

SMCSC TEACHER EVALUATION GUIDEBOOK

STUDENTS-FIRST TEACHER EVALUATION PLAN
TO MEET THE DISTRICT GOAL OF
SUCCESS FOR ALL STUDENTS

2024-2025



ACKNOWLEDGEMENTS

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Description of Plan

South Madison Community School Corporation administration and South Madison Community Teacher Association members joined to design an evaluation system that meets and exceeds the requirements of the Indiana legislation, Senate Enrolled Act 1 (2011), aligns with House Enrolled Act (HEA) 1002 (2020) and adapted from Indiana RISE, which amends existing I.C. 20-28-11.5-4. The process was designed not only to assess, but support, effective teaching. The system was designed through reflective conversation, input from stakeholders, and regards to best practices of teaching and learning. Key researcher evidence from the field of education was considered in the development of the rubrics, protocols, and processes. The system was aligned with the SMCSC Strategic Plan and upholds the beliefs of the community of teachers and administrators of SMCSC.

The text, tables, and rubrics in the following pages illustrate the elements of the Evaluation Plan. Requirements of the program, which are aligned with code are listed below.

- Every certified employee will receive an evaluation annually;
- The evaluation system includes four performance categories: Highly Effective, Effective, Improvement Necessary, and Ineffective
- Observations and other performance indicators incorporate rigorous measures of effectiveness.
- Evaluators must explain any recommendations for improvement and the time in which improvement is expected.
- All evaluated employees received the completed evaluation and documented feedback within seven business days from the completion of the evaluation.
- A teacher who negatively affects student achievement and growth cannot receive a rating of Highly Effective or Effective.

The plan will be communicated through faculty, department, grade-level, or other established meetings to train all certified staff on the processes and to seek feedback on the process and products. The plan will be in writing and provided to all certified staff electronically. In addition, the committee will continue to review the literature of the field as new research comes available. The effectiveness of the *Students First Teacher Evaluation Plan* will be reviewed annually by the SMCSC Evaluation Committee; members will serve two-year terms.

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Administrative Guidelines for Teacher Performance Evaluation

GENERAL PROVISIONS

All certificated employees shall be evaluated at least annually in the performance of their assigned duties.

1. All certificated employees will be assigned an administrator to be the evaluator. The Superintendent will be evaluated by the Board of School Trustees.
2. The teacher's performance evaluation may include information provided by any administrator. The source of information shall be disclosed to the teacher.

Evaluators

School administrators and central office administrators will serve as evaluators. The Assistant Superintendents will be the evaluator for the Principals. Teachers and other certified educators will be evaluated by the school administrators or central office administrators. All evaluators are trained and assessed on observation protocols and building inter-rater reliability. Evaluator training will be ongoing. As per IC 20-28-11.5-4, a certified employee may request the school corporation to assign an evaluator other than the evaluator assigned to perform the certificated employee's evaluation.

Representation

A teacher may seek representation, if the teacher so chooses, during the evaluative process.

Right to a Reflection

Anytime during the evaluation process a teacher has the right to submit a written reflection statement to be attached to any written evaluation document.

Discussion

The superintendent shall discuss the evaluation plan, which will be in writing, with the teachers' representative prior to the beginning of teacher evaluations. Following discussion, the superintendent shall explain the plan to the governing body in a public meeting before the evaluations are conducted.

Modifications

Modifications to these guidelines will be discussed with teacher representation per IC: 20-29-6-7. At minimum, one discussion per year will take place with teacher representation for the purpose of evaluating the *SMCSC Students First Teacher Evaluation*. Additional discussions will take place as necessary and at the request of either teacher representation or administration.

TEACHER RATING CALCULATION

Every teacher is unique, and the classroom is a complex place. The Professional Practice component of the teacher evaluation process is an assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Teacher Performance Expectations Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.

The Teacher Performance Expectation Rubric provides one hundred percent (100%) of the total rating for the evaluation system. An evaluation software tool will be utilized to manage the evaluation process.

Classroom teachers will be evaluated according to a Teacher Performance Expectation Rubric. For certified employees who deliver specialized services (i.e. School Counselors, Behavior Therapists) and teachers outside of the classroom (i.e. School Media Specialist, Employability Skills and Behavior Coach, and Instructional Coaches), specialized rubrics have been developed to utilize field associations and adhere to best practices within the field.

Each of the domain ratings is weighted according to importance relevant to the District's Core Purpose, *Success for All Students*. The sum forms one rating for the rubric. The design of the rubric stresses the importance of observable teacher and student actions which lead to student learning. This is reflected in Domain 2: Effective Instruction. Research shows that good instruction by an effective teacher impacts student growth over all other factors. Therefore, domain 2 is weighted significantly more than the others.

In addition to the three domains, the Teacher Effectiveness Rubric contains a fourth domain, Core Professionalism, which reflects the non-negotiable aspects of a teacher's job. This domain has only two rating levels: Does Not Meet Standard and Meets Standard. No additional points will be added for Meets Standard, but a point will be removed from the rubric total for Does Not Meet Standard.

The final rating will be calculated by the evaluator using the following process:

1. Compile ratings and notes from multiple observations (both formal and informal) and other sources of evidence for each competency within Domain 1, 2, and 3.
2. Use professional judgment to establish a final rating for each domain (1, 2, and 3) of the Teacher Effectiveness Rubric. It is not recommended that the evaluator averages competency scores to determine the final rating, but rather use good judgment. The final domain rating should reflect the body of evidence available to the evaluator.
3. Using the appropriate weights for each domain, calculate the Teacher Effectiveness rating.
4. Determine the appropriate rating for Domain 4: Core Professionalism, subtracting from the Teacher Effectiveness rating when appropriate.

Teachers will be evaluated according to the performance expectations specifically for each of the areas included in the appendix.

TEACHER EFFECTIVENESS RATING SCALE

Teacher Effectiveness Rating Scale			
Highly Effective	Effective	Improvement Necessary	Ineffective
4.0 – 3.5	3.49 – 2.5	2.49 – 1.75	1.74 – 1.0

TEACHER RATING CALCULATION

The Teacher Performance Expectation Rubric provides one hundred percent (100%) of the rating for the evaluation system and includes four domains. Preparation for Learning, Effective Instruction, and Professional Practices comprise 100% of the rubric based on the weights listed below. Core professionalism is rated either zero (0) or a negative one (-1).

SMCSC Teacher Evaluation Rubric			SMCSC
Categories		Weight of Domains	Calculation
Rubric Domains Highly Effective = 4 Effective = 3 Improvement Nec. = 2 Ineffective = 1	Preparation for Learning	25%	Teacher rating is calculated by totaling # of points per domain divided by # of indicators in domain multiplied by weight of domain. Added together, these subtotals provide the estimated rubric score. Professional judgment should be used by the principal to determine the final domain score. The Core Professionalism rating then is applied to the rubric score to determine the rubric rating.
	Effective Instruction	50%	
	Professional Practice	25%	
	Core Professionalism	0 or -1	
	Total of 4 Domains	100%	

TRACKING DATA

An evaluation software tool will be utilized to manage all teacher observations, artifacts, and evaluations.

EVALUATION EVIDENCE

Evaluative evidence provides documentation of a teacher's attainment of performance expectations. The types of evaluative evidence are as follows:

- A **FORMAL OBSERVATION** is an extended observation, usually the length of a class period (30 or more minutes). A formal observation is a pre-arranged observation, and the teacher will be afforded the opportunity to complete a pre-observation form (Appendix I) prior to the observation.
- An **INFORMAL OBSERVATION** is a short, unannounced visitation (duration approximately 10-15 minutes) by the evaluator to observe the teacher in any of the domain areas.

All educators will complete the self-evaluation form by the end of the first quarter. Educators hired after the first quarter should complete the self-evaluation within the hiring quarter.

In addition, **ARTIFACTS** may be presented and reviewed as needed to document attainment of performance expectations. Artifacts are materials that relate to or affect instruction (e.g. lesson plans, assessments, unit planning materials, study guides, homework assignments, student work, professional development documentation, technology integration, student intervention documentation, newsletters,

communication logs, discipline logs, emails, agendas, professional development presentations, and other materials of a similar nature).

By the end of August, the evaluator will provide a list of required artifacts to all educators in the building. This does not preclude the evaluator in any way from asking for additional artifacts from any educator during the school year. As a courtesy, a minimum of three working days should be allowed for the educator to upload the requested artifact into the software system.

Any artifact to be considered during the Performance Conference must be uploaded to the evaluation software and/or presented to the evaluator no later than May 1. The evaluator will review and consider the artifacts prior to the Summative Performance Evaluation. If the evaluator and teacher agree to a Performance Conference meeting date prior to May 1, the teacher should upload any artifacts at least 2 days prior to the meeting. Following the conference, the teacher may opt to upload additional documents within 4 days. The evaluator needs to be notified within one (1) day of the conference that additional documents will be uploaded and after uploading the documents the evaluator should be notified.

Beyond the Formal or Informal Observations, an administrator is welcome to visit to observe, participate, or simply check into any classroom at any time.

EVALUATION EVIDENCE OVERVIEW

	1-2 Years of Employment	3+ Years of Employment (Upon Signing the Third (3 rd) Consecutive Regular Teacher Contract)
Informal Observation (Approximately 10-15 minutes)	Teachers will receive a minimum of two (2) Informal Observations and/or additional as needed to document attainment of performance expectations in any domain. A post-conference may be requested by the evaluator or the teacher. <i>Informal observation data must be submitted to the teacher within 5 working days. The teacher will have 5 working days to review the observation data.</i>	Teachers will receive a minimum of one (1) Informal Observation and/or additional as needed to document attainment of performance expectations in any domain. A post-conference may be requested by the evaluator or the teacher. <i>Informal observation data must be submitted to the teacher within 5 working days. The teacher will have 5 working days to review the observation data.</i>
Formal Observation (Min. 30-55 minutes)	2 (minimum one each semester) The Formal Observations will be pre-arranged observations followed up with a conference. The teacher and/or administrator may request a pre-observation form (Appendix I) and/or post-observation form (Appendix J).	1 (minimum one each year) The Formal Observations will be pre-arranged observations followed up with a conference. The teacher and/or administrator may request a pre-observation form (Appendix I) and/or post-observation form (Appendix J).
Formal Observation Conference (*)	To be held within ten (10) working days after each formal observation Digital feedback through the evaluation software will be provided within four (4) working days of the observation, but no less than 24 hours prior to the conference. Feedback is defined as the observation notes and the rubric scores at that time. Rubric items may be marked or changed following the conference <i>Formal Observation Conference documentation must be submitted to the teacher within 7 working days following the meeting. The teacher will have 5 working days to review the conference notes.</i>	To be held within ten(10) working days after each formal observation Digital feedback through the evaluation software will be provided within four (4) working days of the observation, but no less than 24 hours prior to the conference. Feedback is defined as the observation notes and the rubric scores at that time. Rubric items may be marked or changed following the conference <i>Formal Observation Conference documentation must be submitted to the teacher within 7 working days following the meeting. The teacher will have 5 working days to review the conference notes.</i>
Performance Conference & Evaluation (By the end of the second week in May)	During the performance conference, the evaluator and teacher will discuss the teacher's performance. Following the conference, the teacher must receive the final document within seven (7) working days (IC 20-28-11.5-6). Within a day of the conference, the teacher must inform the evaluator that they will be uploading artifacts. The teacher will have four (4) days following the conference to add any additional evidence and inform the evaluator that the new artifacts have been uploaded. Following a review of the artifacts, the evaluator will complete and share the final evaluation. This must occur within the seven (7) working days stated above. Prior to leaving school for the year, the teacher must sign the final evaluation document and submit it to the principal. The teacher's signature indicates receipt of the document only. The teacher may request a conference with the evaluator within five (5) working days of receipt of the document (Appendix L) (IC 20-28-11.5-6) A teacher may submit a formal response or rebuttal as an attachment to the Summative Performance Evaluation within ten working (10) days of signing. The teacher's response will be printed and attached to the Summative Performance Evaluation placed in the teacher's personnel file.	

FORMAL OBSERVATION CONFERENCE

The Formal Observation Conference will be held after each formal observation, within ten (10) working days, so that the teacher and the evaluator have the opportunity to discuss and reflect upon all observed performance indicators. A copy of the formal observation documentation with the evaluator's comments and observation notes will be given to the teacher within seven (7) working days after the conference. Prior to the conference, the teacher should have at least 24 hours to review the initial feedback, including the observation notes/scripting and the portion of the rubric that has been completed.

At the conference, the evaluator will conduct the following procedures:

1. Review all performance expectation(s) with the teacher.
2. Provide encouragement to the teacher to continue with practices that are performed at a high level.
3. Answer questions and clarify expectations for the teacher.
4. Suggest pieces of evidence/artifacts the teacher could use to document attainment of performance expectations.

In addition to items 1-4 above, if the evaluator has determined that the teacher's performance in a domain is at the *Improvement Necessary* or *Ineffective* level, the evaluator will address the issue as follows:

1. Review the specific performance expectation(s) not being met by the teacher.
2. Specify what is needed to improve the level of performance shown on conference feedback.
3. Provide resources and guidance to the teacher in goal setting.

If a teacher has received a rating of Improvement Necessary or Ineffective on one domain or the entire rubric, then the teacher and evaluator will develop and implement a formal Plan of Assistance.

Whenever a teacher is required to implement a Plan of Assistance, the building principal will inform the Superintendent.

The evaluator may combine the final Formal Observation Conference with the Performance Conference if sufficient data exist to make a summative determination.

PERFORMANCE EVALUATION

The evaluator will use professional judgment to establish the final rating for each domain (1, 2, and 3) of the appropriate rubric. It is not recommended that the evaluator average competency scores to determine the final rating, but rather use good judgment. The final domain rating should reflect the body of evidence available to the evaluator.

At the conference the evaluator will conduct the following procedures:

1. Review all performance expectation(s).
2. Provide encouragement to the teacher to continue with practices that earned Effective and Highly Effective ratings. (Acknowledge some of the teacher's strengths or achievements that led to Effective and Highly Effective ratings.)
3. Answer questions and clarify the reason(s) for the overall performance level.

4. Discuss with the teacher the evaluative recommendation for the next school year (i.e. *Highly Effective, Effective, Plan of Assistance for Improvement Necessary or Ineffective, Non-Renewal if a Plan of Assistance has been in place with insufficient growth.*)

If a teacher's Summative Performance Level is *Improvement Necessary* or *Ineffective*, the evaluator will meet with the teacher to plan and implement a formal Plan of Assistance.

If a teacher has received a rating of *Ineffective* or *Improvement Necessary* rating in any of the three domains of the Rubric, the evaluator and/or teacher may determine that a Plan of Assistance should be implemented.

When a teacher has been placed on a Plan of Assistance, a pre-observation conference will be conducted prior to a formal observation.

In the event a teacher was placed on a Plan of Assistance during the previous conference, an additional Plan of Assistance may or may not result depending on expectations met at the time of the Summative Performance Conference. If a new Plan of Assistance is implemented, the building principal will inform the Superintendent.

The evaluator may combine the final Formal Observation Conference with the Summative Performance Conference if sufficient data exist to make a summative determination.

A teacher may submit a formal response or rebuttal as an attachment to the Summative Performance Evaluation within ten working (10) days of signing. The teacher's response will be printed and attached to the Summative Performance Evaluation placed in the teacher's personnel file.

NUMBER OF TEACHER DAYS REQUIRED FOR A QUALIFYING EVALUATION: PLANNED LEAVE

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

DAYS PRESENT	EVALUATION PROCESS
120+ days	No change – as prescribed
46 – 119 days	Summative rating based on measures available
0 – 45 days	Evaluation declared incomplete for the school year. Implications for eligibility for pay raises will be determined through the collective bargaining process.

In the case of a scheduled leave, observation(s) should be planned prior to the leave date.

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

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

PLAN OF ASSISTANCE

The Plan of Assistance (Appendix K) is intended to provide assistance and support for teachers in teaching domain areas that need improvement. The Plan of Assistance is an option as part of an on-going evaluation process.

A Plan of Assistance will be implemented when one of the following circumstances apply:

1. During a Formal Observation Conference, it is determined that a significant lack of proficiency exists in any domain area yielding an *Ineffective* for the domain; or the overall Teacher Performance Expectations rubric has been rated as *Ineffective* or *Improvement Necessary*.
2. During the In-progress Summative Performance Conference or the Summative Performance Conference, the teacher has received a rating of *Improvement Necessary* or *Ineffective*.
3. During the Formal Observation Conference, In-progress Summative Performance Conference, or the Summative Performance Levels Conference, the teacher has received a rating of *Ineffective* or *Improvement Necessary* in any of the three domains of the Teacher Effectiveness Rubric, and the evaluator and/or teacher determined to place the teacher on a Plan of Assistance.
4. At any time, the administrator may implement a Plan of Assistance when there is significant concern in any area of job performance. If the concern occurs after the In-progress Summative Performance Conference and before the last student learning day, an additional observation may be appropriate. When a significant concern falls outside of the student learning days, only items that do not pertain directly to planning or instruction may be marked.

The Plan of Assistance may extend to the next school year.

When developing and implementing the formal Plan of Assistance for a teacher, the evaluator will complete the following procedures:

1. Identify and review the specific performance expectations not being met.
2. Specify what is needed to improve the level of performance as shown in Appendix O.
3. Specify what evidence is needed to improve the level of performance shown in Appendix O.
4. Provide suggestions, resources, strategies, and support the teacher may utilize to improve performance.
5. Provide timelines for the teacher to follow when addressing performance expectations, ensuring the teacher has reasonable time to show improvement (up to 90 days).
6. Determine the use of the teacher's license renewal credits (PGP points) to be utilized for professional development to implement the Plan of Assistance. (I.C. 20-28-11.5-6(b))
7. Determine a system for monitoring the teacher's Plan of Assistance, including but not limited to reviewing artifacts from the teacher, and providing ongoing observations with feedback to the teacher throughout the duration of the plan. When observations are used as a monitoring means, all items on the plan that are demonstrated within the rubric should be marked.
8. Determine the date of the Plan of Assistance Reflective Conference. This conference will follow the same protocols with a focus on the areas of need.

Following the development of the plan, the building principal will inform the Superintendent.

If the evaluator and the teacher cannot jointly establish the Plan of Assistance, the evaluator shall do so unilaterally. The evaluator shall monitor the teacher's progress in following the plan and hold a conference with the teacher. At this conference, the evaluator will make the following determinations:

- If the status of the teacher is *Improvement Necessary* – based on evidence, make a judgment as to

whether the teacher has progressed to a performance level of *Effective* or *Highly Effective* or will be required to have a Plan of Assistance for either *Improvement Necessary* or *Ineffective*.

- If the status of the teacher is *Ineffective* - based on evidence make a judgment as to whether the teacher will be recommended for renewal or non-renewal or be required to have a Plan of Assistance for either *Improvement Necessary* or *Ineffective*.

At the conclusion of the Plan of Assistance, the evaluator will make a judgment as to whether the teacher will be recommended for renewal or non-renewal or be placed on an additional Plan of Assistance. No plan shall exceed the 90 day limit set by the State. The opportunity for a plan shall be determined by the evaluator.

In addition to the Plan of Assistance, the evaluator may determine that Student Learning Objectives (SLO's) will be created. The teacher will be considered as having a negative impact if the teacher scores a 1 (Ineffective) on the SLO's.

As per Indiana Code (20-28-11.5-6(c)) and SMCSC Policy 3220, a teacher who receives a rating of *Ineffective* may file a request for a private conference with the Superintendent or the Superintendent's Designee no later than five (5) days after receiving notice that the teacher received a rating of *Ineffective*. The teacher is entitled to a private conference with the Superintendent or Designee. (Appendix L)

SECOND EVALUATOR

When a teacher has been rated as *Ineffective* on the rubric any time during the school year and placed on a Plan of Assistance, at the request of the teacher or the administrator, a second evaluator shall be appointed by the Superintendent or Designee. The second evaluator will be an administrator in the building of the teacher (or if necessary, an administrator from another building who possesses appropriate expertise). Notice of this appointment shall be sent to the teacher. The second evaluator shall review the Plan of Assistance and previous evaluations. In addition to the evaluator, the second evaluator shall monitor the teacher's progress on the plan and make a judgment regarding contract renewal. The second evaluator's judgment is moot if the evaluator concludes that the objectives of the plan have been met. The second evaluator and primary evaluator will discuss the teacher's progress and status with the final responsibility of determining employment status resting with the building principal.

NEGATIVE IMPACT ON STUDENT LEARNING

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

SMCSC Definition of Negative Impact will be if the teacher earns a Students First Teacher Evaluation rating of Ineffective for two consecutive years. When a teacher falls into the Ineffective category, the evaluator will communicate with the teacher regarding what other classroom measures will be examined, and the teacher will have the opportunity to explain and provide context to the classroom data prior to a final determination of Negative Impact on Student Learning will be made.

Teacher Extenuating Circumstances

On occasion, an effectiveness rating of a teacher may have been unfairly affected by one of the following circumstances.

1. Major life events such as a family crisis that interfered with instruction or assessment.
2. Medical issues that prevented valid collection of data.
3. Other documented reasons that the assessment event is invalid and retesting is not possible.

If extenuating circumstances are the case, the teacher may present the following:

1. Evidence supporting the claim of an extenuating circumstance, AND
2. Calculation of how removal of that data changes the final rating.

In consultation with the Assistant Superintendent, the building principal will review the claim of extenuating circumstances and determine the degree to which the claim is substantiated, and adjust the rating if such a decision is adequately supported.

ENSURING STUDENTS DO NOT RECEIVE INSTRUCTION FROM INEFFECTIVE TEACHERS TWO YEARS IN A ROW

Indiana Code 20-28-11.5-7 (a-c) states the following:

Sec. 7. (a) This section applies to any teacher instructing students in a content area and grade subject to IC 20-32-5-2 (for a school year ending before July 1, 2018) and IC 20-32-5-1 (for a school year ending before July 30, 2018).

(b) A student may not be instructed for two (2) consecutive years by two (2) consecutive teachers, each of whom was rated as ineffective under this chapter in the school year immediately before the school year in which the student is placed in the respective teacher's class.

(c) If a teacher did not instruct students in the school year immediately before the school year in which students are placed in the teacher's class, the teacher's rating under this chapter for the most recent year in which the teacher instructed students, instead of for the school year immediately before the school year in which students are placed in the teacher's class, shall be used in determining whether subsection (b) applies to the teacher.

In order to comply with the Indiana Code cited above, the following procedures will be followed:

- Step 1: The principal will have a list of building-level teachers with ineffective ratings at the end of each school year.
- Step 2: Prior to assigning schedules, subjects, or grade levels to building-level teachers with ineffective ratings for the prior school year, the principal will carefully and thoroughly evaluate all scheduling parameters including subjects, grade levels, and course requirements.
- Step 3: The principal will ensure that students who had a teacher with an ineffective rating the prior school year will not be placed with a teacher with an ineffective rating in the current school year.
- Step 4: Principals will work with the Superintendent to determine proper licensing of teachers with an ineffective rating prior to making subject or grade-level changes in assignment.
- Step 5: Each year, the Highly Qualified Teacher status (per IDOE guidelines) of each teacher with an ineffective rating will be verified with the Superintendent

PROBATIONARY TEACHER (I.C. 20-28-6.7-5)

Probationary Teacher I.C.20-28-6.7.5(b) – A teacher who (1) serves under contract as a teacher in a public school corporation; (2) either (A) received two (2) consecutive ratings of ineffective, as determined by the school corporation, on an annual evaluation under IC 20-28.11.5; or (b) is in the teacher’s first or second year of full-time teaching in a classroom; (3) has not at any time before July 1, 2012, entered into a teaching contract for further service with the school corporation.

INDIANA CANCELLATION OF CONTRACT

Beyond incompetence, as described above as a rating of Improvement Necessary or Ineffective on the evaluation, Indiana law permits cancellation of any teacher contract due to immorality, insubordination, neglect of duty, conviction, and other good or just cause, additionally for a probationary teacher’s contract may be canceled for any reason relevant to the school corporation’s interest (I.C. 20-28-7.5-1) Finally, a justifiable reduction in force shall be determined on the basis of performance rather than seniority. According to I.C. 20-29-6-4, the dismissal procedures and criteria may not be bargained collectively.

APPENDIX

Educator Performance Expectation Rubrics: Teachers will be evaluated according to Performance Expectations specifically for each of the following areas:

Appendix A: Teacher

Appendix B: Special Education Teacher

Appendix C: Elementary Counselor

Appendix D: Secondary Counselor

Appendix E: Media Specialist

Appendix F: Instructional Specialist

Appendix G: Behavior Therapist

Appendix H: Domain 4: Core Professionalism Rubric (Applies to all certified staff who fall under this agreement)

Appendix I: Teacher Pre-Observation Form

Appendix J: Teacher Post-Observation Form

Appendix K: Plan of Assistance

Appendix L: Written Request for Private Conference

Appendix M: SMCSC Training Protocols

Appendix N: SMCSC Certificate of Earned Professional Growth Points

Appendix O: Examples of Teacher and Student Evidence of Effective Practice

APPENDIX A: TEACHER EFFECTIVENESS RUBRIC

Domain 1		Preparation for Learning Rubric		
Position:	Certified Staff			
Purposeful Planning Performance Expectations	Highly Effective	Effective	Improvement Necessary	Ineffective
1.1 Plans for a student program of instruction in accordance with adopted curriculum	Consistent evidence that the teacher plans quality lessons of instruction. By: * Identifying content standards that students will master in each unit * Allocating an instructionally appropriate amount of time for each unit based on unit content and assessment data * Matching instructional strategies as well as meaningful & relevant activities/assignments to lesson objectives * Objectives are aligned to standards & convey what students are learning & what they will be able to do by the end of the lesson	Clear evidence that the teacher plans quality lessons of instruction. By: * Identifying content standards that students will master in each unit * Allocating an instructionally appropriate amount of time for each unit based on unit content & assessment data * Matching instructional strategies as well as meaningful & relevant activities/assignments to lesson objectives * Objectives are aligned to standards & convey what students are learning and what they will be able to do	Some evidence that the teacher plans quality lessons of instruction. By: * Identifying content standards that students will master in each unit * Allocating an instructionally appropriate amount of time for each unit based on unit content & assessment data * Matching instructional strategies as well as meaningful & relevant activities/assignments to lesson objectives * Objectives are aligned to standards & convey what students are learning & what they will be able to do	Little or no evidence that the teacher plans quality lessons for instruction. By: * Identifying content standards that students will master in each unit * Allocating an instructionally appropriate amount of time for each unit based on unit content and assessment data * Matching instructional strategies as well as meaningful and relevant activities/assignments to lesson objectives * Objectives are aligned to standards and convey what students are learning and what they will be able to do by the end of the lesson
1.2 Incorporates an understanding of how students develop and learn in the planning for student learning	Consistent evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning	Clear evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning	Some evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning	Little or no evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning
1.3 Uses a variety of resources, including assessment data, to plan instruction and set measurable goals	Consistent evidence that the teacher is utilizing district and school resources and assessment data to formulate a plan for learning	Clear evidence that the teacher is utilizing district and school resources and assessment data to plan for learning	Some evidence that the teacher is utilizing district and school resources and assessment data to plan for learning	Little or no evidence that the teacher is utilizing district and school resources and assessment data to plan for learning

Domain 2		Effective Instruction Rubric		
Position:	Certified Staff			
Climate Performance Expectations	Highly Effective	Effective	Improvement Necessary	Ineffective
2.1 Develops and maintains a classroom climate that supports student learning	Consistent evidence that the teacher uses classroom management methods which	Clear evidence that the teacher uses classroom management methods which support a positive classroom climate	Some evidence that the teacher uses classroom management methods	Little or no evidence that the teacher uses classroom management methods which

	support a positive classroom climate		which support a positive classroom climate	support a positive classroom climate
2.2 Communicates high expectations for all students	Consistent evidence that the teacher provides a challenging learning environment. Lesson development is based on pedagogy that provides a teaching cycle that embeds formative assessment.	Clear evidence that the teacher provides a challenging learning environment.	Some evidence that the teacher provides a challenging environment.	Little or no evidence that the teacher provides a challenging learning environment.
Instruction Performance Expectations	Highly Effective	Effective	Improvement Necessary	Ineffective
2.3 Demonstrates subject/standards knowledge and how to teach them to students	Consistent evidence that the teacher knows subject knowledge and how to teach the subject to students	Clear evidence that the teacher knows subject knowledge and how to teach the subject to students	Some evidence that the teacher knows subject knowledge and how to teach the subject to students	Little or no evidence that the teacher knows subject knowledge and how to teach the subject to students
2.4 Uses instructional strategies and resources to teach for understanding	Consistent evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding	Clear evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding	Some evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding	Little or no evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding
2.5 Differentiates instruction to meet the needs of all students	Consistent evidence that the teacher recognizes individual student differences and provides differentiated instruction to meet their needs	Clear evidence that the teacher recognizes individual student differences and provides differentiated instruction to meet their needs	Some evidence that the teacher recognizes individual student differences and provides differentiated instruction to meet their needs	Little or no evidence that the teacher recognizes individual student differences and provides differentiated instruction to meet their needs
2.6 Engages all students in learning activities	Consistent evidence that the teacher provides learning activities which engage all students	Clear evidence that the teacher provides learning activities which engage all students	Some evidence that the teacher provides learning activities which engage all students	Little or no evidence that the teacher provides learning activities which engage all students
2.7 Helps students practice and deepen new knowledge	Consistent evidence that the teacher conducts frequent checks for understanding to adjust instruction	Clear evidence that the teacher conducts frequent checks for understanding to adjust instruction	Some evidence that the teacher conducts frequent checks for understanding to adjust instruction	Little or no evidence that the teacher conducts frequent checks for understanding to adjust instruction
Assessment Performance Expectations	Highly Effective	Effective	Improvement Necessary	Ineffective
2.8 Assesses student learning levels and adjusts instructional practices for student success through frequent checks for understanding	Consistent evidence that the teacher understands and uses multiple methods of formative and summative assessments to engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction	Clear evidence that the teacher understands and uses multiple methods of formative and summative assessments, to document learner progress and to guide ongoing planning and instruction	Some evidence that the teacher understands and uses multiple methods of formative and summative assessments, to document learner progress and to guide ongoing planning and instruction	Little or no evidence that the teacher understands and uses multiple methods of formative and summative assessments, to document learner progress and to guide ongoing planning and instruction

Domain 3		Professional Practice Rubric		
Position:	Certified Staff			
Participation in Learning Comm. Performance Exp.	Highly Effective	Effective	Improvement Necessary	Ineffective
3.1 Works with colleagues in a respectful manner in the on-going cycle of development, implementation, evaluation of curriculum and professional learning communities	Consistent evidence that the teacher contributes to school effectiveness by collaborating with other professionals	Clear evidence that the teacher contributes to school effectiveness by collaborating with other professionals	Some evidence that the teacher contributes to school effectiveness by collaborating with other professionals	Little or no evidence that the teacher contributes to school effectiveness by collaborating with other professionals
3.2 Communicates effectively to establish and maintain lines of communication with students and parents	Consistent evidence that the teacher accurately describes, analyzes and evaluates student work and provides feedback to students and their families about their learning and development as learners	Clear evidence that the teacher accurately describes, analyzes and evaluates student work and provides feedback to students and their families about their learning and development as learners	Some evidence that the teacher accurately describes, analyzes and evaluates student work and provides feedback to students and their families about their learning and development as learners	Little or no evidence that the teacher accurately describes, analyzes and evaluates student work and provides feedback to students and their families about their learning and development as learners
3.3 Reflects on practice, data, and student work to improve future instruction	Consistent evidence that the teacher engages in reflective thinking to improve future instruction.	Clear evidence that the teacher engages in reflective thinking to improve future instruction.	Some evidence that the teacher engages in reflective thinking to improve future instruction.	Little or no evidence that the teacher engages in reflective thinking to improve future instruction
3.4 Uses different forms of professional development to improve instruction	Consistent evidence that the teacher uses opportunities to stay current with knowledge, theory and practice to impact student learning	Clear evidence that the teacher uses opportunities to stay current with knowledge, theory and practice to impact student learning	Some evidence that the teacher uses opportunities to stay current with knowledge, theory and practice to impact student learning	Little or no evidence that the teacher uses opportunities to stay current with knowledge, theory and practice to impact student learning
3.5 Contributes to school culture	Consistent evidence that the teacher contributes to school culture and goes above and beyond in dedicating time for students and peers	Clear evidence that the teacher contributes to school culture and dedicates time efficiently, when needed, to helping students and peers	Some evidence that the teacher contributes to school culture and infrequently dedicates time to helping students and peers.	Little or no evidence that the teacher contributes to school culture and dedicates little or no time towards helping students and peers.

APPENDIX B: SPECIAL EDUCATION TEACHER EFFECTIVENESS RUBRIC

Domain 1		Preparation for Learning Rubric		
Position:	Special Education Teacher			
Purposeful Planning Performance Expectations	Highly Effective	Effective	Improvement Necessary	Ineffective
1.1 Plans for a student program of instruction in accordance with adopted curriculum	Consistent evidence that the teacher plans quality lessons of instruction. By: * Identifying content standards that students will master in each unit * Allocating an instructionally appropriate amount of time for each unit based on unit content and assessment data * Matching instructional strategies as well as meaningful & relevant activities/assignments to lesson objectives * Objectives are aligned to standards & convey what students are learning & what they will be able to do by the end of the lesson	Clear evidence that the teacher plans quality lessons of instruction. By: * Identifying content standards that students will master in each unit * Allocating an instructionally appropriate amount of time for each unit based on unit content & assessment data * Matching instructional strategies as well as meaningful & relevant activities/assignments to lesson objectives * Objectives are aligned to standards & convey what students are learning and what they will be able to do	Some evidence that the teacher plans quality lessons of instruction. By: * Identifying content standards that students will master in each unit * Allocating an instructionally appropriate amount of time for each unit based on unit content & assessment data * Matching instructional strategies as well as meaningful & relevant activities/assignments to lesson objectives * Objectives are aligned to standards & convey what students are learning & what they will be able to do	Little or no evidence that the teacher plans quality lessons for instruction. By: * Identifying content standards that students will master in each unit * Allocating an instructionally appropriate amount of time for each unit based on unit content and assessment data * Matching instructional strategies as well as meaningful and relevant activities/assignments to lesson objectives * Objectives are aligned to standards and convey what students are learning and what they will be able to do by the end of the lesson
1.2 Incorporates an understanding of how students develop and learn in the planning for student learning and provide on-going coaching to building-based team	Consistent evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning and developing the IEP High evidence of keeping the team informed Supports team in selection and implementation of appropriate method of data collection based on the type of information sought, including systemic processes (frequency, duration, and intensity and/or incident records)	Clear evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning and developing the IEP. Evidence of keeping the team informed Supports team in selection and implementation of appropriate method of data collection based on the type of information sought, including systemic processes (frequency, duration, and intensity and/or incident records)	Some evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning and developing the IEP. Some evidence of keeping the team informed Supports team in selection and implementation of appropriate method of data collection based on the type of information sought, including systemic processes (frequency, duration, and intensity and/or incident records)	Little or no evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning and developing the IEP. Little to no evidence of keeping the team informed Supports team in selection and implementation of appropriate method of data collection based on the type of information sought, including systemic processes (frequency, duration, and intensity and/or incident records)
1.3 Uses a variety of resources, including assessment data, to plan instruction and set measurable goals	Consistent evidence that the teacher is utilizing district and school resources and assessment data to formulate a plan for learning Consistent alignment of student IEP goals with	Clear evidence that the teacher is utilizing district and school resources and assessment data to plan for learning Clear alignment of student IEP goals with student's needs defined in the PLOP	Some evidence that the teacher is utilizing district and school resources and assessment data to plan for learning Some alignment of student IEP goals with student's needs defined in the PLOP	Little or no evidence that the teacher is utilizing district and school resources and assessment data to plan for learning Little to no alignment of student IEP goals with student's needs defined in the PLOP

	student's needs defined in the PLOP Consistent facilitation of post-secondary transitions, for students 13 years or older that meets Article 7 requirements	Clear facilitation of post-secondary transitions, for students 13 years or older that meets Article 7 requirements	Facilitates some post-secondary transitions, for students 13 years or older that meets Article 7 requirements	Little to no facilitation of post-secondary transitions, for students 13 years or older that meets Article 7 requirements
Domain 2		Effective Instruction Rubric		
Position:	Special Education Teacher			
Climate Performance Expectations	Highly Effective	Effective	Improvement Necessary	Ineffective
2.1 Develops and maintains a learning climate that supports student learning	Consistent evidence that the teacher uses classroom and/or behavior management methods which support a positive learning climate, including implementation of behavior plans	Clear evidence that the teacher uses classroom and/or behavior management methods which support a positive learning climate, including implementation of behavior plans	Some evidence that the teacher uses classroom and/or behavior management methods which support a positive learning climate, including implementation of behavior plans	Little or no evidence that the teacher uses classroom and/or behavior management methods which support a positive learning climate, including implementation of behavior plans
2.2 Communicates high expectations for all students	Consistent evidence that the teacher provides a challenging learning environment. Lesson development is based on pedagogy that provides a teaching cycle that embeds formative assessment, Lesson plan takes into consideration: * individual student goals * individual PLOP * maintains appropriate level of scaffolding and does not exceed students actual needs	Clear evidence that the teacher provides a challenging learning environment. Lesson plan takes into consideration: * individual student goals * individual PLOP * maintains appropriate level of scaffolding and does not exceed students actual needs	Some evidence that the teacher provides a challenging environment. Lesson plan takes into consideration: * individual student goals * individual PLOP * maintains appropriate level of scaffolding and does not exceed students actual needs	Little or no evidence that the teacher provides a challenging learning environment.
2.3 Demonstrates subject/standards knowledge and how to teach them to students	Consistent evidence that the teacher knows subject knowledge and how to teach the subject to students, including specially designed instruction related to the content area.	Clear evidence that the teacher knows subject knowledge and how to teach the subject to students, including specially designed instruction related to the content area.	Some evidence that the teacher knows subject knowledge and how to teach the subject to students, including specially designed instruction related to the content area.	Little or no evidence that the teacher knows subject knowledge and how to teach the subject to students, including specially designed instruction related to the content area.
2.4 Uses instructional strategies and resources to teach for understanding	Consistent evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding	Clear evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding	Some evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding	Little or no evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding
2.5 Differentiates instruction to meet the needs of all students	Consistent evidence that the teacher recognizes individual student differences to provide, guide and consult on differentiated instruction to meet student needs	Clear evidence that the teacher recognizes individual student differences to provide, guide and consult on differentiated instruction to meet student needs	Some evidence that the teacher recognizes individual student differences to provide, guide and consult on differentiated instruction to meet student needs	Little or no evidence that the teacher recognizes individual student differences to provide, guide and consult on differentiated instruction to meet student needs

2.6 Engages students in learning activities	<p>Consistent evidence that the teacher provides learning activities and opportunities which engage students</p> <p>Proactively problem solves with the team and demonstrates timely implementation of strategies to support students who are not easily engaged.</p> <p>Develops and implements effective behavior plans to support students when embedded into IEP.</p>	<p>Clear evidence that the teacher provides learning activities and opportunities which engage students</p> <p>Problem solves with the team and demonstrates timely implementation of strategies to support students who are not easily engaged.</p> <p>Develops and implements effective behavior plans to support students when embedded into IEP.</p>	<p>Some evidence that the teacher provides learning activities and opportunities which engage students</p> <p>Problem solves with the team and some demonstrates implementation of strategies to support students who are not easily engaged.</p> <p>Develops and implements behavior plans to support students when embedded into IEP.</p>	<p>Little or no evidence that the teacher provides learning activities and opportunities which engage students</p>
2.7 Helps students practice and deepen new knowledge	<p>Consistent evidence that the teacher conducts frequent checks for understanding to adjust instruction</p>	<p>Clear evidence that the teacher conducts frequent checks for understanding to adjust instruction</p>	<p>Some evidence that the teacher conducts frequent checks for understanding to adjust instruction</p>	<p>Little or no evidence that the teacher conducts frequent checks for understanding to adjust instruction</p>
2.8 Assesses student learning levels and adjusts instructional practices for student success through frequent checks for understanding, including progress monitoring of IEP goals.	<p>Consistent evidence that the teacher understands and uses multiple methods of formative and summative assessments to engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction, which may include consultation with TOR or reconvening the CCC</p>	<p>Clear evidence that the teacher understands and uses multiple methods of formative and summative assessments, to document learner progress and to guide ongoing planning and instruction, which may include consultation with TOR or reconvening the CCC</p>	<p>Some evidence that the teacher understands and uses multiple methods of formative and summative assessments, to document learner progress and to guide ongoing planning and instruction, which may include consultation with TOR or reconvening the CCC</p>	<p>Little or no evidence that the teacher understands and uses multiple methods of formative and summative assessments, to document learner progress and to guide ongoing planning and instruction</p>

Domain 3		Professional Practice Rubric			
Position:	Special Education Teacher				
Participation in Learning Comm. Performance Exp.	Highly Effective	Effective	Improvement Necessary	Ineffective	
3.1 Works with colleagues in a respectful manner in the on-going cycle of development, implementation, evaluation of curriculum and professional learning communities	Consistent evidence that the teacher contributes to school effectiveness by collaborating with other professionals	Clear evidence that the teacher contributes to school effectiveness by collaborating with other professionals	Some evidence that the teacher contributes to school effectiveness by collaborating with other professionals	Little or no evidence that the teacher contributes to school effectiveness by collaborating with other professionals	
3.2 Communicates effectively to establish and maintain lines of communication with students and parents	Consistent evidence that the teacher accurately describes, analyzes and evaluates student work and provides feedback to students and their families about their learning and development as learners	Clear evidence that the teacher accurately describes, analyzes and evaluates student work and provides feedback to students and their families about their learning and development as learners	Some evidence that the teacher accurately describes, analyzes and evaluates student work and provides feedback to students and their families about their learning and development as learners	Little or no evidence that the teacher accurately describes, analyzes and evaluates student work and provides feedback to students and their families about their learning and development as learners	

	Maintains open communication with parents, students, and the team to create a partnership that supports the student's learning by exceeding Article 7 minimum for communication	Meets Article 7 for timely communication Builds positive rapport with families and students	Meets Article 7 for timely communication	Does not meet Article 7 requirements for communication
3.3 Reflects on practice, data, and student work to improve future instruction	Consistent evidence that the teacher engages in reflective thinking to improve future instruction, including planning for instruction, accommodations and/or modifications to meet individual student needs. Reconvene or consult with TOR to the CCC if adjustments are needed to the IEP. Facilitates student advocacy for academic and/or behavior goal setting	Clear evidence that the teacher engages in reflective thinking to improve future instruction, including planning for instruction, accommodations and/or modifications to meet individual student needs. Reconvene or consult with TOR to the CCC if adjustments are needed to the IEP. Facilitates student advocacy for academic and/or behavior goal setting	Some evidence that the teacher engages in reflective thinking to improve future instruction, including planning for instruction, accommodations and/or modifications to meet individual student needs. Minimal evidence that the teacher facilitates student advocacy for academic and/or behavior goal setting	Little or no evidence that the teacher engages in reflective thinking to improve future instruction
3.4 Uses different forms of professional development to improve instruction	Consistent evidence that the teacher uses opportunities to stay current with knowledge, theory and practice to impact student learning	Clear evidence that the teacher uses opportunities to stay current with knowledge, theory and practice to impact student learning	Some evidence that the teacher uses opportunities to stay current with knowledge, theory and practice to impact student learning	Little or no evidence that the teacher uses opportunities to stay current with knowledge, theory and practice to impact student learning
3.5 Contributes to school culture	Consistent evidence that the teacher contributes to school culture and goes above and beyond in dedicating time for students and peers	Clear evidence that the teacher contributes to school culture and dedicates time efficiently, when needed, to helping students and peers	Some evidence that the teacher contributes to school culture and infrequently dedicates time to helping students and peers.	Little or no evidence that the teacher contributes to school culture and dedicates little or no time towards helping students and peers.

APPENDIX C: GUIDANCE COUNSELOR (ELEMENTARY) EFFECTIVENESS RUBRIC

Domain 1		Preparation and Planning Rubric			
Position:	Guidance Counselor, Elementary School				
Purposeful Planning Performance Expectations	Highly Effective	Effective	Improvement Necessary	Ineffective	
1. 1 Plans for a student program of instruction in accordance with adopted curriculum	Consistent evidence that the counselor plans quality lessons of instruction	Clear evidence that the counselor plans quality lessons of instruction	Some evidence that the counselor plans quality lessons of instruction	Little or no evidence that the counselor plans quality lessons for instruction	
1.2 Incorporates an understanding of how students develop and learn in the planning for student learning	Consistent evidence that the counselor draws upon knowledge of child development and knows his/her students when planning for learning	Clear evidence that the counselor draws upon knowledge of child development and knows his/her students when planning for learning	Some evidence that the counselor draws upon knowledge of child development and knows his/her students when planning for learning	Little or no evidence that the counselor draws upon knowledge of child development and knows his/her students when planning for learning	
1.3 Uses a variety of resources, including data, to plan programming and set measurable goals	Consistent evidence that the counselor is utilizing district and school resources and assessment data to plan for learning	Clear evidence that the counselor is utilizing district and school resources and assessment data to plan for learning	Some evidence that the counselor is utilizing district and school resources and assessment data to plan for learning	Little or no evidence that the counselor is utilizing district and school resources and assessment data to plan for learning	
1.4 Plans and prepares for the needs of all students	Consistent evidence that the counselor prepares lessons differentiated to the learning needs of the students	Clear evidence that the counselor prepares lessons differentiated to the learning needs of the students	Some evidence that the counselor prepares lessons differentiated to the learning needs of the students	Little or no evidence that the counselor prepares lessons differentiated to the learning needs of the students	

Domain 2		Effective Instruction Rubric			
Position:	Guidance Counselor, Elementary School				
Climate Performance Expectations	Highly Effective	Effective	Improvement Necessary	Ineffective	
2.1 Develops and maintains a climate that supports student learning	Consistent evidence that the counselor uses classroom management methods which support a positive classroom climate	Clear evidence that the counselor uses classroom management methods which support a positive classroom climate	Some evidence that the counselor uses classroom management methods which support a positive classroom climate	Little or no evidence that the counselor uses classroom management methods which support a positive classroom climate	
2.2 Communicates high expectations for all students	Consistent evidence that the counselor provides a challenging learning environment.	Clear evidence that the counselor provides a challenging learning environment.	Some evidence that the counselor knows subject knowledge and how to teach the subject to students.	Little or no evidence that the counselor provides a challenging learning environment.	

2.3 Demonstrates subject knowledge/ standards and how to teach them to students	Consistent evidence that the counselor knows subject knowledge and how to teach the subject to students	Clear evidence that the counselor knows subject knowledge and how to teach the subject to students	Some evidence that the counselor knows subject knowledge and how to teach the subject to students	Little or no evidence that the counselor knows subject knowledge and how to teach the subject to students
2.4 Uses instructional strategies and resources to teach for understanding	Consistent evidence that the counselor uses multiple, appropriate instructional strategies and resources to teach for understanding	Clear evidence that the counselor uses multiple, appropriate instructional strategies and resources to teach for understanding	Some evidence that the counselor uses multiple, appropriate instructional strategies and resources to teach for understanding	Little or no evidence that the counselor uses multiple, appropriate instructional strategies and resources to teach for understanding
2.5 Engages all students in learning activities	Consistent evidence that the teacher provides learning activities which engage all students	Clear evidence that the teacher provides learning activities which engage all students	Some evidence that the teacher provides learning activities which engage all students	Little or no evidence that the teacher provides learning activities which engage all students.
2.6 Helps students practice and deepen new knowledge	Consistent evidence that the counselor conducts frequent checks for understanding to adjust instruction	Clear evidence that the counselor conducts frequent checks for understanding to adjust instruction	Some evidence that the counselor conducts frequent checks for understanding to adjust instruction	Little or no evidence that the counselor conducts frequent checks for understanding to adjust instruction
2.7 Provides counseling, guidance, consultation, crisis intervention or referral as needed	Consistent evidence that the counselor is providing guidance, consultation, crisis intervention or referral as needed. Works well with the school staff and administrators to facilitate identification of students in need of service	Clear evidence that the counselor is providing guidance, consultation, crisis intervention or referral as needed	Some evidence that the counselor is providing guidance, consultation, crisis intervention or referral as needed	Little or no evidence that the counselor is providing guidance, consultation, crisis intervention or referral as needed
2.8 Collaborates with teachers, parents, and the community to advocate for the success of all students and to increase awareness of students' needs	Consistent evidence that counselor demonstrates effective communication skills and collaboration with teachers, family, and community from a variety of backgrounds. Counselor demonstrates a direct impact of these collaborative activities on students	Clear evidence that the counselor demonstrates effective communication skills and collaboration with teachers, family, and community from a variety of backgrounds	Some evidence that the counselor demonstrates communication skills and collaboration with community, but counselor is inconsistent or is effective with only a small population to the detriment of others	Little or no evidence that the counselor demonstrates communication skills and collaboration with community. Counselor is an ineffective communicator and is disengaged with teachers, the parents, and community stakeholders.

Domain 3		Professional Practice Rubric		
Position: Guidance Counselor, Elementary School				
Participation in Learning Comm. Performance Exp.	Highly Effective	Effective	Improvement Necessary	Ineffective

3.1 Works with colleagues in a respectful manner in the on-going cycle of development, implementation, evaluation of curriculum and professional learning communities	Consistent evidence that the counselor contributes to school effectiveness by collaborating with other professionals	Clear evidence that the counselor contributes to school effectiveness by collaborating with other professionals	Some evidence that the counselor contributes to school effectiveness by collaborating with other professionals	Little or no evidence that the counselor contributes to school effectiveness by collaborating with other professionals
3.2 Communicates effectively to establish and maintain lines of communication with students and parents	Consistent evidence that the counselor accurately describes, analyzes and evaluates student work and provides feedback to students and their families about their learning and development as learners	Clear evidence that the counselor accurately describes, analyzes and evaluates student work and provides feedback to students and their families about their learning and development as learners	Some evidence that the counselor accurately describes, analyzes and evaluates student work and provides feedback to students and their families about their learning and development as learners	Little or no evidence that the counselor accurately describes, analyzes and evaluates student work and provides feedback to students and their families about their learning and development as learners
3.3 Reflects on practice, data, and student work to improve future instruction	Consistent evidence that the counselor engages in reflective thinking to improve future instruction.	Clear evidence that the counselor engages in reflective thinking to improve future instruction.	Some evidence that the counselor engages in reflective thinking to improve future instruction.	Little or no evidence that the counselor engages in reflective thinking to improve future instruction
3.4 Uses different forms of professional development to improve instruction	Consistent evidence that the counselor uses opportunities to stay current with knowledge, theory and practice to impact student learning	Clear evidence that the counselor uses opportunities to stay current with knowledge, theory and practice to impact student learning	Some evidence that the counselor uses opportunities to stay current with knowledge, theory and practice to impact student learning	Little or no evidence that the counselor uses opportunities to stay current with knowledge, theory and practice to impact student learning
3.5 Contributes to school culture	Consistent evidence that the counselor contributes to school culture and goes above and beyond in dedicating time for students and peers	Clear evidence that the counselor contributes to school culture and dedicates time efficiently, when needed, to helping students and peers	Some evidence that the counselor contributes to school culture and infrequently dedicates time to helping students and peers.	Little or no evidence that the counselor contributes to school culture and dedicates little or no time towards helping students and peers.

APPENDIX D: GUIDANCE COUNSELOR (SECONDARY) EFFECTIVENESS RUBRIC

Domain 1		Preparation and Planning Rubric			
Position:	Guidance Counselor, Secondary Schools				
Purposeful Planning Performance Expectations	Highly Effective	Effective	Improvement Necessary	Ineffective	
1. 1 Utilizes data to plan. (e. g. IEP, RTI, Grades, Data Team, State-Mandated Assessments, ATOD, Naviance)	Consistent evidence that the counselor uses student achievement -related, survey, and other student data - to plan, and additionally, incorporates differentiated strategies in planning	Clear evidence that the counselor uses student achievement-related, survey and other student data to formulate plans	Some evidence that the counselor uses or student achievement-related, survey and other student data to formulate plans or rarely does so	Little or no evidence that the counselor uses student achievement data or survey results when planning or counselor never does so	
1.2 Reviews professional guidelines and best practices	Consistent evidence that the counselor routinely reviews or utilizes professional guidelines or best practices, based on program and student goals and uses them in-depth as situations allow	Clear evidence that the counselor routinely reviews or utilizes professional guidelines or best practices, based on program and student goals	Some evidence that the counselor routinely reviews or utilizes professional guidelines or best practices, based on program and student goals or counselor rarely does so	Little or no evidence that the counselor routinely reviews or utilizes professional guidelines or best practices, based on program and student goals or counselor never does so	
1.3 Tracks student data and analyzes progress (e.g. SLO or SGM)	Consistent evidence that the counselor uses a data tracking system for analyzing data on a routine basis and uses assessment / progress data in planning future programming	Clear evidence that the counselor uses a data tracking system for analyzing data on a routine basis	Some evidence that the counselor uses a data tracking system for analyzing data	Little or no evidence that the counselor uses the provided data tracking system for analyzing data	
1.4 Plans and prepares for the needs of all students	Consistent evidence that the counselor prepares programming differentiated to the needs of the students	Clear evidence that the counselor prepares programming differentiated to the needs of the students	Some evidence that the counselor prepares programming differentiated to the needs of the students or counselor rarely does so	Little or no evidence that the counselor prepares programming differentiated to the needs of the students or counselor never does so	
Domain 2		Effective Counseling Services Rubric			
Position:	Guidance Counselor, Secondary School				
Performance Expectations	Highly Effective	Effective	Improvement Necessary	Ineffective	
2.1 Follows laws, rules, and policies, adhering to ethical standards and respecting student confidentiality to help students	Consistent evidence that the counselor follows laws, rules and policies, adhering to professional ethical standards and respecting student confidentiality. Exhibits all of the traits of the effective counselor and stays	Clear evidence that the counselor follows laws, rules and policies, adhering to professional ethical standards and respecting student confidentiality. Exhibits professional conduct and integrity. Follows ethical	Some evidence of traits of an effective counselor but needs improvement in the competencies. Professional conduct and integrity occasionally lacking. Ethical and legal codes are followed.	Little or no evidence of traits of an effective counselor and ineffective in the competencies. Professional conduct and integrity generally lacking. Ethical and legal codes are followed. Consultation /	

overcome barriers to learning (IEP, 504, CPS services)	current with changes to laws, rules, policies, and ethical standards	and legal codes. Uses consultation and supervision when needed. Uses appropriate student interventions	Consultation / supervision used when needed but not sought. Questionable student interventions.	supervision used when needed but not sought. Questionable student interventions.
2.2 Provides counseling, guidance, consultation, crisis intervention or referral as needed	Consistent evidence that the counselor provides counseling, effective guidance, consultation, crisis intervention or referral as needed. Works well with school staff and administrators to facilitate identification of students in need of service	Clear evidence that the counselor provides counseling, guidance, consultation, crisis intervention or referral as needed. Diverse needs of students addressed through appropriate services. Counselor proficient at delivering or referring student to receive appropriate service.	Some evidence that the counselor provides counseling, guidance, consultation, crisis intervention or referral as needed. Some needs of students addressed through services but appropriateness of services is questionable. Counselor somewhat deficient at delivering or referring student to receive appropriate service.	Little or no evidence that the counselor provides counseling, guidance, consultation, crisis intervention or referral as needed. Needs of students inadequately addressed through services and appropriateness of services is questionable. Counselor is not proficient at delivering or referring student to receive appropriate service.
2.3 Assists and/or develops student understanding of safety, survival, and prevention skills (Bully Prevention, Body Safety, Prom lead-up activities, SADD, various community resources)	Consistent evidence that the counselor connects student learning to future plans. Assists students to identify safety concerns and needs, as needed. Ensures students understand right to a safe, secure school environment. Ensures students can identify resources for peer, adult, and/or community support. Coordinates prevention training to students, staff, and parents.	Clear evidence that the counselor connects student learning to future plans. Assists students to identify safety concerns and needs, as needed. Ensures students understand right to a safe, secure school environment. Ensures students can identify resources for peer, adult, and/or community support.	Some evidence that the counselor connects student learning to future plans. Inconsistent in helping students identify safety concerns and needs, as needed. Students lack understanding of right to a safe, secure school environment. Students do not identify resources for peer, adult, and/or community support.	Little or no evidence that the counselor connects student learning to future plans. Does not help students identify safety concerns and needs, as needed. Students do not understand right to a safe, secure school environment. Students do not identify resources for peer, adult, and/or community support
2.4 Connects student learning to future plans	Consistent evidence that the counselor is effective in connecting student learning to future plans and utilizes resources outside of the school setting. Helps families see connections between achievement and career / future success.	Clear evidence that the counselor connects students to future learning plans. Helps students see connections between achievement and career/future success. Helps students learn about interests, abilities, and aptitude. Provides age-appropriate career awareness information, preparation or planning assistance. Provides information for students to practice decision-making when selecting course work or career planning.	Some evidence that the counselor connects student learning to future plans. Infrequently helps students see connection. Helps some students learn about interests, abilities, and aptitude. Provides minimal career awareness, information, preparation or planning assistance to students. Minimally practices decision-making skills with students during course selection and/or career planning.	Little or no evidence that the counselor connects student learning to future plans. Does not help students see connection between achievement and career/future success. Does not provide career awareness, information, preparation or planning assistance to students. Does not practice decision-making skills during course selection and/or career planning.
2.5 Supports students/ staff / parents in assessment interpretation and goal setting	Consistent evidence that the counselor is effective in supporting students/staff/parents in assessment interpretation and goal setting. Highly effective in interpreting assessment results and goal setting. Assessment interpretation and goal setting	Clear evidence that the counselor supports students/staff/ parents in assessment interpretation and goal setting. Is effective at interpreting assessment results and goal setting. Assists in interpreting and understanding assessment results. Helps students set	Some evidence that the counselor supports students/staff/ parents in assessment interpretation and goal setting. Is somewhat effective at interpreting assessment results and goal setting. Only occasionally assists in interpreting and	Little or no evidence that the counselor supports students/staff/ parents in assessment interpretation and goal setting. Is ineffective at interpreting assessment results and goal setting. Does not assist students in interpreting and understanding assessment

	are systematic and well planned.	challenging academic goals and/or make course plans based on results. Applies knowledge of student interests and aptitudes to goal setting.	understanding assessment results. Helps students make course plans based on results. Infrequently allows students to apply knowledge of interests and aptitudes to goal setting.	results. Allows students to make course plans without guidance or assistance. Does not encourage students to apply knowledge of interests and aptitudes to goal setting.
2.6 Creates culture of respect	Consistent evidence that the counselor creates a culture of respect and collaboration. Highly effective in creating a classroom culture of respect and collaboration. Requires students to be respectful during time spent together. Seeks out opportunities to reinforce positive behavior and/or skillfully diffuses emotionally charged situations.	Clear evidence that the counselor creates a culture of respect and collaboration. Creates effectively a classroom culture of respect and collaboration. Requires students to be respectful during time spent together. Reinforces positive behavior and explains consequences appropriately to discourage negative behavior.	Some evidence that the counselor creates a culture of respect and collaboration. Needs improvement in creating a classroom culture of respect and collaboration. Works with students who are generally respectful of their counselor but may occasionally act out or need to be reminded of school norms.	Little or no evidence that the counselor creates a culture of respect and collaboration. Ineffective in creating a classroom culture of respect and collaboration. Works with students who are frequently disrespectful of their counselor as evidenced by discouraging remarks or disruptive behavior.

Domain 3		Professional Practice Rubric		
Position:	Guidance Counselor, Secondary School			
Professional Practice Performance Expectations	Highly Effective	Effective	Improvement Necessary	Ineffective
3.1 Contributes to school culture	Clear evidence that the counselor contributes to school culture. Contributes ideas and expertise to further the school's mission and initiatives. Dedicates time efficiently, when needed, to helping students and peers. Has a good rapport with students and shows genuine interest in their thoughts and opinions. Seeks out leadership roles. Goes above and beyond in dedicating time for students and peers.	Clear evidence that the counselor contributes to school culture. Contributes ideas and expertise to further the school's mission and initiatives. Dedicates time efficiently, when needed, to helping students and peers. Has a good rapport with students and shows genuine interest in their thoughts and opinions.	Some evidence that the counselor contributes to school culture. Contributes occasional ideas and expertise to further the school's mission and initiatives. Infrequently dedicates time to help students and peers. Occasionally praises positive behavior or occasionally addresses negative behavior	Little or no evidence that the counselor contributes to school culture. Rarely or never contributes ideas aimed at improving school efforts. Counselor dedicates little or no time towards helping students and peers. Infrequently dedicates time to help students and peers. Rarely or never praises positive behavior.
3.2 Collaborate with peers	Consistent evidence the counselor collaborates with peers. Goes above and beyond in seeking out opportunities to collaborate. Coaches peers through difficult situations. Takes on leadership roles within collaborative groups.	Clear evidence the counselor collaborates with peers. Seeks out and participates in regular opportunities to work with and learn from others. Asks for assistance when needed and provides assistance to others in need.	Some evidence the counselor collaborates with peers. Occasionally participates in opportunities to work with and learn from others. Does not ask for or perceive need for assistance or collaboration.	Little or no evidence the counselor collaborates with peers. Rarely or never attends professional development opportunities. Shows little to no interest in new ideas, programs, or classes to improve counseling and learning.

3.3 Seeks professional skills and knowledge	Consistent evidence that the counselor seeks professional skills and knowledge. Actively pursues opportunities to improve knowledge and practice. Seeks out ways to implement new practices where applicable. Welcomes constructive feedback to improve practice. Shares regularly newly learned knowledge and practices with others. Seeks out opportunities to lead professional development sessions.	Clear evidence that the counselor seeks professional skills and knowledge. Actively pursues opportunities to improve knowledge and practice. Seeks out ways to implement new practices where applicable. Welcomes constructive feedback to improve practice.	Some evidence that the counselor seeks professional skills and knowledge. Attends all mandatory professional development opportunities. Does not actively pursue optional professional development opportunities. Does not seek out ways to implement new practices. Does not accept constrictive feedback well.	Little or no evidence that the counselor seeks professional skills and knowledge. Rarely or never displays commitment to the education of his/her students. Accepts failure as par for the course and does not advocate for students' needs
3.4 Advocates for student success	Consistent evidence that the counselor advocates for student success. Displays commitment to the education of all students. Proposes creative changes to ensure student success.	Clear evidence that the counselor advocates for student success. Displays commitment to the education of all his/her students. Attempts to remove or remedy obstacles to student achievement. Advocates for students' individual needs.	Some evidence that the counselor advocates for student success. Displays inconsistent commitment to the education of his/her students. Advocates inconsistently for students' needs.	Little or no evidence that the counselor advocates for student success. Rarely or never displays commitment to the education of his/her students. Accepts failure as par for the course and does not advocate for students' needs.
3.5 Engages families in student learning	Consistent evidence the counselor engages families in student learning. Strives to form relationships in which parents are given ample opportunity to participate. Is available to address concerns in a timely and positive manner, when necessary.	Clear evidence the counselor engages families in student learning. Proactively reaches out to parents to engage them in student learning. Responds to contact from parents in a timely, respectful manner.	Some evidence that the counselor engages families in student learning. Responds to contact from parents. Does not necessarily reach out to parents to engage them in student learning.	Little or no evidence that the counselor engages families in student learning. Rarely or never reaches out to parents. Frequently does not respond to contacts from parents.

APPENDIX E: MEDIA SPECIALIST EFFECTIVENESS RUBRIC

Media Specialist – Domain 1: Purposeful Planning The media specialist defines the policies of the school media center and directs all activities related to it.

Domain 1		Preparation for Learning Rubric			
Position:	Media Specialist				
Purposeful Planning Performance Expectations	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.1 Builds and maintains a collection of print and electronic resources to support the curriculum	Media specialist has current and thorough knowledge of literature, information technology, and the school's curriculum that is applied when purchasing for the collection. In addition, media specialist proactively seeks input from students, staff, and administrators to ensure the collection supports curriculum standards and reflects reading interests.	Media specialist has current and thorough knowledge of literature, information technology, and the school's curriculum that is applied when purchasing for the collection.	Media specialist has knowledge of literature, information technology, and the school's curriculum that is sometimes applied when purchasing for the collection.	There is little evidence of knowledge of literature, information technology, or the school's curriculum shown when purchasing for the collection.	
1.2 Organizes and manages the media center for maximum and effective use	Media specialist organizes and manages the media center effectively. Organizational structure is clearly communicated and seeks student and staff input to ensure collection is organized to maximize usability.	Media specialist organizes and manages the media center effectively. Organizational structure is clearly communicated to students and staff.	Media specialist organizes and manages the media center sufficiently.	Media specialist fails to organize and manage the media center in a sufficient way.	
1.3 Evaluates, promotes, and uses existing and emerging technologies that support teaching and learning	Media specialist has extensive knowledge of emerging technologies and understands their use to support teaching and learning. In addition, media specialist models and incorporates the use of these resources when working with students and staff.	Media specialist has full knowledge of emerging technologies and understands their use to support teaching and learning.	Media specialist has some knowledge of emerging technologies and ways they are being used to support teaching and learning.	Media specialist has little or no knowledge of emerging technologies or understanding of their use to support teaching and learning.	
1.4 Collaborates with faculty and students in the design of lessons and projects based on best instructional practices	Media specialist actively seeks out opportunities to collaborate with faculty and students in the design of lessons and projects based on best instructional practices. The media specialist willingly assists in preparing these learning experiences, recommending appropriate print and digital resources.	Media specialist regularly collaborates with faculty and students in the design of lessons and projects based on best instructional practices.	Media specialist sometimes collaborates with faculty or students in the design of lessons and projects.	Media specialist rarely, or never, collaborates with faculty or students in the design of lessons and projects.	

Media Specialist – Domain 2: Effective Instruction The media specialist empowers patrons to become critical thinkers, skillful researchers, enthusiastic readers, and ethical users of information.

Domain 2		Effective Instruction			
Position:	Media Specialist				
Effective Instruction Expectations	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
2.1 Creates and maintains a teaching and learning environment that is inviting, safe, flexible, and conducive to student learning	Media specialist creates an environment where students and staff feel welcomed, comfortable in communicating their needs and questions, and confident that their needs will be met. In addition, the media specialist is aware of and sensitive to staff and student needs, willingly modifying environmental factors to support learning.	Media specialist creates an environment where students and staff feel welcomed, comfortable in communicating their needs and questions, and confident that their needs will be addressed.	Media specialist works in the environment. Few students and staff feel comfortable in communicating their needs and questions to the media specialist.	Media specialist does not foster an environment where students and staff feel welcomed. Patrons do not feel comfortable in communicating their needs or questions to the media specialist.	

2.2 Demonstrates and communicates content knowledge to students	Media specialist teaches engaging, standards-based lessons. In addition, media specialist seeks opportunities to teach collaboratively, and can effectively embed media and information skills into projects.	Media specialist teaches engaging, standards-based lessons.	Media specialist teaches lessons that are not always engaging or standards-based.	Media specialist rarely, or never, teaches lessons that are engaging or standards-based.
2.3 Teaches information literacy & digital citizenship skills in accordance with local & national technology standards including ISTE NETS and 21st Century Learner Standards	Media specialist effectively instructs all capable students in information literacy and digital citizenship skills based on student data (e.g. pre/post-test, school discipline data, and survey data) in accordance with local and national standards. In addition, media specialist models and promotes proper digital citizenship among staff.	Media specialist effectively instructs most capable students in information literacy & digital citizenship skills based on student data (e.g. pre/post-test, school discipline or survey data) in accordance with local & national technology standards.	Media specialist instructs some capable students in information literacy and digital citizenship skills based on student data (e.g. pre/post-test, school discipline or survey data) in accordance with local and national technology standards.	Media specialist instructs few, if any, capable students in information literacy or digital citizenship skills based on student data (e.g. pre/post-test, school discipline data, and survey data).
2.4 Exposes students to current and classic children's and/or adolescent literature, and encourages an appreciation of literature	Media specialist has a detailed knowledge of the school media center's collection, proactively sharing literature and resource ideas with students and staff. In addition, media specialist stays current with children's and/or young adult literature trends.	Media specialist has a detailed knowledge of the school media center's collection, gladly sharing literature and resource ideas with students and staff.	Media specialist is somewhat knowledgeable of the school media center's collection & sometimes shares ideas with students and staff.	Media specialist has limited knowledge of the school media center's collection and rarely shares with students and staff.

Media Specialist – Domain 3: Leader The media specialist creates an environment where collaboration and creative problem solving thrive.

Domain 3		Leader		
Position:	Media Specialist			
Leadership Expectations	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1 Remains current in professional practices, educ. research, information technologies, applicable to the school media center	Media specialist regularly pursues opportunities to improve knowledge and practice, and seeks out ways to implement new practices where applicable.	Media specialist sometimes pursues opportunities to improve knowledge and practice, and seeks out ways to implement new practices where applicable.	Media specialist rarely takes opportunities to improve knowledge and practice.	Media specialist does not take opportunities to improve knowledge and practice.
3.2 Promotes school media center resources and services	Media specialist regularly advocates for media center resources and services through clear communication to students, staff, and administrators.	Media specialist sometimes advocates for media center resources and services through clear communication to students, staff, and administrators.	Media specialist seldom advocates for media center resources/services through clear communication to students, staff, & admin	Media specialist does not advocate for media center resources and services through clear communication to students, staff, and administrators.
3.3 Establishes, evaluates, and maintains media center procedures	Media specialist establishes media center policies, procedures, & ensures these are understood & followed by students, staff, & volunteers. In addition, media specialist actively listens to suggestions for policy and/or procedure revision, & revises policies and/or procedures as needed.	Media specialist establishes media center policies and procedures, and ensures these are understood and followed by students, staff, and volunteers.	Media specialist has some policies and procedures, which are sometimes understood and followed by students, staff, and volunteers.	Media center policies and procedures are unclear; students, staff, and volunteers do not clearly understand expectations for learning and/or behavior while in the media center.
3.4 Manages school media center budget to support program goals	Media specialist advocates for & works toward the development of a comprehensive media center collection that reflects the interests & needs of students & staff. Purchasing is consistently informed by & aligned with current academic standards.	Media specialist works toward the development of an extensive media center collection that reflects the interests & needs of students & staff. Purchasing is often informed by & aligned with current academic standards.	Media specialist works toward the development of the media center collection.	Media specialist puts little or no effort into the development of the media center collection.

APPENDIX F: INSTRUCTIONAL SPECIALIST EFFECTIVENESS RUBRIC

Domain 1		Preparation for Learning Rubric		
Position: Instructional Specialist (e.g. Instructional Coach,, Media & eLearning Specialist, eCoach, SEL/BX Coach)				
Purposeful Planning Performance Expectations	Highly Effective	Effective	Improvement Necessary	Ineffective
1.1 Demonstrates knowledge of current trends (e.g. literature, technology, information literacy, teaching strategies), as well as, the district's curriculum by developing, maintaining, organizing, and managing a collection of print and electronic resources to support the curriculum specific to the coach's educational role	Demonstrates extensive knowledge and a deep understanding of current trends: (1) by maintaining a network of professional contacts and resources to stay current with trends (e.g. reading current journals and using social media) and shares resources with staff and students; (2) that are applied when recommending resources, teaching strategies & instructional tools or purchasing for the collection. In addition, the instructional coach proactively seeks input from the educational community to ensure the program supports curriculum standards and reflects instructional interests. (3) by organizing and managing the appropriate instructional program (e.g. Media Center, RTI, SEL, digital learning & training resources) effectively. Organizational structure is clearly communicated, easy to access, and available on-demand.	Demonstrates thorough knowledge and an understanding of current trends: (1) by maintaining a professional network to stay current with trends (e.g. reading current journals and using social media) (2) that are applied when recommending resources, teaching strategies or instructional tools or purchasing for the program. (3) by organizing and managing the appropriate instructional program (e.g. media center, RTI, SEL, digital learning & training resources) effectively and has communicated the information to appropriate staff.	Demonstrates limited knowledge or understanding of current trends in practice and information technology, sometimes applies knowledge when recommending resources, purchasing resources, teaching strategies, or instructional tools. Program resources have been sufficiently organized and shared with staff.	Demonstrates little to no knowledge or understanding of current trends in practice and information technology. Demonstrates little evidence of knowledge of literature, information technology, or the school's curriculum when recommending or purchasing resources. Program resources fail to be organized or have not been communicated to staff.
1.2 Incorporates an understanding of adults learning (andragogy) as well as student development in the planning for professional development and student learning by creating an environment conducive to learning	Consistent evidence that the instructional coach draws upon knowledge of adult learning styles and child development. Interactions with colleagues and staff are highly respectful, reflecting genuine warmth and caring, and are sensitive to adult learning needs. interactions are responsive to staff needs.	Clear evidence that the instructional coach draws upon knowledge of adult learning styles and child development. Interactions with colleagues and staff are polite, warm, and sensitive to learning needs. Interactions are responsive to staff needs.	Some evidence that the instructional coach draws upon knowledge of adult learning styles and child development Interactions with colleagues and staff are appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to learners' needs.	Little or no evidence that the instructional coach draws upon knowledge of adult learning styles and child development. Interactions with colleagues and staff are negative, inappropriate, or insensitive to learners' needs. May be characterized by sarcasm, disparagement, or conflict. Interactions lack responsiveness to learners' needs.

1.3 Uses a variety of resources, including student assessments and screeners, to plan for professional development and programming (i.e. media center, RTI, SEL)	<p>Consistent evidence that the instructional coach is utilizing district and school resources to plan for learning.</p>	<p>Clear evidence that the instructional coach is utilizing district and school resources to plan for learning.</p>	<p>Some evidence that the instructional coach is utilizing district and school resources to plan for learning.</p>	<p>Little or no evidence that the instructional coach is utilizing district and school resources to plan for learning.</p>
1.4 Uses knowledge of colleagues to plan on-going, relevant professional learning opportunities for the needs of all staff with knowledge of district and building curriculum	<p>Designs and facilitates a variety of relevant job-embedded, in-depth, sustained, and collaborative professional learning experiences (i.e. co-teaching, modeling, workshops, collaborative planning, and other forms of digital training) that align with district curriculum and initiatives that are aligned to colleagues' level of understanding of key concepts related to the content-area knowledge and competencies, assessment, and/or instructional strategy.</p> <p>Actively seeks out opportunities to collaborate with teachers and/or teams of teachers in planning on-going professional learning with follow-up and differentiated support that is responsive to colleagues' needs and incorporates both pre- and post-student assessment data, including the design of lessons or projects based on best instructional practices.</p> <p>Collects evidence of how colleagues deepen content knowledge and/or refine instructional practices as a result of the professional learning experiences for the purpose of building the capacity of the learning community. This knowledge is showcased through student exemplars, facilitation of classroom peer visitations, or other appropriate methods of sharing. <i>(Note: consent is gained when appropriate.)</i></p>	<p>Designs and facilitates a variety of relevant job-embedded, in-depth, sustained, and collaborative professional learning experiences (i.e. co-teaching, modeling, workshops, collaborative planning, and other forms of digital training) that align with district curriculum and initiatives aligned to colleagues' level of understanding of key concepts related to the content-area knowledge and competencies, assessment, and/or instructional strategy.</p> <p>Regularly assists teachers and/or teams of teachers in planning on-going professional learning with follow-up support, based on colleagues needs, including occasional lesson design sessions.</p>	<p>Plans one-size-fits-all professional experiences for colleagues.</p> <p>Provides a range of relevant, professional learning experiences (i.e. workshop, collaborative planning, and other forms of digital training) with minimal regard for the capacity of the individuals within the learning community.</p> <p>Plans one-time professional learning for colleagues and staff with limited input.</p> <p>Periodically plans on-going professional learning with teams of teachers.</p> <p>Management and planning during the day limits availability for support.</p>	<p>Little or no evidence that the instructional coach prepares lessons differentiated to the learning needs of the students</p> <p>Plans limited professional learning experiences for colleagues; plans for limited groups of colleagues; and/or provides limited options for professional learning experiences with minimal to no regard for the learning community.</p> <p>Does not provide support for all colleagues.</p> <p>Infrequently assists colleagues and staff in professional learning that meets their needs.</p> <p>Excessive time spent on management and planning during the school day.</p>

Domain 2		Effective Instruction Rubric		
Position:	Instructional Specialist			
Climate Performance Expectations	Highly Effective	Effective	Improvement Necessary	Ineffective
2.1 Supports teachers, instructional aides, support staff, and administrators in instruction and professional needs	Consistent evidence that the instructional coach supports the educational community in instruction and professional needs. The instructional coach creates an environment where students & staff feel welcomed, comfortable in communicating their needs, questions, and confident that their needs will be met. In addition, the coach is aware of & sensitive to staff & student needs, willingly modifying environmental factors to support learning.	Clear evidence that the instructional coach supports the educational community in instruction and professional needs. The instructional coach creates an environment where students and staff feel welcomed, comfortable in communicating their needs and questions, and confident that their needs will be addressed.	Some evidence that the instructional coach supports the educational community in instruction and professional needs. Some students and staff or some groups of staff feel comfortable in communicating their needs and questions and that their needs may be addressed.	Little or no evidence that the instructional coach supports the educational community in instruction and professional needs. The instructional coach does not foster an environment where students and staff feel welcomed or comfortable in communicating their needs or questions.
2.2 Provides classroom teachers and instructional assistants with professional development opportunities	Consistent evidence that the instructional coach provides classroom teacher and instructional assistants with professional development opportunities.	Clear evidence that the instructional coach provides classroom teacher and instructional assistants with professional development opportunities.	Some evidence that the instructional coach provides classroom teacher and instructional assistants with professional development opportunities.	Little or no evidence that the instructional coach provides classroom teacher and instructional assistants with professional development opportunities.
2.3 Demonstrates student centered, data driven , and standards-based and competency-based coaching	Consistent evidence that the instructional coach demonstrates student centered, data driven, and standards-based coaching.	Clear evidence that the instructional coach demonstrates student centered, data driven, and/or standards-based coaching.	Some evidence that the instructional coach demonstrates student centered, data driven, and/or standards-based coaching.	Little or no evidence that the instructional coach demonstrates student centered, data driven, and/or standards-based coaching.
2.4 Uses instructional strategies and resources to teach for understanding	Consistent evidence that the instructional coach uses multiple, appropriate instructional strategies and resources to teach for understanding.	Clear evidence that the instructional coach uses multiple, appropriate instructional strategies and resources to teach for understanding.	Some evidence that the instructional coach uses multiple, appropriate instructional strategies and resources to teach for understanding.	Little or no evidence that the instructional coach uses multiple, appropriate instructional strategies and resources to teach for understanding.
2.5 Differentiates professional learning opportunities to meet the needs of all staff	Consistent evidence that the instructional coach recognizes individual staff members' unique professional and learning needs and provides differentiated professional learning opportunities to meet their needs. Consistent evidence that the instructional coach provides learning activities that engage staff appropriately.	Clear evidence that the instructional coach recognizes individual staff members' unique professional and learning needs and provides differentiated professional learning opportunities to meet their needs. Clear evidence that the instructional coach provides learning activities that engage staff appropriately.	Some evidence that the instructional coach recognizes individual staff members' unique professional and learning needs and provides differentiated professional learning opportunities to meet their needs. Some evidence that the instructional coach provides learning activities that engage staff appropriately.	Little or no evidence that the instructional coach recognizes individual staff members' unique professional and learning needs and provides differentiated professional learning opportunities to meet their needs. Little or no evidence that the instructional coach provides learning activities that engage staff appropriately.

Domain 3		Professional Practice Rubric		
Position: Instructional Specialist				
Participation in Learning Comm. Performance Expectations	Highly Effective	Effective	Improvement Necessary	Ineffective
3.1 Works with colleagues in a respectful manner in the on-going cycle of development, implementation, evaluation of curriculum and professional learning communities	Consistent evidence that the instructional coach contributes to school effectiveness by collaborating with other professionals in a timely and highly professional manner	Clear evidence that the instructional coach contributes to school effectiveness by collaborating with other professionals in a timely and highly professional manner	Some evidence that the instructional coach contributes to school effectiveness by collaborating with other professionals in a professional manner	Little or no evidence that the instructional coach contributes to school effectiveness by collaborating with other professionals
3.2 Establishes, evaluates, and maintains the instructional program (e.g. media center, RTI program, technology integration)	Instructional coach establishes/maintains program policies & procedures, and ensures these are understood & followed by the educational community. In addition, the coach actively listens to suggestions for policy and/or procedure revision, and provides building input into policy & procedure revisions as needed.	Instructional coach establishes/maintains program policies and procedures, and ensures these are understood and followed by educational community.	Instructional coach has/manages some policies and procedures, which are sometimes understood and followed by the educational community.	Program policies and procedures are unclear; the educational community does not clearly understand expectations for learning and/or behavior.
3.3 Reflects on practice, data, and student work to improve future instruction e.g. SLO or SGM)	Consistent evidence that the instructional coach engages in reflective thinking to improve future instruction.	Clear evidence that the instructional coach engages in reflective thinking to improve future instruction.	Some evidence that the instructional coach engages in reflective thinking to improve future instruction.	Little or no evidence that the instructional coach engages in reflective thinking to improve future instruction.
3.4 Uses different forms of professional development to improve instruction	Consistent evidence that the instructional coach uses opportunities to stay current with knowledge, theory and practice to impact student learning.	Clear evidence that the instructional coach uses opportunities to stay current with knowledge, theory and practice to impact student learning.	Some evidence that the instructional coach uses opportunities to stay current with knowledge, theory and practice to impact student learning.	Little or no evidence that the instructional coach uses opportunities to stay current with knowledge, theory and practice to impact student learning.
3.5 Contributes to school culture	Consistent evidence that the instructional coach contributes to school culture and goes above and beyond in dedicating time for students and peers.	Clear evidence that the instructional coach contributes to school culture and dedicates time efficiently, when needed, to helping students and peers.	Some evidence that the instructional coach contributes to school culture and infrequently dedicates time to helping students and peers.	Little or no evidence that the instructional coach contributes to school culture and dedicates little or no time towards helping students and peers.

APPENDIX G: BEHAVIOR THERAPIST RUBRIC

Domain 1		Effective Planning and Preparation		
Position: Behavior Therapist				
Purposeful Planning Performance Expectations	Highly Effective	Effective	Improvement Necessary	Ineffective
1.1 Knowledge of behavioral theory, analysis, and evidence-based practices.	The behavior therapist demonstrates extensive knowledge and skill in behavioral theory, analysis, and evidence-based practices.	The behavior therapist demonstrates thorough knowledge and skill in behavioral theory, analysis, and evidence-based practices.	The behavior therapist demonstrates basic knowledge & skill in behavioral theory, analysis, & evidence-based practices.	The behavior therapist demonstrates inadequate knowledge and skill in behavioral theory, analysis, and evidence-based practices.
1.2 Knowledge of district, state, and federal regulations and guidelines.	Knowledge of special education laws and procedures is extensive; takes a leadership role in updating colleagues on current issues & changes.	Demonstrates thorough knowledge of special education law and procedures.	Demonstrates basic knowledge of special education law and procedures.	Demonstrates basic knowledge of special education law and procedures.
1.3 Knowledge of resources both within and beyond the school and district.	Demonstrates extensive knowledge of collaboration and utilization of community resources for students available through the school or district and in the larger community.	Demonstrates thorough knowledge of resources for students available through the school/district & some familiarity with resources outside the district.	Demonstrates basic knowledge of resources for students available through the school or district.	Demonstrates inadequate knowledge of resources for students available and an unwillingness to seek knowledge for students.
1.4 Maintaining Accurate Records	The therapist's record & data collection are presented & maintained in an organized manner & with accuracy. If an error is discovered, the therapist takes reasonable steps to correct the errors immediately & independently. The therapist cites the work & research of others & never presents portions or elements of another's work or data as their own.	The therapist's record and data collection are presented and maintained in an organized manner and with accuracy. If an error is discovered, the therapist takes reasonable steps to correct the errors as soon as possible. The therapist does not present another's work or data as their own.	The therapist's record and data collection are presented and maintained; however, the therapist requires frequent monitoring for accuracy. If an error is discovered, the therapist takes steps to correct the errors with guidance. The therapist cites the work and research of others.	The therapist's record and data collection is in disarray. The therapist fabricates the data or falsifies results. If the therapist's data has errors, they do not correct those errors. The therapist presents others' work as their own.
1.5 Integration of services and evaluation methods meet the needs of individual students.	The plan of service and evaluation is highly coherent, preventive and demonstrates a clear path toward supporting the student and improving behavior.	The plan of service and evaluation is logical, preventive and demonstrates intent toward supporting the student and improving behavior.	The plan of service and evaluation is not sequential nor preventive, and collection of evidence is sporadic and unintentional.	The plan of service and evaluation is rudimentary or non-existent. Data collection is not evident.
1.6 Demonstrating professional demeanor, integrity, advocacy, and maintaining confidentiality	The therapist provides services that demonstrate collaboration with others who provide support and services to the student. The therapist's interactions & decisions are characterized by honesty, integrity, confidentiality, & equity in services. There is demonstration of thoughtfulness in compliance with special education regulations & in providing support that would be the best for students and stakeholder.	The therapist collaborates with others who provide support and services to the student. The therapist's interactions and decisions are characterized by honesty, integrity, confidentiality, and equity in services. Therapy is compliant with special education regulations.	The therapist works within her/her education, training, and experience. Decisions are made by the therapist based on limited data and with minimal special education compliance. There are minimal attempts to collaborate with others who provide supports and services.	The therapist demonstrates interactions that are self-serving and characterized by dishonesty, questionable integrity, lack of awareness of student needs, and do not comply with special education regulations. There are no attempts to collaborate with others who provide supports and services.

Domain 2		The Environment		
Position: Behavior Therapist				
Performance Expectations	Highly Effective	Effective	Improvement Necessary	Ineffective
2.1 Creating an Environment of Respect and Rapport	Students seek out the therapist, reflecting a high degree of comfort and trust in the relationship. Communication is positive and culturally sensitive.	Therapist's interactions with students are positive and respectful; students appear comfortable. Communication is positive and culturally aware.	Therapist's interactions are a mix of positive & negative; the therapist's efforts at developing rapport are partially successful. Communication is not sensitive to culture.	Therapist's interactions with students are negative or inappropriate; students appear uncomfortable & resistant to communication with the therapist.
2.2 Establishing a Culture for Learning and Goal Achievement	The therapist contributes substantially to the development of a culture with high behavioral expectations. There is extensive ongoing positive relational support, modeling, & skill development with the student's team.	The therapist contributes to the development of a culture with high behavioral expectations. The therapist provides training for staff through discussion of concepts and there is sufficient provision of relational support, modeling, and skill development for goal achievement.	The therapist discusses concepts with staff. There are no attempts for ongoing positive relational support, modeling, and skill development.	There is a lack of positive relational support, modeling, and skill development for goal achievement.
2.3 Organization of Time/Materials/ and Supports	The therapist demonstrates excellent time management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules. Therapist's materials are convenient, when needed, and supports are logically aligned for goal achievement.	The therapist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner. Materials are available when needed and supports are logically aligned for goal achievement.	The therapist's time management skills are moderately developed; essential activities are carried out but not always in the most efficient manner. Materials are usually available and supports are inconsistent in sequence and relevance.	The therapist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules. Materials are difficult to find, when needed, and supports are not relevant to the student's needs.
2.4 Managing Student Behavior/ Engaging Students in Learning	The therapist is highly effective in managing and helping others manage student behavior. The therapist observes and tests conditions and ideas and makes recommendations that are effective in managing student behavior. The therapist discusses interventions, models implementation of procedures, and guides staff in developing clear and measurable expectations, establishing reinforcement systems, and monitoring outcomes.	The therapist observes and tests conditions and ideas and makes recommendations that are effective in managing student behavior. The therapist discusses interventions, models implementation of procedures, and guides staff in developing expectations, establishing reinforcement systems, and monitoring outcomes.	The therapist observes the student and makes recommendations; however, the recommendations are inconsistently effective relative to the management of the behavior due to miscommunications involving how to implement procedures. There are no clear and measurable expectations, reinforcement system or monitoring of implementation or outcomes.	The therapist observes students and makes recommendations that are generic and ineffective relative to the management of student behavior. There are no expectations, reinforcements, or progress monitoring goals developed.

Domain 3		Professional Practice Rubric		
Position: Behavior Therapist				
Professional Practice Performance Expectations	Highly Effective	Effective	Improvement Necessary	Ineffective
3.1 Responding to Referrals and Evaluating Student Needs	The therapist is proactive in responding to referrals and makes highly competent assessments of student needs. The therapist participates in data-based intervention process and is highly educated in special education regulations and procedures.	The therapist responds to referrals and makes adequate assessments of student needs. The therapist participates in data-based intervention process and has general knowledge of special education regulations and procedures.	The therapist inconsistently responds to referrals and makes deficient assessments of student needs. The therapist lacks knowledge of special education regulations and procedures.	The therapist fails to respond to referrals and makes hasty, unfounded assessments of student needs. The therapist has no knowledge of special education regulations and procedures.
3.2 Developing and Implementing Therapy Plans (i.e. FBA/BIP) Using Assessment	The therapist conducts, as well as trains others, in using a functional assessment. The therapist chooses various assessment tools appropriate to the situation and utilizes various sources of data, including but not limited to: historical data review, interviews, checklists, and rating scales. The therapist clearly and precisely explains the nature of the relationship between assessment results and interventions chosen, both verbally, and in writing. The therapist uses all assessment tools in an appropriate manner and utilizes data during intervention to monitor effectiveness.	The therapist chooses various assessment tools appropriate to the situation and utilizes various sources of data, including but not limited to: historical data review, interviews, checklists, and rating scales. The therapist accurately interprets the results and clearly explains the nature of the relationship between assessment results and intervention. The therapist describes rationale for particular interventions and demonstrates how to intervene. The therapist utilizes additional data during intervention to monitor effectiveness.	The therapist utilizes various assessment data, including interviews and other indirect methods of assessment. The therapist interprets the results and data but explains with some inconsistencies in the nature of the relationship between assessment and intervention. The therapist uses assessment tools to conduct an analysis of behavior and intervention procedures with guidance.	The therapist does not use various assessments in order to conduct an analysis of the behavior, and/or does not link those assessments in intervention procedures. The therapist does not utilize data, interviews nor conduct systematics observations to directly assess student behavior. The therapist is unable to explain clearly the nature of the relationship between assessment results and the interventions chosen.
3.3 Communication with Students and Stakeholders	The therapist demonstrates exceptional communication skills. Communication occurs with professionalism, relationship building, collaboration, and empowerment. The results of data are discussed, the interventions that are working or not and why are communicated and the team has a better understanding of principles, techniques, and interventions. Communication consistently reflects content expertise and experience relative to behavioral theory, science, and application.	The therapist demonstrates effective communication skills. Communication occurs regularly with all stakeholders. The results of data are discussed, the intervention strategies that are working or not and why are communicated. Communication consistently reflects content expertise and experience related to behavioral theory, science, and application.	Communication exists between staff and therapist but on a personal level and concerning data improvement but not necessarily concerning procedures or implementation of services. Communication does not consistently reflect content expertise relative to behavioral theory, science, and application.	Communication is minimal and does not connect to the data involved or stakeholders. Communication does not reflect content expertise and experience relative to behavioral theory, science, and application.

3.4 Demonstrating Flexibility and Responsiveness	The behavior therapist demonstrates a high level of flexibility and responsiveness in service delivery, as a function of changing conditions, data, response, needs, and/or objectives/goals.	The behavior therapist demonstrates flexibility and responsiveness in service delivery, as a function of changing conditions, data, response, needs, and/or objectives/goals.	The behavior therapist demonstrates some flexibility and responsiveness in service delivery, as a function of changing conditions, data, response, needs, and/or objectives/goals.	The behavior therapist does not demonstrate flexibility and responsiveness in service delivery, as a function of changing conditions, data, response, needs, and/or objectives/goals.
3.5 Reflecting on Practice	The therapist engages in reflective practice on an ongoing basis and engages a team in the review of behavioral services relative to the use of evidence-based methodologies, reliable and valid measures, and sound program evaluation criteria.	The therapist engages in reflective practice. Behavioral services are consistently based upon evidence-based methodologies and/or customized to individual or systemic needs. Behavioral services are consistently evaluated relative to effectiveness.	The therapist engages in some reflective practice. Behavioral services are not consistently based upon evidence-based methodologies and/or customized to individual or systemic needs. Behavioral services are inconsistently evaluated relative to effectiveness.	The therapist does not engage in reflective practices. Behavioral services are not based upon evidence-based methodologies and/or customized to individual or systemic needs. Behavioral services are not evaluated relative to effectiveness.
3.6 Collaborating with Teachers, Staff, and Administrators	The therapist seeks out staff, teachers, and administrators to confer regarding students' needs, soliciting their perspectives and experiences.	The therapist seeks out staff, teachers, and administrators to confer regarding individual cases.	The therapist is available to staff for questions, planning, and provides material when requested.	The therapist is not available to staff for questions, planning, or to provide requested material.
3.7 Participating in Professional Communities	The therapist demonstrates the highest standards relative to upholding and advancing the values, ethics, principles, and mission of the field of behavior therapy. The therapist makes a substantial contribution to school districts and assumes a leadership role with colleagues.	The therapist makes attempts to uphold and advance the values, ethics, principles, and mission of the field of behavior therapy. The therapist makes a contribution to school districts and assumes a leadership role with colleagues.	The therapist makes some attempt to uphold the values, ethics, principles, and mission of the field of behavior therapy. The therapist minimally contributes to school districts and or a positive relationship with colleagues.	The therapist does not uphold the values, ethics, principles, and mission of the field of behavior therapy. The therapist does not contribute to school districts or a positive relationship with colleagues.
3.8 Engaging in Professional Development and Growth Opportunities	The therapist actively seeks and maintains an expert level of awareness of current scientific information in his/her field of activity and undertakes ongoing efforts to maintain competence in the skills he/she will use by reading the appropriate literature, attending conferences and conventions, participating in workshops, offering professional development opportunities to colleagues, and joining professional communities. The therapist consistently seeks feedback concerning information that would improve his/her growth and development.	The therapist maintains a level of awareness of current scientific information in his/her field of activity and seeks to maintain certification. The therapist reads the appropriate literature, attends conferences and conventions, participates in workshops, offers professional development opportunities to colleagues, and joins professional communities. The therapist accepts and welcomes feedback concerning information that would improve his/her growth and development.	The therapist engages in some activities that facilitate professional growth and development. The therapist maintains the minimum level of awareness of current information to remain certified in the field of behavior therapy. The therapist accepts feedback with reluctance regarding skills and information that would benefit and improve his/her growth and development.	The therapist does not engage in activities that would maintain or acquire certification at any level. The therapist does not promote, read, or engage in learning activities to maintain competence in the field of behavior therapy. The therapist resists feedback that would benefit and improve his/her growth and development.

Domain 4: Core Professionalism Rubric

In addition to the three primary domains, each Effectiveness Rubric contains a fourth domain, referred to as Core Professionalism, which reflects the non-negotiable aspects of an educator's job. Domain 4: Core Professionalism applies to all certificated employees who fall under this agreement.

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. Individuals are expected to meet these standards. If they do not, it will affect their overall rating negatively. The evaluator will document the concern(s) and discuss the concern(s) with the teacher prior to the final evaluation.

Indicator		Does Not Meet Standard	Meets Standard
1	Attendance	Individual demonstrates a pattern of absences to school, staff meetings, and/or professional development days.	Individual has demonstrated a pattern of acceptable attendance to school, staff meetings, and/or professional development days.
2	On-Time Arrival	Individual demonstrates a pattern of 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 demonstrated a pattern of timely arrivals.
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, posting grades, policies for appropriate attire, ethical behavior and confidentiality, etc.).	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, posting grades, policies for appropriate attire, ethical behavior and confidentiality, etc.).
4	Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner. (e.g. appropriate and respectful behavior during meetings, maintains respectful communication with parents, students, and colleagues, including face-to-face and electronic communications, communications with administrators with the deference due their positions).	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.

APPENDIX I: TEACHER PRE-OBSERVATION FORM

To be completed by the evaluator:

Teacher:
Subject or Course (may include Period) the evaluator will be observing:
Formal Observation date and time:

May be completed by the teacher and submitted prior to the formal observation:

Domain 2: Effective Instruction	Climate	Describe your methods for providing a positive classroom climate.
		Describe the diversity of students in your classroom.
	Instruction	List the learning objectives or standards you will target during this week of instruction.
		Describe the learning activities that will be used to engage students.
		List the instructional strategies and resources that will be used in your lessons this week.
		How will instruction be differentiated to meet the learning needs of students?
	Assessment	How will you assess student learning to know students' progress towards achieving standards?

APPENDIX J: TEACHER POST-OBSERVATION FORM

To be completed by the teacher and brought to the post-observation conference. This form is meant to facilitate discussion during the post-conference and will not become part of the formal evaluation form. This form may be typed or handwritten.

Instruction: How do I think the lesson went? Did the students meet my goal(s)/learning objective(s)/target standard(s)? How do I know?

Student Engagement: As I reflect on the lesson, to what extent were students productively engaged? Were the activities and learning strategies appropriate for all students? Was the instruction differentiated to meet individual student's needs?

Modification: If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why? (and/or: Did I alter my goals or instruction plan as I taught the lesson?)

APPENDIX K: PLAN OF ASSISTANCE

The Plan of Assistance is intended to provide assistance and support for teachers. The plan is an option as part of an on-going evaluation process. The teacher may elect to have representation at any plan conference.

Teacher _____

Reason for Assistance Plan _____

A plan of assistance shall be established between the evaluator and the teacher to include the following:

Plan Components	Action and Evidence
1. Review the specific performance expectation(s) not being met using the components of the Teacher Effectiveness Rubric.	Expectations reviewed Growth goal(s):
2. Specify the evidence needed to improve the level of performance. List indicators of teacher and student observation/evidence needed to improve the level of performance.	Teacher observation/evidence: Student observation/evidence:
3. Determine a system for monitoring the teacher's Plan of Assistance, including ongoing observations and feedback to the teacher throughout the duration of the plan. <i>Examples: increased number of classroom walk-throughs, formal or informal observations; methods of collecting feedback from teacher on assigned reading; scheduled follow-up meetings; manner that teacher may submit written evidence or examples of student work.</i>	Monitoring plan:
4. Determine resources, strategies, and support needed, including the possible assignment of a mentor-colleague.	Resources, strategies, and support:
5. Determine the date by which the plan must be completed, up to 90 school days (I.C. 20-28-11.5-6(b) 2011). In addition, provide a timeline for the teacher to follow when addressing performance expectations.	Benchmark date(s) and supportive data: Completion date:
6. Determine the use of the teacher's license renewal credits to be used for professional development to implement the Plan of Assistance. (I.C. 20-28-11.5-6(b), 2011). Note the nature of the professional development activities, the expected time to be spent in or on the activities, and how implementation, feedback, and reflection following the activities will be reported to the evaluator. Also note the anticipated Professional Growth Points for license renewal that will be applicable at the conclusion of the PD activities.	Required professional growth experiences:

7. Determine the date of the Plan of Assistance Reflective Conference, which will focus on the areas of need and follow the same protocols as the Performance Expectation Reflective Conference.	Conference date:
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If the evaluator and the teacher cannot jointly establish the Plan of Assistance, the administrator shall do so unilaterally. The evaluator shall monitor the teacher's progress in following the plan and hold a conference with the teacher. If the evaluator determines said deficiencies have not been corrected, the teacher may be subject to termination. At this conference, the evaluator will make the following determinations.

- If the status of the teacher is *Improvement Necessary* – based on evidence, make a judgment as to whether the teacher has progressed to a performance level of *Effective* or *Highly Effective* or will be required to have a plan of assistance for either *Improvement Necessary* or *Ineffective*.
- If the status of the teacher is *Ineffective* – based on evidence make a judgment as to whether the teacher will be recommended for renewal or non-renewal or be required to have a Plan of Assistance for either *Improvement Necessary* or *Ineffective*.
- If the area of significant concern has been successfully remediated, based on evidence make a judgment as to whether the teacher has progressed to an acceptable performance level or will be required to have a plan of assistance.

The Plan of Assistance will be shared with the Superintendent. The details of the Plan of Assistance may be shared by the teacher with the Association President or Designee.

Signatures:

This Plan of Assistance shall begin on _____ and end on _____

Date

Date

Evaluator Signature

Date

I understand the expectations and provisions of this Plan of Assistance.

Teacher Signature

Date

Teacher Remarks Attached

The signatures of the teacher and evaluator signify that a discussion of the specific performance expectation(s) not being met has occurred. The teacher's signature does not necessarily denote that the teacher agrees. The teacher may attach dissenting remarks. The information will be placed in the teacher's personnel file.

Office Use Only: Teacher attained goals: ◇ Yes ◇ No New plan was implemented ◇ Yes ◇ No

Evaluator: _____

Date: _____

Indiana Code 20-28-11.5-6(c) states the following:

A teacher who receives a rating of Ineffective may file a request for a private conference with the Superintendent or the Superintendent's Designee not later than five (5) days after receiving notice that the teacher received a rating of Ineffective. The teacher is entitled to a private conference with the Superintendent or Designee.

Any teacher placed on a Plan of Assistance as part of the SMCSC Teacher Evaluation process may request a private conference with the Superintendent or Designee no later than five (5) days after receiving notice of being placed on a Plan of Assistance.

To be completed by the teacher:

Name: _____

School: _____

Date Ineffective rating was received in writing: _____

I request a private conference with the Superintendent or the Superintendent's Designee.

Teacher's signature: _____

Date: _____

To be completed by the Superintendent or Designee: (check one option)

Private conference granted:

Date of private conference:

Private conference not granted:

Reason:

Superintendent's (or Designee's) signature: _____

Date: _____

APPENDIX M: SMCSC TRAINING PROTOCOLS

The District is responsible for ongoing training of all evaluators and teachers in the use of the SMCSC Students First Teacher Evaluation Plan, including the use of the various tools. The following outline for training was developed in conjunction with the teacher evaluation committee. South Madison Community School Corporation has addressed evaluator training as follows:

- At least one Central office administrator is certified through Indiana RISE training.
- School and district administrators who evaluate receive local training on the evaluation rubrics.
- Evaluators receive training on documentation of rubric ratings through teacher evidence., as well as feedback.
- Evaluators receive training in inter-rater reliability and continue to align expectations through district professional learning communities.
- Central office administrators will team with evaluators (outside and internal) to train on utilizing the rubric in classroom observations. Administrators will debrief periodically.
- Certified staff will receive training and support on the evaluation rubric and evaluation process. Support will range in format to meet the needs of all certified staff. Methods will include meetings, videos, and feedback.
- Evaluators and certified staff receive training on evaluation software. The train-the-trainer model will be utilized to provide all certified staff with software training. Training opportunities will provide initial training and support
- The software used to document evaluations and evidence allows for analysis of both frequency and overall score on each of the performance expectations. Trends of frequency and scoring of the performance indicators will be documented and shared with evaluators and instructional staff.

Each year, newly hired teachers will be trained in the teacher evaluation system along with support from the principals. All teachers, new and returning, will participate in annual professional development throughout the year regarding best practices in pedagogy. Teachers will have universal access to a range of training modules for review and support of their instructional practices and the evaluation system, which may include instructional strategies, technology resources, social-emotional and cultural competency training.

APPENDIX N: SMCSC CERTIFICATE OF EARNED PROFESSIONAL GROWTH POINTS

Professional Growth Points form may be found in Standard for Success, SMCSC Licensure Google Team Drive, and from your building administrator. This form requires the supervisor's signature.

SOUTH MADISON
COMMUNITY SCHOOL CORPORATION

Official Certificate of Earned Professional Growth Points

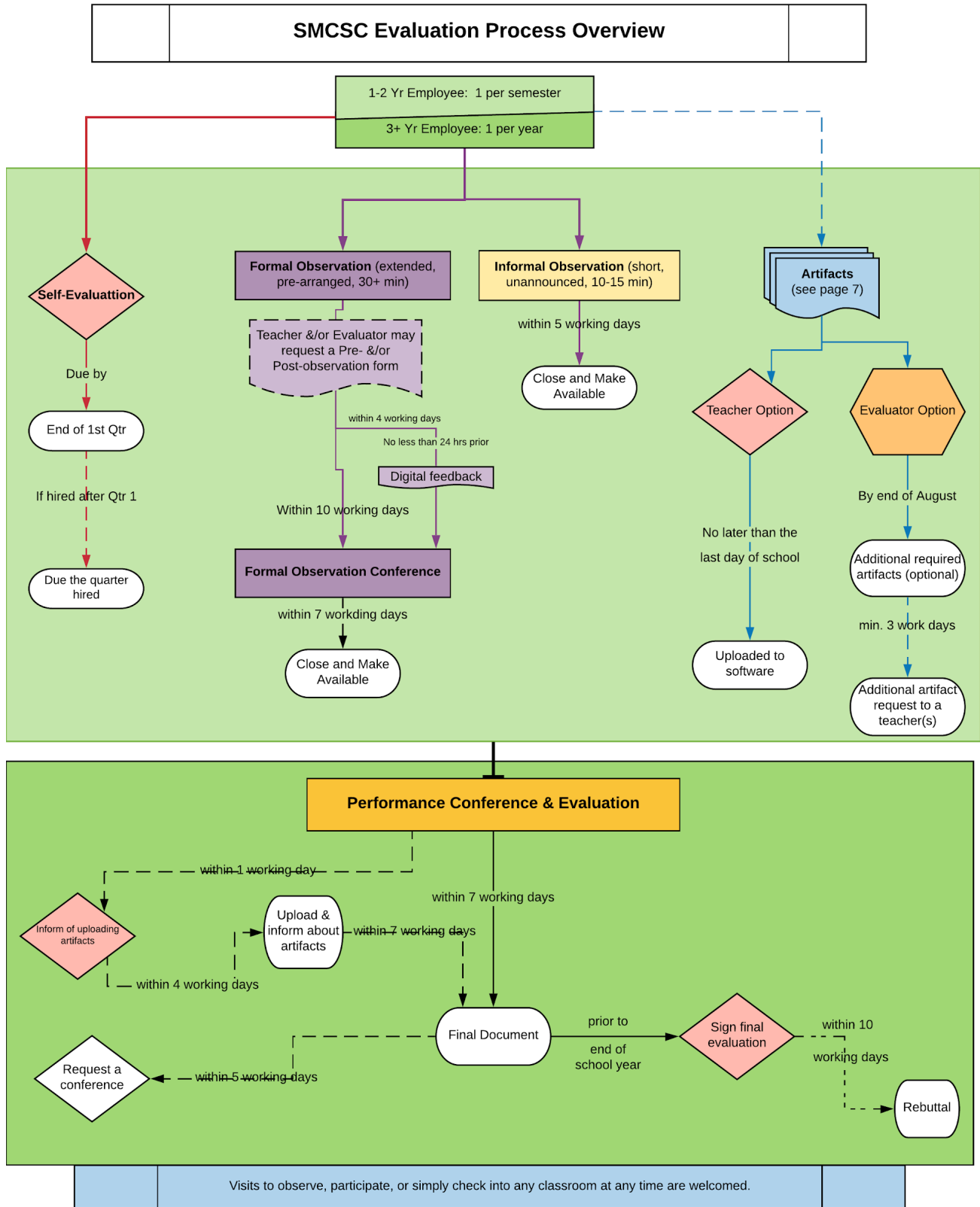
Participant's name: _____

Experience	Dates or Date Range	Description	Points
In-service Workshop			
Cooperating teacher for a student teacher			
Cooperating teacher for practicum experience			
Mentor			
Presentation			
Curriculum Dev. Prof. Program Committee			
School Accreditation			
Educational Travel			

Signature of Administrator: _____ Date: _____

Request for this form must be submitted to the principal within 30 days of the completion of the activity for a signature.

Teacher reports form for updated over 2700 upon license renewal.



Evidence, Domain 1 Preparation for Learning

TEACHER EVIDENCE	STUDENT & TEACHER EVIDENCE
1.1 Plans for a student program of instruction in accordance with adopted curriculum	
<ul style="list-style-type: none"> School Improvement Plan Adopted Curriculum: Curriculum guides; State standards; Scope and sequence; AP or dual credit course requirements 	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> Pacing of the lesson is appropriate for all students and follows the scope and sequence of adopted curriculum. Presentation of content is logical and progresses from simple to complex and connects standards to the content being taught Unit plans and lessons use state standards, district pacing guides and district curriculum Daily schedule/agenda is posted
1.2 Incorporates an understanding of how students develop and learn in planning for student learning	
<ul style="list-style-type: none"> Differentiated instruction Note taking, Summarizing Writer's/ Reader's workshop Videos Graphic organizers Homework and practice Technology integration, SAMR Model (Substitution Augmentation Modification Redefinition Model) Collaborative learning Feedback Project-Based or Problem-Based Learning (PBL) Howard Gardner's Multiple Intelligences Centers/clusters/grouping Depth of Knowledge (DOK), Higher Order Thinking Skills 	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> Content concepts are appropriate for age, grade level and educational background of the students <p><u>Students:</u></p> <ul style="list-style-type: none"> Students conduct inquiry and research and show independence in learning. Students are responsible for their own learning by defining learning goals and by defining problems and investigating concepts that are meaningful to them.
1.3 Uses a variety of planning resources	
<ul style="list-style-type: none"> District Resources: Learning Management System (LMS) (e.g. Canvas), Scholastic Reading Counts; Turnitin; MobyMax; My Virtual Reading Coach, technology tools, Response to Instruction resource center, Media Center Classroom Assets: Plan book; use of pre/post-tests; syllabi; use of Individual Education / Learning Plans (IEP/ILPs); textbooks; data meetings; web-based resources; department/grade level meetings; Professional Learning Communities (PLCs) 	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> Resources and materials are ready prior to instruction Resources and materials are age-appropriate for the students Utilizes technology resources, media services resources, and support staff Plans for the effective use of text with increasing length and complexity, using textbooks, newspapers, magazines, Internet Plans for the use of manipulatives, multiple sources and resources for learning, open-ended inquiry and real-life investigations <p><u>Students:</u></p> <ul style="list-style-type: none"> The students make choices about reading levels and text of interest in order to create excitement about learning and build reading stamina.

Evidence, Domain 2 Effective Instruction

TEACHER EVIDENCE	STUDENT & TEACHER EVIDENCE
2.1 Develops and maintains a classroom climate that supports student learning	
<ul style="list-style-type: none"> Formal and summative assessments Standardized tests State/national tests Departmental/ localized assessments Classroom expectations Scaffolding Differentiation Bloom's taxonomy High expectations for all students Technology integration District supplied resources Learning Connection resources Data room/meetings/wall and/or data warehouse 	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> Creates a classroom environment that supports inquiry-based learning and higher order thinking skills Celebrates success and student work is posted as evidence Posts classroom essential agreements / rules and procedures Acknowledges student adherence to the classroom essential agreements / rules and procedures Shares and teaches clearly defined routines, procedures, and consequences to students and parents Responds to misbehavior in a systematic & appropriate manner Prepares students for classroom transitions before they occur Closely monitors time & transitions to maximize time for learning.

<ul style="list-style-type: none"> Return assignments to students in a timely manner Effective classroom movement Entry/exit cards Individual Education / Learning Plans (IEP/ILPs)/504 Discipline referrals PowerSchool Progress monitoring Case conferences 	<ul style="list-style-type: none"> Manages student time on task and uses proximity to keep students engaged Expects students to adhere to school rules and Board policy Establishes and fosters effective relationships (teacher-student, student-student) Organizes the classroom for effective use of individual & group instruction to support inquiry-based learning, communication and cooperation Communicates effectively using verbal and non-verbal cues, e.g., voice, tone, body language... <p><u>Students:</u></p> <ul style="list-style-type: none"> The students understand learning objectives and take responsibility for self-reflection and improvement. The students participate in the development of classroom procedures, essential agreements and clearly stated consequences. Students share responsibilities for operations and routines.
2.2 Communicates high expectations to all students	
<ul style="list-style-type: none"> Adopted Curriculum: Curriculum guides; State standards; Scope and sequence; AP or dual credit course requirements Lesson plans Classroom expectations Scaffolding Differentiation Bloom's taxonomy Depth of Knowledge (DOK), Higher Order Thinking Skills Howard Gardner's Multiple Intelligences 	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> Provides clear explanations of academic tasks, instructional outcomes, activities and assignments, and classroom interactions, which convey high expectations for all students Uses culturally competent practices to communicate Demonstrates value and respect for all students Demonstrates awareness of the need to engage all students <p><u>Students:</u></p> <ul style="list-style-type: none"> The students demonstrate attention to detail and take obvious pride in their work, initiating improvements in their work. The students are able to explain the lesson objective and performance expectation. The students freely and openly communicate to the teacher their understanding or misunderstanding of a concept, skill or assignment in order to productively engages in learning.
2.3 Demonstrates subject knowledge/standards and how to teach them to students	
<ul style="list-style-type: none"> Adopted Curriculum: Curriculum guides; State standards; Scope and sequence; AP or dual credit course requirements Lesson plans Classroom expectations 	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> Demonstrates a clear understanding of the content, connection to Indiana Standards, and demonstrates thoughtful knowledge of the most effective methods to teach the curriculum Facilitates student connections between curriculum and the real world Well versed in the explicit instruction of vocabulary to ensure a common understanding by all students and developing student background knowledge Facilitates open-ended inquiry and real-life investigations, modeling higher order thinking, reading and writing by asking questions to encourage higher order thinking
2.4 Uses instructional strategies and resources to teach for understanding	
<ul style="list-style-type: none"> 6+1 Writing Model Note taking Summarizing Writer's workshop Reading workshop Videos Graphic organizers Homework and practice Return assignments to students in a timely manner Technology integration SAMR Model (Substitution Augmentation Modification Redefinition Model) Collaborative learning Feedback Project-based or Problem-Based Learning (PBL) 	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> Connects lessons to prior knowledge and makes links to new concepts. Concepts link to student background experiences. Previews new content (asks student what they already know, have students brainstorm, provide a motivational hook) Chunks content into "digestible bites." Provides opportunity for students to process new information (group discussion, summarizing, pair-share, making predictions...). Emphasizes key vocabulary and elaborates on new information (asking questions, making inferences, defending their inferences, presenting information that requires inferences...). Emphasizes literacy-based lessons (read, talk, and write with a focus on any text) and fosters inquiry-based learning (questioning, higher order thinking, in-depth study on topics of interest, connecting, inferring, visualizing, determining importance, synthesizing).

	<ul style="list-style-type: none"> • Circulates, checks for individual student understanding and confers as necessary to clarify or deepen understanding. • Incorporates technology as appropriate to enhance and extend learning opportunities. • When needing to do explicit instruction implements the elements of a core lesson design when needing to do explicit teaching (introduction, mini-lesson/interactive lecture, guided practice, independent practice, closing) • Provides comprehensive review of key content concepts. <p><u>Students:</u></p> <ul style="list-style-type: none"> • Students are actively engaged in activities that are meaningful & appropriate to their age, knowledge base & language skills. • Students contribute to explaining concepts to their peers and pair with other students to share learning and clarify understanding. • Students seek opportunities to communicate learning issues or problems with the teacher.
Differentiates instruction to meet the needs of all students	
<ul style="list-style-type: none"> • Scaffolding • Progress monitoring • Differentiation • Bloom's taxonomy • High expectations for all students • Technology • Individual Education / Learning Plans (IEP/ILPs)/504 • Howard Gardner's Multiple Intelligences • Bloom's taxonomy • Depth of Knowledge (DOK) • Higher Order Thinking Skills 	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> • Provides several learning options or different paths to learning • Adapts content to all levels of student proficiency • Provides age and language appropriate resources and assignments for struggling students. • Differentiates instruction by content, process, product and learning environment on a consistent and ongoing basis to meet the needs of every student, including those with IEPs and ILP. • Uses a variety of techniques to make instruction understandable (e.g., graphic organizers, hands-on activities, demonstrations, effective scaffolding techniques, speech appropriate to students' English proficiency, clear academic tasks, modeling – the use of visuals, gestures and body language, probing incorrect answers with students.) • Allows students to work collaboratively and make choices in the learning process. <p><u>Students:</u></p> <ul style="list-style-type: none"> • Students answer important questions targeted towards the student's ability or readiness level that require them to think. • The students examine their own work to self-identify errors and proactively search, with the help of teachers and peers, for strategies to correct those errors.
Engages all students in learning activities	
<ul style="list-style-type: none"> • Classroom expectations • Scaffolding • Differentiation • Collaborative learning • Bloom's taxonomy • High expectations for all students • Technology • District resources 	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> • Ensures whole-class or small-group work is well organized • Communicates lesson learning objectives and maintains a lively pace • Provides frequent opportunities for interaction and discussion • Groups students to support the content objectives • Provides sufficient wait time • Clarifies concepts • Uses multiple methods to check for understanding (e.g., hand signals, response boards, think-pair-share) • Uses strategies to engage the unengaged students • Uses strategies to involve every student <p><u>Students:</u></p> <ul style="list-style-type: none"> • Come ready to learn, keep work area clear of all materials not required for each lesson and keep folder/journals/binders well organized for easy recall. • Demonstrate, through active participation, curiosity and taking initiative that they value the importance of the content. • Know their current reading levels; can select appropriate reading resources • Assume responsibility for the success of the discussion • Formulate and ask many questions to clarify and expand learning. • Make decisions collaboratively and work cooperatively. • Articulate what they are learning in their current unit of study

	<ul style="list-style-type: none"> ● Routinely use procedures and routines explained and documented by the teacher.
Helps students practice and deepen new knowledge	
<ul style="list-style-type: none"> ● Scaffolding ● 6+1 Writing Model ● Note taking ● Summarizing ● Differentiation ● Bloom's taxonomy ● High expectations for all students ● Centers/clusters/grouping ● Depth of Knowledge (DOK) ● Higher Order Thinking Skills (HOTS) ● Technology integration ● SAMR Model (Substitution Augmentation Modification Redefinition Model) ● Collaborative learning ● Feedback ● Project-based or Problem-Based Learning (PBL) ● Howard Gardner's Multiple Intelligences 	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> ● Makes adjustments to a lesson when it is clear students are struggling with concept ● Promotes student thinking with questions of uniformly high quality and uses wait time ● Maximizes student processing of content by chunking ● Circulates among the students to check for individual student understanding ● Provides supplemental support during independent practice ● Asks open-ended questions, discusses vocabulary words learned, and assigns relevant and meaningful homework for practice of essential skills. ● Teaches and models how to annotate/underline/take notes, etc. in preparation for writing and talking in response to the text. <p><u>Students:</u></p> <ul style="list-style-type: none"> ● Examine their own work and tests to self-identify errors and proactively search, with the help of teachers and peers, for strategies to correct those errors. ● Constantly inquire by asking thoughtful and important questions, searching for information to answer those questions and sharing their conclusion or hypothesis. ● Purposefully underline, annotate or take notes while carefully and purposefully reading. ● Work individually to rehearse (to formulate and articulate their thoughts) and then discuss the text and share notes with another student (Pairing). After pairing, students quick-write brief explanations, connecting their notes to the prompt or question. ● Make detailed observations, notices details, patterns, changes, similarities and differences and makes connections and to explain what they are learning and why it is important beyond repeating the stated objective.
Assesses student learning levels and adjusts instructional practices for student success through frequent checks for understanding	
<ul style="list-style-type: none"> ● Formal and summative assessments ● Standardized tests ● State/national tests ● Departmental/ localized assessments ● Classroom expectations ● Data room/meetings/wall and/or data warehouse ● Entry/exit cards ● Progress monitoring ● Case Conferences 	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> ● Uses spot checking, group responses to adjust instruction to ensure learning. Provides regular and timely feedback ● Determines whether re-teaching, practice, or moving forward with instruction is appropriate at both the group and individual level. ● Collects data about student learning from a variety of sources, including classroom based assessments, district pre-post tests, authentic assessments, rubrics, project work, and portfolios. ● The teacher modifies and adapts assessments to language proficiency and effectively collects data about student learning from a variety of sources. ● Follows IEP and ILP assessment guidelines and the teacher provides alternative assessments. <p><u>Students:</u></p> <ul style="list-style-type: none"> ● The students are fully aware of the criteria and performance standards by which their work will be evaluated. ● The students frequently assess and monitor the quality of their own work against assessment criteria and performance standards and make active use of that information in their learning. ● Students have access to and are able to use performance rubrics for their writing, projects and other performance based learning.

Evidence, Domain 3 Professional Practice

TEACHER EVIDENCE	STUDENT & TEACHER EVIDENCE
3.1 Works with colleagues in a respectful manner in the on-going cycle of development, implementation, evaluation of curriculum and professional learning communities	
<ul style="list-style-type: none"> Email, Phone calls/log, Newsletters Return assignments PowerSchool Parent/teacher conferences Learning Management System (LMS) (e.g. Canvas) Behavior log, Case conferences PLCs; Committee involvement and professional organizations, Extra-curricular activities involvement Reflection of data IEP/ILP/504 College credits, PGP Collegial relationships 	<u>Teacher:</u> <ul style="list-style-type: none"> Actively participates in the instructional improvement process by sharing effective practices Actively engages in the Professional Learning Community (PLC) process Promotes positive interactions with and about colleagues Engages in collaborative discussions regarding the use of formative and summative assessment data to improve student learning. Works to build a professional relationship with all team members and administrators
3.2 Communicates effectively to establish and maintain lines of communication with students and parents	
<ul style="list-style-type: none"> Email Return assignments PowerSchool/Grade book Parent/teacher conferences Learning Management System (LMS) (e.g. Canvas) Blogs Teacher/school website Phone calls/log Newsletters Behavior log Case conferences 	<u>Teacher:</u> <ul style="list-style-type: none"> Examines student work for errors, identifies causes of those errors and develops strategies to correct the errors and communicates those errors to individual students and parents Consistently provides student feedback that is descriptive, constructive, frequent & immediate, helping students know what they need to do to improve. Communicates standards and expectations to parents or guardians Maintains positive home/school connections by communicating effectively with parents through the timely use of a variety of methods (email, phone, homework hotlines, websites, progress reports, newsletters...). Celebrates & regularly communicates success with students and parents. <u>Students:</u> <ul style="list-style-type: none"> Assume responsibility for communicating learning progress and barriers to parents or guardians.
3.3 Reflects on practice, data, and student work to improve future instruction	
<ul style="list-style-type: none"> Professional Learning Communities Professional organizations Reflection of data 	<u>Teacher:</u> <ul style="list-style-type: none"> Examines ways to improve instructional effectiveness Analyzes trends and patterns in student achievement data to identify opportunities for improvement Evaluates effectiveness of individual lessons and units Reflects on their personal practice and learning to improve student learning Evaluates effectiveness of specific strategies and behaviors across different categories of students
3.4 Uses different forms of professional development to improve instruction	
<ul style="list-style-type: none"> Professional Learning Communities Professional organizations College credits Professional Growth Points Collegial relationships 	<u>Teacher:</u> <ul style="list-style-type: none"> Seeks out opportunities to read about, learn from others, and attend both formal and informal professional development to increase effectiveness Participates in professional training, workshops at the school and/or district level. Stays current with education and pedagogical research
5 Contributes to school culture	
<ul style="list-style-type: none"> Committee involvement Extra-curricular activities involvement 	<u>Teacher:</u> <ul style="list-style-type: none"> Dedicates time to further the school's mission and initiatives Contributes ideas and expertise to further the school's mission and initiatives Serves on committees Attends &/or participates in the extra-curricular/co-curricular activities

Evaluation Procedural Terms:

Appeal Process: When a teacher has been categorized as *Ineffective*, at the request of the teacher or the administrator, a second evaluator shall be appointed by the Superintendent or Designee.

Artifacts/Evidence: Materials that may be presented and reviewed as needed to document attainment of performance expectations. Artifacts are materials that relate to or affect instruction (e.g. lesson plans, assessments, unit planning materials, study guides, homework assignments, student work, professional development documentation, technology integration, student intervention documentation, newsletters, communication logs, discipline logs, emails, agendas, professional development presentations, and other materials of a similar nature).

Course: For the purpose of the teacher evaluation process, a course would be the length of time a group of students is with the same teacher. This may be a quarter, semester, or year. If a course runs a year with the same teacher, the teacher and evaluator may determine to use a semester or year approach to the data.

Direct Instruction- Direct instruction is a teacher-directed teaching method. The teachers give explicit, guided instructions to the student(s).

Domain: Four domains, or broad areas of instructional focus, are included in the Teacher Effectiveness Rubric: Planning and Preparation, Classroom Environment, Instruction, Core Professionalism. Under each domain, competencies describe the essential skills of effective instruction.

Evaluator: School administrators and central office administrators will serve as evaluators. The Assistant Superintendent will be the evaluator for the Principals. Teachers and other certified educators will be evaluated by the school administrators or central office administrators.

- **Primary Evaluator:** The person chiefly responsible for evaluating a teacher. This evaluator approves Professional Development Plans (when applicable) in the fall and assigns the summative rating in the spring. Each teacher has only one primary evaluator.
- **Secondary Evaluator:** An evaluator whose observations, feedback, and information gathering informs the work of a primary evaluator.

Formal Observation: An extended observation, usually the length of a class period (30 or more minutes). A formal observation is a pre-arranged observation and the teacher will be afforded the opportunity to complete a pre-observation form prior to the observation.

Performance Conference: A conference to be held in the spring during which the teacher and evaluator discuss the teacher's performance on the Teacher Effectiveness Rubric. In some cases, this conference may double as the "Summative Conference."

Indicator: Observable pieces of information for evaluators to look for during an observation. Indicators are listed under each competency in the Effectiveness Rubrics.

Informal Observation: A short unannounced visitation (duration approximately 10-15 minutes) by the evaluator to observe the teacher in any of the domain areas.

Performance Expectations Reflective Conference: A conference held after each formal observation to reflect upon the teacher appraisal rubric. The evaluator will review performance expectation(s) based on the rubric and any available student achievement data. The evaluator will provide the teacher with an overall rating on the rubric based on current data. See table.

Present Levels of Performance (PLOP): The PLOP is a description of the student's academic achievement, functional performance, and learning styles. This statement is based on current data which has been collected within the last year. Historical medical information and cognitive evaluations could also be included if related to current needs of the student.

Professional Judgment: A primary evaluator's ability to look at information gathered and make an informed decision on a teacher's performance without a set calculation in place. Primary evaluators will be trained on using professional judgment to make decisions.

Professional Development Plan: The individualized plan for educator professional development based on prior performance. Each plan consists of Professional Development Goals and clear action steps for how each goal will be met. The only certified employees who must have a Professional Development Plan are those who received a rating of Improvement Necessary or Ineffective the previous year and are on a Plan of Assistance.

Rubric: Scoring tool for the performance evaluation, listing criteria upon which the certified employee is evaluated and gradations of quality against which the employee is measured.

Student Learning Objective (SLO): A long-term academic goal that teachers and evaluators set for groups of students. It must be specific and measurable using the most rigorous assessment available, based on available prior student learning data, aligned to state standards, and based on student progress and achievement.

Summative Performance Levels Evaluation: Overall performance evaluation prepared by the primary evaluator that provides the final rating for each certified employee as well as a recommendation for the employee's status for the upcoming school year: Renewal, Non-Renewal, Plan of Assistance. May be held in conjunction with the In-Progress Summative Evaluation Conference in some cases. The certified employee may request a follow-up conference with the evaluator within five school days of receipt of the document.

Plan of Assistance: Resource designed to provide assistance and support for teachers who receive Improvement Necessary or Ineffective evaluation on the rubric. The plan is an optional part of the on-going evaluation process. A Plan of Assistance will identify specific performance expectations not being met, specify what is needed to improve, provide suggestions and resources, delineate a timeline to follow to address the performance expectations, and provide ongoing observations and feedback to the teacher throughout the duration of the plan. By law, the plan will not be more than ninety (90) days. A teacher may elect to have representation at any plan conference.

I.C. 20-28-11.5-4

IC 20-28-11.5-4 Plan for annual performance evaluations; annual designations; evaluators

Sec. 4. (a) Each school corporation shall develop or adopt a plan for annual performance evaluations for each certificated employee. A plan must include performance evaluations for all certificated employees, conducted at least annually.

(b) A plan under this section must include an annual designation of each certificated employee in one (1) of the following rating categories:

- (1) Highly effective.
- (2) Effective.
- (3) Improvement necessary.
- (4) Ineffective.

The requirements for designation in each rating category must be determined by the school corporation.

(c) The plan must:

- (1) be in writing; and
- (2) be explained to the governing body in a public meeting;

before the evaluations are conducted. Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one. This discussion is not subject to the open door law ([IC 5-14-1.5](#)). The plan is not subject to bargaining.

(d) The evaluator shall discuss the evaluation with the certificated employee.

(e) After a school corporation has assigned an evaluator to perform a certificated employee's evaluation, the certificated employee may request the school corporation to assign an evaluator other than the evaluator assigned to perform the certificated employee's evaluation.

As added by P.L.90-2011, SEC.39. Amended by P.L.239-2015, SEC.7; P.L.275-2019, SEC.7; P.L.150-2020, SEC.1; P.L.200-2023, SEC.18.

IC 20-29-6-4

Subjects of bargaining

Sec. 4. (a) A school employer shall bargain collectively with the exclusive representative on the following:

- (1) Salary.
- (2) Wages.

(3) Salary and wage related fringe benefits, including accident, sickness, health, dental, vision, life, disability, retirement benefits, and paid time off as permitted to be bargained under IC 20-28-9-11.

(b) Salary and wages include the amounts of pay increases available to employees under the salary scale adopted under IC 20-28-9-1.5, but do not include the teacher evaluation procedures and criteria, or any components of the teacher evaluation plan, rubric, or tool.

As added by P.L.1-2005, SEC.13. Amended by P.L.48-2011, SEC.14; P.L.286-2013, SEC.91.