS BUILDING ADMINISTRATOR SUPPLEMENTAL RESOURCE ON SCHOOL CLIMATE AND CULTURE

SCHOOL CLIMATE AND CULTURE					
PRINCIPLE 2		Establish a school environment that supports the social, emotional and learning needs of all students.			
Indicators	Sources of Evidence	Ineffective (1)	Improvement Necessary (2)	Effective (3)	Highly Effective (4)
2.1	<p>The school community supports a safe, orderly and equitable learning environment.</p> <ul style="list-style-type: none"> • School/district safety plan • Student/parent/staff handbooks • School climate surveys • Disaggregated discipline data (violence and vandalism, suspension, referrals, bullying, etc.) • Student behavior management plan/code of conduct • Attendance records • Facility inspection reports • Violence prevention programs • Walk-through observations • School accident/student health reports 	The school building has significant areas of disrepair.	The school building is safe and clean with limited facility issues.	Students and adults feel safe and ready to engage in teaching and learning. The facility is clean and in good working order.	Students and adults feel safe, welcomed and ready to learn and teach; the facility supports major academic priorities/initiatives (e.g., reading nooks, improved library, enhanced computer lab, comfortable staff lounge/meeting area).
		There is not a clear and consistent policy for behavior, either stated or in practice.	There is a stated clear and consistent behavior system of rewards and consequences though implementation data are not tracked.	There is a clear and consistent behavior system of rewards and consequences in use, with clear goals and a means to track progress and to share results with the entire school community.	There is a clear and consistent behavior system of rewards and consequences in use and goals are consistently met or surpassed.
		Teachers' response to classroom incidents varies from classroom to classroom.	Some teachers do not implement the behavior policies consistently.	There is evidence that teachers' responses to incidents in their classrooms look and feel similar across classrooms.	Students report high behavioral expectations from all teachers with similar expectations across all classrooms.
		Procedures to monitor and support a safe and orderly environment are not evident.	Procedures to monitor and support a safe and orderly environment are in place but are not	Indicators of a safe, orderly and equitable learning environment are established, goals are set and data are collected and analyzed to	Surveys and observable data indicate that the school community takes pride in their building and procedures are consistently and

				followed consistently.	determine progress toward goals; adjustments to strategies are made based on analysis of evidence.	effectively implemented and monitored.
2.2	The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff	<ul style="list-style-type: none"> Administrative walk-through data PLC agenda and minutes Professional Development Plan School climate surveys School focus groups Student and staff handbooks Student growth percentiles Discipline and behavioral referrals Disaggregated staff and student attendance data 	Academic learning time is not bell to bell. There is evidence that the school community does not prioritize learning and the personal growth of students or staff.	Academic learning time is respected with minimal interruption.	Academic learning time is protected and prioritized.	Academic learning time is protected and there is evidence that the community values learning and the promotion of social growth.
			There are no common classroom routines or instructional strategies in place. Classrooms are visited randomly without a systematic focus targeting specific instructional strategies.	The quality of instruction varies from classroom to classroom and little instructional differentiation is in place to meet varied student needs. A few classrooms are regularly monitored without a systematic focus targeting specific instructional strategies.	High quality of instruction is the norm and is monitored through daily observations and walk-throughs. All classrooms are regularly monitored and targeted feedback is provided that focuses on targeted instructional strategies.	Systematic and regular analysis of student learning data informs the selection and development of the highest priority strategies for improving instructional practices. High quality of instruction is the norm and is monitored through daily observations and walk-throughs. All classrooms are regularly monitored and targeted feedback is provided that focuses on the targeted instructional strategies.
			There are not defined expectations for classroom practice and there are not academic interventions or supports for students in need.	There are sporadic attempts to address academic interventions and supports.	Students quickly receive academic interventions and supports to ensure continuous academic, personal and social-emotional growth.	There are consistent structures for instructional differentiation where effective instructional strategies are varied to meet all students' needs and to ensure that all students master content.
			Staff is randomly engaged in practices to promote professional growth.	Staff is encouraged to be involved in practices promoting professional growth.	Staff is continuously engaged in practices to promote professional growth.	All staff is continuously engaged in practices to promote professional growth that is tied to increasing student academic and social growth.

2.3	<p>High expectations* are communicated to staff, students and families; students are supported to achieve them.</p> <p><i>*Expectations of professionalism, instruction, communication and other elements of the school's common teaching framework to staff, as well as expectations of attendance, academic performance, behavior, postsecondary attainment, etc. to families.</i></p>	<ul style="list-style-type: none"> • Administrative walk-through frequency • Informal classroom observations • Family friendly walk-through action plan • School climate surveys • School focus groups • School Discipline Plan • Student/parent handbooks • Posted behavior standards • Posted academic standard/rubrics • School mission, belief and vision statements 	<p>There are no clear expectations for instructional practices. Instructional strategies and data are not used to improve instruction.</p>	<p>The importance of high expectations is communicated and there is evidence of rigorous instruction and student learning in some classrooms.</p>	<p>High expectations for staff and students are exhibited and high quality teaching is the norm.</p>	<p>Systematically and regularly diagnoses instructional practices to identify and articulate the highest priority strategies for improving instructional practices.</p>
			<p>Classroom instruction is not monitored and expectations are not communicated.</p>	<p>Student work varies in its rigor and is not always consistent with the Standards.</p>	<p>Student work is intellectually and cognitively challenging and consistent with the Standards, at a minimum.</p>	<p>Teachers practice the use of a variety of instructional strategies that are intellectually and cognitively challenging, and use the strategies outline in an instructional framework. Students take responsibility for their own learning.</p>
			<p>The principal does not challenge actions that demonstrate low expectations, and provides no feedback to staff or students.</p>	<p>Students and adults receive sporadic feedback without systems in place to ensure improvement occurs.</p>	<p>Students and adults receive meaningful feedback and interventions that contribute to continuous improvement.</p>	<p>Teachers and students receive consistent feedback around instructional practices including discussions of specific student work and data.</p>
			<p>There is no communication or system of support in place to meet students' academic social/emotional and behavioral needs.</p>	<p>A systems of support has been identified to address students' academic, social/emotional and behavioral needs. However, there is little evidence the system is being utilized.</p>	<p>The commitment to high expectations is communicated frequently to families about the student's academic, social/emotional and behavioral progress.</p>	<p>There is a clearly identified active social network to provide academic, social/emotional and behavioral support to students and their families and to communicate high expectations.</p>

PRINCIPLE 3

IPS BUILDING ADMINISTRATOR SUPPLEMENTAL RESOURCE ON EFFECTIVE INSTRUCTION

EFFECTIVE INSTRUCTION						
PRINCIPLE 3		Ensure that teachers utilize research-based, rigorous and effective instruction to meet the needs of all students and instruction is aligned with State Standards.				
Indicators		Sources of Evidence	Ineffective (1)	Improvement Necessary (2)	Effective (3)	Highly Effective (4)
3.1	Teachers ensure that student learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the Standards-based curriculum.	<ul style="list-style-type: none"> Administrative walk-through data Informal and formal teacher observations Lesson plans Posted lesson objectives 	Teachers may post learning objectives but they lack clarity and are not measurable.	Teachers pose and explain student learning objectives, though they are not always clear and measurable.	Student learning objectives are posted and explained to students; they are consistently clear and measurable.	Student learning objectives are high, clear and measurable and students master them after good first instruction.
			Students are unable to articulate the learning objectives.	Students can articulate what the learning objective is, but not always why it matters to their learning and growth.	Students can articulate what the learning objectives are and why it matters to their learning and growth.	Students can clearly articulate the learning objective and its application to larger concepts.
			The “taught” curriculum does not match the Standards.	Lesson objectives are not consistently aligned to the Standards-based curriculum.	Lesson objectives are aligned to the district/state curriculum, Standards, and assessments.	Lesson objectives are vertically and horizontally aligned to the district/state curriculum, Standards and assessments.

3.2	Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.	<ul style="list-style-type: none"> Administrative walk-through data Informal and formal teacher observations Lesson plans Examples of student work Student surveys and interviews 	Teachers demonstrate little variation in their instructional and response strategies and little student engagement is present.	Teachers use a few instructional and response strategies and students are moderately engaged.	Teachers use a variety of instructional and response strategies and students are actively engaged in their learning.	An instructional framework is infused into every lesson and staff display mastery of instructional and response strategies.
			There is little evidence that the employed instructional strategy or strategies are intentionally chosen to meet student learning needs.	The teacher can articulate a rationale for selecting specific instructional strategies that tie to addressing student learning needs.	Teachers use student learning data to inform their selection of instructional and response strategies.	Students are actively engaged in their own learning and consider the teacher as a critical guide in their learning endeavors.
3.3	Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.	<ul style="list-style-type: none"> Walk-through observations Lesson plans Student Grouping Plan 	Teachers teach the lesson without monitoring whether or not all students are mastering the lesson objective.	Teachers occasionally use Checks for Understanding (CFU), but do not always know where students are in terms of mastering the learning objectives.	Throughout the lesson, teachers are clear about where students are in terms of mastering the learning objective.	Throughout the lesson, teachers are clear about where every student is in terms of mastering the lesson objective, particularly those who have demonstrated past challenges mastering the learning objectives.
			Once the lesson is complete, teachers move on to the next lesson without regard to whether or not all students mastered the	Instructional strategies and groupings remain largely fixed even while the teacher seeks to address gaps in student understanding.	Instructional strategies and groupings are adapted based on teachers' CFUs as well as other forms of data.	The teacher plans instructional strategies and groupings based on student learning needs and makes adjustments based on CFUs.

			prior learning objective.			
			There are inadequate interventions in place for students who do not master the learning objectives on first instruction.	Interventions for students who do not master student learning objectives are sporadic and not embedded into instructional practice.	Most students master lesson objectives on first instruction; alternative strategies are in place for students who do not.	All students master lesson objectives on first instruction.
			Administrators monitor instruction infrequently and are not focused on having teachers ensure that all students master the learning objectives.	Administrators occasionally monitor the use of CFUs as an instructional strategy and occasionally provide input to foster teacher's effective use.	Administrators monitor the use of CFUs as an instructional strategy and provide feedback to teachers individually, but may not provide additional supports.	Administrators allocate and adapt instructional supports based on data from their administrative walk-throughs.
3.4	Teachers demonstrate necessary content knowledge.	<ul style="list-style-type: none"> • Walk-through observations • Teacher certifications • School climate surveys • School focus groups • Lesson plans 	Teachers make factual errors delivering content and do not explain content clearly.	Teachers rely heavily on text to deliver lessons that are factually accurate, though not always made relevant for students.	Teachers are highly qualified in the content taught. Lessons are rich with relevant content connected to standards.	Principal verifies content knowledge through informal and formal observations supplemented with observations by the administrative team and central office and/or state content experts so that all staff is rated proficient.
			Content is delivered with little rigor or relevance for the students.	There is little evidence that teachers plan and use strategies that engage various learning styles in the instructional delivery.	Teachers approach content from many angles to support all learning styles.	Teachers present material in multiple ways as well as assess student learning in various ways to reach all learning styles.

			Most of the students are not engaged or on task.	Some students are engaged and on task, others are passive or confused.	Students are engaged and asking relevant questions that are clearly addressed, either by the teacher or other students.	Teachers intentionally plan for engagement strategies. They quickly recognize students who are not engaged and respond immediately.
3.5	Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative and summative data to differentiate instruction to improve student achievement.	<ul style="list-style-type: none"> • Data protocols • Content-/ grade-level meeting agendas and minutes • Common assessments and rubrics 	Data are not used in instructional planning.	Teachers based instructional decisions on few sources of evidence, though the changes to instruction do not always adequately address student learning needs.	Teachers base instructional decisions on multiple sources of data on a weekly or end-of-unit basis.	Instructional decisions, including student grouping, differentiation and targeting for interventions are based on multiple forms of data, including observations, CFUs, interim and formative assessments (i.e., daily, weekly, end-of-unit).
			Data are not used in teacher meetings; interim or formative assessments are not analyzed.	Data are used in some teacher team meetings, but are not a standard part of every meeting.	Multiple measures of data are present and reviewed in every teacher meeting.	Teachers use an established protocol to review multiple measures of data in every teacher meeting.
			There is little or no evidence of readiness for learning through pre-teaching or re-teaching.	Lessons rarely include pre-teach, re-teach or spiraling based on evidence of student learning.	Lessons include re-teaching and spiraling based on CFUs and evidence of student learning.	Students who are not mastering lesson objectives are quickly identified and provided additional instructional supports until they achieve mastery.
			The principal may share data with staff once or twice a year, but there is not a data review process in place.	A data review process takes place several times a year or at special data “events” or faculty meetings.	Data is reviewed regularly with staff to identify students who are not mastering basic skills; staff are	Through consistent data review systems, diagnostic and language proficiency assessments are systematically implemented to target early interventions for all students.

					provided with appropriate diagnostic assessments to target learning needs.	
3.6	Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.	<ul style="list-style-type: none"> Administrative walk-through data Formative and summative assessment data School process data Discipline reports Student/parent handbook School climate surveys School focus groups 	Teachers' actions, such as showing the inability to define effective classroom practice, being unable to articulate strategies for improving instruction, and a lack of mastery of objectives, demonstrate low expectations.	High quality work and meaningful feedback is not evident.	Academic progress is monitored through discussions of student data with the Leadership Team.	Academic progress is monitored weekly by the leadership in instructional team meetings and shared with staff on a regular basis.
			Behavior expectations are not clearly communicated or consistently reinforced.	School rules and routines are enforced with consistent responses to and consequences for misbehavior.	Classroom behavior is consistent and students exhibit habits of self-discipline and self-management.	Students demonstrate traits of self-regulated learners. They contribute to school and/or classroom rules and hold one another accountable for adhering to expectations; students have been taught habits of self-discipline and self-management.

PRINCIPLE 4

IPS BUILDING ADMINISTRATOR SUPPLEMENTAL RESOURCE ON CURRICULUM, ASSESMENT AND INTERVENTION

CURRICULUM, ASSESSMENT & INTERVENTION SYSTEMS						
PRINCIPLE 4		Ensure that teachers have the foundational documents and instructional materials needed to teach to the rigorous college- and career-ready State Standards.				
Indicators	Sources of Evidence	Ineffective (1)	Improvement Necessary (2)	Effective/Implemented with Fidelity (3)	Highly Effective (4)	
4.1	The district or school curriculum is aligned with Indiana Academic Standards.	<ul style="list-style-type: none"> • District curriculum guides • Lesson plans • Walk-through observations 	The district curriculum is not aligned to the Indiana Academic Standards.	Staff use Indiana Academic Standards and develop lessons where the learning objectives are aligned to those standards, with some variability across classrooms.	The curriculum has grade-by-grade and content articulation of student learning objectives linked to the Indiana Academic Standards.	The curriculum has grade-by-grade and content-horizontal and vertical articulation of student learning objectives linked to the Indiana Academic Standards and goes beyond State Standards and tested areas to require higher levels of learning.
			Teachers cannot describe what each child should know or do for a given lesson.	The instructional sequence is mapped for each grade level, but not articulated across grade levels.	The instructional sequence is mapped and calendared across all grade levels.	The instructional sequence is mapped and calendared across all grade levels and is aligned vertically as well.
			District does not have a comprehensive curriculum	Teachers do not always know how to access the District	Each teacher is aware of and has easy access to the student learning objectives	District curriculum maps and student learning objectives are readily accessible in teachers' classrooms and discussed and reviewed at teacher collaboration meetings.

			map aligned to Indiana Academic Standards with accompanying student learning objectives.	curriculum, which is mapped to align with Indiana Academic Standards and includes students learning objectives.	and sequence map of the district curriculum.	
4.2	Teachers and school leaders collect classroom-level data to verify that the adopted curriculum is aligned to Indiana Academic Standards and is the “taught” curriculum.	<ul style="list-style-type: none"> Administrative walk-through data Informal and formal teacher observations and evaluations Lesson plans Common assessments PLC meeting agendas and minutes Grade- and content-level meeting agendas and minutes 	Classroom observations are infrequent and not focused on ensuring the adopted curriculum is the taught curriculum.	Regular observations take place, though there is not a systematic way to determine the extent to which teacher instruction is aligned with the Indiana Academic Standards across classrooms.	All staff is observed, at least briefly on a weekly basis, by some member of school leadership to monitor instructional alignment with the Indiana Academic Standards across classrooms.	All staff is observed on a weekly basis by some member of the school Leadership Team to ensure instructional alignment with the Indiana Academic Standards across classrooms.
			Teachers develop lessons that are not systematically linked to the Indiana Academic Standards.	Data from observations indicate that a majority of teachers are teaching lessons aligned to the Indiana Academic Standards, with variability on pacing.	Data from weekly observations of all teachers indicate that teachers are teaching lessons aligned to the Indiana Academic Standards with some variability on pacing.	Data from weekly observations indicate that teachers are teaching lessons aligned to the Indiana Academic Standards and are on pace with the established sequence.

			<p>The district does not have a consistent curriculum and teachers largely develop independent lessons that use teacher developed pacing and student learning objectives.</p>	<p>Some teachers are using curriculum maps which sequence student learning objectives to plan instruction.</p>	<p>Teachers are using curriculum maps which sequence student learning objectives to plan instruction.</p>	<p>Teachers are planning lessons collaboratively using curriculum maps which sequence student learning objectives.</p>
			<p>There are no systems in place to review lesson plans or monitor alignment with Indiana Academic Standards.</p>	<p>Lesson plans are occasionally reviewed and limited feedback given; there is not a systematic approach to reviewing written lesson plans or alignment to Indiana Academic Standards.</p>	<p>Systems are in place to ensure that lesson plans are written and reviewed on a set schedule and demonstrate overall alignment with Indiana Academic Standards.</p>	<p>Systematic reviews of lesson plans indicate consistent alignment with the Indiana Academic Standards and a level of rigor that exceeds those standards, at times.</p>
4.3	<p>The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform</p>	<ul style="list-style-type: none"> • Common assessments • Professional Development Plan/agenda 	<p>The district may have formative assessments in literacy and math, but using teacher-developed assessments is the norm.</p>	<p>Teachers are implementing district-provided formative assessments in LEA and math in most classrooms.</p>	<p>Teachers are consistently implementing district-provided formative assessments in ELA and math across all grade levels linked to the Indiana Academic Standards aligned curriculum.</p>	<p>Teachers are consistently implementing district provided formative assessments in ELA and math across all grade levels linked to the Indiana Academic Standards aligned curriculum. Teachers collaborate to use data to inform instruction.</p>
			<p>A formative assessment</p>	<p>A formative assessment schedule is in</p>	<p>A formative assessment schedule aligned to the Curriculum Pacing Guide is</p>	<p>A formative assessment schedule aligned to the Curriculum Pacing Guide is in use across all classrooms.</p>

	instructional decisions at the classroom and team levels.		<p>schedule is not in use.</p> <p>There are not systems in place to collect and analyze formative assessment data.</p> <p>The principal does not set expectations for how teachers use collaboration time to collect and analyze formative assessment data.</p>	<p>place with some variability in its use.</p> <p>Teachers have a sense of what students need to know and be able to do and are using this understanding to guide lesson planning and instructions.</p> <p>The principal sets the expectation and ensures that teachers use collaboration time to focus on formative assessment data, but does not monitor implementation and rigor.</p>	<p>in use, with some variability across classrooms.</p> <p>Teachers know exactly how student learning objectives will be assessed and use this information to guide their lesson planning and instruction.</p> <p>The principal sets the expectation that teachers use collaboration time to review formative assessment data to determine if students met specific goals for improvement and make instructional adjustments as needed.</p>	<p>Systematic and collaborative lesson planning occurs using formative assessments to guide teacher decisions.</p> <p>A data management system provides teachers with analytic tools to gain insight into how students are performing and how to design ongoing instruction.</p>
4.4	Instructional materials and resources are aligned to the Standards-based curriculum documents.	<ul style="list-style-type: none"> Inventory of instructional materials and resources Lesson plans District and/or State model curriculum School-based budget 	Instructional curriculum and materials are not aligned to the Indiana Academic Standards or the school goals.	Instructional materials and resources aligned to the Indiana Academic Standards are available. Teachers may be using their own materials not aligned to the Indiana Academic Standards.	All teachers have access to and are using engaging instructional materials and resources aligned to the Indiana Academic Standards.	The principal ensures that teachers have access to and use appropriate 21 st century resources, materials and equipment aligned to the School Improvement Plan and Indiana Academic Standards.

			<p>The budget is not systematically developed or allocated so instructional materials and resources are either outdated or not aligned to school priorities or current Indiana Academics Standards.</p>	<p>Processes for developing and allocating the budget focuses primarily on accounting for materials, not on ensuring their distribution and use or reviewing the alignment of instructional resources to Indiana Academic Standards.</p>	<p>The principal allocates the school budget and expenditures to ensure resources are available and aligned to school priorities. There are systems in place and in use to ensure effective allocation, use and care of instructional resources.</p>	<p>The principal and the Leadership Team collaboratively develop the budget and monitor expenditures so that resources are used as allocated. School routinely ensures the alignment of instructional material, equipment and other resources.</p>
4.5	<p>An intervention plan is designed to meet the learning needs of students who are two or more years behind in ELA and mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals.</p>	<ul style="list-style-type: none"> • Master schedule • School improvement plan • Walk-through observations • Data protocol and discussion results • Meeting agendas and minutes 	<p>There is no systematic means to determine if students are two or more grade levels behind.</p>	<p>Diagnostic data are used to identify some students two or more years below grade level in LEA and mathematics.</p>	<p>Diagnostic data are used to identify students who are two or more years below grade level in ELA and mathematics.</p>	<p>There is a systematic approach, employing multiple measures, to identifying students two or more years below grade level in ELA and mathematics.</p>
			<p>Interventions in ELA and math are not research-based and may be taught by a certified teacher. Interventions groupings remain fixed for substantial periods of time.</p>	<p>Research-based interventions in ELA and math are in place for some students and taught by a certified teacher and interventions groupings remain fixed for substantial periods of time.</p>	<p>All students two or more years behind are placed in research-based intervention programs taught by effective teachers who regularly analyze both diagnostic data and intervention data to ensure rapid regrouping, either into or out of intervention programs.</p>	<p>All students two or more years behind grade-level are placed in research-based interventions, taught by highly effective teachers. Students make accelerated progress and are rapidly reintegrated into core-content instruction.</p>

			Inadequate time modifications, if any, were made to accelerate the learning of students two or more grade levels behind.	Modifications are sometimes made to meet the learning needs of students two or more years behind.	Time is allocated to ensure program fidelity.	Time is allocated to ensure program fidelity and is adjusted to best meet student needs.
			Whole group is the primary means of instruction, with few exceptions. Whole group instruction is the primary mode of instruction.	Whole group and small-skills group instruction is being employed. The strategies are not aligned with best practices.	Whole group and small-skill group instruction is being employed. The strategies are aligned with best practices.	Instructional leaders know how students in interventions are progressing and are allocating resources to ensure program fidelity leads to continuous and accelerated progress.

PRINCIPLE 5

IPS BUILDING ADMINISTRATOR SUPPLEMENTAL RESOURCE ON EFFECTIVE STAFFING PRACTICES

EFFECTIVE STAFFING PRACTICES					
PRINCIPLE 5		Develop skills to better recruit, retain and develop effective teachers.			
Indicators	Sources of Evidence	Ineffective (1)	Improvement Necessary (2)	Effective/Implemented with Fidelity (3)	Highly Effective (4)
5.1	<p>Hiring timelines and processes allow the school to competitively recruit effective teachers.</p> <ul style="list-style-type: none"> • Staff vacancy list • Position control roster • Performance task to utilize for hiring decisions • HR procedures and policies 	<p>Hiring criteria are not defined and it is not clear why teachers are selected.</p>	<p>Processes are in place to identify staffing needs.</p>	<p>The principal and instructional leaders use established processes to identify staffing needs proactively and early.</p>	<p>Selection process is managed by leadership team and includes input of other key stakeholders (e.g., students, family members, and other members of the community).</p>
		<p>School does not recruit teachers. Hiring is based primarily on candidate availability and personality rather than expertise and demonstrated results.</p>	<p>Recruitment efforts are implemented using traditional channels and procedures.</p>	<p>Recruitment efforts cast a wide net for candidates including, but not limited to, traditional venues.</p>	<p>School has intensive recruitment selection (demo lesson, formal interview, interview with a panel of students and other stakeholders), induction and mentoring processes for any new staff.</p>
		<p>The principal has no clear selection criteria or processes in place for interviewing candidates.</p>	<p>The principal uses clear selection criteria and processes are in place for interviewing candidates.</p>	<p>The principal ensures that content-/grade-level teams or teachers leaders participates in and informs staff selection and is present at demo lessons and formal interviews.</p>	<p>The principal includes grade level/content peers and other instructional leaders to inform staff selection based upon the needs of the school. They are all present at demo lessons and formal interviews.</p>
		<p>The principal and instructional leaders do not have clear</p>	<p>The principal operates from clear selection processes that</p>	<p>The principal and instructional leaders operate from clear selection processes that</p>	<p>The principal bases staffing assignment decisions on teacher effectiveness data, as well as student outcomes data; assignments put teachers with proven effectiveness with students demonstrating the greatest learning needs.</p>

			selection processes when matching staff to specific position expectations.	focus on matching staff to specific position expectations.	focus on matching staff to specific position expectations and are based on prior student-learning outcomes from non-first-year teachers.	
			Paraprofessionals are untrained and/or unqualified.	Paraprofessionals may have received some training, but are utilized ineffectively.	Paraprofessionals have received necessary training to be instructional assistants rather than providing clerical support.	Paraprofessionals develop highly qualified status and are utilized effectively to maximize student learning.
			Staff vacancies persist throughout the year. Long-term subs are used to fill these vacancies.	Classrooms may be staffed with full-time, certified and effective teachers.	Classrooms are staffed with full-time, certified and effective teachers.	All classrooms are staff with full-time, certified and highly effective teachers.
5.2	School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes.	<ul style="list-style-type: none"> • Walk-through observations • School climate surveys • Teacher development practices 	Not all teachers are evaluated.	The school leadership uses evaluations to ensure compliance with instructional expectations and regularly provides feedback aligned with that evaluation.	The school leadership engages in schoolwide observations and provides feedback using aligned on protocols.	The school leadership has a systematic and frequent approach to engaging in school-wide observations and provide feedback based on a consistent set of expectations and protocols.
			Allocation of instructional resources and professional development choices are not based on teacher evaluations or student learning data.	Allocation of additional classroom-based instructional supports, professional development and monitoring are based on student-learning	Allocation of additional classroom-based instructional supports, professional development and monitoring are based on student-learning data AND classroom observations.	Allocation of instructional resources and professional development choices are based on ongoing evaluations of teacher practice and student learning data.

				data OR classroom observations.		
			There is little or no evidence that teachers receive instructional feedback that impacts practice.	Some teachers receive constructive feedback and additional instructional support based on teacher evaluation. Monitoring is inconsistent.	Teachers consistently receive constructive feedback, support and follow-up to ensure instructional improvement.	Teachers can articulate their areas for growth. Support and monitoring are in place to ensure teachers reach specific growth goals.
			Data are not analyzed in regard to teacher practice and teachers are not held accountable for student learning.	Teacher evaluations do not systematically link teacher practice data with student outcomes data.	Multiple data sources are used to evaluate teachers, including teacher practice inputs and student learning outcomes when examining the effectiveness of teacher practice.	Multiple data sources are used to evaluate teachers, including teacher practice inputs and student learning outcomes.
5.3	Teachers are provided professional development that enables them to continuously reflect, revise and evaluate their classroom practices to improve learning outcomes in both a structured collaborative	<ul style="list-style-type: none"> • School climate surveys • Professional Development Plan • Evaluations of PD providers • PD topics links to data from teacher observations 	Professional development is not linked to teacher evaluation, learning outcomes or schoolwide goals.	School has a clear professional development calendar and topics aligned to established school goals and the school improvement plan.	Professional development is designed and linked to teacher observations, formative assessment results and schoolwide goals.	Professional development is designed and linked to teacher practice needs, as determined by student learning data and schoolwide goals.
			Teacher collaboration is not based on student learning objectives, student learning data or common research-based	During collaborative learning, teacher teams review student work to build a shared understanding of curricular goals and rigor.	Structures are established and used for job-embedded collaborative learning.	Master teachers are providing professional development and follow-up to ensure mastery of professional development learning objectives.

	setting and individually.		planning practices.			
			Professional development is considered an “event” and not part of an ongoing system of structures in the school.	Professional development is high quality, though primarily considered an “event” and not part of an ongoing system of structures in the school.	Professional development is followed up with classroom monitoring and feedback to ensure learning objectives are incorporated into practice and professional development was effective.	Teachers are operating in self-directed Professional Development Communities focused on student learning outcomes.
			New teachers are not provided with a mentor.	All new teachers are provided with a mentor.	All new teachers and all teachers with specific development needs are mentored by highly skilled peers.	All new teachers and all teachers with specific development needs are mentored by highly skills peers.
			Teachers not rated as effective are still ineffective at the end of the years.	Teachers not rated as effective are still ineffective at the end of the year and are on an improvement plan.	All teachers not previously rated as effective are effective by the end of the year.	All teachers are rated effective or highly effective.
5.4	Staff assignment is intentional to maximize the opportunities for all students to have access to the staff’s instructional strengths.	<ul style="list-style-type: none"> • Master schedule • Staffing assignment chart • School climate surveys • School focus groups 	Staff assignment is based on something other than matching student learning needs with staff’s instructional strengths.	Classrooms are staffed with teachers with the right content knowledge necessary to achieve student learning outcomes.	Classrooms are staffed with teachers with the right skills, competencies and content knowledge necessary to achieve student learning outcomes.	Classrooms are staffed with highly effective teachers with the right skills, competencies and content knowledge necessary to achieve student learning outcomes.
			Learning interventions are not staffed with certified effective or highly	Staff provided for learning interventions are effective teachers.	Staff provided for learning interventions are effective teachers with specific content knowledge in the assigned intervention.	Learning interventions are staffed with effective or highly effective certified teachers, with content knowledge and language proficiency required for success.

			effective teachers.			
			Staff evaluations are not rigorous and inhibit the identification of staff that would benefit from improvement plans.	Staff evaluated below effective is identified and supports are provided through an improvement plan.	Each staff position has clear performance expectations aligned with the mission and school wide expectations for instructional practice and student behavior.	All staff are meeting or surpassing clear performance expectations for instructions, student behavior and learning outcomes.
			There are neither the systems in place nor the urgency to dismiss chronically underperforming teachers.	There is some documentation on consistently underperforming staff.	Staff identified as “not aligned” and/or unskilled are put on improvement plans and appropriate support is provided; there is extensive documentation on consistently underperforming staff and an urgency to dismiss them.	Struggling staff are quickly identified and supported to meet standards for instructional expectations. There are no consistently underperforming staff members.
5.5	Teachers are provided professional development that promotes independent, collaborative and shared reflection opportunities for professional growth.	<ul style="list-style-type: none"> Professional Development Plans School climate surveys School focus groups 	Professional development is not focused on student learning.	Professional development focuses on student learning.	Teacher-driven professional development focuses on student learning, progress toward student learning challenges and progress toward student achievement goals.	Staff shares a collective awareness of individual skills and growth areas. They self-direct professional development based on student achievement outcomes.
			Professional development does not provide any time for teacher reflections.	Professional development may provide optional opportunities for reflection.	Professional development includes individual, collaborative and shared reflective opportunities.	Professional development includes observation protocol/practice that is not only consistent with schoolwide expectations but promotes individual teacher development areas and the specific student subgroups as identified by data.

PRINCIPLE 6

IPS BUILDING ADMINISTRATOR SUPPLEMENTAL RESOURCE ON ENABLING THE EFFECTIVE USE OF DATA

ENABLING THE EFFECTIVE USE OF DATA						
PRINCIPLE 6		Ensure the schoolwide use of data focused on improving teaching and learning.				
Indicators	Sources of Evidence	Ineffective (1)	Improvement Necessary (2)	Effective/Implemented with Fidelity (3)	Highly Effective (4)	
6.1	Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving climate and culture.	<ul style="list-style-type: none"> • Needs assessment data • School climate surveys • School focus groups • Discipline and referral data • Attendance data • Data from social workers and guidance staff • Artifacts and student progress 	Data on attendance, tardies, office referrals and suspensions are not accurate and rarely analyzed to inform decisions for improvement.	Data on attendance, tardies, office referrals and suspensions are available with some effort, though there is inconsistent analysis to identify and address students most frequently referred and/or suspended.	Systems are in place to easily and routinely review accurate data on attendance, tardies, office referrals and suspensions, especially to identify and address students most frequently referred and/or suspended.	Culture and climate indicators are identified, data are collected. School stakeholders analyze results to make continuous refinements.
			Notices of school events go out to families.	Families know about special events at the school and their participation is tracked.	Artifacts of consistent communication between families and school are present in clear and user-friendly formats (student progress reports, parent participation meetings, parent access to grades).	Clear systems with multiple pathways for family and community voice and participation in school are evident. Parent perspective is included in plans for school improvement. Community leaders and school system managers are active partners in the leader's decision-making process.

			Input and dialogue from stakeholders regarding school climate and culture is not considered. Decisions are not communicated to stakeholders.	Climate and culture surveys are given to students, families, teachers and other stakeholders and are analyzed by school leadership.	Climate and culture surveys are given to students, families, teachers and some stakeholders. The results are analyzed by the school Leadership Team with some community representatives who develop and ensure implementation of plans for improvement.	Climate and culture surveys are given to all stakeholders. Response rates are above 50%. Survey results are discussed as a community and plans for improvement are developed and implemented.
6.2	Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.	<ul style="list-style-type: none"> • Samples of data presented to staff • Data analysis documentation • Data analysis summaries/reports • Needs assessment data • School focus groups 	Systems are not in place that enable staff to review and analyze data to inform decisions.	A range of student data is collected across classrooms and manually managed to create user-friendly formats for analysis.	Data management systems are in place and actively used by staff to enable the easy and systematic collection and analysis of a range of student data.	The use of data management systems is institutionalized across the school, providing teachers and other leaders instant access to a range of data and analyses to information decision-making.
			Teachers do not access data in user-friendly formats information instruction.	Teachers have periodic access to and are using data to inform instructional strategies, student groupings and targeted interventions.	Teachers have on-demand access to data and are using data that are clear and easy to analyze. Instructional strategies, student groupings and targeted interventions are informed by the data.	Teachers have on-demand access to and are using data that are clear and easy to analyze collaboratively. Instructional strategies, student groupings and targeted interventions are informed by the data and positive results are linked to these interventions.
			Data review protocols are not in place, therefore, data is rarely used to guide decision making.	Data review protocols are used sporadically to track and monitor the progress of all students.	Effective protocols guide the use of user-friendly data in reviewing disaggregated data to track and monitor the progress of all students, as well as monitoring the implementation of the School Improvement Plan.	The school community is dedicated to reviewing disaggregated data to track and monitor the progress of all students, as well as monitoring the implementation of the School Improvement Plan to drive continuous improvements.

6.3	A specific schedule and process for the analysis of on-gong formative assessment data tied to CCRSS-aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation	<ul style="list-style-type: none"> • Master schedule • Data team work • Samples of data presented to staff • Data analysis documentation • Data analysis summaries and reports • Needs assessment data • School improvement plan 	There is not a specific schedule and process in place for the analysis of ongoing formative assessment data.	Teachers have data “events” where they focus on analyzing formative assessment data.	Teachers have regularly scheduled collaboration time and focus on analyzing formative assessment data.	Teachers have scheduled time and a systematic process for analyzing formative assessment data.
			Professional development is not intentionally linked to teacher learning needs as identified through a rigorous analysis of multiple sources of data.	Professional development is loosely linked to addressing instructional needs of teachers.	As a result of principal analyses of multiple sources of data, professional development is scheduled and dedicated to addressing instructional needs.	As a result of principal and teacher analysis of multiple sources of data, professional development is differentiated and targets the specific learning needs of teachers.
			Leader walk-throughs are not scheduled and do not systematically focus on addressing high priority needs.	Leader walk-throughs are scheduled and mostly adhered to focusing on general best practices for teachers.	Walk-throughs are scheduled and adhered to focusing on ensuring that agreed upon practices and improvements are implemented with quality.	Leader walk-throughs are scheduled and adhered to, strategically targeting teachers with particular development needs while supporting all.

PRINCIPLE 7

IPS BUILDING ADMINISTRATOR SUPPLEMENTAL RESOURCE ON EFFECTIVE USE OF TIME

EFFECTIVE USE OF TIME						
PRINCIPLE 7		Redesign time to better meet student and teacher learning needs and increase teacher collaboration focusing on improving teaching and learning.				
Indicators		Sources of Evidence	(1) Ineffective	(2) Improvement Necessary	(3) Effective/Implemented with Fidelity	(4) Highly Effective
7.1	The master schedule is clearly designed and structured to meet the needs of all students.	<ul style="list-style-type: none"> • Master schedule • Professional Development Plan • School climate surveys 	The master schedule has errors causing confusion regarding student assignment.	The master schedule is complete and all students are enrolled in level-appropriate classes on the first day of school.	The master schedule is ready for distribution to teachers and students before the first day of school; it ensures core content areas have sufficient time allocated at a time when learning is best for students.	The master schedule maximizes instructional time for core content areas aligned to the latest research and is ready for distribution to teachers and students before the first day of school, and also allows for credit recovery that does not interrupt core-content time.
			The school does not know where students should be enrolled, therefore many students are not enrolled in appropriate classes on the first day of school.	Most students are enrolled in level-appropriate classes on the first day of school; however, many changes are required.	Students are enrolled in level-appropriate classes on the first day of school with few changes required.	All students are enrolled in level-appropriate classes on the first day of school (no changes are required).

			The schedule is based on teacher availability, not student need.	The schedule aims to protect academic learning time with limited interruptions. The principal designs a schedule for teachers and students that will be adjusted as needed.	Instructional time is protected with few interruptions.	Instructional time is protected, with only urgent interruptions.
			Transition times are not well executed and waste instructional time.	Transition times are orderly and efficient.	Transition times are used effectively to maximize learning.	Transition times are orderly and efficient and effectively maximize learning time.
7.1	The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or mathematics.	<ul style="list-style-type: none"> • Master schedule • Samples of individual student schedules • Scheduled intervention time • School climate surveys 	The school has not enrolled students in intervention programs to address the needs of students two or more years behind in ELA or math.	Some students two or more years behind in ELA or math are enrolled in intervention programs, though the time allocated might not meet research-based guidelines.	At least 85% of student who are two or more years behind in ELA or math are enrolled in interventions programs with sufficient time allocated to allow for implementation fidelity.	All students who are two or more years behind in ELA or math are enrolled in intervention programs with sufficient time allocated to allow for implementation fidelity.
			The master schedule dictates the instructional time students receive, rather than student needs dictating the	The master schedule is rigid, making reintegration into grade-appropriate, core-content classes cumbersome	The master schedule has sufficient flexibility to allow accelerations, interventions and/or a return to core-content areas.	The master schedule has sufficient flexibility to allow for students to enter and exit interventions throughout the year.

			master schedule.	and complicated.		
			Diagnostic assessments are not used. Instructional time for interventions does not account for research-based practices.	The master schedule has students two or more grade levels behind in classes that are not level appropriate due to a lack of diagnostic assessments (e.g., at grade level).	The master schedule has sufficient flexibility to allow for diagnostic assessments to target students two or more years below grade level.	All students two or more years below grade level receive diagnostic assessments.
7.3	The master schedule is clearly structured and designed to meet the professional development needs of staff.	<ul style="list-style-type: none"> • Master schedule • Professional Development Plan • Minutes of teacher meetings 	Teachers do not have a scheduled time for grade/content meetings.	Teachers have time scheduled for grade/content level meetings.	Teachers have planning time for grade-/content-level meetings, as well as vertical staff collaboration.	Teachers have ongoing consistent and sufficient times for grade-/content-level meetings, as well as vertical staff collaboration.
			The master schedule does not include opportunities for teachers to learn from others.	The master schedule includes opportunities to learn from others outside the teacher's community.	The master schedule includes opportunities to learn from peers and other experts through job-embedded professional development.	The master schedule requires teachers to learn from each other, as well as experts in the field through job-embedded professional development.
			Teachers choose what to do during teacher collaboration time.	The principal creates a basic calendar of teacher collaboration time.	Topics for the use of teacher collaboration time are clearly outlined and aligned to the goals of the School Improvement Plan.	Topics for teachers collaboration time are clearly outlined and aligned to the School Improvement Plan; the master schedule takes advantage of time such as assemblies, faculty meetings and duty schedules, to provide teacher release time for the purpose of professional development.

PRINCIPLE 8

IPS BUILDING ADMINISTRATOR SUPPLEMENTAL RESOURCE ON EFFECTIVE FAMILY AND COMMUNITY ENGAGEMENT

EFFECTIVE FAMILY AND COMMUNITY ENGAGEMENT						
PRINCIPLE 8		Increase academically focused family and community and engagement.				
Indicators		Sources of Evidence	(1) Ineffective	(2) Improvement Necessary	(3) Effective/Implemented with Fidelity	(4) Highly Effective
8.1	Families are engaged in academically related activities, school decision-making and an open exchange of information regarding students' progress in order to increase student learning for all students.	<ul style="list-style-type: none"> School climate surveys School focus groups Student and parent handbooks Job description of family/community engagement staff List of family and community engagement activities 	Progress reports and report cards are sent to parents, but there are not systems in place for further engagement.	Family members are informed about student learning progress through traditional means such as parent-teacher conferences, progress reports and report cards.	Family members are actively informed about student progress toward learning goals and feel included in instructional decisions through regularly scheduled parent-teacher conferences, progress reports, report cards and other means.	In addition to having family members actively informed about student progress toward learning goals and feeling included in instructional decisions through regularly scheduled parent-teacher conferences, progress reports and report cards, parents and community members are actively involved in key student learning demonstrations (e.g., presentations and student-parent-teacher conferences).
			Parent surveys are not used. Student/parent feedback is not used as part of the school's improvement efforts.	Structures such as PTOs, PTAs, and Parent Councils are attended by a few consistently active parents. Input on school decisions is not solicited.	Families and community members are active participants in sessions geared to solicit input on school decisions through PTOs, PTAs, Parent Councils and School Leadership Councils; school leaders use the input to make decisions accordingly.	Programs and strategies that create supportive, academically-focused relationships between teachers and families are developed, implemented and evaluated for effectiveness. Input on school decisions is solicited and school leaders consider this input when making decisions.

			Parents only receive additional information about students when they are failing or are in behavioral trouble.	Individual staff members reach out to parents/guardians to engage them in the academic progress of their student.	School leaders and faculty teach families how to use parent portals that provide real-time information on student performance.	Families are engaged in a variety of school activities, ranging from celebrations to school leadership councils. School staff and families celebrate student success and recognize the importance of their mutual partnership to increase student learning.
8.2	Community groups and families of students who are struggling academically and/or socially are active partners in the educational process; they work together to reduce barriers and accelerate the academic and personal growth of students.	<ul style="list-style-type: none"> School climate surveys School focus groups Student and parent handbooks Job description of family and community engagement staff List of family and community engagement activities and attendance List of advertised student support services, including data on which students are eligible, receiving services and their attendance Family surveys 	Organizations and programs exist in the community but there is no formal partnership to serve students in need.	Some struggling students are receiving additional supports from school and community programs.	Students who are struggling academically and/or socially are supported by a network of providers invested in the student's well-being; results from these programs are monitored and results are promising.	Students who are struggling academically and/or socially are receiving quality and integrated support services by a network of providers invested in the student's well-being; positive results from such programs are evident.
			There is no evidence of successfully reducing the barriers and accelerating the academic and personal growth of students.	Support services and organizations are identified in the community.	School leaders identify and cultivate relationships with community partners who offer services to families that reduce barriers to students' academic and personal growth.	Existing community partnerships offer a range of services to address the needs of students and families proactively; there are ample data to reflect that these services are making a substantive difference for students.

		<ul style="list-style-type: none"> • Community provider surveys • School guidance plans • List of family and community education programs • List of outreach programs for families with struggling students 	<p>School staff are not actively seeking additional supports for students in need.</p>	<p>Students in need either self-identify or are identified by an alert adult and are provided with additional supports.</p>	<p>Adults in the school are quick to identify struggling students and ensure they are connected with the appropriate services to ensure their well-being.</p>	<p>Systems are in place to ensure a coherent approach to selecting, monitoring and evaluating the efficacy of student and family support organizations; adults in the school are trained to identify early indications of troubling student behavior and are quick to take appropriate action.</p>
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EMPLOYMENT AGREEMENT

THIS AGREEMENT is made and entered into this 25th day of July, 2019, by and between THE BOARD OF SCHOOL COMMISSIONERS OF THE CITY OF INDIANAPOLIS ("Board" or "IPS") and ALEESIA JOHNSON ("Mrs. Johnson").

Recitals

A. The Board wants to employ Mrs. Johnson as Superintendent of the Indianapolis Public Schools, and Mrs. Johnson wants to be employed in that capacity.

B. The Board and Mrs. Johnson are reducing to writing the terms of Mrs. Johnson's employment, such terms to include, supplement, and modify, where applicable, the Regular Teacher's Contract which, to the extent required by law, will be entered into by the Board and Mrs. Johnson.

NOW, THEREFORE, in consideration of the matters set forth in the Recitals and of the mutual promises hereinafter set forth, it is agreed as follows:

ARTICLE I

EMPLOYMENT AND TERM

Section 1.1 Employment Term. The Board hereby employs Mrs. Johnson as Superintendent of the Indianapolis Public Schools ("IPS"), and Mrs. Johnson agrees to be employed as Superintendent. The term of her employment with IPS (the "Employment Term") shall begin upon approval of this Agreement by the Board ("Effective Date") and end on June 30th, 2022 ("Expiration Date"); provided, however, that the Employment Term and this Agreement may be extended pursuant to Section 1.3 of this Agreement or terminated prior to the Expiration Date as provided in Sections 1.4 and 1.5 of this Agreement.

Section 1.2 Employment Year. The first year of the Employment Term shall be from the Effective Date until June 30th, 2020. After the first year, an Employment Year shall begin July 1st of a year and end on June 30th of the following year.

Section 1.3 Extension of Employment Term and this Agreement. If, after each year of the Employment Term, Mrs. Johnson is evaluated by a majority of the Board as either an overall “Effective” or “Highly Effective”, then one (1) additional year shall be added to the Employment Term. Any other extensions of this Agreement and the Employment Term must be by mutual agreement in a document signed by the parties.

Section 1.4 Termination. This Agreement and Mrs. Johnson’s employment with IPS (as Superintendent and in any other capacity, including employment pursuant to any underlying teacher contract) may be terminated:

- (a) By the parties through written mutual consent;
- (b) By the resignation or retirement of Mrs. Johnson;
- (c) By the Board or Mrs. Johnson on the Expiration Date (including any extensions) as provided in IC 20-28-8-7, as it may be amended;
- (d) Without action of the parties upon the death, disability (as defined in the Board's disability insurance policy) or incapacity of Mrs. Johnson. If a question exists concerning the capacity of Mrs. Johnson to serve as Superintendent, the Board, at its own cost, may require her to submit to a medical examination by a licensed physician;
- (e) Without action of the parties if Mrs. Johnson fails to maintain a valid license or certificate evidencing her qualifications to serve as superintendent of a public school corporation in Indiana, as required by Indiana law and the regulations of the Indiana Department of Public Education;
- (f) By the Board for cause as set forth in I.C. 20-28-7.5-1, as it may be amended, according to the procedures in I.C. 20-28-8-7, as it may be amended.

Section 1.5 Discontinuation, Release and Severance Payment. Notwithstanding any other provision in this Agreement, the Board shall have the right to discontinue Mrs.

Johnson's employment in all capacities and terminate this Agreement and any underlying teacher contract ("Discontinuation") as follows:

(a) The Board shall give written notice of Discontinuation to Mrs. Johnson;

(b) Mrs. Johnson shall immediately submit her resignation in all capacities (e.g., Superintendent and teacher) to the Board effective on the date specified by the Board in its notice of Discontinuation or such other date as mutually agreed to in writing by the parties;

(c) The Board and Mrs. Johnson shall refer to the reason for such resignation as "philosophical differences" or such other description as the Board and Mrs. Johnson shall mutually agree to in writing;

(d) Mrs. Johnson shall sign and not revoke a release in a form acceptable to the Board in which she, among other things, to the extent permitted by law, releases the Board and all related individuals and entities (the "Releasees") from any and all claims that exist in whole or in part as of the date of the release and covenants, to the extent permitted by law, not to sue or bring any legal action against IPS or any of the Releasees on any basis whatsoever (the "Release") and the Release shall include a provision in which the Board and its individual members release Mrs. Johnson from any and all claims that exist in whole or in part as of the date of the release and covenants, to the extent permitted by law, not to sue or bring any legal action against Mrs. Johnson on any basis whatsoever;

(e) After the Release becomes effective, the Board shall pay Mrs. Johnson the lesser of one (1) year of her base salary or Two Hundred and Fifty Thousand dollars (\$250,000.00). The payment will be in a lump sum (or such other manner as mutually agreed to by the parties in writing), minus applicable taxes and withholdings.

These payments are contingent upon Mrs. Johnson executing the Release in the form tendered by the Board and not revoking or otherwise challenging the Release. If Mrs. Johnson challenges the

Release in any way, she shall be obligated immediately to repay to the Board any amounts the Board already has paid to her under this Section, and the Board shall not be obligated to make any further payments to her under this Section. The parties agree that if Mrs. Johnson's employment and this Agreement are terminated for any other reason than Discontinuation under this Section, then the Board will pay Mrs. Johnson all amounts earned through the last day of her employment, but there will not be any severance, buyout or other payment to her.

ARTICLE II

DUTIES

Mrs. Johnson shall serve the Board as the Superintendent of IPS, and she shall have such duties as may be prescribed by law and as are assigned by the Board from time to time. Specifically, these duties shall include: directing and assigning teachers and other employees of the schools; having administrative authority and responsibility for the assignment, reassignment and evaluation of all personnel in the District; advising the Board on educational matters; develop, implement and maintain a system of school improvement and education accountability; organizing, reorganizing and arranging the administrative and supervisory staff, including instruction and business affairs, as best serves the District; exercising general oversight over the District, including directing staff, in order to determine problems and needs and implement improvement; assuming administrative responsibility and leadership for the planning, selection, implementation, operation, supervision and evaluation of curriculum, professional development, school improvement strategies, programs, services and facilities of the District; recommending to the Board for adoption such policies as she may consider necessary for the efficient and effective operation of the District; developing and implementing regulations, rules and procedures deemed necessary for the well ordering of the District; preparing and recommending an annual budget to the Board; and in general performing all duties as may be prescribed by District policy, state and federal law, and as reasonably assigned by the Board from time to time. Without the

written consent of the Superintendent, the Board shall not reassign the Superintendent to any other position in the District nor shall it reassign the duties of the Superintendent to other employees in the District. Mrs. Johnson shall devote her full time, attention, knowledge and skills to accomplish in an effective and professional manner the duties and responsibilities of the office of the superintendent, as required by the laws of the State of Indiana and by Board policy.

ARTICLE III

BOARD/SUPERINTENDENT RELATIONSHIPS AND COMMUNICATIONS

The Board and the Superintendent are committed to developing and maintaining positive working relationships and communications. To assist in developing and maintaining such positive working relationships, no later than September 30, 2019, the Board and the Superintendent shall meet to discuss and agree on the process and procedures for how they shall communicate and work together. In addition, at least annually thereafter, the Board and the Superintendent shall meet to review and discuss the process and procedures for communicating and working together and shall revise, if necessary, their process and procedures for communicating and working together. To further support positive working relationships and communications, the Board, individually and collectively, shall refer to the Superintendent for her review and follow up of significant criticisms, complaints and suggestions called to their attention regarding the operation and performance of the District.

ARTICLE IV

Professional Growth

Section 4.1 Professional Growth. The Board expects Mrs. Johnson, as a condition of her employment, to continue her professional growth and education through participation in appropriate meetings and activities, such as the following:

- (a) Operations, programs and other activities conducted or sponsored by local, state

and national associations of school administrators and school boards, including membership dues for such organizations;

(b) Meetings of the State Superintendent, State Board of Education and other boards and/or persons whose particular skills, knowledge, information or background would serve to assist and improve the capacity of Mrs. Johnson in performing her duties.

Section 4.2 Payment for Professional Growth and other Legitimate Business Expenses.

The Board will pay/reimburse Mrs. Johnson for the reasonable expenses for the professional growth activities set forth above as well as other reasonable and legitimate business expenses. The Board will allocate a specific amount for such expenses in its annual budget. For the first year of this Agreement, this amount shall be six thousand dollars (\$6,000). To be paid/reimbursed, records of such expenses must be submitted to the Board in a form and manner acceptable to the Board; and provided further that payment/ reimbursement is not prohibited by law or regulation, has been approved by the Board and does not exceed the amount established in the budget for that purpose. In addition, if at a mutually agreeable time in the future, Mrs. Johnson enrolls in courses to earn a doctorate degree in education and completes and passes the courses, then the Board will reimburse Mrs. Johnson for the reasonable cost of the tuition upon her submission of appropriate documentation in a form and manner acceptable to the Board.

ARTICLE V

Consulting Activities

The Board shall permit Mrs. Johnson from time to time to serve as a consultant to other school systems or educational agencies, lecture, engage in writing activities and speaking engagements, and similar activities of a short-term duration, at her discretion. Prior to engaging in any consulting or speaking activities, Mrs. Johnson shall notify the Board President concerning any outside consulting or speaking activities that she plans to undertake. In performing outside

activities, Mrs. Johnson must utilize personal or vacation days provided to her under the terms of this Agreement or the Board's policy applicable to administrators of her management classification. Alternatively, Mrs. Johnson may be granted, at the Board President's discretion, administrative leave without pay, not to exceed seven (7) school days per year, for the purpose of engaging in outside consulting, speaking, or other activities described herein. Mrs. Johnson shall be entitled to retain any honoraria or fees paid in connection with such activities, but in no case will the Board be responsible for any expenses incurred by her in connection with any such activities.

Notwithstanding the foregoing, it is expected that Mrs. Johnson will devote her full professional effort to her position as Superintendent. Full professional effort shall be defined to allow for such activities as are described above, provided that time spent shall not interfere with the performance of Mrs. Johnson's professional duties as Superintendent.

ARTICLE VI

Performance Evaluation

Section 6.1 Evaluation Timing and Form. Mrs. Johnson's performance shall be evaluated by the Board at least once each Employment Year. The Board shall develop the evaluation form consistent with statutory requirements and pertinent Board Resolutions. Mrs. Johnson shall review the evaluation form and make any recommendations regarding possible revisions to the Board. The Superintendent's evaluations shall be in writing and shall be completed by the Board not later than sixty-two (62) days following June 30 of the Employment Year for which her performance is being evaluated. Prior to the Board evaluating the Superintendent, the Superintendent shall provide the Board with a self-appraisal using the form agreed upon, and the Board shall take the Superintendent's self-appraisal into consideration in conducting her evaluation.

Section 6.2 Evaluation Meeting and Feedback. In conducting the evaluation, the Board

and Mrs. Johnson shall meet in executive session for the purpose of evaluating her performance. In the event that the Board determines that Mrs. Johnson's performance is Ineffective or Improvement Necessary, the Board shall provide her, in writing, with specific instances regarding such performance, described in sufficient detail to allow Mrs. Johnson fully and fairly to respond to such instances. The evaluation shall include recommendations as to areas of improvement in all instances where the Board deems Mrs. Johnson's performance to be Ineffective or Improvement Necessary. A copy of the written evaluation shall be delivered to Mrs. Johnson before the executive session described above. Mrs. Johnson shall have the right to make a written response to the evaluation. The evaluation and any response to it shall become a permanent part of Mrs. Johnson's personnel file, which shall at all times remains confidential except as may be required by law.

ARTICLE VII

Compensation

As payment for all services which Mrs. Johnson may render pursuant to this Agreement, the Board shall pay the following:

Section 7.1 Salary.

(a) Salary will be at an annual rate of Two Hundred Thirty-Eight Thousand Dollars (\$238,000.00) ("Salary"), payable in installments not less frequently than monthly. In no event shall the Base Salary be reduced during the Employment Term other than through mutual agreement.

(b) Future salary increases shall be the same percentage as increases in the average annual salary for teachers under subsequent collective bargaining agreements subject to the same performance evaluation eligibility criteria.

VIII

TECHNOLOGY SUPPORT

AUTOMOBILE ALLOWANCE

Section 8.1 Technology Support. Mrs. Johnson shall be furnished with a computer, printer and other equipment to permit office-home communication and a mobile smart phone, at no cost to Mrs. Johnson. The Board shall pay the reasonable and necessary monthly charges associated with the smart phone. This equipment and devices shall remain the property of IPS.

Section 8.2 Automobile Allowance. The Board shall pay Mrs. Johnson, as an additional salary amount, the sum of one thousand dollars (\$1,000) per month to compensate her for her use of her private automobile in the performance of her duties as Superintendent. The automobile allowance is expressly in lieu of the Board's providing Mrs. Johnson with an automobile for that purpose, as well as in lieu of all other automobile maintenance or mileage reimbursements.

IX

EMPLOYEE BENEFITS

Section 9.1 Benefits. Except for mileage reimbursement, Mrs. Johnson shall be entitled to all benefits applicable to twelve-month administrative certified employees on the same basis as those other twelve-month employees, including but not limited to, retirement plans, vacation, sick days, personal days, holidays, health/medical insurance, dental insurance, disability insurance, and life insurance

ARTICLE X

NOTICES

Any notice given pursuant to any provision of this Agreement shall be in writing and placed in the United States first-class mail, certified, return receipt requested, addressed to the appropriate party, at the following addresses:

To the Board:
Personal and Confidential
Board of School Commissioners
of the City of Indianapolis
120 East Walnut Street
Indianapolis, IN 46204

And

To Ms. Johnson:
Personal and Confidential
Mrs. Aleesia Johnson
120 East Walnut Street
Indianapolis, IN 46204

Either party may, by giving written notice to the other party, change the address to which notice shall thereafter be sent.

ARTICLE XI

PROFESSIONAL LIABILITY

The Board shall defend, hold harmless and indemnify Mrs. Johnson from any and all demands, claims, suits, actions and legal proceedings brought against her in her individual or official capacity as an agent or employee of the Board, in connection with any matter arising while she was acting within the scope of her employment as provided by statute and/or Board Resolution.

If Mrs. Johnson in good faith considers that a conflict exists in regard to the defense of any such action between her legal position and the legal position of the Board or other named defendants, Mrs. Johnson shall have the right to employ separate legal counsel, in which case the Board shall indemnify Mrs. Johnson for the reasonable costs of her legal defense, to the extent permitted by applicable law.

Mrs. Johnson, however, shall have no rights under this Article and shall repay the Board for any amounts paid under this Article if she is adjudged liable for negligence or misconduct.

This Article shall survive the termination of this Agreement.

ARTICLE XII

AMENDMENT

This Agreement and, to the extent required by law, the Regular Teacher's Contract entered into between the Board and Mrs. Johnson, constitute the entire agreement between the parties and cannot be amended or modified in any respect, unless such amendment or modification is evidenced by a written instrument executed by the Board and Mrs. Johnson. This Agreement supersedes all prior agreements or understandings between the parties.

ARTICLE XIII

REGULAR TEACHER'S CONTRACT

To the extent required by state law, the Board and Mrs. Johnson hereby incorporate by reference in this Agreement all of the provisions of the "Regular Teacher's Contract," as executed by the Board and Mrs. Johnson on the official form prescribed by the State Superintendent of Public Instruction, for each applicable school year, setting forth the salary and schedule of installment payments for Mrs. Johnson for that school year, except those provisions which are not applicable to persons employed as a superintendent of a school corporation and except as modified by this Agreement.

ARTICLE XIV

MISCELLANEOUS

Section 14.1 Governing Law. The terms of this Agreement shall be construed and regulated exclusively by the laws of the State of Indiana.

Section 14.2 Breach and Waiver. The breach of any provision of this Agreement shall constitute a breach of the entire Agreement. However, the waiver by any of the parties of a

breach shall not be a waiver by the nonbreaching party of any subsequent breach by the breaching party.

Section 14.3 Severability. The parties agree that each and every paragraph, sentence, term, and provision of this Agreement shall be considered severable and that, in the event a court of competent jurisdiction finds any paragraph, sentence, term, or provision to be invalid or unenforceable, the validity, enforceability, operation, or effect of the remaining paragraphs, sentences, terms or provisions shall not be affected so long as the economic or legal substance contemplated by this Agreement is not affected in any manner materially adverse to any party. In addition, Mrs. Johnson knowingly and intentionally waives the right to contest whether this Agreement, or any of its terms, violates any United States or Indiana constitutional, statutory or regulatory provisions, or any other law or regulation.

IN WITNESS WHEREOF, the Board and Mrs. Johnson have executed or caused to be executed this Agreement on the day and year first written above.

ALEESIA JOHNSON

**THE BOARD OF SCHOOL
COMMISSIONERS OF THE CITY OF
INDIANAPOLIS**

By: _____

By: _____

Dated: _____

By: _____

By: _____

By: _____

By: _____

By: _____

By: _____

Dated: _____