

The Merrillville Community School Corporation 2025-2026 Evaluation Plan

The Merrillville Community School Corporation, along with the Merrillville Community Teachers Association, has collaboratively developed the Evaluation Plan. The Evaluation Committee meets to review the plan, develop guidelines, and make changes on an annual basis. Meetings are held periodically throughout the year for discussion and improvement. The Plan is presented collaboratively to the School Board. At the beginning of the school year, the Evaluation Plan is presented to the certified staff. The plan will be posted on the corporation's website.

Overview of Evaluation Plan

All certified staff members are observed throughout the school year through formal/informal and walk through observations. All observations may be unannounced with the exception of the first observation for new staff. All new staff will participate in a pre-observation conference and a post-observation conference at least once annually. All observation scores are recorded, used, and weighted (see tables below) and an overall evaluation score is calculated annually.

Each staff member will receive a rating of Highly Effective, Effective, Needs Improvement, or Ineffective. Certified staff should receive feedback from all walk-throughs and observations within 48 hours (2 working days) through iObservation. Staff should acknowledge within 48 hours (2 working days) that they have received a formative evaluation, which includes an opportunity for response.

Certified Staff

Summative ratings are created using observations and evaluations from Teacher Effectiveness Ratings. The following are the models and tools used for each evaluated certified group:

Final Score Calculations

Classroom Teachers 100% TER using Marzano Focused Teacher Evaluation Model

Non-Classroom Teachers 100% TER using Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model

Administrators and Principals 100% TER using an internally created tool or the RISE Model

Superintendent 100% TER using the ISBA tool

Observations (Minimum Requirements)

September 15 - December 15:

- At least one formal/informal observation of at least 30 minutes
- At least one walk-through observation of at least 10 minutes

January 15 - April 30:

- At least one formal/informal observation of at least 30 minutes
- At least one walk-through observation of at least 10 minutes

Exception to above minimum observation requirements

Any teacher who has:

- been employed as a teacher in MCSC for at least the previous 5 consecutive years, and
- received a rating of Highly Effective for at least the previous 2 consecutive years

can be observed less often than other teachers. If a teacher qualifies as stated above, the teacher will be observed at least 1 time during the first observation window and at least 1 time during the second evaluation window, and at least one of the observations will be an informal observation of at least 30 minutes.

Any teacher who has formally submitted their intent to retire at the conclusion of the school year and that retirement has been approved by the Board of School Trustees, may request to opt out of any remaining observations and decline any current or future benefits associated with evaluation rating status. Upon approval, the teacher will receive their current evaluation “in-progress” score to compute their yearly rating.

Teacher/Staff Effectiveness

Teacher effectiveness rating (TER) is 100% of the summative evaluation rating for teachers. TERs are determined using the following domains:

1. Standards-Based Planning - 3 of 23 Elements (13%)
2. Standards-Based Instruction - 10 of 23 Elements (44%)
3. Conditions for Learning - 7 of 23 Elements (30%)
4. Professional Responsibilities - 3 of 23 Elements (13%)

Evidence is collected through formal/informal and walk-through observations, classroom/school observations, post-conference discussions, classroom documents, and student/teacher artifacts. Marzano rubrics are used to score the elements observed including feedback from the administrator. Staff may provide evidence to the evaluator to contradict or support evidence observed. Data is collected using iObservation for Learning Sciences. Certified staff has access to all scores marked for evaluation along with comments and feedback.

Standards-Based Planning

Each of the three elements in this domain focuses on the preparation needed to be successful instructionally. Planning lessons and units, aligning resources, and using data to close the achievement gap are all components in this domain.

Standards-Based Instruction

Here, Marzano puts great emphasis on the instructional practices of the teacher and how information is presented to the students. In addition, attention is given to how the teacher builds on previous knowledge, helps students acquire new knowledge, and utilizes strategies to help students apply newly learned knowledge.

Conditions for Learning

In this domain, teachers are observed in their practices of acquiring feedback on student progress and what they do with this information once they know how their students are performing. Additionally, how the teacher establishes the environment to assist student learning is also gauged.

Professional Responsibilities

There exists certain expectations that teachers carry out that Marzano has recognized as essential to highly effective teaching/professional staff. Adhering to school and district policies as well as helping others reach their professional capacity are all areas that are examined in this domain.

Summative Rating

The following scale is used to determine the final summative rating.

Highly Effective	Effective	Need Improvement	Ineffective
3.5-4.0	2.5-3.49	1.5-2.49	0-1.49

Modification of Final Summative Rating

-1 for professionalism may be taken off from the final summative score. If the individual demonstrates a pattern of unexcused absences, late arrival, failing to follow state, corporation and school policies and procedures, or fails to interact with students, colleagues, parents/guardians, and community members in a respectful manner.

Negative Impact

- Definition - Teachers who teach in grade levels or subject areas where student state standardized test performance is linked to teachers and who receive Individual Growth Measures, the state designation of Negative Impact from the IDOE will be utilized. For all other positions, cumulative end of course grade distributions will be used first for all classes taught, but if not applicable by building. A teacher will be said to have Negative Impact if that cumulative grade distribution has a higher than 75% of students earning a grade of “F” or “Not Passing.”
- Effect on Final Rating - A teacher identified as having a negative impact on student learning cannot receive a final evaluation result of Effective or Highly Effective. The final evaluation rating will either be Improvement Necessary or Ineffective and will depend on the combination of all measures included in the performance evaluation. When Negative Impact is identified, the Summative Rating will be decreased by 1.51 points to ensure the appropriate Final Rating.

Remediation Plans

1. Teachers may be placed on a Remediation Plan.
2. Teacher and Principal will meet, discuss, and sign off on the plan within the first month of school, or as soon as possible after deficiency has been identified.
3. Plan should include expectations and areas needed for improvement.
4. Principal will have monthly observations documented through iObservation during each month of each observation window.
5. Principal must meet with the teacher no less than once a month (September - April). These meetings must be documented.
6. Principal and Teacher will have a post-conference after each observation window.
7. Professional development and additional support for teachers on the Remediation Plan may include support from instructional coaches, department chairs, and/or team leaders. Support is also available through attendance at professional development on early release days, workshop professional development based on area(s) of needed improvement, observations of effective teachers, and additional resources and support from principal.

Evaluators

Certified staff are evaluated by the school principals, assistant principals, and/or district directors. All evaluators have been trained by Dr. Marzano, Learning Sciences International, and/or other in-house professional development opportunities. Staff may request a different evaluator at any time and when possible, multiple evaluators will conduct observations and provide feedback to each certified staff member. Evaluators meet regularly to look at evaluation data, discuss element evidence, and practice alignment of scoring.

All certified staff have been provided professional development through a book study of the “The Art and Science of Teaching”. New teachers are provided professional development during their New Teacher Orientation, and from their mentors. Principals provide regular tips on various elements and domains for continuation of professional development.

Students of Ineffective Teachers

Administrators will ensure that no students will have an ineffective teacher for two consecutive years. Currently, there are fewer than 5 teachers in the corporation that have received a Needs Improvement and/or Ineffective rating for one year and none for two consecutive years. Parents would receive a letter from the school corporation.

iObservation Forms

Standards-Based Planning

1. [Planning Standards-Based Lessons/Unit](#)

- Lesson plans align to grade level standard(s) with targets and use a performance scale
- Planned and completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level
- Planned and completed student assignments/work require practice with complex text and its academic language
- Planned and completed student assignments/work demonstrate development of applicable mathematical practices
- Planned and completed student assignments/work demonstrate grounding in real-world application
- Planned and completed student assignments/work demonstrate how equity has been addressed in the lesson/unit
- Planned and completed student assignments/work demonstrate how Individualized Education Plans (IEPs)/personal learning plans have been addressed in the lesson/unit
- Planned and completed student assignments/work demonstrate how EL strategies have been addressed in the lesson/unit
- Planned and completed student assignments/work indicate opportunities for students to insert content specific to their cultures
- Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing lesson/unit plans aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

2. [Aligning Resources to Standard\(s\)](#)

- Traditional resources are appropriately aligned to grade level standards
 - i. Text books
 - ii. Manipulatives
 - iii. Primary source materials
- Digital resources are appropriately aligned to grade level standards
 - i. Interactive whiteboards
 - ii. Response systems
 - iii. Voting technologies
 - iv. One-to-one computers
 - v. Social networking sites
 - vi. Blogs
 - vii. Wikis
 - viii. Discussion boards
- Planned student assignments/work incorporate the use of traditional and/or digital resources, and facilitate learning of the standards
- Planned student assignments/work incorporate the use of a variety of text types (including structures and nonfiction) and resources at the appropriate level of text complexity
- Planned student assignments/work require reasoning and explaining, modeling and using tools, seeing structure and generalizing of mathematics
- Planned resources include those specific to students' culture

- Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing supporting resources aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)
3. [Planning to Close the Achievement Gap Using Data](#)
- Planned student assignments/work reflect accommodations and/or adaptations used for individual students or sub-groups (e.g. EL, gifted, etc.) at the appropriate grade level targets
 - Planned student assignments/work reflect accommodations and/or adaptations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP) at the appropriate grade level targets
 - Planned student assignments/work reflect accommodations and/or adaptations for students who appear to have little support for schooling
 - Planned student assignments/work show students track their individual progress on learning targets
 - Formative and summative measures indicate individual and class progress towards learning targets and modifications made as needed
 - Information about student progress is regularly sent home
 - Artifacts demonstrate the teacher helps others by sharing evidence of how to use data to plan and implement lessons/units that result in closing the achievement gap (e.g. PLC notes, emails, blogs, sample units, discussion group)

Standards-Based Instruction

4. [Identifying Critical Content from the Standards](#) (Required evidence in every lesson)
- Student conversation in groups focus on critical content
 - Generate short written response (i.e. summary, entrance/exit ticket)
 - Create nonlinguistic representations (i.e. diagram, model, scale)
 - Student-generated notes focus on critical content
 - Responses to questions focus on critical content
 - Explain purpose and unique characteristics of key concepts/critical content
 - Explain applicable mathematical practices in critical content
 - When appropriate, responses involve explanatory content specific to their culture
5. [Previewing New Content](#)
- Identify basic relationship between prior content and new content
 - Explain linkages with prior knowledge in individual or group work
 - Make predictions about new content
 - Summarize the purpose for new content
 - Explain how prior standards or learning targets link to the new content
 - Explain linkages between mathematical patterns and structure from previous grades/lessons and current content
6. [Helping Students Process New Content](#)
- Discuss and answer questions about the new content in groups
 - Generate conclusions about the new content in group or written work
 - Actively discuss the new content in groups
 - Summarize or paraphrase the just learned content
 - Record and represent new knowledge
 - Make predictions about what they expect to learn next
 - Summarize or draw conclusions from complex text and its academic language

- Use repeated reasoning and abstract, quantitative, or qualitative reasoning
7. [Using Questions to Help Students Elaborate on Content](#)
 - Answer detail questions about the content
 - Identify characteristics of content-related categories
 - Make general elaborations about the content
 - Provide evidence and support for elaborations
 - Identify basic relationships between ideas and how one idea relates to another
 - Artifacts/student work demonstrate students can make well-supported elaborative inferences
 - Discussions demonstrate students can make well-supported elaborative inferences
 - Discussions are grounded in evidence from text, both literary and informational
 - Discussions and student work provide evidence of mathematical elaboration
 8. [Reviewing Content](#)
 - Identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another
 - Summarize the cumulative nature of the content
 - Response to class activities demonstrates students recall previous content (e.g. artifacts, pretests, warm-up activities)
 - Explain previously taught concepts
 - Demonstrate increased fluency and/or accuracy of previously taught processes
 9. [Helping Students Practice Skills, Strategies, and Processes](#)
 - Execute or perform the skill, strategy, or process with increased confidence
 - Execute or perform the skill, strategy, or process with increased competence
 - Artifacts (i.e. worksheets, written responses, formative data) show fluency and accuracy are increasing
 - Explanation of mental models reveals understanding of the strategy or process
 - Use problem-solving strategies based on their purpose and unique characteristics
 - Demonstrate deepening of knowledge and/or increasing accuracy through group interactions
 - Explain how the use of a problem-solving strategy increased fluency and/or accuracy
 10. [Helping Students Examine Similarities and Differences](#)
 - Comparison and classification artifacts indicate deeper understanding of content
 - Analogy and/or metaphor artifacts indicate deeper understanding of content
 - Response to questions indicate examining similarities and differences has deepened understanding of content
 - Make conclusions after examining evidence about similarities and differences
 - Present evidence to support their explanation of similarities and differences
 - Artifacts/student work examining similarities and differences involve culturally relevant content, when appropriate
 - Artifacts/student work indicate students have used digital and traditional resources to support examination of similarities and differences
 11. [Helping Students Examine Their Reasoning](#)
 - Analyze errors or informal fallacies (i.e. in individual thinking, text, processing, procedures)
 - Explain the overall structure of an argument presented to support a claim
 - Articulate support for a claim and/or errors in reasoning within group interactions
 - Explanations involve cultural content

- Summarize new insights resulting from analysis
- Artifacts/student work indicate students can identify errors in reasoning or make and support a claim
- Artifacts/student work indicate students take various perspectives by identifying the reasoning behind multiple perspectives
- Artifacts/student work indicate students have used textual evidence to support their claim
- Mathematical arguments and critiques of reasoning are viable and valid
- Artifacts/student work indicate identification of common logical errors, how to support claims, use of resources, and/or how multiple ideas are related

12. [Helping Students Revise Knowledge](#)

- Explain what they are clear about and what they are confused about
- Explain what they could have done to enhance their learning
- Actions and reflections display a growth mindset
- Corrections are made to written work (e.g. reports, essay, notes, position papers, graphic organizers)
- Groups make corrections and/or additions to information previously recorded about content
- Explain previous errors or misconceptions about content
- Revisions demonstrate alternative ways to execute procedures
- Revisions demonstrate repeated reasoning and generalizations about patterns seen in the content
- Reflections show clarification in thinking or processing

13. [Helping Students Engage in Cognitively Complex Tasks](#)

- Explain the proposition, theory, or hypothesis they are testing
- Present evidence to explain whether their proposition, theory, or hypothesis was confirmed or disconfirmed and support their explanation
- Justify the process used to support the proposition, theory, or hypothesis
- Precisely explain perseverance with the task with reasoning and conclusions
- Artifacts/student work indicate that while engaged in generating and testing a proposition, proposed theory, or hypothesis

Conditions for Learning

14. [Using Formative Assessment to Track Progress](#)

- Systematically update their status on the learning targets using a chart, graph, or data notebook
- Describe their status relative to learning targets using the scale (e.g. exit ticket, summary, etc.)
- Individual conferences document that students provide artifacts and data regarding their progress toward learning targets
- Demonstrate autonomy in providing evidence of progress on learning targets
- Responses to formative assessment may involve cultural content

15. [Providing Feedback and Celebrating Progress](#)

- Show signs of pride regarding their accomplishments in the class (e.g. body language, work production, quality of work, etc.)
- Show signs of pride regarding development of mathematical practices
- Initiate celebration of individual success, group success, and that of the whole class
- Use feedback to revise or update work to help meet their learning target
- Surveys indicate students want to continue making progress
- Actions and responses indicate the teacher is equitable in providing feedback and/or celebrating progress

16. [Organizing Students to Interact with Content](#)

- Work within groups with an organized purpose
- Exhibit awareness of the power of interpretations
- Avoid negative thinking
- Take various perspectives
- Interact responsibly and respectfully critique the reasoning of others
- Appear to know how to handle controversy and conflict resolution
- Actively ask and answer questions about the content (i.e. assignments or tasks)
- Add their perspectives to discussions
- Generate clarifying questions about the content
- Explain individual student and/or group thinking about the content
- Take responsibility for the learning of peers

17. [Establishing and Acknowledging Adherence to Rules and Procedures](#)

- Follow clear routines during class
- Explain classroom rules and procedures
- Describe the classroom as an orderly and safe environment
- Recognize cues and signals by the teacher
- Self-regulate behavior while working individually
- Self-regulate behavior while working in groups
- Recognize that the teacher is aware of their behavior
- Interact responsibly with teacher and other students
- Explain how the individuality of each student is honored in the classroom
- Describe the teacher as fair and responsive to individual students
- Describe the teacher as “aware of what is going on” or “has eyes on the back of his/her head”
- Respond appropriately to teacher direction and/or guidance regarding rules and procedures
- Move purposefully about the classroom and efficiently access materials

18. [Using Engagement Strategies](#)

- Behaviors show awareness that the teacher is noticing students’ level of engagement
- Behaviors show the engagement strategy increases engagement
- Student-centered tasks and processes produce high levels of engagement
- Talk with groups or in response to questions is focused on critical content
- Engage in the critical content with enthusiasm
- Self-regulate engagement and engagement of peers
- Actions show students are motivated by the teacher
- Behaviors show students are inspired by the teacher
- Multiple students or the entire class respond to questions posed by the teacher
- Artifacts/student work indicate students are engaged in the critical content

19. [Establishing and Maintaining Effective Relationships in a Student-Centered Classroom](#)

- Change behavior when the teacher demonstrates understanding of their interests and diverse backgrounds
- Demonstrate verbal and nonverbal behaviors that indicate they feel accepted by their teacher
- Respond positively to verbal interactions with the teacher
- Respond positively to nonverbal interactions with the teacher
- Readily share their perspectives and thinking with the teacher
- Describe their teacher as respectful and responsive to the diverse needs of each student

- Actions show students trust the teacher to advocate for them
- Contribute to a positive classroom community through interactions with peers

20. [Communicating High Expectations for Each Student to Close the Achievement Gap](#)

- Treat each other with respect
- Actions show students avoid negative thinking about personal thoughts and actions
- Respond to difficult questions
- Take risks by offering incorrect or alternative answers
- Participate in classroom activities and discussions
- Artifacts/student work show the teacher won't "let you off the hook" or "won't give up on you"
- Artifacts/student work show the teacher holds each student to the same level of expectancy as others for drawing conclusions and providing sources of evidence
- Model teacher behaviors that show care and respect for each classmate
- Demonstrates perseverance and productive struggle in solving problems and overcoming obstacles

Professional Responsibilities

21. [Adhering to School/District Policies and Procedures](#)

- Performs assigned duties
- Fulfills responsibilities in a timely manner
- Follows policies, regulations, and procedures (e.g. bullying, HR plans, sexual harassment, etc.)
- Maintains accurate records (e.g. student progress, attendance, parent conferences, etc.)
- Understands legal issues related to colleagues, students, and families (e.g. cultural, special needs, equal rights, etc.)
- Maintains confidentiality of colleagues, students, and families
- Advocates for equality for each student
- Demonstrates personal integrity and ethics
- Uses social media appropriately

22. [Maintaining Expertise in Content and Pedagogy](#)

- Participates in professional development opportunities
- Demonstrates content expertise and knowledge in the classroom
- Seeks mentorship from subject area experts
- Seeks mentorship from highly effective teachers
- Actively seeks help and input from appropriate school personnel to address issues that impact instruction
- Demonstrates a growth mindset and/or seeks feedback
- Implements a deliberate practice or professional growth plan
- Seeks innovative ways to improve student achievement
- Gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups)
- Uses a reflection process for analysis of specific strengths and weaknesses of individual lessons and units
- Uses a reflection process for analysis of specific instructional strengths and weaknesses
- Explains the differential effects of specific classroom strategies on closing the achievement gap
- Seeks opportunities to develop deeper understanding of cultural responsiveness
- Uses formative and summative data to make instructional planning decisions
- Teacher observational data is correlated to student achievement data

23. [Promoting Teacher Leadership and Collaboration](#)

- Contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways
- Serves as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors
- Documents specific situations of mentoring other teachers
- Works cooperatively with appropriate school personnel to address issues that impact student learning
- Accesses available expertise and resources to support students' learning needs
- Promotes positive conversations and interactions with teachers and colleagues
- Fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust
- Encourages parent involvement in classroom and school activities
- Demonstrates awareness and sensitivity to social, cultural, and diverse needs of families
- Uses multiple means and modalities to communicate with families
- Seeks a role and participates in Professional Learning Community meetings
- Serves as a student advocate in the classroom, school, and community
- Participates in school and community activities as appropriate to support students and families
- Serves on school and district-level committees
- Works to achieve school and district improvement goals

iObservation Forms

Instructional Support Personnel Form (Non-Classroom)

Planning and Preparing to Provide Support

1. [Establishing and Communicating Clear Goals for Supporting Services](#)
 - Students, colleagues, and/or administrators can explain how the instructional support member goals support the school or district
 - Explains how goals support and align with school and/or district goals
 - Explains how data were used to establish goals
 - Explains how their actions and/or activities relate to the goals
 - Artifacts support clear communication of goals
2. [Helping the School/District Achieve Goals](#)
 - Artifacts reveal the instructional support member helped individual or groups of students achieve goals
 - Artifacts reveal the instructional support member achieved goals to provide supporting services
 - Artifacts confirm the instructional support member helped the school/district achieve goals
 - Feedback from school/district confirms the instructional support member demonstrates knowledge of processes and protocols associated with professional area of expertise that helped the school/district achieve goals
3. [Using Available Resources](#)
 - Identifies resources implemented within the school community that enhance supporting services
 - Artifacts show the use of available resources provided support for the school
 - Data substantiates the use of resources in implementing goals for support services and/or instructional activities

- Describes how use of resources within the school/community enhanced implementation of supporting services and/or instructional activities
- Artifacts demonstrate the use of technology enhanced supporting services

Supporting Student Achievement

4. [Demonstrating Knowledge of Students](#)

- Provides appropriate services to help students with unique needs
- Assists families in learning to plan and advocate for their student
- Provides plans and/or artifacts to support collaboration with other school personnel to help students with unique needs
- Artifacts support identification of students who need special assistance
- Explains how accommodations and/or modifications help address the unique needs of students
- Artifacts demonstrate support of individual students to meet achievement goals
- Artifacts reveal that students receive appropriate modifications or accommodations
- Actively addresses equity issues for students (when appropriate)
- Students identify the instructional support member as one who advocates for them
- Artifacts demonstrate students act as self-advocates
- Explains how knowledge of the unique needs of students helps support students in achievement of their goals

5. [Helping Students Meet Achievement Goals](#)

- Provides plans and/or artifacts to document collaboration with other school personnel to help remove barriers
- Artifacts support identification of students who received help meeting their achievement goals
- Explains how removing barriers helped students meet achievement goals
- Explains how removing barriers helped individual students gain equal access to critical curriculum
- Artifacts reveal students have equal access to critical curriculum
- Students identify the instructional support member as one who advocates for them by helping remove barriers
- Students and/or colleagues confirm that the instructional support member helps students meet achievement goals

Continuous Improvement of Professional Practice

6. [Reflecting and Evaluating Personal Performance](#)

- Uses a reflection process for analysis of specific strengths and weaknesses
- Keeps track of specifically identified focus areas for improvement
- Identifies and keeps track of specific areas identified based on individual interest
- Describes how specific areas for improvement are identified
- Collects and compiles evidence of the effects of specific practices and behaviors related to their area of responsibility
- Provides a written analysis of specific causes of success or difficulty
- Explains the differential effects of specific strategies and behaviors that yield results
- Exhibits characteristics of a growth mindset

7. [Using Data and Feedback to Support Changes to Professional Practice](#)

- Develops a written growth plan that outlines measurable goals, action steps, manageable timelines, and appropriate resources
- Identifies the data and feedback used to develop a professional growth plan

- Describes the professional growth plan using specific and measurable goals, action steps, manageable timelines, and appropriate resources
- Constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g. achievement data, artifacts, interviews or surveys from peers, participants, and observer feedback)
- Describes progress toward meeting the goals outlined in the plan as supported by evidence
- Charts progress toward professional growth plan goals and supports by evidence
- Seeks mentorship from experts in area of professional responsibility
- Seeks innovative ways to improve professional practice

Professional Responsibilities

8. [Demonstrating Knowledge of Professional Practice \(Area of Expertise\)](#)
 - Participates in professional development opportunities
 - Demonstrates knowledge of processes and protocols associated with professional area of expertise
 - Demonstrates knowledge of state and federal laws associated with professional area of expertise
 - Keeps record of specific situations during which he/she mentored other instructional support members
 - Contributes and shares expertise and new ideas with colleagues to enhance learning in formal and informal ways
 - Serves as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific educational strategies and behaviors
 - Leads or facilitates professional development activities
 - Disseminates information in an accurate manner
 - Provides accessibility for professional services to students and school
 - Describes specific situations in which he/she has mentored colleagues to share expertise
 - Artifacts/evidence confirm recognition as an expert (e.g. surveys, feedback notes, articles, publications, etc.)
9. [Promoting Positive Interactions with Colleagues and the Community](#)
 - Works cooperatively with appropriate colleagues to address issues that impact the school
 - Establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness, and trust
 - Accesses available expertise and resources to support the school
 - Describes situations in which he/she interacts positively with colleagues to promote and support learning
 - Describes situations in which he/she helped extinguish negative conversations about other colleagues
 - Fosters collaborative partnerships with parents to enhance participant success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust
 - Communicates with parents in a consistent and timely manner regarding student expectations, progress, and/or concerns
 - Encourages parent involvement in classroom and school activities
 - Demonstrates awareness and sensitivity to social, cultural, and language backgrounds of families
 - Uses multiple means and modalities to communicate with families
 - Responds to requests for support, and/or assistance promptly
 - Respects and maintains confidentiality of student/family information
 - Describes instances when he/she interacted positively with students, parents, and/or the community

- Describes instances in which he/she helped extinguish negative conversations about students, parents, and/or the community
- Participates as an active member of a Professional Learning Community
- Collaborates with the school community

10. [Adhering to School and District Policies and Procedures](#)

- Performs assigned duties
- Follows policies, regulations, and procedures
- Maintains accurate records (e.g. participant progress, completion of assignments, non-instructional records)
- Fulfills responsibilities in a timely manner
- Demonstrates understanding of legal issues related to students and families
- Demonstrates personal integrity
- Ensures privacy and confidentiality
- Documents specific situations in which he/she adheres to rules and procedures
- Knows and adheres to state code of ethics, professional standards and code of conduct applicable to the position

11. [Supporting and Participating in School and District Initiatives](#)

- Participates in school activities and events as appropriate to support students and the school community
- Serves on school and district committees
- Participates in professional development opportunities
- Works to achieve school and district improvement goals
- Provides record of specific situations in which he/she has participated in school and/or district initiatives
- Describes or shows evidence of participation in school and/or district initiatives
- Exhibits characteristics of a growth mindset