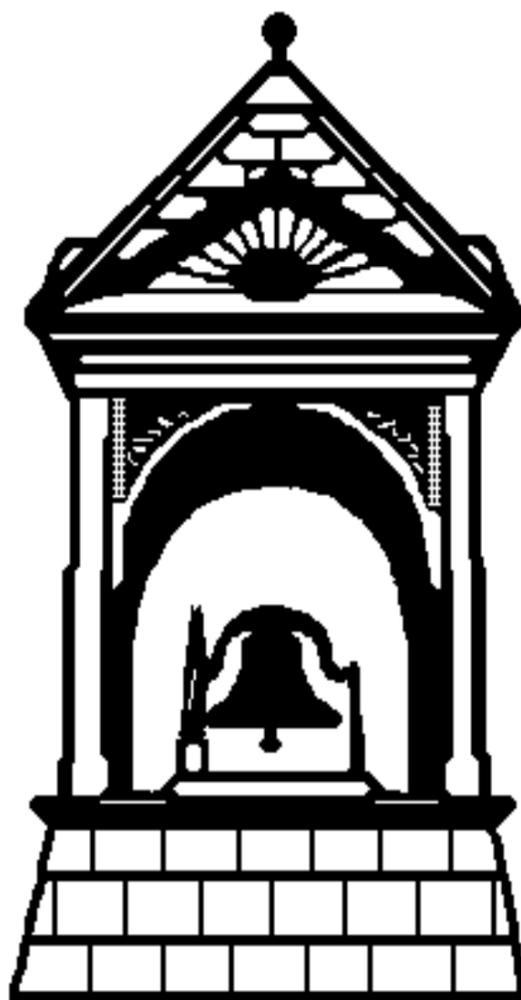# Metropolitan School District of Southwest Allen County

Certified Staff Evaluation and Development Plan

September 2012

Metropolitan School District of Southwest Allen County

Teacher Evaluation and Development Plan

The purpose of this handbook is to outline and explain the Metropolitan School District of Southwest Allen County (SACS) Teacher Evaluation and Development Plan. The model is a modification of the IDOE's RISE Teacher Evaluation model. During the 2011-2012 school year, a committee of twenty members met several times to develop this handbook. The committee included the following people:

Matt Branning, Woodside Teacher
Chris Broni, Covington Teacher
Rebekah Elder, Woodside Teacher
Dawn Endsley, Woodside Teacher
Kari George, Deer Ridge Teacher
Julie Graham, Lafayette Meadows Teacher
Jena Huffman, Haverhill Teacher
Scott Lazoff, Summit Teacher
Ede Marquissee, Summit Teacher
Jeanine Miller, Homestead Teacher
Justin Peeper, Homestead Teacher
Tom Quigley, Homestead Guidance Counselor
Lara Rich, Homestead Teacher
Pam Richards, Whispering Meadows Teacher
Shelly Schenkel, Summit Teacher
Denny Sprunger, Summit Teacher
Tony Strebig, Woodside Teacher
Carrie Veit, Homestead Teacher
Bonnie Wainwright, Aboite Teacher
Phil Downs, Assistant Superintendent

The following handbook represents a collaborative effort that ensures the SACS Teacher Evaluation and Development plan is in compliance with state law (Senate Enrolled Act 1).

The plan was put to a vote of the teachers of SACS on March 23, 2012, and it passed by a vote of 346-0 in favor.

Guiding Principles
1. Nothing SACS can do for our students matters more than giving them effective teachers. Teachers are the most important school factor in how much children learn.
2. Teachers deserve to be treated like professionals. SACS is committed to creating evaluations that are fair, accurate, and consistent, based on multiple factors that paint a complete picture of each teacher's success in helping students learn.
3. The evaluation process is to be viewed as a stimulus for teacher professional growth.

Legislative Context
- In the Spring of 2011, the Indiana legislature passed IC 20-28-11.5, a new law relating to the evaluation of all certified teaching staff.
- The new law introduced 3 main requirements:
    o Every teacher must receive an evaluation annually;
    o The evaluation system must include four performance categories: Highly Effective, Effective, Improvement Necessary, and Ineffective; and
    o The evaluation system must use objective measures of student achievement and growth to significantly inform the evaluation.

Performance Level Ratings
Each teacher will receive a rating at the end of the school year in one of four performance levels:
- **Highly Effective: A *highly effective* teacher <u>consistently exceeds</u> expectations.** This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. The *highly effective* teacher's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education and SACS.
- **Effective: An *effective* teacher <u>consistently meets</u> expectations.** This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. The *effective* teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education and SACS.
- **Improvement Necessary: A teacher who is rated as *improvement necessary* <u>requires a change in performance</u> before he/she meets expectations.** This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated *improvement necessary* have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education and SACS.
- **Ineffective: An *ineffective* teacher <u>consistently fails</u> to meet expectations.** This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. The *ineffective* teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education and SACS.

Overview of Components

Every teacher is unique, and the classroom is a complex place. This evaluation relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. Teachers will be evaluated on two major components:

1. **Professional Practice** – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the SACS Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.
2. **Student Learning** – Teachers' contribution to student academic progress, assessed through multiple measures of student academic achievement and growth.

Timeline

August – September
- Teacher and evaluator meet for the Beginning-of-the Year Conference

August – December
- Evaluator makes frequent classroom observations and provides feedback

November – February
- Teacher and evaluator meet for the Mid-Year Conference at teacher's request in writing or evaluator's discretion

January – May
- Evaluator continues to make frequent classroom observations and provide feedback

April – June
- Evaluator completes observations and scores Teacher Effectiveness Rubric
- Evaluator completes Summative Evaluation

Upon Collection of Data
- Teacher and evaluator meet for the End-of-Year Conference
- Evaluator gives the teacher a copy of the Summative Evaluation within 7 days after the End-of-Year Conference

Evaluation Steps

Step 1 – Beginning-of-Year Conference – The teacher meets with the primary evaluator near the beginning of the school year (August or September). The purpose of the meeting is to
- review the evaluation process and
- highlight priority competencies and indicators from the Teacher Effectiveness Rubric

Teachers on an improvement plan will write a professional development plan with the primary evaluator near the beginning of the school year.

Step 2 – Classroom Observations – During the school year, evaluators will collect evidence through a series of observations and conferences.

Software provider to tailor to our rubric

If a teacher is on an improvement plan, that plan will determine the number of observations and feedback.

Step 3 – Mid-Year conference (by teacher's request or evaluator's discretion) – This conference is to be held in November, December, January, or February where the primary evaluator and teacher meet to discuss performance thus far.

This conference will be **mandatory** if a teacher is in jeopardy of being rated as *ineffective* or *improvement necessary* based on prior observations, or has been rated *ineffective* or *needs improvement* on an evaluation within the past 5 years. This conference is also mandatory for any teacher new to SACS with less than 3 total years of teaching experience.

Step 4 – End-of-Year summative evaluation conference

1. **The primary evaluator compiles ratings and notes from observations, conferences, and other sources of information.** At the end of the school year, the primary evaluator should have collected a body of information representing teacher practice from throughout the year.

2. **The teacher completes a self-evaluation of the rubric in advance of the summative conference with their primary evaluator.** At the summative conference the teacher and evaluator shall compare and discuss the two evaluations while considering all information compiled by the teacher and administrator during the school year which may be, but are not limited to, notes from observations and conferences, teachers' evidence of planning and leadership, etc. The evaluator should discuss the ratings with the teacher, using the information collected to support the final decision. This is meant to be a collaborative process to develop an evidence-based plan for improvement.

3. **The primary evaluator uses professional judgment to establish final ratings in each competency of the domains of Planning, Instruction, and Involvement.** After considering all the information, the primary evaluator averages his/her final ratings in each competency to assess the teacher and assign a final rating within the first three domains.

4. **The primary evaluator uses established weights to calculate one rating for domains 1-3.** Each of the three final domain ratings is weighted according to importance and summed to form one rating for domains 1-3. As described earlier, the creation and design of the rubric stresses the importance of observable teacher and student actions. These are reflected in Domain 1: Planning (15%), Domain 2: Instruction (70%), and Domain 3: Involvement (15%). Effective instruction and classroom environment matter more than anything else a teacher can do to improve student outcomes.

5. **Core Professionalism is incorporated.** This domain represents non-negotiable aspects of the teaching profession: attendance, on-time arrival, policies and procedures, and respect. This domain only has two rating levels: *Does Not Meet Standards* and *Meets Standard*. The evaluator uses available information and professional judgment to decide if a teacher has not met standards in each of the four indicators. If a teacher has met standards in each of the four indicators, the score does not change. If the teacher did not meet standards in one or more of the four indicators, he or she automatically has a 1-point deduction.

Step 5: Summative Teacher Evaluation Scoring

Domains 1-3 Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1 - Planning		15 %	
Domain 2 - Instruction		70 %	
Domain 3 - Involvement		15 %	
Final Score for Domains 1-3			

Use the following formula to calculate by hand:
1. Rating * % Weight = Weighted Rating
2. Sum of Weighted Ratings = Final Score for Domains 1-3

Rubric Score for Domains 1-3: _____

Domain 4 Core Professionalism

If the teacher did not meet standards in <u>one or more</u> of the four indicators, he or she automatically has a 1-point deduction.

Final Rubric Score: _____

Objective Measure of Student Performance

The District-wide Learning Measure (DLM) is determined based upon the district's current grade as defined by the IDOE which is converted to a factor by which a teacher's final rubric score is multiplied:

    A = 1.02
    B = 1.01
    C = 1
    D = 0.99
    F = 0.98

The primary goal of the selected objective measures of student growth is to treat teachers as fairly and as equally as possible and recognizes the role that all teachers play in the education of a student in SACS. At this point, the evaluator should multiply the final rubric scores of their teachers by the appropriate factor based on the district's IDOE grade.

Final Rubric score _____ x DLM _____ = Final Teacher Score _____

Final Rating 1	**Final Rating 2**	**Final Rating 3**	**Final Rating 4**
Ineffective	Improvement Necessary	Effective	Highly Effective

0 ⟶ 1.49	1.5 ⟶ 2.49	2.5 ⟶ 3.49	3.5 ⟶ 4.0
Score	Score	Score	Score Score

At this point, an evaluator will have a final placement of the teacher into one of the four categories defined by the law.

Step 6: Sharing of the results – The primary evaluator will share the result of the evaluation with the teacher to discuss all the information collected in addition to the teacher's final rating. A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to the teacher within ten working days of the end-of-year summative evaluation conference.

The SACS Teacher Evaluation Process will be reviewed by teacher and administrative representatives at the conclusion of the 2012-2013 school year and periodically thereafter. All evaluation procedures will be discussed and modifications may occur if deemed necessary to improve the SACS Teacher Evaluation Process.

Appendix A – Notes from Senate Enrolled Act 1 (IC-20-28-11.5)

Appendix A – Notes from Senate Enrolled Act 1 (IC 20-28-11.5)

Teacher Remediation Plan – If a teacher received a rating of *ineffective* or *improvement necessary*, the evaluator and the teacher shall develop a remediation plan of not more than 90 school days in length to correct the deficiencies noted in the evaluation. The remediation plan must require the use of the teacher's license renewal credits in professional development activities intended to help the teacher improve.

Appeal – A teacher who received a rating of *ineffective* may file a request for a private conference with the superintendent not later than 5 days after receiving notice that the teacher received a rating of *ineffective*. The teacher is entitled to a private conference with the superintendent.

Parent Notice – A student may not be instructed for 2 consecutive years by teachers rated as *ineffective*. If it is not possible, the school corporation must notify the parents of each applicable student before the start of the second consecutive year indicating the student will be placed in a classroom of a teacher who has been rated *ineffective*.

IDOE Reports – Before August 1, 2013, (and each year following), the school corporation shall provide the results of the teacher performance evaluations including the number of teachers placed in each performance category to the IDOE. The results may not include the names of teachers.

Compensation – A teacher rated *ineffective* or *improvement necessary* may not receive any raise or increment for the following year if the teacher's employment contract is continued.

Tenure Categories – New Teacher Tenure Categories begin July 1, 2012
   A. **Probationary Teacher** (IC 20-28-6-7.5) – A teacher who has not received a rating (newly hired) or an established/professional teacher who receives a rating of *ineffective* or an established/professional teacher who receives two consecutive ratings of *improvement necessary*.
   B. **Established Teacher** (IC 20-28-6-8) – A teacher who serves under contract before July 1, 2012, and enters into another contract before July 1, 2012. All current teachers become established teachers on July 1, 2012.
   C. **Professional Teacher** (IC 20-28-6-7.5) – A teacher who receives a rating of *effective* or *highly effective* for at least 3 years in a 5-year (or shorter) period. A professional teacher becomes probationary if he/she receives a rating of *ineffective* or 2 consecutive ratings of *improvement necessary*.

Contract Cancellation Grounds (IC 20-28-7.5-1)
   A. Probationary Teacher
      1. One (1) *ineffective* rating
      2. Two (2) consecutive years of *improvement necessary*
      3. Justifiable decrease in teaching positions – After June 20, 2012, RIF's in positions must be based on performance and not seniority
      4. Any reason considered relevant to the school's interest

B. Established/Professional Teacher
   1. Justifiable decrease in positions – After June 30, 2012, RIF's in positions must be based on performance and not seniority
   2. Immorality
   3. Insubordination
   4. Incompetence
        a. Two (2) consecutive years of *ineffective* ratings; or
        b. *Ineffective* or *improvement necessary* in three (3) years of any 5-year period
   5. Neglect of duty
   6. Certain felony convictions
   7. Other good and just cause

Appendix B – Forms

These forms are examples of potential paper forms in case the evaluation software does not meet the needs reflected by the forms.

Final Summative Teacher Rating Form

School: _____   Summative Evaluator:

_____

Teacher: _____   Date: _____

Grade/Subject: _____

Note: This form should be completed based on information collected and assessed throughout the year. Evaluators should complete this form and make a copy for the teacher to discuss results during the end-of-year summative conference.

Domains 1-3 Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1		15%	
Domain 2		70%	
Domain 3		15%	
	Weighted	100%	
Final Teacher Practice Rating			

1. Rating * % Weight = Weighted Rating
2. Sum of Weighted Ratings = Weighted Score
3. Rounded Weighted Score (.5 or above round up, .49 or below round down) = Final Teacher Practice Rating

If the teacher "Meets Standards" in Domain 4 (Professionalism), deduct 0 points. The final teacher score remains the same as in the previous step. If the teacher "Does Not Meet Standards," deduct 1 point from the score calculated in the previous step.
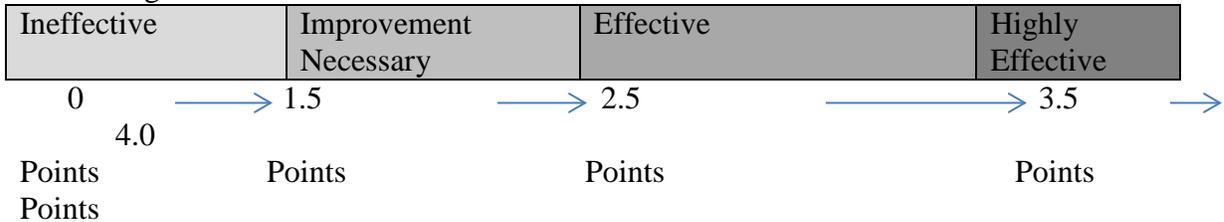
Final Teacher Practice Score, Domains 1-4: _____

Circle the IDOE grade and factor earned by SACS. Multiply the Final Teacher Practice Score, Domains 1-4 as determined above by that factor.

A = 1.02
B = 1.01
C = 1
D = 0.99
F = 0.98

Final Summative Evaluation Score: _____

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

Ineffective	Improvement Necessary	Effective	Highly Effective

0   ⟶ 1.5   ⟶ 2.5   ⟶ 3.5   ⟶

4.0

Points   Points   Points   Points

Points

Note: Points are always rounded off.

Final Summative Rating:

☐ Ineffective   ☐ Improvement Necessary   ☐ Effective   ☐ Highly Effective

Tenure Category: **Current School Year**   **Next School Year**

☐ Probationary Teacher   ☐ Probationary Teacher
☐ Established Teacher   ☐ Established Teacher
☐ Professional Teacher   ☐ Professional Teacher

Teacher Signature
I have met with my evaluator to discuss the information on this form and have received a copy.
Signature:_____
      Date:_____

Evaluator Signature
I have met with this teacher to discuss the information on this form and provided a copy.
Signature: _____
      Date:_____

Summative Special Education Teacher Evaluation Scoring

Domains 1-3 Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1 - Planning		40 %	
Domain 2 - Instruction		40 %	
Domain 3 - Involvement		20 %	
Final Score for Domains 1-3			

Use the following formula to calculate by hand:
1. Rating * % Weight = Weighted Rating
2. Sum of Weighted Ratings = Final Score for Domains 1-3

Rubric Score for Domains 1-3: _____

Domain 4 Core Professionalism

If the special education teacher did not meet standards in <u>one or more</u> of the four indicators, he or she automatically has a 1-point deduction.

Final Rubric Score: _____

Objective Measure of Student Performance

The District-wide Learning Measure (DLM) is determined based upon the district's current grade as defined by the IDOE which is converted to a factor by which a special education teacher's final rubric score is multiplied:

    A = 1.02
    B = 1.01
    C = 1
    D = 0.99
    F = 0.98

The primary goal of the selected objective measures of student growth is to treat special education teachers as fairly and as equally as possible and recognizes the role that all teachers play in the education of a student in SACS. At this point, the evaluator should multiply the final rubric scores of their special education teachers by the appropriate factor based on the district's IDOE grade.

Final Rubric score _____ x DLM _____ = Final Special Education Teacher Score _____

Final Rating	Final Rating	Final Rating	Final Rating
1	**2**	**3**	**4**

Ineffective	Improvement Necessary	Effective	Highly Effective

0 $\longrightarrow$ 1.49 1.5 $\longrightarrow$ 2.49 2.5 $\longrightarrow$ 3.49 3.5 $\rightarrow$ 4.0

Score   Score   Score   Score Score

At this point, an evaluator will have a final placement of the special education teacher into one of the four categories defined by the law.

Final Summative Rating:

☐ Ineffective   ☐ Improvement Necessary   ☐ Effective   ☐ Highly Effective

Tenure Category:

	<u>Current School Year</u>	<u>Next School Year</u>
	☐ Probationary Teacher ☐ Established Teacher ☐ Professional Teacher	☐ Probationary Teacher ☐ Established Teacher ☐ Professional Teacher

Teacher Signature
I have met with my evaluator to discuss the information on this form and have received a copy.
Signature:_____
        Date:_____

Evaluator Signature
I have met with this teacher to discuss the information on this form and provided a copy.
Signature: _____
        Date:_____

Summative Counselor Evaluation Scoring

Domains 1-3 Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1 - Planning		20 %	
Domain 2 –Services		60 %	
Domain 3 - Leadership		20 %	
Final Score for Domains 1-3			

Use the following formula to calculate by hand:
1. Rating * % Weight = Weighted Rating
2. Sum of Weighted Ratings = Final Score for Domains 1-3

Rubric Score for Domains 1-3: _____

Domain 4 Core Professionalism

If the counselor did not meet standards in <u>one or more</u> of the four indicators, he or she automatically has a 1-point deduction.

Final Rubric Score: _____

Objective Measure of Student Performance

The District-wide Learning Measure (DLM) is determined based upon the district's current grade as defined by the IDOE which is converted to a factor by which a counselor's final rubric score is multiplied:

$$A = 1.02$$
$$B = 1.01$$
$$C = 1$$
$$D = 0.99$$
$$F = 0.98$$

The primary goal of the selected objective measures of student growth is to treat counselors as fairly and as equally as possible and recognizes the role that all counselors play in the education of a student in SACS. At this point, the evaluator should multiply the final rubric scores of their counselors by the appropriate factor based on the district's IDOE grade.

Final Rubric score _____ x DLM _____ = Final Counselor Score _____

Final Rating	Final Rating	Final Rating	Final Rating
1	**2**	**3**	**4**

Ineffective	Improvement Necessary	Effective	Highly Effective

0 $\longrightarrow$ 1.49 1.5 $\longrightarrow$ 2.49 2.5 $\longrightarrow$ 3.49 3.5 $\rightarrow$ 4.0

Score   Score   Score   Score
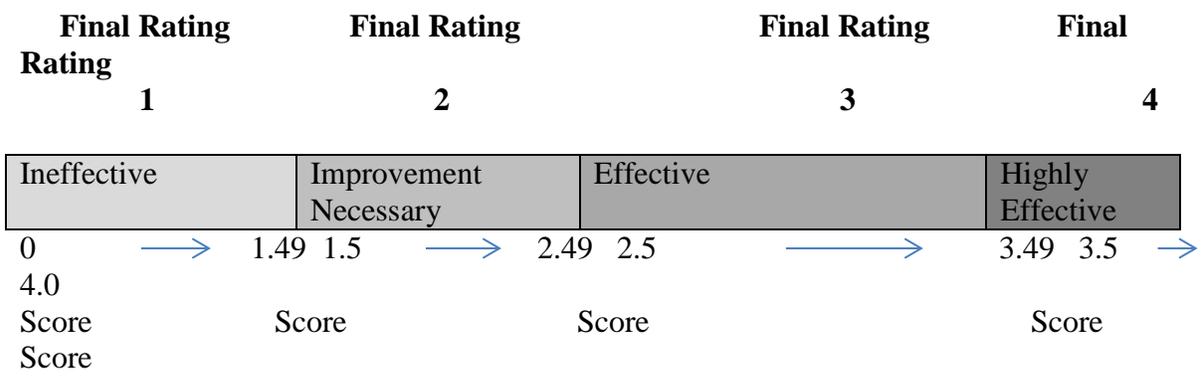
At this point, an evaluator will have a final placement of the counselor into one of the four categories defined by the law.

Final Summative Rating:

☐ Ineffective   ☐ Improvement Necessary   ☐ Effective   ☐ Highly Effective

Counselor Signature
I have met with my evaluator to discuss the information on this form and have received a copy.
Signature:_____
          Date:_____

Evaluator Signature
I have met with this teacher to discuss the information on this form and provided a copy.
Signature: _____
          Date:_____

Summative School Psychologist Evaluation Scoring

Domains 1-4 Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1 - Assessment		40 %	
Domain 2 - Interventions		25 %	
Domain 3 - Consultation		25 %	
Domain 4 - Leadership		10%	
Final Score for Domains 1-4			

Use the following formula to calculate by hand:
1. Rating * % Weight = Weighted Rating
2. Sum of Weighted Ratings = Final Score for Domains 1-4

Rubric Score for Domains 1-4: _____

Domain 4 Core Professionalism

If the school psychologist did not meet standards in <u>one or more</u> of the four indicators, he or she automatically has a 1-point deduction.

Final Rubric Score: _____

Objective Measure of Student Performance

The District-wide Learning Measure (DLM) is determined based upon the district's current grade as defined by the IDOE which is converted to a factor by which a school psychologist's final rubric score is multiplied:

A = 1.02
B = 1.01
C = 1
D = 0.99
F = 0.98

The primary goal of the selected objective measures of student growth is to treat school psychologists as fairly and as equally as possible and recognizes the role that all school psychologists play in the education of a student in SACS. At this point, the evaluator should multiply the final rubric scores of their school psychologists by the appropriate factor based on the district's IDOE grade.

Final Rubric score _____ x DLM _____ = Final School Psychologist Score _____

Final Rating	Final Rating	Final Rating	Final Rating
1	2	3	4

Ineffective	Improvement Necessary	Effective	Highly Effective

0 $\longrightarrow$ 1.49 1.5 $\longrightarrow$ 2.49 2.5 $\longrightarrow$ 3.49 3.5 $\rightarrow$ 4.0

Score   Score   Score   Score

Score

At this point, an evaluator will have a final placement of the school psychologist into one of the four categories defined by the law.

Final Summative Rating:

☐ Ineffective   ☐ Improvement Necessary   ☐ Effective   ☐ Highly Effective

School Psychologist Signature
I have met with my evaluator to discuss the information on this form and have received a copy.
Signature:_____
       Date:_____

Evaluator Signature
I have met with this teacher to discuss the information on this form and provided a copy.
Signature: _____
       Date:_____

SOUTHWEST ALLEN COUNTY SCHOOLS
ADMINISTRATOR EVALUATION

EVALUATION TIMELINES:

A. The administrator will meet with his/her supervisor and develop goals by October 1.

B. A review of progress will be conducted during a conference between the supervisor and the administrator prior to January 1.

C. Prior to May 15, the administrator will meet with his/her supervisor to discuss the progress accomplished toward the goal(s).

D. An appraisal of the final summation will be completed and shared with the administrator by June 30.

EVALUATION TIME FRAME CHECKLIST:

	COMPLETED BY	**ADMINISTRATOR'S INITIALS**
Fall Conference	October 1	
Mid-year Conference	January 1	
Goal Progress Conference	May 15	
Final Evaluation	June 30	

RELATED DATA:

School Year: 2012-2013	Name:

  Southwest Allen County Schools
	Date Contract Expires:
	  June 30, 2013

Salary This Year: $	Days Worked Per Year:

Number of Years (at the end of the present school year):

Total in Education:	Total Teaching:	Total Teaching in SACS:
	Total Administration:	Total Administration in SACS:

Areas of Certification:

	License #:	Expiration Date:	Areas:
1.			
2.			
3.			

Degrees Held and Year Obtained:

Bachelor of Science/ Bachelor of Arts	
Master of Science/ Master of Arts	
Educational Specialist	
Doctor of Education/ Doctor of Philosophy	

GOALS FOR SCHOOL YEAR: 2011-2012

A. 1. Goal Statement

2. Evaluation

B.1. Goal Statement

2. Evaluation

PERFORMANCE AREA REVIEW:

Rating	Level of Performance
High Effective (4)	Exceeds expected performance levels
Effective (3)	Meets expected performance levels
Needs Improvement (2)	Growth needed to become proficient
Ineffective (1)	Has not met the expected performance levels
NA	Not Applicable – indicates this is an area that does not apply to the administrator's job description.

Strategies for Student Success Responsibilities	Rating	Evaluator's Comments
Assessment		
Curriculum		
Collaboration		
Instructional Strategies		
Staff Development		

Leadership Responsibilities	Rating	Evaluator's Comments
Communication		
Data Analysis		
Professional Growth		
Team Participation		
Supervision of Personnel		

Management Responsibilities	Rating	Evaluator's Comments
Fiscal Responsibility		
Organizational Management		
Safe & Supportive Learning Environment		
Supervision of Students		
Other Duties as Assigned or Special Projects		

Core Professionalism Rubric

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

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

EVALUATOR'S SUMMARY AND/OR RECOMMENDATIONS:

Summative Administrator Evaluation Scoring

Domains 1-3 Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1–Student Success		60 %	
Domain 2 - Leadership		25 %	
Domain 3 - Management		15 %	
Final Score for Domains 1-3			

Use the following formula to calculate by hand:
3. Rating * % Weight = Weighted Rating
4. Sum of Weighted Ratings = Final Score for Domains 1-3

Rubric Score for Domains 1-3: _____

Domain 4 Core Professionalism

If the administrator did not meet standards in <u>one or more</u> of the four indicators, he or she automatically has a 1-point deduction.

Final Rubric Score: _____

Objective Measure of Student Performance

The District-wide Learning Measure (DLM) is determined based upon the district's current grade as defined by the IDOE which is converted to a factor by which an administrator's final rubric score is multiplied:

   A = 1.02
   B = 1.01
   C = 1
   D = 0.99
   F = 0.98

The primary goal of the selected objective measures of student growth is to treat administrators as fairly and as equally as possible and recognizes the role that all administrators play in the education of a student in SACS. At this point, the evaluator should multiply the final rubric scores of their administrators by the appropriate factor based on the district's IDOE grade.

Final Rubric score _____ x DLM _____ = Final Administrator Score _____

Final Rating 1	Final Rating 2	Final Rating 3	Final Rating 4
Ineffective	Improvement Necessary	Effective	Highly Effective

0 ⟶ 1.49	1.5 ⟶ 2.49	2.5 ⟶ 3.49	3.5 → 4.0
Score	Score	Score	Score

At this point, an evaluator will have a final placement of the administrator into one of the four categories defined by the law.

Final Summative Rating:

☐ Ineffective   ☐ Improvement Necessary   ☐ Effective   ☐ Highly Effective

ADMINISTRATOR'S RESPONSE (OPTIONAL):

_____   _____
Supervisor's Signature   Date

_____   _____
Administrator's Signature   Date

(Signature does not necessarily indicate agreement but does indicate this document has been reviewed.)

Appendix C – Rubrics

SACS TEACHER RUBRIC

DOMAIN 1: PURPOSEFUL PLANNING

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

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	**Utilize Assessment Data to Plan**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** **-** Incorporates differentiated instructional strategies in planning to reach students at their levels of understanding	**Teacher uses prior assessment data to formulate:** **-** Achievement goals, unit plans, AND lesson plans	**Teacher uses prior assessment data to formulate:** - Achievement goals, unit plans, OR lesson plans, but not all of the above	Teacher rarely or never uses prior assessment data when planning.
1.2	**Set Ambitious and Measurable Achievement Goals**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** **-** Plans rigorous/challenging annual student achievement goals	**Teacher develops annual student achievement goals that:** -are Measurable; - are Aligned to content standards where applicable; AND - Include assessments to help monitor learning and inform interventions throughout the year	**Teacher develops annual student achievement goals that are:** - Measurable **The goal may *inconsistently*:** - Align to content standards where applicable; OR - Include assessments to help monitor learning and inform interventions throughout the year	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3	**Develop Standards-Based Unit Plans and Assessments**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) where appropriate - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit	**Based on achievement goals, teacher plans units by:** - Identifying content standards that students will master in each unit -Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit	**Based on achievement goals, teacher plans units by:** - Identifying content standards that students will master in each unit **Teacher may *inconsistently*:** -Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.

1.4	**Create Objective-Driven Lesson Plans and Assessments**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction	**Based on unit plan, teacher plans daily lessons by:** - Identifying lesson objectives that are aligned to state content standards. - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designing formative assessments that measure progress towards mastery and inform instruction	**Based on unit plan, teacher plans daily lessons by:** - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. **Teacher may *inconsistently:*** - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction.	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.
1.5	**Track Student Data and Analyze Progress**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Uses frequent checks for understanding for additional data points - Updates tracking system frequently - Frequently uses data analysis of student progress to drive lesson planning	**Teacher uses an effective data tracking system for:** - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals	**Teacher uses an effective data tracking system for:** - Recording student assessment/ progress data - Maintaining a grading system **Teacher may *inconsistently:*** **-** Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernible grading system

DOMAIN 2: EFFECTIVE INSTRUCTION

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1: **Develop student understanding and mastery of lesson objectives**	Teacher is highly effective at developing student understanding and mastery of lesson objectives	Teacher is effective at developing student understanding and mastery of lesson objectives	Teacher needs improvement at developing student understanding and mastery of lesson objectives	Teacher is ineffective at developing student understanding and mastery of lesson objectives
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection	- Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in easy- to- understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective	- Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Teacher attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection	- What students are learning or will be able to do by the end of the lesson is not clear from the lesson objectives. - There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. - Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students

Notes:
1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers", early-childhood inquiry-based lesson, etc.). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.2:	Teacher is highly effective at demonstrating and clearly communicating content knowledge to students	Teacher is effective at demonstrating and clearly communicating content knowledge to students	Teacher needs improvement at demonstrating and clearly communicating content knowledge to students	Teacher is ineffective at demonstrating and clearly communicating content knowledge to students
Demonstrate and Clearly Communicate Content Knowledge to Students	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each others' learning of content through collaboration during the lesson when appropriate - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level as appropriate	- Teacher demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized - Teacher restates and rephrases instruction in multiple ways to increase understanding - Teacher emphasizes key points or main ideas in content - Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional development when appropriate	-Teacher delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding - Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies learned via professional development	- Teacher may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher does not emphasize main ideas, and students are often confused about content - Teacher fails to use developmentally appropriate language - Teacher does not implement new and improved instructional strategies learned via professional development

Notes:

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

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

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.3:	Teacher is highly effective at engaging students in academic content	Teacher is effective at engaging students in academic content	Teacher needs improvement at engaging students in academic content	Teacher is ineffective at engaging students in academic content
Engage students in academic content	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Teacher provides ways to engage with content that significantly promotes student mastery of the objective - Teacher provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Teacher effectively integrates technology as a tool to engage students in academic content	-3/4 or more of students are actively engaged in content at all times and not off-task - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Ways of engaging with content reflect different learning modalities or intelligences - Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)	- Fewer than 3/4 of students are engaged in content and many are off-task - Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Teacher may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective - ELL and IEP students are sometimes given appropriate accommodations to be engaged in content - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	- Fewer than 1/2 of students are engaged in content and many are off-task - Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Teacher does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content - Students do not actively listen and are overtly disinterested in engaging.

Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.

2. Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity.

3. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.

4. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc.). It may also be effective to engage students via two or more strategies targeting the same modality.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.4: Check for Understanding	Teacher is highly effective at checking for understanding	Teacher is effective at checking for understanding	Teacher needs improvement at checking for understanding	Teacher is ineffective at checking for understanding
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: **-** Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; - Teacher uses open-ended questions to reveal and address common misunderstandings - Teacher assesses student mastery of material at a range of both lower and higher-order thinking	- Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) - Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding - Teacher uses wait time effectively both after posing a question and before helping students think through a response - Teacher systematically assesses student's mastery of the objective(s) through formal or informal assessments (see note for examples)	- Teacher sometimes checks for understanding of content, but misses several key moments - Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding - Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Teacher occasionally assesses student mastery at the end of the lesson through formal or informal assessments.	- Teacher rarely or never checks for understanding of content, or misses nearly all key moments -Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding - Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. - Teacher rarely or never assesses for mastery at the end of the lesson

Notes:

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

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

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

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.5: **Modify Instruction As Needed**	Teacher is highly effective at modifying instruction as needed	Teacher is effective at modifying instruction as needed	Teacher needs improvement at modifying instruction as needed	Teacher is ineffective at modifying instruction as needed
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Teacher anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	- Teacher makes adjustments to instruction <u>based on checks for understanding</u> that lead to increased understanding for most students - Teacher responds to misunderstandings with effective scaffolding techniques - Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	- Teacher may attempt to make adjustments to instruction <u>based on checks for understanding</u>, but these attempts may be misguided and may not increase understanding for all students - Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	- Teacher rarely or never attempts to adjust instruction <u>based on checks for understanding</u>, and any attempts at doing so frequently fail to increase understanding for students - Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

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

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

Notes:

1. Examples of types of questions that can develop higher-level understanding:
• Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
• Asking students to explain their reasoning
• Asking students to explain why they are learning something or to summarize the main idea
• Asking students to apply a new skill or concept in a different context
• Posing a question that increases the rigor of the lesson content
• Prompting students to make connections to previous material or prior knowledge
2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency
4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

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

Notes:
1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.8: **Create Classroom Culture of Respect and Collaboration**	Teacher is highly effective at creating a classroom culture of respect and collaboration	Teacher is effective at creating a classroom culture of respect and collaboration	Teacher needs improvement at creating a classroom culture of respect and collaboration	Teacher is ineffective at creating a classroom culture of respect and collaboration
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves	- Teacher promotes respect of self and peers - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions	- Teacher occasionally allows students to be disrespectful of their teacher and peers as evidenced by discouraging remarks or disruptive behavior - Teacher occasionally allows opportunities to collaborate - Teacher occasionally praises positive behavior OR enforces consequences for negative behavior, but not both - Teacher occasionally focuses on the behavior of a few students, while ignoring the behavior (positive or negative) of others	- Teacher allows students to be disrespectful of their teacher and peers as evidenced by discouraging remarks or disruptive behavior - Teacher does not allow many opportunities for students to collaborate - Teacher rarely or never praises positive behavior - Teacher rarely or never addresses negative behavior

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

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

Note:

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

DOMAIN 3: Teacher Involvement

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

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	**Contribute to School Culture***	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** - Pursue leadership roles - Go above and beyond in dedicating time for students and peers outside of class	**Teacher will:** - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of class	**Teacher will:** - Contribute occasional ideas and expertise to further the school's mission and initiatives **Teacher may *inconsistently*:** - Frequently dedicate time to help students and peers efficiently outside of class	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.
3.2	**Collaborate with Peers**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** - Go above and beyond in seeking opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities	**Teacher will:** - Seek and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need	**Teacher will:** - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed **Teacher may *inconsistently*:** - Seek to provide other teachers with assistance when needed OR - Regularly seek out opportunities to work with others	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
3.3	**Seek Professional Skills and Knowledge**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** - Regularly share newly learned knowledge and practices with others - Seek opportunities to lead professional development sessions	**Teacher will:** - Actively pursue opportunities to improve knowledge and practice - Seek ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices	**Teacher will:** - Attend all mandatory professional development opportunities **Teacher may *inconsistently*:** - Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning
3.4	**Advocate for**	**At Level 4, a teacher fulfills the**	**Teacher will:**	**Teacher will:**	Teacher rarely or never

	Student Success	criteria for Level 3 and additionally may: - Demonstrates commitment to the education of all the students in the school and encourage proactive measures to ensure student success	- Display commitment to the education of all his/her students - Attempt to remedy obstacles around student achievement - Advocate for students' individualized needs	- Display commitment to the education of all his/her students **Teacher may *inconsistently:*** - Advocate for students' needs	displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.
3.5	**Engage Families in Student Learning**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Strives to form relationships in which parents are given opportunity to participate in student learning - Engages in family outreach beyond that required by the school	**Teacher will:** - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school	**Teacher will:** - Respond to contact from parents - Engage in some forms of parent outreach required by the school **Teacher may *inconsistently:*** **-** Proactively reach out to parents to engage them in student learning	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

Note:
* Dr. Gary Phillips (Center for Improving School Culture) characterizes school culture as the, "beliefs, attitudes, and behaviors that characterize a school in terms of:

- How people treat and feel about each other;
- The extent to which people feel included and appreciated; and
- Rituals and traditions reflecting collaboration and collegiality." (1993)

Core Professionalism Rubric

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

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

SACS SPECIAL EDUCATION

TEACHER RUBRIC

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

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	**Utilize Assessment Data to Plan**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** **-** Incorporates differentiated instructional strategies in planning to reach students at their levels of understanding	**Teacher uses multiple prior assessment data to formulate:** **-** Achievement goals, unit plans, lesson plans AND P.L.O.P	**Teacher uses prior assessment data to formulate:** - Achievement goals, unit plans, OR lesson plans, but not all of the above	Teacher rarely or never uses prior assessment data when planning.
1.2	**Set Ambitious and Measurable Achievement Goals**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** **-** Plans rigorous/challenging annual student achievement goals	**Teacher develops annual student achievement and IEP goals that:** -are Measurable; - are Aligned to content standards where applicable; AND - Include assessments to help monitor learning and inform interventions throughout the year -are aligned to the needs identified in P.L.O.P. -are signed off on by the Gen. Ed. Teachers -have environmental supports in place	**Teacher develops annual student achievement goals that are:** - Measurable **The goal may *inconsistently:*** - Align to content standards where applicable; OR - Include assessments to help monitor learning and inform interventions throughout the year	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3	**Develop Standards-Based Unit Plans and Assessments**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) where appropriate - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit	**Based on achievement goals, teacher plans units by:** - Identifying content standards that students will master in each unit -Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit	**Based on achievement goals, teacher plans units by:** - Identifying content standards that students will master in each unit **Teacher may *inconsistently:*** -Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.

1.4	Create Objective-Driven Lesson Plans and Assessments	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction	**Based on unit plan, teacher plans daily lessons by:** - Identifying lesson objectives that are aligned to state content standards and IEP goals. - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designing formative assessments that measure progress towards mastery and inform instruction	**Based on unit plan, teacher plans daily lessons by:** - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. **Teacher may *inconsistently:*** - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction.	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.
1.5	Track Student Data and Analyze Progress	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Uses frequent checks for understanding for additional data points - Updates tracking system frequently - Frequently uses data analysis of student progress to drive lesson planning	**Teacher uses an effective data tracking system for:** - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals -Monitoring progress on instructional goals -Ensure the IEP is implemented across all settings	**Teacher uses an effective data tracking system for:** - Recording student assessment/ progress data - Maintaining a grading system **Teacher may *inconsistently:*** **-** Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernible grading system

DOMAIN 2: EFFECTIVE INSTRUCTION

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1: **Develop student understanding and mastery of lesson objectives**	Teacher is highly effective at developing student understanding and mastery of lesson objectives	Teacher is effective at developing student understanding and mastery of lesson objectives	Teacher needs improvement at developing student understanding and mastery of lesson objectives	Teacher is ineffective at developing student understanding and mastery of lesson objectives
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection	- Lesson objective is specific, measurable, and aligned to IEP and standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in easy- to- understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective -Lesson incorporates differentiated instruction and/or student needs	- Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to IEP and/or standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Teacher attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection	- What students are learning or will be able to do by the end of the lesson is not clear from the lesson objectives. - There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. - Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students

Notes:
1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers", early-childhood inquiry-based lesson, etc.). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.2:	Teacher is highly effective at demonstrating and clearly communicating content knowledge to students	Teacher is effective at demonstrating and clearly communicating content knowledge to students	Teacher needs improvement at demonstrating and clearly communicating content knowledge to students	Teacher is ineffective at demonstrating and clearly communicating content knowledge to students
Demonstrate and Clearly Communicate Content Knowledge to Students	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each others' learning of content through collaboration during the lesson when appropriate - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level as appropriate	- Teacher demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized - Teacher restates and rephrases instruction in multiple ways to increase understanding - Teacher emphasizes key points or main ideas in content - Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional development when appropriate	-Teacher delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding - Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies learned via professional development	- Teacher may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher does not emphasize main ideas, and students are often confused about content - Teacher fails to use developmentally appropriate language - Teacher does not implement new and improved instructional strategies learned via professional development

Notes:

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

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

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.3:	Teacher is highly effective at engaging students in academic content	Teacher is effective at engaging students in academic content	Teacher needs improvement at engaging students in academic content	Teacher is ineffective at engaging students in academic content
Engage students in academic content	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Teacher provides ways to engage with content that significantly promotes student mastery of the objective - Teacher provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Teacher effectively integrates technology as a tool to engage students in academic content	-3/4 or more of students are actively engaged in content at all times and not off-task - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Ways of engaging with content reflect different learning modalities or intelligences - Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) - There is evidence of peer-reviewed or research based strategies	- Fewer than 3/4 of students are engaged in content and many are off-task - Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Teacher may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective - ELL and IEP students are sometimes given appropriate accommodations to be engaged in content - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	- Fewer than 1/2 of students are engaged in content and many are off-task - Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Teacher does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content - Students do not actively listen and are overtly disinterested in engaging.

Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.

2. Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity.

3. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.

4. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc.). It may also be effective to engage students via two or more strategies targeting the same modality.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.4: Check for Understanding	Teacher is highly effective at checking for understanding	Teacher is effective at checking for understanding	Teacher needs improvement at checking for understanding	Teacher is ineffective at checking for understanding
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: **-** Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; - Teacher uses open-ended questions to reveal and address common misunderstandings - Teacher assesses student mastery of material at a range of both lower and higher-order thinking	- Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) - Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding - Teacher uses wait time effectively both after posing a question and before helping students think through a response - Teacher systematically assesses student's mastery of the objective(s) through formal or informal assessments (see note for examples)	- Teacher sometimes checks for understanding of content, but misses several key moments - Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding - Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Teacher occasionally assesses student mastery at the end of the lesson through formal or informal assessments.	- Teacher rarely or never checks for understanding of content, or misses nearly all key moments -Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding - Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. - Teacher rarely or never assesses for mastery at the end of the lesson

Notes:

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

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

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

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.5: **Modify Instruction As Needed**	Teacher is highly effective at modifying instruction as needed	Teacher is effective at modifying instruction as needed	Teacher needs improvement at modifying instruction as needed	Teacher is ineffective at modifying instruction as needed
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Teacher anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	- Teacher makes adjustments to instruction <u>based on checks for understanding</u> that lead to increased understanding for most students - Teacher responds to misunderstandings with effective scaffolding techniques - Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	- Teacher may attempt to make adjustments to instruction <u>based on checks for understanding</u>, but these attempts may be misguided and may not increase understanding for all students - Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	- Teacher rarely or never attempts to adjust instruction <u>based on checks for understanding</u>, and any attempts at doing so frequently fail to increase understanding for students - Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

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

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

Notes:

1. Examples of types of questions that can develop higher-level understanding:
• Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
• Asking students to explain their reasoning
• Asking students to explain why they are learning something or to summarize the main idea
• Asking students to apply a new skill or concept in a different context
• Posing a question that increases the rigor of the lesson content
• Prompting students to make connections to previous material or prior knowledge
2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency
4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

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

Notes:
1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.8: **Create Classroom Culture of Respect and Collaboration**	Teacher is highly effective at creating a classroom culture of respect and collaboration	Teacher is effective at creating a classroom culture of respect and collaboration	Teacher needs improvement at creating a classroom culture of respect and collaboration	Teacher is ineffective at creating a classroom culture of respect and collaboration
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves	- Teacher promotes respect of self and peers -Teacher implements student Behavior Intervention Plans, behavior contracts and/or goals - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses strategies appropriately to discourage negative behavior according to student contract and/or Behavior Intervention Plan - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions	- Teacher occasionally allows students to be disrespectful of their teacher and peers as evidenced by discouraging remarks or disruptive behavior - Teacher occasionally allows opportunities to collaborate - Teacher occasionally praises positive behavior OR enforces consequences for negative behavior, but not both - Teacher occasionally focuses on the behavior of a few students, while ignoring the behavior (positive or negative) of others	- Teacher allows students to be disrespectful of their teacher and peers as evidenced by discouraging remarks or disruptive behavior - Teacher does not allow many opportunities for students to collaborate - Teacher rarely or never praises positive behavior - Teacher rarely or never addresses negative behavior

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

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

Note:

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

DOMAIN 3: Teacher Involvement

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

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	**Contribute to School Culture***	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** - Pursue leadership roles - Go above and beyond in dedicating time for students and peers outside of class	**Teacher will:** - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of class	**Teacher will:** - Contribute occasional ideas and expertise to further the school's mission and initiatives **Teacher may *inconsistently*:** - Frequently dedicate time to help students and peers efficiently outside of class	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.
3.2	**Collaborate with Peers**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** - Go above and beyond in seeking opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities	**Teacher will:** - Seek and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need	**Teacher will:** - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed **Teacher may *inconsistently*:** - Seek to provide other teachers with assistance when needed OR - Regularly seek out opportunities to work with others	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
3.3	**Seek Professional Skills and Knowledge**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** - Regularly share newly learned knowledge and practices with others - Seek opportunities to lead professional development sessions	**Teacher will:** - Actively pursue opportunities to improve knowledge and practice - Seek ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices	**Teacher will:** - Attend all mandatory professional development opportunities **Teacher may *inconsistently*:** - Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning
3.4	**Advocate for**	**At Level 4, a teacher fulfills the**	**Teacher will:**	**Teacher will:**	Teacher rarely or never

	Student Success	**criteria for Level 3 and additionally may:** - Demonstrates commitment to the education of all the students in the school and encourage proactive measures to ensure student success	- Display commitment to the education of all his/her students - Attempt to remedy obstacles around student achievement - Advocate for students' individualized needs	- Display commitment to the education of all his/her students **Teacher may *inconsistently*:** - Advocate for students' needs	displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.
3.5	**Engage Families in Student Learning**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Strives to form relationships in which parents are given opportunity to participate in student learning - Engages in family outreach beyond that required by the school	**Teacher will:** - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school -Provide to parents progress on goals per IEP	**Teacher will:** - Respond to contact from parents - Engage in some forms of parent outreach required by the school **Teacher may *inconsistently*:** **-** Proactively reach out to parents to engage them in student learning	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

Note:
* Dr. Gary Phillips (Center for Improving School Culture) characterizes school culture as the, "beliefs, attitudes, and behaviors that characterize a school in terms of:

- How people treat and feel about each other;
- The extent to which people feel included and appreciated; and
- Rituals and traditions reflecting collaboration and collegiality." (1993)

Core Professionalism Rubric

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

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

SACS School Counselor Effectiveness Rubric

This rubric combines many of the professional requirements of a professional School Counselor with those of the RISE Model. It is a working revision of the School Counselor Evaluation Rubric available on the Learning Connection website and a working evaluation proposed by Matt Fleck Education, used with permission 4/12.

DOMAIN 1: PURPOSEFUL PLANNING School counselors use student data and survey results to plan, set annual student goals, organize, deliver and manage an effective school counseling program. **20%**

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	**Utilize Assessment Data to Plan**	**At Level 4, a counselor fulfills the criteria for Level 3 and additionally: -** Incorporates differentiated strategies in planning to reach every student at his/her level of understanding	**Counselor uses student achievement, achievement-related, survey and other student data to formulate plans. : -** Annual program goals and student academic, career and personal/social goals.	**Counselor rarely uses student achievement or achievement-related data and/or survey results to formulate: -** Annual program goals and student academic, career and personal/social goals..	**Counselor does not use** student achievement data or survey results when planning.
1.2	**Set Ambitious and Measurable Program and Student Goals**	**At Level 4, a counselor fulfills the criteria for Level 3 and additionally:** -Shares plan with administrator(s) and school staff	**Counselor sets -** ambitious and measurable annual program goals and student academic, career and personal/social goals.	**Counselor rarely sets** –ambitious and measurable annual program goals and student academic, career and personal/social goals.	**Counselor does not set** – ambitious and measurable annual program goals and student academic, career and personal/social goals.
1.3	**Plan, Organize, Deliver and Manage Effective Counseling Program**	**At Level 4, a counselor fulfills the criteria for Level 3 and additionally:** - Follows a state or national comprehensive school counseling model according to standards	**Counselor participates in** - Planning, - Organizing, - Delivering and - Managing of effective counseling program utilizing research-based interventions	**Counselor rarely participates in** - Planning, - Organizing, - Delivering and - Managing of effective counseling program	**Counselor does not complete** - Planning, - Organizing, - Delivering or - Management of an effective counseling program
1.4	**Develop Standards-Based Lessons and Assessments**	**At Level 4, a counselor fulfills the criteria for Level 3 and additionally: -** Creates well-designed assessments and/or surveys based on state or national standards	**Based on program and student goals counselor: -** Identifies guidance standards that students will master and delivers lessons and assessments/surveys for assessing growth	**Counselor rarely -** identifies guidance standards that students will master and only occasionally or never delivers lessons and assessments/ surveys for assessing growth	Counselordoes not Identify guidance standards that students will master and does not deliver lessons or use assessments/surveys for assessing growth
1.5	**Track Student Data and Analyze Progress**	**At Level 4, a counselor fulfills the criteria for Level 3 and additionally: -** Uses assessment/progress data in planning future lessons/units accordingly.	**Counselor uses an effective data tracking system for: -** Recording student assessment/ progress data and analyzing student progress towards mastery	**Counselor rarely uses a data tracking system for: -** Recording student assessment/ progress data. **Counselor may *not*: -** Use data to analyze student progress towards mastery or to plan future lessons/units	Counselor never uses a data tracking system to record student assessment/progress data and/or has no discernible grading system

DOMAIN 2: EFFECTIVE GUIDANCE AND COUNSELING SERVICES Counselors facilitate student academic practice so that all students have the opportunity to gain mastery of the academic, career and/or personal/social guidance lesson objectives in a classroom, small group or individual setting. **60%**

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1: **Develop student understanding and mastery of lesson objectives**	Counselor is highly effective at developing student understanding and mastery of lesson objectives	Counselor is effective at developing student understanding and mastery of lesson objectives	Counselor needs improvement at developing student understanding and mastery of lesson objectives	Counselor is ineffective at developing student understanding and mastery of lesson objectives
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Counselor effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection	- Lesson objective is specific, measurable, and aligned to guidance standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in easy- to- understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective	- Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to guidance standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Counselor attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective	- Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. - There may not be a clear connection between the objective and lesson, or counselor may fail to make this connection for students. - Counselor may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective.
Competency 2.2: **Demonstrate and Clearly Communicate Content Knowledge to Students**	Counselor is highly effective at demonstrating and clearly communicating content knowledge to students	Counselor is effective at demonstrating and clearly communicating content knowledge to students	Counselor needs improvement at demonstrating and clearly communicating content knowledge to students	Counselor is ineffective at demonstrating and clearly communicating content knowledge to students
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Counselor fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Counselor effectively connects information to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content -	- Counselor demonstrates content knowledge and delivers information that is factually correct - Information is clear, concise and well-organized - Counselor restates and rephrases information in multiple ways – where necessary - to increase understanding - Counselor emphasizes key points or main ideas in content - Counselor uses developmentally appropriate language and explanations – Counselor imparts relevant information learned via professional development	-Counselor delivers information that is factually correct - Information occasionally lacks clarity and is not as well organized as it could be - Counselor may fail to restate or rephrase information in multiple ways to increase understanding - Counselor does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Counselor does not always impart relevant information learned via professional development	- Counselor may deliver information that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Counselor continues with providing information, even when it is obvious that students are not understanding content - Counselor does not emphasize main ideas, and students are often confused about content - Counselor fails to use developmentally appropriate language - Counselor does not impart relevant information

Competency 2.3: **Promote Culture of Respect and Collaboration**	Counselor is highly effective at promoting a classroom culture of respect and collaboration	Counselor is effective at promoting a culture of respect and collaboration	Counselor needs improvement at promoting a classroom culture of respect and collaboration	Counselor is ineffective at promoting a culture of respect and collaboration
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Students are invested in their academic success as evidenced by unprompted collaboration and assistance - Students understand and exhibit positive character and behavior	- Students are respectful of their counselor - Students are given opportunities to collaborate with counselor or, in classroom settings, each other in the learning process - Counselor reinforces positive character and behavior and explains consequences appropriately to discourage negative behavior - Counselor has a good rapport with students, and shows genuine interest in their thoughts and opinions	- Students are generally respectful of their counselor, but may occasionally act out or need to be reminded of school norms - Students are given opportunities to collaborate with counselor and peers, but may need significant assistance from the counselor to work together - Counselor may occasionally praise positive behavior	- Students are frequently disrespectful of counselor as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate with counselor OR during these times do not work well together even with counselor intervention - Counselor rarely or never praises positive behavior - Counselor rarely or never addresses negative behavior
Competency 2.4: **Set High Expectations for Academic Success**	Counselor is highly effective at setting high expectations for academic success.	Counselor is effective at setting high expectations for academic success.	Counselor needs improvement at setting high expectations for academic success.	Counselor is ineffective at setting high expectations for student success.
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important	- Counselor sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work - Classroom, small group or individual setting is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Counselor celebrates and praises academic work.	- Counselor may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Counselor may praise the work of some, but not others	- Counselor rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the counselor or peers - Counselor rarely or never praises academic work or good behavior
Competency 2.5: **Follow laws, rules and policies, adhering to ethical standards, and respecting student confidentiality to help students overcome barriers to learning**	Counselor is highly effective at following laws, rules and policies, adhering to professional ethical standards and respecting student confidentiality.	Counselor is effective at following laws, rules and policies, adhering to professional ethical standards and respecting student confidentiality.	Counselor needs improvement with following laws, rules and policies, adhering to ethical standards and respecting student confidentiality.	Counselor is ineffective at following laws, rules and policies, adhering to ethical standards and respecting student confidentiality.
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Laws, rules, policies and ethical standards are reviewed on an annual basis	- Professional conduct and integrity is exhibited - Ethical and legal codes are followed - Consultation and supervision are used when needed - Student interventions appear appropriate to the situation	- Professional conduct and integrity is occasionally exhibited - Ethical and legal codes are followed - Consultation and supervision are needed but not sought - Student interventions appear questionable	- Professional conduct and integrity is lacking - Ethical and legal codes are not followed - Consultation and supervision are needed but not sought - Student interventions appear questionable

Competency 2.6: **Provide counseling, guidance, consultation, crisis intervention or referral as needed**	Counselor is highly effective at providing counseling, guidance, consultation, crisis intervention or referral as needed	Counselor is effective at providing counseling, guidance, consultation, crisis intervention or referral as needed	Counselor is only somewhat effective at providing counseling, guidance, consultation, crisis intervention or referral as needed	Counselor is ineffective at providing counseling, guidance, consultation, crisis intervention or referral as needed
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: -Works well with school staff and administrators to facilitate identification of students in need of services	- Diverse needs of students are addressed through appropriate counseling, guidance, consultation, crisis intervention or referral - Counselor is proficient at delivering or referring student to receive appropriate service	- Some needs of students are addressed through counseling, guidance, consultation, crisis intervention or referral - Appropriateness of service is questionable - Counselor is somewhat proficient at delivering or referring student to receive appropriate service	- Needs of students are not adequately addressed through counseling, guidance, consultation, crisis intervention or referral - Appropriateness of service is questionable - Counselor is not proficient at delivering or referring student to receive appropriate service
Competency 2.7: **Develop student understanding of safety, survival and prevention skills**	Counselor is highly effective at developing student understanding of safety, survival and prevention skills	Counselor is effective at developing student understanding of safety, survival and prevention skills	Counselor needs improvement with developing student understanding of safety, survival and prevention skills	Counselor is ineffective at developing student understanding of safety, survival and prevention skills
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Delivers prevention training program to students	- Counselor assists students to identify safety concerns and needs, as needed - Students understand right to a safe and secure school environment - Students identify resources for peer, adult and/or community support - Prevention programming or interventions utilized as necessary	- Inconsistent in helping students identify safety concerns and needs, as needed - Students do not understand right to a safe and secure school environment - Students do not identify resources for peer, adult and/or community support - Prevention programming or interventions utilized inconsistently	- When needed, does not help students identify safety concerns and needs, - Students do not understand right to a safe and secure school environment - Students do not identify resources for peer, adult and/or community support - Prevention programming or interventions do not exist
Competency 2.8: **Connect student learning to future plans**	Counselor is highly effective at connecting student learning to future plans	Counselor is effective at connecting student learning to future plans	Counselor is only somewhat effective at connecting student learning to future plans	Counselor is ineffective at connecting student learning to future plans
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Counselor utilizes resources outside of the school setting frequently	- Counselor helps students see connection between achievement and career and future success - Counselor helps student learn about interests, abilities and aptitude - Counselor provides age-appropriate career awareness, information, preparation or planning assistance to students aligned with local, state and national standards - Students practice decision-making skills to course selection and/or career planning	- Counselor infrequently helps students see connection between achievement and career and future success - Only some students learn about interests, abilities and aptitude - Counselor provides minimal career awareness, information, preparation or planning assistance to students - Students do not practice decision-making skills to course selection and/or career planning	- Counselor does not help students see connection between achievement and career and future success - Students do not learn about interests, abilities and aptitude - Counselor does not provide career awareness, information, preparation or planning assistance to students - Students do not practice decision-making skills to course selection and/or career planning

Competency 2.9: **Supports students in assessment interpretation and goal-setting**	Counselor is highly effective at interpreting assessment results and student goal-setting	Counselor is effective at interpreting assessment results and student goal-setting	Counselor is only somewhat effective at interpreting assessment results and student goal-setting	Counselor is ineffective at interpreting assessment results and student goal-setting
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Assessment interpretation and goal-setting is systematic and well-planned	- Counselor assists students in interpreting & understanding assessment results - Counselor helps students set challenging academic goals and/or make course plans based on results - Students apply knowledge of interests and aptitudes to goal-setting	- Counselor only occasionally assists students in interpreting & understanding assessment results - Counselor helps students make course plans - Students infrequently apply knowledge of interests and aptitudes to goal-setting	- Counselor does not assist students in interpreting & understanding assessment results - Students make course plans without counselor assistance - Students are not encouraged to apply knowledge of interests and aptitudes to goal-setting

DOMAIN 3: COUNSELOR LEADERSHIP Counselors develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students*.* **20%**

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	**Contribute to School Culture**	**At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:** - Seek out leadership roles - Go above and beyond in dedicating time for students and peers	**Counselor will:** - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers	**Counselor will:** - Contribute occasional ideas and expertise to further the school's mission and initiatives **Counselor may** *not*: - Frequently dedicates time to help students and peers efficiently outside of class	Counselor rarely or never contributes ideas aimed at improving school efforts. Counselor dedicates little or no time outside of class towards helping students and peers.
3.2	**Collaborate with Peers**	**At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:** - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities	**Counselor will: -** Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need	**Counselor will:** - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed **Counselor may** *not:* - Seek to provide other counselors with assistance when needed OR - Regularly seek out opportunities to work with others	Counselor rarely or never participates in opportunities to work with others. Counselor works in isolation and is not a team player.
3.3	**Seek Professional Skills and Knowledge**	**At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:** - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions	**Counselor will:** - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices, where applicable - Welcome constructive feedback to improve practices	**Counselor will:** - Attend all mandatory professional development opportunities **Counselor may** *not:* - Actively pursue optional professional development opportunities - Seek out ways to implement new practices - Accept constructive feedback well	Counselor rarely or never attends professional development opportunities. Counselor shows little or no interest in new ideas, programs, or classes to improve counseling and learning
3.4	**Advocate for Student Success**	**At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:** - Display commitment to the education of all the students in the school - Make changes and take risks to ensure student success	**Counselor will:** - Display commitment to the education of all his/her students - Attempt to remove or remedy obstacles around student achievement - Advocate for students' individualized needs	**Counselor will:** - Display commitment to the education of all his/her students **Counselor may** *not:* - Advocate for students' needs	Counselor rarely or never displays commitment to the education of his/her students. Counselor accepts failure as par for the course and does not advocate for students' needs.
3.5	**Engage Families in Student Learning**	**At Level 4, a counselor fulfills the criteria for Level 3 and additionally:** - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary	**Counselor will:** - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school	**Counselor will:** - Respond to contact from parents - Engage in all forms of parent outreach required by the school **Counselor may** *not:* - Proactively reach out to parents to engage them in student learning	Counselor rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

Core Professionalism Rubric

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

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

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

DOMAIN 1: ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY: School psychologists utilize their knowledge of data-based decision making and accountability, diversity in development and learning, as well as research and program evaluation to assist staff with effective decision making regarding student needs

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Utilizes appropriate assessment and data collection methods Part of the School Psychologist's role? ☐No; Indicator Not Applicable to this Employee ☐Yes	School Psychologist fulfills the criteria for Level 3 and additionally -Applies evaluation data and findings to intervention, instruction, programming, and services through written reports, intervention plans, and meetings/conferences with parents and/or school staff.	School Psychologist uses assessment and data collection methods that are -Appropriate for the intended purpose, -Appropriate and individualized for the specific student's cultural, linguistic and disability background, and -Of sufficient variety for the intended purpose. -Collects, or assists with collection, of student data to inform core curriculum and instructional practices,	School Psychologist uses assessment and data collection methods that are -Appropriate for the student, and -Administered, scored, and interpreted correctly But are -Limited in variety for the intended purpose, or -Limited in individualization for the specific student(s).	School Psychologist uses assessment and data collection methods that are -Inappropriate for purpose and/or student, or -Are administered, scored, or interpreted incorrectly.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2	Contributes to school-wide assessment and data-based practices for academic, social-emotional, and behavioral domains. Part of the School Psychologist's role? ☐No; Indicator Not Applicable to this Employee ☐Yes; Indicate domain(s) in which this Employee is involved: ☐Academic ☐Social-Emotional ☐Behavioral	School Psychologist fulfills the criteria for Level 3 and additionally -Conducts a needs assessment to guide the development and delivery of school-wide programs, -Conducts evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements, or	School Psychologist contributes to school-wide assessment practices in a manner that meets the expectations of the role/school(s). Example activities include -Researches and helps select assessments for universal screening, -Applies data to curricular decisions and/or instructional practices.	School Psychologist is -Responsive to opportunities to contribute to school-wide assessment practices but contributions are insufficient to meet expectations of school(s)/role, and -Involved in continued professional growth and learning regarding school-wide practices.	
1.3	Contributes to progress monitoring and data-based decisions regarding intervention practices for academic, social-emotional, and behavioral domains. Part of the School Psychologist's role? ☐No; Indicator Not Applicable to this Employee ☐Yes; Indicate domain(s) in which this Employee is involved: ☐Academic ☐Social-Emotional ☐Behavioral	School Psychologist fulfills the criteria for Level 3 and additionally -Serves as a member of student level teams (e.g., intervention team, school improvement, problem solving team, etc.), -Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, -Conducts supplemental diagnostic assessments to assist in intervention selection, -Assists with the development and/or delivery of staff professional development to support intervention practices.	School Psychologist contributes to progress monitoring and data-based decisions regarding intervention practices in a manner that meets the expectations of the school(s)/role. Example activities include -Collects, or assists with collection, of student progress monitoring data, -Researches and helps select assessments for progress monitoring, -Summarizes universal screening benchmarking and/or progress monitoring, and -Applies progress monitoring data to intervention practices	School Psychologist is -Responsive to opportunities to contribute to progress monitoring and data-based decisions regarding intervention practices but contributions are **insufficient** to meet expectations of school(s)/role, and -Involved in continued professional growth and learning regarding progress monitoring and data-based decision making practices.	School Psychologist -Lacks knowledge about data-based problem solving practices, -Lacks knowledge about the collection and use of progress monitoring data, and/or -Fails to take advantage of opportunities to engage in progress monitoring practices.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
			and decisions about need for additional services/supports.		
1.4	Conducts special education evaluations to inform eligibility, service, and programming decisions. Part of the School Psychologist's role? ☐No; Indicator Not Applicable to this Employee ☐Yes	School Psychologist fulfills the criteria for Level 3 and additionally -Effectively communicates evaluation findings to school staff through written reports and conferences, and/or -Utilizes evaluation findings to inform accurate eligibility, placement, and service decisions.	School Psychologist conducts evaluations that are -Completed by compliance due dates, -Compliant with minimum requirements of Article 7, -Appropriate for the student being evaluated, and -Informative for instructional and/or programming purposes.	School Psychologist conducts evaluations that are -Completed by compliance due dates, -Compliant with minimum requirements of Article 7 But are -Limited in appropriateness for the student being evaluated and/or -Limited in providing instructionally relevant information.	School Psychologist conducts evaluations that are -Completed past the compliance due dates, -Not compliant with Article 7, and/or -Inappropriate for the student being evaluated.
1.5	Utilizes technology as part of data-based decision making practices.	School Psychologist fulfills the criteria for Level 3 and additionally -Utilizes technological tools and programs in innovative ways to meet the needs of school(s) and/or enhance job performance, -Provides mentoring and coaching to colleagues regarding the use of technological tools and programs, .	School Psychologist utilizes technology to meet the expectations of role and responsibilities. Example activities include using technological tools to -collect assessment data, when appropriate, -score data, -summarize data, -graph data, and/or -share data and findings with others.	School Psychologist is -Involved in continued professional growth and learning regarding the use of technological tools and programs, and/or -Knowledge and skill with technological tools and programs is **insufficient** to meet expectations of role/school(s).	School Psychologist -Lacks knowledge about the use of technological tools and programs, -Lacks the skills needed to use technological tools and programs, and/or -Fails to engage in professional growth and learning to gain needed knowledge and skills.

DOMAIN 2: INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS: School psychologists utilize their knowledge of intervention and instructional support, mental health, prevention, and response to assist with the development and delivery of services to students to improve learning and student outcomes.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1	Contributes to school-wide curricular and instructional practices for academic, social-emotional, and behavioral domains. Part of the School Psychologist's role? ☐No; Indicator Not Applicable to this Employee ☐Yes; Indicate domain(s) in which this Employee is involved: ☐Academic ☐Social-Emotional ☐Behavioral	School Psychologist fulfills the criteria for Level 3 and additionally -Serves as a member of school level teams (e.g., school improvement team, intervention team, etc.), -Conducts evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements, or -Assists with the development and/or delivery of staff professional development to support school-wide practices.	School Psychologist contributes to school-wide curricular and instructional practices in a manner that is consistent with the expectations of the role/school(s). Example activities include -Researches and helps select instructional strategies, approaches, or programs, -Assists staff in learning and implementing new instructional strategies, approaches, or programs, -Assists in the collection of information about implementation integrity. -Assists in the collection of data to develop positive behavior support plans (FBA/BIP). - Contributes to district/building wide crisis response and intervention, (assistance with situational Crisis and/or grief counseling within the district) -Assists with student safety and bullying activities.	School Psychologist is -Responsive to opportunities to contribute to school-wide curriculum, instruction, and behavioral practices but contributions are **insufficient** to meet expectations of role/school(s), and -Involved in continued professional growth and learning regarding curriculum and instruction for academic, social-emotional, or behavioral domains.	School Psychologist -Lacks knowledge about curriculum and standards for academic, social-emotional, and behavioral domains -Lacks knowledge about instructional strategies and approaches for academic, social-emotional, and behavioral domains, and/or -Fails to take advantage of opportunities to engage in continued professional growth and learning.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2	Contributes to intervention practices for academic, social-emotional, and behavioral domains. Part of the School Psychologist's role? ☐No; Indicator Not Applicable to this Employee ☐Yes; Indicate domain(s) in which this Employee is involved: ☐Academic ☐Social-Emotional ☐Behavioral 2.2 continued	School Psychologist fulfills the criteria for Level 3 and additionally -Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.), -Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, or -Assists with the development and/or delivery of staff professional development to support intervention practices.	School Psychologist contributes to intervention practices in a manner that meets the expectations of the role/school(s). Example activities include - Researches and helps select intervention strategies and approaches for school(s), -Helps develop intervention plans for individual students or small groups of students, -Applies progress monitoring data to intervention practices and decisions about need for additional services/supports. -Assists staff in learning and implementing new intervention strategies, approaches, or programs, -Provides intervention services to individual students or small groups, or -Assists in the collection of information about implementation integrity.	School Psychologist is -Responsive to opportunities to contribute to intervention practices but contributions are **insufficient** to meet expectations of school(s)/role, and -Involved in continued professional growth and learning regarding intervention practices.	School Psychologist -Lacks knowledge about intervention strategies and practices, - Fails to take advantage of opportunities to engage in continued professional growth and learning.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3	Utilizes information about student background and characteristics to inform instruction, intervention, and service delivery decisions.	School Psychologist fulfills the criteria for Level 3 and additionally -Assists with the development and/or delivery of staff professional development on student diversity. -Provides mentoring and coaching to colleagues regarding issues of diversity and student learning, -Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, addressing issues of disproportionality in special education identification or suspension/expulsion data.	School Psychologist -Demonstrates an understanding of the influence of diversity factors through recommended strategies, interventions, and/or programming, and -Knowledge and skills meet the expectations of the role and school(s) population.	School Psychologist -Is involved in continued professional growth regarding student diversity and academic, social-emotional, and behavioral outcomes But practices -Demonstrate limited application of this knowledge to instructional practices and programming/service delivery.	School Psychologist -Lacks an understanding of the influence of factors such as culture, linguistic, socioeconomic status, gender or gender identity, national origin, religion, disability, health status on student learning and behavior. - Fails to take advantage of opportunities to engage in continued professional growth and learning.

DOMAIN 3: CONSULTATION AND COLLABORATION: School psychologists utilize their knowledge of school-wide practices to promote learning as well as consultation and collaboration to assist staff in creating and maintaining effective learning environments.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Engages in consultation and collaboration with school staff.	School Psychologist fulfills the criteria for Level 3 and additionally -Assists with the development and/or delivery of staff professional development on collaboration and consultation. -Provides mentoring and coaching to colleagues regarding consultation strategies. -Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, designing a process for collaborative team meetings.	School Psychologist effectively engages in consultation and collaboration with school staff in a manner that meets the expectations of the role/school(s). Example activities include - Assists teachers with identifying concerns to target through intervention practices, -Supports teachers with intervention implementation through coaching, providing feedback, modeling, etc., -Works well with others as part of a team (e.g., intervention team, problem solving team, multidisciplinary team, case conference committee) and/or -Utilizes facilitation and conflict resolution skills and strategies.	School Psychologist -Is involved in continued professional growth regarding consultation and collaboration strategies, However individual's practices -Demonstrate limited application of knowledge and skills to expected roles and responsibilities.	School Psychologist -Lacks knowledge and skills about effective consultation strategies and practices, and/or - Fails to take advantage of opportunities to engage in continued professional growth and learning.
3.2	The school psychologist coordinates the collaboration process with all members of the multi-disciplinary team to determine eligibility, develop IEPs, and provide student services in accordance with special education law.	The school psychologist consistently and effectively coordinates the collaboration process with all members of the multi-disciplinary team utilizing current research to: • Determine eligibility, • Develop IEPs, • Provide student services in accordance with special education law.	The school psychologist consistently and effectively coordinates the collaboration process with all members of the multi-disciplinary team to: • Determine eligibility, • Develop IEPs, FBA/BIP's, crisis plans and • Provide student services in accordance with special education law.	The school psychologist inconsistently collaborates with the multi-disciplinary team: • Contributing minimally to determine eligibility, • Develop IEPs, and • Provide student services in accordance with special education law.	The school psychologist does not collaborate with the multi-disciplinary team to: • Determine eligibility, • Develop IEPs, and • Provide student services or does so without regard to special education law.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.3	The school psychologist communicates evaluation results and facilitates the participation of all members of the case conference committee.	The school psychologist consistently and effectively communicates relevant evaluation results • In a positive and efficient manner, • At listeners' levels of understanding and • Is innovative and flexible in facilitating the meaningful participation of all members of the case conference committee, especially parents and students.	The school psychologist consistently and effectively communicates relevant evaluation results • At listeners' levels of understanding and • Facilitates the meaningful participation of all members of the case conference committee, especially parents and students.	The school psychologist communicates content that • lacks substance or clarity, • Inconsistently facilitates the participation of or • Does not value the contributions of some team members in case conferences.	The school psychologist communicates content • in a disorganized manner, • Communicates content that lacks substance or clarity and • Does not facilitate the participation of all team members in case conferences.
3.4	The school psychologist engages in consultation and collaboration with parents and families.	The school psychologist fulfills the criteria for Level 3 and additionally • Assists with the development and/or delivery of staff professional development on collaboration and consultation, • Provides mentoring and coaching to colleagues regarding consultation strategies, • Applies knowledge in innovative ways to assist students and families, • Conducts and/or assists with parent education sessions and trainings.	The school psychologist effectively engages in consultation and collaboration with parents and families in a manner that meets the expectations of the role/school(s). • Discusses parent concerns and provides suggestions for strategies to use at home, • Clearly explains assessment data and intervention strategies, • Explains school procedures for services such as special education, intervention, etc., • Clearly explains evaluation findings following special education evaluation, and • Answers questions clearly and comprehensively.	The school psychologist • Is involved in continued professional growth regarding consultation and collaboration strategies, • However individual's practices do not, • Demonstrate application of this knowledge to expected roles and responsibilities.	The school psychologist • Lacks knowledge about effective consultation strategies and practices, and/or • Fails to take advantage of opportunities to engage in continued professional growth and learning.

3.5	The school psychologist engages in consultation and collaboration with community agencies and providers.	The school psychologist fulfills the criteria for Level 3 and additionally • Assists with the development and/or delivery of staff professional development on collaboration and consultation, • Provides mentoring and coaching to colleagues regarding consultation strategies, • Applies knowledge in innovative ways to assist students, families, schools, and community, • Conducts professional development for community agencies and providers.	The school psychologist effectively engages in consultation and collaboration with community agencies in a manner that meets the expectations of the role/school(s) • Contact community providers to obtain information needed for instructional programming, • Clearly explains school procedures for services and practices, • Refers students and families to community providers for needed services, • Communicates with community providers in a clear and ethical manner.	The school psychologist • Is involved in continued professional growth regarding consultation and collaboration strategies, However individual's practices do not • Demonstrate application of this knowledge to expected roles and responsibilities.	The school psychologist • Lacks knowledge about effective consultation strategies and practices, and or • Fails to take advantage of opportunities to engage in continued professional growth and learning.

Domain 4: LEADERSHIP: School psychologists develop and sustain professional involvement and leadership to ensure the continued learning and effective school psychological services to schools, families, and students.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.1	Seeks professional growth and learning opportunities to advance own knowledge and skill	School Psychologist fulfills the criteria for Level 3 and additionally -Reflects critically on own skills and identifies professional learning needs, -Shares newly learned knowledge and practices with colleagues and school staff, -Seeks opportunities to provide professional learning sessions for colleagues and school staff, and	School Psychologists -Responds well to constructive feedback, -Utilizes feedback to identify areas for professional growth, -Initiates attendance at optional professional learning events, -Engages in professional reading of current research and practice, -Demonstrates application of knowledge/skills addressed in attended professional learning events.	School Psychologist -Attends mandatory professional learning events But does not -Respond to constructive feedback, -Demonstrate application of knowledge/skill addressed in professional learning events, or -Initiate attendance at optional professional learning events.	School Psychologist -Fails to seek or take advantage of opportunities to engage in professional learning, and/or -Fails to respond to feedback from supervisor(s) regarding the need for professional learning.
4.2	Contributes to School and/or Profession of School Psychology	School Psychologist fulfills the criteria for Level 3 and additionally -Assumes leadership positions in professional organizations or school or district committees, -Mentors school psychology practicum students and interns.	School Psychologist -Contributes ideas and expertise to improve the functioning of the school, district, or cooperative, -Dedicates time for extracurricular activities and seeks such opportunities, -Maintains membership in professional organizations and participates in sponsored activities.	School Psychologist -Responds to direct requests for involvement in activities outside the typical school day or professional advancement activities (e.g., team retreats, development of new procedures, etc.) But does not -Initiate involvement in such activities.	School Psychologist -Rarely or never contributes ideas to improve school, district, or cooperative efforts, -Rarely participates in activities that occur outside the typical school day hours, -Little or no involvement in activities designed to advance the professional practice of school psychologists.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.3	Advocates for student success	School Psychologist fulfills the criteria for Level 3 and additionally -Provides support and mentoring to colleagues who are less likely to advocate on the behalf of students, -Seeks systems level changes that will benefit all students and families.	School Psychologist -Demonstrates a concern for student learning and outcomes by advocating for a change in instruction and services when needed, -Advocates in a respectful and effective manner	School Psychologist -Demonstrates a concern about student failure or lack of progress But does not -Advocate for student needs.	School Psychologist -Demonstrates limited commitment to the growth and learning of students. -Accepts student failure and lack of growth and doesn't advocate for a change in instruction or services.

DOMAIN 5: CORE PROFESSIONALISM Rubric: These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and are to do with basic employment practice. Psychologists are expected to meet these standards. If they do not, it will affect their overall rating negatively.

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

SCHOOL LEADER – DISTRICT LEVEL
EDUCATOR STANDARDS

Standard 1: Human Capital Management

School district leaders use their role as human capital manager to drive improvements in building leader effectiveness and student achievement, including:

1.1   recruiting, hiring, assigning, retaining, and supporting effective building leaders who share the district's vision/mission

1.2   prioritizing the evaluation of building leaders and using evaluation systems that differentiate the performance of building leaders

1.3   oversee that principals prioritize teacher evaluation and use teacher evaluation systems that differentiate the performance of teachers

1.4   providing aligned, high-quality coaching; workshops; team meetings; and other professional learning opportunities based on student need

1.5   providing formal and informal opportunities to mentor emerging leaders and promote leadership and growth

1.6   delegating tasks and responsibilities appropriately to competent staff members, monitoring their progress, and providing support as needed

1.7   counseling out or recommending the dismissal of ineffective building leaders, and assist building leaders to counsel out or recommend the dismissal of ineffective teachers, following contractual requirements

1.8   strategically assigning building leaders and other staff to support district goals in an effort to maximize achievement for all students

SCHOOL LEADER – DISTRICT LEVEL
EDUCATOR STANDARDS

Standard 2: Instructional Leadership

School district leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students, including:

2.1   planning, organizing, supervising, and supporting a rigorous district instructional program

2.2   using student performance data to evaluate instructional quality

2.3   establishing a culture of collaboration in which teamwork, reflection, conversation, sharing, openness, and problem solving about student learning and achievement are aligned to clear instructional priorities

2.4   monitor practices with proven effectiveness in promoting academic success for all students

2.5   protect the sanctity of instructional time

SCHOOL LEADER – DISTRICT LEVEL
EDUCATOR STANDARDS

Standard 3: Personal Behavior

School district leaders model personal behavior that sets the tone for all student and adult relationships in the district, including:

3.1   modeling professional, ethical, and respectful behavior at all times

3.2   establishing priorities and objectives, keeping the highest-leverage activities front and center

SCHOOL LEADER – DISTRICT LEVEL
EDUCATOR STANDARDS

Standard 4: Building Relationships

School district leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results, including:

4.1   establishing an organization in which building leaders, students, parents/guardians, teachers, staff, and other key stakeholders pursue academic and behavioral excellence

4.2   clearly communicate district goals, needs, plans and successes (and failures) to all stakeholders (e.g., school board members, building leaders, students, teachers, parents/guardians, the central office, the community, businesses) using a variety of means (e.g., face to face, newsletters, Web sites)

4.3   working collaboratively with individuals and groups inside and outside the system

4.4   demonstrate awareness of the public and political nature of the school district leader position, and engaging the public in addressing relevant issues

4.5   establishing and maintaining communication with legislative and governmental officials

SCHOOL LEADER – DISTRICT LEVEL
EDUCATOR STANDARDS

Standard 5: Culture of Achievement

School district leaders develop a district wide culture of achievement aligned to the district's vision of success for every student, including:

5.1   enabling building leaders, teachers, and staff to set high academic and behavior expectations for every student

5.2   maintaining academic goals and priorities that meet the standards of the district's community

5.3   provide for all students the opportunity for full and equitable access to educational programs, curricula, and available support systems

5.4   implement the use of positive and equitable behavior management systems and the consistent implementation of rules and regulations

5.5   assist building-level staff to foster productive and respectful relationships with parents/guardians and engage them in their children's learning

5.6   developing family and community partnerships that increase access to resources

Standard 6: Organizational, Operational, and Resource Management

School district leaders leverage organizational, operational, and resource management skills to support district improvement and achieve desired educational outcomes, including:

6.1   using data to identify needs and priorities within the organization and confront barriers to student achievement

6.2   overseeing the use of practices for the safe, efficient, and effective operation of the district's physical plant, equipment, and auxiliary services (e.g. food services, student transportation)

6.3   overseeing and monitoring district budgets aligned to district improvement goals

6.4   managing and supervising compliance with laws and regulations relevant to education