



Richland-Bean Blossom Community School Corporation

EDGEWOOD SCHOOLS

Caring. Daring. Preparing.

2025-2026

“Collaborating to create a fair and equitable process to improve student learning”

The culture of education is changing. We as a district team choose to respond positively and professionally to create a fair teacher appraisal plan that impacts student learning. These belief statements will guide our process. Success depends on your feedback and our collaboration.

Richland-Bean Blossom Community School Corporation Educator Appraisal Plan

We believe that

a fair teacher appraisal process can improve teaching and learning;

fairness requires an appraisal that is comprehensible and practical;

fairness recognizes exceptional situations and implements procedures to address them;

a culture of professional development facilitates student growth;

the teacher appraisal process should focus on collaborative decision-making;

authentic assessment of student academic growth and professional growth requires multiple measures;

dialogue among educators promotes confidence and support for all stakeholders.

Richland-Bean Blossom Community School Corporation
2025-2026

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DESCRIPTION OF PLAN DEVELOPMENT PROCESS

Corporation Team Members	Position
Caroline Boisvert	EHS Science Teacher
Doug Uhls	EHS Math Teacher
Dirk Ackerman	EHS Principal
Alison Kingsley	EHS Art Teacher
Lisa Beeman	EJHS Math Teacher
Carrie Koontz	EJHS Science Teacher
Kent Rentschler	EJHS Principal
Cierra Simmons	EIS 5th Grade Teacher
Lori Majors	EIS 5th Grade Teacher
Sarah Smock	EIS 3rd Grade Teacher
Andy Scholl	EIS Principal
Brandy Abel	EPS 1st Grade Teacher, Association Representative
Erica Kohl	EPS 2nd Grade Teacher
Karra Glasscock	EPS Speech Language Pathologist
Meg Deckard	EPS K5 Teacher
Sarah Figg	EPS Special Area Teacher
Matt Wooden	EPS Principal
Mary Beckwith	EECC Special Education Teacher
Heather Kensek	EECC Director
Meighan Scott	6-12 Ready Schools Instructional Coordinator
Mariah Bruce	K-5 Ready Schools Instructional Coordinator
Jennifer Barrett	Assistant Superintendent of Teaching and Learning
Noah Dixon	Director of Special Education
Jerry Sanders	Superintendent

Description of Training/process:

RBBCSC designed a teacher appraisal system that meets and exceeds the requirements of the Indiana legislation. The process included creating a system that grows, supports, and assesses effective teaching. The community of teachers and administrators of RBBCSC have aligned their goals and mission in the classroom through Marzano's High Reliability Schools' process and adopted the evidence-based *The New Art and Science of Teaching* as the corporation's instructional framework. The district administrators and instructional coaching team collaborated with the evaluation design team to build a common understanding of each of these elements.

Ongoing Plan Revisions:

The Corporation Team will regularly reconvene to address legislative updates, areas of success, and areas for consideration as the plan continues to evolve. This plan will be developed and executed through a joint committee of RBBCSC teachers and administrators with a common goal to meet the requirements set forth in Indiana legislation. This system not only assesses, but grows and supports effective instructional practices and assessment to inform, guide, and support student learning.

Corporation Teacher Appraisal Committee Communication Plan**Background/Situation Analysis:**

All teachers will be appraised into one of four categories: Innovating, Applying, Developing, or Beginning, based on a combination of data collected through observations and evidence.

Key Communication Objectives:

The Corporation team will gather feedback from staff members during the process in order to produce a plan guided by the Corporation teacher appraisal plans, belief statements and mission.

Tools/Method of Communication:

The Corporation Team will use face to face communication during faculty meetings, department meetings, grade level meetings, or other established meetings to gather feedback during the process. Surveys and/or email may be used to gather opinions of the process or product. Updates of the process will be provided during board meeting reports.

Audience to Receive the Communication:

Teachers, RBBCSC School Board Trustees, parents, and community stakeholders

Responsible Parties for Communication:

The district administration, instructional coaches, and building principals will communicate with all stakeholders, including teachers.

Evaluation and Monitoring:

Teacher feedback at the building and corporation levels is collected as an ongoing process. Observation data is gathered and reviewed with evaluators and the committee for ongoing calibration of the observation and evaluation process across buildings.

INTRODUCTION AND PURPOSE OF TEACHER EVALUATION

General Provisions for Teacher Appraisals

All certificated employees and teachers shall be evaluated in the performance of their assigned duties as outlined in the evaluation plan.

1. Teachers will be evaluated using the Teacher Performance Expectations Rubric.
2. All teachers will be assigned one administrator to be their primary evaluator.
3. The teacher's performance evaluation may include information provided by any building administrator, coach or mentor teacher. The source of information shall be disclosed to (and in the case of coaches and mentor teachers, approved by) the teacher.
4. A teacher may be afforded Association representation if they so choose during the evaluative process.
5. Anytime during the evaluation process a teacher has the right to submit a written reflection statement to be attached to any written evaluation document.
6. Modifications to these guidelines will be discussed with teacher representation per IC:20-29-6-7.
7. Only individuals who have received training and support in evaluation skills may evaluate certificated employees (IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)).
8. (OPTIONAL - currently not used at RBBCSC) Teachers acting as evaluators clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their professional responsibilities (IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)).
9. All evaluators receive training and support in evaluation skills through the Indiana Education Service Centers and Marzano's High Reliability Schools framework. The training includes scoring practice, proficiency assessments, and calibration benchmarks (IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)).

TEACHER PERFORMANCE EXPECTATIONS RUBRIC

The teachers will be evaluated according to a Performance Expectations Rubric.

Teacher Effectiveness Performance Expectations		Innovating	Applying	Developing	Beginning
Domain 1 Curriculum & Planning					
1.1 NASOT Instructional Framework: Feedback → Providing and Communicating Clear Learning Goals		4	3	2	1
1.2 NASOT Instructional Framework: Feedback → Using Assessments		4	3	2	1
1.3 Innovative approach		4	3	2	1
					Average Rating X 25%
Domain 2 Instruction					
2.1 NASOT Instructional Model: Context		4	3	2	1
2.2 NASOT Instructional Model: Context → Building Relationships		4	3	2	1
2.3 NASOT Instructional Model: Content		4	3	2	1
2.4 Individual instructional goal		4	3	2	1
2.5 School-wide/grade-level/department instructional goal		4	3	2	1
					Average Rating X 25%
Domain 3 Reflection on Effectiveness					
3.1 Self-Assessment		4	3	2	1
3.2 Reflects and adapts practices		4	3	2	1
					Average Rating X 25%
Domain 4 Professionalism					
4.1 Professional Learning Communities (PLCs)		4	3	2	1
4.2 Communication with stakeholders		4	3	2	1
4.3 Professional practice		4	3	2	1
					Average Rating X 25%

TEACHER PERFORMANCE EXPECTATIONS CALCULATIONS

Teacher Effectiveness Rubric (TER) Rating Calculations	Rating (1-4)	Weight	Summative
Domain 1 Total (Curriculum & Planning)		25%	
Domain 2 Total (Instruction)		25%	
Domain 3 Total (Reflection on Effectiveness)		25%	
Domain 4 Total (Professionalism)		25%	
Summative Appraisal Plan Total			

Example:

Teacher Effectiveness Rubric (TER) Rating Calculations	Rating (1-4)	Weight	Summative
Domain 1 Total (Curriculum & Planning)	3	25%	0.75
Domain 2 Total (Instruction)	3	25%	0.75
Domain 3 Total (Reflection on Effectiveness)	4	25%	1.0
Domain 4 Total (Professionalism)	4	25%	1.0
Summative Appraisal Plan Total			3.5

Overall Ratings for the Summative Evaluation

In order to determine the overall summative rating (as required by Indiana Code) with the Teacher Evaluation Rubric, the following scale will be enacted on a 4.0 scale:

- High Effective 3.50 - 4.00
- Effective 2.25 - 3.49
- Improvement Necessary 1.50 - 2.24
- Ineffective 1.00 - 1.49

EVALUATIVE EVIDENCE

Evaluative evidence provides documentation of a teacher's attainment of performance expectations.

The types of evaluative evidence are as follows:

- **Formal observation:**
 - Extended observation by the building administrator lasting 25-30 minutes
 - One formal observation each semester (minimum of 2 total)
 - Administrators complete all formal teacher observations.
 - All formal observations will be scheduled/pre-arranged with the teacher.
 - Formal observations do not need to be tied to the teacher's growth goal. Because formal observations are scheduled/pre-arranged with teacher input, the teacher can determine whether the growth goal is a focus of the observation or not.

- **Informal observation:**
 - Shorter in time (~10-15 minutes)
 - One informal observation each semester
 - Completed by the evaluator, an instructional coach, or through video-based and structured self-reflection
 - Scheduled or unarranged (Administrators have discretion in how they want to approach logistics of informal observations.)

In addition, **ARTIFACTS** can be presented and reviewed as needed to document attainment of performance expectations. Artifacts are materials that relate to or effect instruction (e.g. lesson plans, assessments, unit planning materials, student work, technology integration, student intervention documentation, newsletters, communication logs, emails, PLC agendas, professional development presentations, or other relevant materials.)

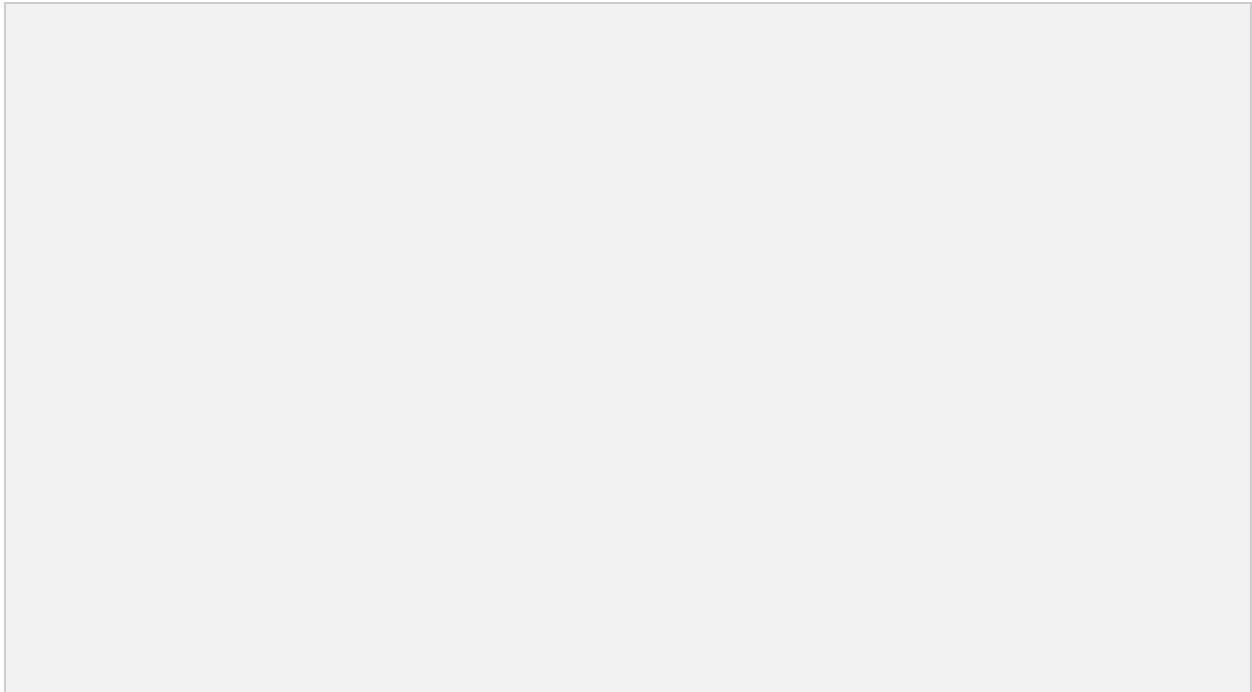
Evaluation Timeline

New Teacher (1 and 2 Years of Experience) Cohort	<ul style="list-style-type: none"> ● Attend a beginning of year onboarding training before the first day of the school year ● Will be assigned to a mentor teacher; mentor and assigned new teachers will meet a minimum of 4 times per semester.
Teacher Self-reflection	To be completed by 8/15/25
Beginning of Year Goal Setting Conference	<ul style="list-style-type: none"> ● Meeting between Building Administrator and Teacher ● To be completed by 8/29/25
Formal Observations	To be completed by 12/19/25 (1st semester) and 3/27/26 (2nd semester)
Informal Observations	To be completed by 12/19/25 (1st semester) and 3/27/26 (2nd semester)
EOY Educator Self-Reflection	To be submitted by 3/13/26

Evaluator Scores Submitted to all Teachers	To be completed by 4/17/26
End of Year Conference & Additional Artifact Submission	To be completed by 5/26/26. Artifact evidence is not required.
Summative Evaluation Signed, Printed & Submitted	<ul style="list-style-type: none"> ● To be completed by 5/29/26 ● Teacher and administrator both sign the summative evaluation form ● A copy of the signed summative evaluation will be kept in the employee's personnel file at the central office

TEACHER/PRINCIPAL/SUPERINTENDENT APPRAISAL PLAN SUMMATIVE COMPONENTS

The Teacher/Principal/Superintendent Effectiveness Rubric (TER) accounts for 100% of the total rating for the Teacher Appraisal Plan.



Each of the domain ratings is weighted the same to stress the importance of each area of teacher development. A teacher will not have the same positive impact on students without equal consideration of all domains.

Plan of Assistance

If at any point in the year, an evaluator observes competencies in need of improvement or performance expectations not being met, the teacher and evaluator will meet to develop and implement a Plan of Assistance (Appendix B).

1. Identify and review the specific performance expectations not being met.
2. Specify what is needed to improve the level of performance.
3. Provide suggestions, resources, strategies, and support the teacher shall use to improve performance.
4. Provide timelines for the teacher to follow when addressing performance expectations, ensuring the teacher has shown improvement during the forty-five day plan.
5. Provide ongoing observations and feedback to the teacher throughout the duration of the plan.

When an evaluator assigns a teacher a Plan of Assistance, the building principal will inform the Superintendent who will, in turn, inform the Association President.

If the teacher makes inadequate progress on the Plan of Assistance, an evaluator may assign an additional forty-five day Plan of Assistance.

Teacher Effectiveness Rubric (TER) Summative Evaluation Conference

A total score of Domains 1, 2, 3 and 4 will be determined prior to the TER Summative Evaluation Conference. The purposes of the TER Summative Evaluation Conference are:

1. Review all performance expectation(s) and answer questions and clarify the reason(s) for the overall performance level.
2. Discuss the evaluative recommendation for the next school year (i.e. *Renewal, Non-Renewal, Plan of Assistance for **Improvement Necessary OR Ineffective.***)
3. If a teacher wants to submit additional evidence, this will need to be completed within 3 days of the TER Summative Evaluation Conference. The evaluator will reconsider that domain and then finalize the evaluation.

Summative Evaluation (TER)

Plan of Assistance for Improvement Necessary or Ineffective

If a teacher's Summative Evaluation is Improvement Necessary or Ineffective, the evaluator will determine if the teacher's overall performance or performance on selected expectations requires a Plan of Assistance. When implementing a Plan of Assistance, the evaluator will:

1. Identify and review the specific performance expectations not being met using the domain rubric.
2. Specify what evidence is needed to improve the level of performance.
3. Provide suggestions, resources, strategies, and support the teacher may use to improve performance.
4. Provide timelines for the teacher to follow when addressing performance expectations, ensuring the teacher has reasonable time to show improvement (up to 90 days).
5. Provide ongoing observations and feedback to the teacher throughout the duration of the plan.
6. Provide or approve professional development activities that apply toward the employee's Plans of Assistance, impacting Professional Growth Points (PGPs) toward license renewal (IC 20-28-11.5-6).

When an evaluator assigns a teacher a Plan of Assistance, the building principal will inform the Superintendent who will, in turn, inform the Association President.

At the conclusion of the Plan of Assistance, the evaluator will determine whether to recommend the teacher for renewal or non-renewal or to continue the Plan of Assistance for another 45-day timeline.

If the status of the teacher is *Improvement Necessary or Ineffective*, at this conference, the evaluator will determine whether the teacher has progressed to a performance level of *Effective* or *Highly Effective*, will require a second Plan of Assistance, and will be recommended for renewal or non-renewal.

Secondary Evaluator

When a teacher has received a summative TER performance rating of 2.24 or lower (*Improvement Necessary or Ineffective*), at the option 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 making the request/primary evaluator making the request (or if necessary, an administrator from another building that possesses appropriate expertise). Notice of this appointment will be sent to the teacher and the Association president. The second evaluator shall review the Plan of Assistance (if in place) and previous observations and evaluations. In addition to the evaluator, the second evaluator will monitor the teacher's progress on the plan and make a determination on contract renewal. The second evaluator's determination 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 determination of employment status resting with the building principal.

Instruction Delivered by Teachers Rated Ineffective

Per IC 20-28-11.5-7, procedures must be established for the avoidance of situations in which a student would receive instruction for two consecutive years by a teacher rated as Ineffective. While this situation can be managed appropriately at larger buildings in the corporation with multiple sections of teachers per grade level and/or content area, this may not be the case for smaller instructional settings where each grade level may have one teacher. In cases like this, parents/guardians would be notified by the building principal concerning the teacher’s evaluation and the measures being taken to assist the teacher in making professional adjustments.

Number of Teacher Days Required for a Qualifying Evaluation – Planned Leave

A Qualifying Evaluation refers to an evaluation of a teacher that 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 upon measures available and appropriate: <ul style="list-style-type: none">● Rubric score will include data from at least one formal and one informal observation by primary evaluator
0-45 days	Evaluation declared incomplete for the school year. Implications for eligibility for pay raises will be determined through the collective bargaining process.

Glossary

GLOSSARY

Day: Each time the word “day” appears it will represent a school day. Example, 45 days = 45 school days.

Domain: There are four domains, or broad areas of instructional focus, included in the Teacher Effectiveness Rubric: Curriculum & Planning, Instruction, Reflection on Effectiveness, and Professionalism. Under each domain, competencies describe the essential skills of effective instruction.

End-of-Year Conference: A conference in the spring during which the teacher and primary evaluator discuss the teacher’s performance on the Teacher Effectiveness Rubric. In some cases, this conference may double as the “Summative Conference” as well.

Evaluator: Can be referring to either the Primary or Secondary Evaluator

Formal Observation: An observation lasting 25-30 minutes and performed by the evaluator.

Formal Plan of Assistance: This Plan of Assistance will identify and review the specific performance expectations not being met; Specify what is needed to improve the level of performance; Provide suggestions, resources, strategies, and support the teacher may use to improve performance; Provide timelines for the teacher to follow when addressing performance expectations, ensuring the teacher has reasonable time to show improvement; and Provide ongoing observations and feedback to the teacher throughout the duration of the plan.

Formative Assessments are part of the instructional process and provide data needed to adjust teaching and learning while it is happening.

Individualized Education Plan (IEP) Objectives – The Individualized Education Plan goals are focused on tracking student progress specifically related to a student’s IEP goals throughout the year. Special education teachers should be able to track student progress on identified student learning objectives through the employment of a variety of research-based assessments that complement the implementation of research-based interventions.

Informal Observation: An unscheduled observation lasting a minimum of 10 minutes.

Plan of Assistance: 45-90 school days in length

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.

Summative Evaluation: The final evaluation signed by evaluator and teacher with that score being reported to the State of Indiana.

Summative Performance Levels Conference: This is an overall performance conference where the evaluator will review all performance expectation(s) and answer questions and clarify the reason(s) for the overall performance level and will discuss with the teacher the evaluative recommendation for the next school year (i.e. Renewal, Non-Renewal, and Plan of Assistance for Improvement Necessary OR Ineffective).

Use of Artifacts

RBBCSC Teacher Evaluation Guidance - Use of Artifacts

1. What is the purpose of artifacts?

The primary purpose of artifacts is to provide the evaluator with evidence, not observed, of teachers' work toward meeting the expectations of a given performance indicator.

The primary source for evidence collection is through observations of the instructional process. Additionally, artifacts may be useful in providing the evaluator a deeper look or a more extensive look into teachers' progress toward meeting the expectations of a given performance indicator.

The evaluator may request more or different artifacts in order to meet the expectation of a performance indicator. However, a small number of artifacts should still suffice, even if requested by the evaluator. It is important for teachers to understand that quantity does not necessarily equal quality when it comes to artifacts. Uploading additional artifacts or a large number of artifacts will not necessarily translate into a higher score.

Teachers should be careful to avoid assuming that performance indicators have not or will not be observed. In most cases, artifacts will not be needed to complete the summative evaluation. Uploading a large amount of artifacts to address a performance indicator that will eventually be scored in observations or discussed in meetings is not an efficient use of time in this process. It may be wise to discuss, with the primary evaluator, the anticipated artifacts and performance indicators that will be needed and to determine the best time of the semester or year to provide artifacts.

2. Will all artifacts be rated?

The purpose of the Teacher Appraisal Plan is to develop and enhance professional practice. The submission of artifacts is intended to help support ratings in specific Domain Indicators and allow for professional feedback from the evaluator concerning the quality of the artifact(s). It is not the goal of the administration to require additional work for the sake of providing evidence through artifacts. At times, the evaluator may need additional artifacts to rate specific Domain Indicators. If an evaluator asks for a specific artifact, the artifact will be reviewed.

If artifacts are included in materials as a required part of a formal Plan of Assistance, and the artifacts are specifically requested as part of the Plan of Assistance, the artifacts will be reviewed.

3. Can teachers submit artifacts to the evaluator for domains in which the teacher believes the current scores are too low?

Teachers can submit artifacts at any time before the 5/26/26 deadline.

4. Should teachers create artifacts solely for the purpose of providing documented evidence?

It is possible that the creation of artifacts is the best way teachers can provide evidence(s). Pictures, video, new approaches to planning, or new assessments, may be created by teachers as a response to observations.

The evaluation process does not mandate teachers create new artifacts, and it is not the goal of the administration to require additional work for the sake of providing evidence through artifacts. The evaluator will make observations of classrooms and provide feedback to the teacher. If the teacher believes the best way for the evaluator to have a clearer picture of effectiveness is through a newly created artifact, the teacher may certainly share it with the evaluator.

5. When is the best time to submit artifacts?

Some performance Indicators, such as those related to planning, often require artifacts. It is advised that teachers submit artifacts throughout the year to avoid a rush at the end.

Evaluators should communicate if artifacts are necessary because additional evidence is needed in order to score a performance indicator as early as possible, to give teachers ample time for response.

6. Should all artifacts be uploaded or is a binder of paper artifacts required?

Teachers should plan to link artifacts (including pictures, videos, etc.) to their Goal and Observation Record. Physical evidence is not encouraged or required, though it is allowed if there is no digital version to be linked.

7. What should a teacher do if he/she believes artifacts should be considered for the score on a performance Indicator?

Teachers should approach evaluators with concerns regarding artifacts and feedback, just as evaluators are approached for any other concern. Professional dialogue is important and face to face communication is often the best way to sort through differences.

The shared Goal and Observation Record is open throughout the year for teacher comments and ongoing communication with evaluators.

Formal Plan of Assistance

RBBCSC Formal Plan of Assistance

Teacher _____

Evaluator _____

Type of Assistance Plan (please check) Improvement Necessary Ineffective

If a teacher's performance level is **Improvement Necessary**, the evaluator will determine if the teacher's overall performance or performance on selected domains requires a formal Plan of Assistance.

If a teacher's performance level is **Ineffective**, the evaluator will meet with the teacher to determine a formal Plan of Assistance.

Following a minimum of one informal and one formal observation, if an evaluator determines that there is a significant lack of proficiency in any domain area, or if specific teacher performance expectations have been rated as **Ineffective or Needs Improvement**, then the teacher and administrator will schedule a conference to develop and implement a formal Plan of Assistance, to include the following:

Plan Components	Actions/Improvement Strategies
1. Note the specific performance expectation(s) not being met.	
2. Using the Teacher Evaluation Rubric and NASOT Instructional Framework as references, identify areas for improvement in order to assist the teacher in meeting the expectations of the Plan of Assistance.	
3. Note the system that will be used to monitor this Plan of Assistance. (Examples: increased number of informal or formal observations; methods of collecting feedback from teacher on assigned professional development; scheduled follow-up meetings; manner that teacher may submit written evidence or examples of student work)	
4. Note the resources and support that will be extended to the teacher to assist in meeting the expectations of the Plan of Assistance. (Examples: specific professional development, instructional coach or mentor teacher)	
5. Note the date by which the plan must be completed, up to 90 school days.	

<p>6. If the teacher’s requirements to meet the expectations of the Plan of Assistance include participation in professional development activities, note the nature of the activities, the expected time to be spent in or on the activities, and how 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.</p>	
<p>7. Note any pre-scheduled progress meetings between the evaluator and the teacher during the duration of the Plan of Assistance.</p>	
<p>8. Reference or clarify any supporting documents that may be attached to this Plan of Assistance.</p>	

If the evaluator and the teacher cannot jointly establish the Plan of Assistance, the building principal shall do so unilaterally. The evaluator shall monitor the teacher’s progress in following the plan and hold a conference with the teacher by the completion date of the Plan of Assistance. At this conference, the evaluator will decide from one of the three options:

- Release the teacher from any ongoing requirements of the Plan of Assistance
- Write a new or modify the current Plan of Assistance for a determined amount of time (up to 90 days)
- Recommend non-renewal or termination of contract

Required Signatures

This Plan of Assistance shall begin on _____
Date

Evaluator Signature

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

Teacher Signature

Date

Teacher Appreciation Grant (TAG)

TEACHER APPRECIATION GRANTS

The statute places the revenue received from the Teacher Appreciation Grant outside of negotiations. Discussion of the policy for distribution of the funds with a certificated employee or group of certificated employees at one or more meetings open to all certificated employees is at the discretion of the School Corporation.

The School Board adopts this policy for the benefit of the School Corporation's teachers. The Corporation may apply for and distribute teacher appreciation grand funds as described in this policy.

For purposes of this policy, the following definitions apply:

- The term "teacher" means a professional person whose position with the Corporation requires a license (as defined in I.C. 20-28-1- 7) and whose primary responsibility is the instruction of students.
- The term "license" refers to a document issued by the IDOE that grants permission to serve as a particular kind of teacher. The term includes any certificate or permit issued by the Indiana Department of Education (IDOE).

Eligibility for Teacher Appreciation Grants:

To be eligible for a grant under the program, the Corporation must:

- A. apply in a manner prescribed by the IDOE;
- B. identify not more than twenty percent (20%) of certified teachers as eligible grant recipients annually based on criteria outlined below;
- C. report how each recipient met the criteria outlined below; and
- D. meet any other requirements established by the IDOE.

Distribution of Annual Teacher Appreciation Grants:

Teacher appreciation grant funds received by the Corporation shall be distributed may be used only to pay stipends within the amounts described below to licensed teachers who meet the following criteria:

- A. have instructed students in the Corporation for at least one (1) school year prior to the grant distribution year;
- B. maintain employment at the Corporation at the time of the grant distribution;
- C. are determined to significantly impact student outcomes using National, State, or local assessment measures; and
- D. are designated in one (1) of the following categories:

1. meets the criteria for a recognition stipend;
2. meets the criteria for an exemplary stipend; or
3. meets the criteria for an exemplary plus stipend.

The following criteria apply in evaluating a teacher for a stipend designation:

A. For a recognition stipend designation, whether the teacher demonstrates high performance in teaching based on student outcomes.

B. For an exemplary stipend designation whether the teacher:

1. demonstrates high performance in teaching based on student outcomes; and
2. meets one (1) of the following:
 - a. mentors or coaches another teacher to improve student outcomes, or provides instructional leadership to improve student outcomes across multiple classrooms; or
 - b. serves in a high need or geographic shortage area as determined by the IDOE based on educator supply and demand.

C. For an exemplary plus stipend designation, whether the teacher:

1. demonstrates high performance in teaching based on student outcomes;
2. mentors or coaches another teacher to improve student outcomes, or provides instructional leadership to improve student outcomes across multiple classrooms; and
3. serves in a high need or geographic shortage area as determined by the IDOE based on educator supply and demand.

The Corporation shall utilize the rubric developed by the IDOE pursuant to I.C. 20-43-16-7.

The Corporation shall distribute the teacher appreciation grant funds as follows:

The amount of the stipend that the Corporation may distribute to a teacher for a State fiscal year under this chapter must be within the following amounts:

- A. For a teacher who receives a stipend for a recognition designation, \$3,500.
- B. For a teacher who receives a stipend for an exemplary designation, \$5,000.
- C. For a teacher who receives a stipend for an exemplary plus designation, \$7,500.

If the Corporation is the local educational agency (LEA) or lead school corporation that administers a special education cooperative or joint services program or a career and technical education program, including programs managed under I.C. 20-26-10, I.C. 20-35-5, I.C. 20-37, or I.C. 36-1-7, then it shall award teacher appreciation grant stipends to and carry out the other responsibilities of an employing school corporation under this section for the teachers in the special education program or career and technical education program with respect to the teacher appreciation grant funds it receives on behalf of those teachers.

A stipend to an individual teacher in a particular year is not subject to collective bargaining and is in addition to the minimum salary or increases in the salary set under I.C. 20-28-9-1.5. The Corporation may discuss with a certificated employee or a group of certificated employees at one or more meetings open to all certificated employees the policy for distribution of teacher appreciation grants.

The Corporation shall distribute all stipends from a teacher appreciation grant to individual teachers within sixty (60) business days of the date the IDOE distributes the teacher appreciation grant funds to the Corporation.

The Corporation shall return any part of the grant not distributed as stipends to teachers not later than June 30 of the applicable State fiscal year.

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Teacher Effectiveness Rubric

Teacher Effectiveness Rubric

Domain 1 Curriculum & Planning			
Innovating	Applying	Developing	Beginning
1.1 NASOT Instructional Framework: Feedback → Providing and Communicating Clear Learning Goals			
Teacher plans for and uses a <i>variety of</i> NASOT strategies to provide and communicate clear learning goals for rigorous, standards-based units of instruction <i>with attention to individual student needs</i> .	Teacher plans for and uses a <i>variety of</i> NASOT strategies to provide and communicate clear learning goals for rigorous, standards-based units of instruction <i>with attention to whole class needs</i> .	Teacher plans for and uses <i>limited</i> NASOT strategies to provide and communicate clear learning goals for standards-based units of instruction. Units may <i>lack rigor or attention to class needs</i> .	Teacher <i>does not</i> plan for or communicate clear learning goals or units of instruction are not rigorous and/or standards-based and do <i>not demonstrate attention to class needs</i> .
1.2 NASOT Instructional Framework: Feedback → Using Assessments			
Teacher plans for and uses a <i>variety of</i> strategies for informal and formal assessment of students and <i>regularly</i> uses these assessments to inform instruction, <i>with attention to individual student needs</i> .	Teacher plans for and uses a <i>variety of</i> strategies for informal and formal assessment of students and <i>regularly</i> uses these assessments to inform instruction, <i>with attention paid to whole class needs</i> .	Teacher plans for and uses <i>limited</i> strategies for informal or formal assessment of students and uses these assessments on a <i>limited basis</i> to inform instruction, <i>with attention paid to whole class needs</i> .	Teacher <i>does not</i> plan for or use formal or informal assessment to inform instruction.
1.3 Innovative approach			
Teacher approaches and <i>leads</i> planning and instruction through the lens of authentic <i>and</i> relevant learning with embedded Graduate Profile skill development. (Ex. Universal Design for Learning, design thinking, project-based learning, gamification, inquiry-based learning, digital fabrication, technology integration, cross-disciplinary approaches)	Teacher approaches planning and instruction through the lens of authentic and relevant learning with embedded Graduate Profile skill development. (Ex. Universal Design for Learning, design thinking, project-based learning, gamification, inquiry-based learning, digital fabrication, technology integration, cross-disciplinary approaches)	Teacher approaches planning and instruction through the lens of authentic and relevant learning <i>or with</i> embedded Graduate Profile skill development. (Ex. Universal Design for Learning, design thinking, project-based learning, gamification, inquiry-based learning, digital fabrication, technology integration, cross-disciplinary approaches)	Planning and instruction <i>lacks</i> a lens of authentic and relevant learning and embedded Graduate Profile skill development.

Domain 2 Instruction			
Innovating	Applying	Developing	Beginning
2.1 NASOT Instructional Model: Context			
Teacher employs <i>various</i> engagement strategies, implements rules and procedures with <i>consistency</i> ,	Teacher employs <i>various</i> engagement strategies, implements rules and procedures with <i>consistency</i> ,	Teacher employs <i>limited</i> engagement strategies, implements rules and procedures <i>sporadically</i> , and	Teacher employs <i>limited to no</i> engagement strategies, lacks rules and procedures, <i>and/or</i>

and communicates high expectations of all learners, <i>with attention to individual student needs.</i>	and communicates high expectations of <i>all</i> learners.	communicates high expectations of <i>some</i> learners.	communicates <i>limited</i> expectations of learners.
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2.2 NASOT Instructional Model: Context → Building Relationships

Teacher builds <i>individual</i> relationships with students through a variety of NASOT and TBRI strategies. Teacher implements district-adopted SEL curriculum <i>with fidelity.</i>	Teacher builds relationships with students through a variety of NASOT strategies. Teacher implements district-adopted SEL curriculum <i>with fidelity.</i>	Teacher builds relationships with students through limited NASOT strategies. Teacher implements <i>portions of</i> district-adopted SEL curriculum.	Teacher <i>does not employ</i> any NASOT strategies to build effective relationships with students <i>and/or does not</i> implement the district-adopted SEL curriculum.
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2.3 NASOT Instructional Model: Content

Teacher conducts direct instruction, practicing and deepening, and knowledge application lessons through a variety of NASOT strategies and with attention to <i>individual student needs.</i>	Teacher conducts direct instruction, practicing and deepening, and knowledge application lessons through a <i>variety</i> of NASOT strategies, <i>with attention to whole class needs.</i>	Teacher conducts direct instruction, practicing and deepening, and/or knowledge application lessons through <i>limited</i> NASOT strategies.	Teacher conducts direct instruction, practicing and deepening, or knowledge application lessons <i>without</i> employing NASOT strategies.
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2.4 Individual instructional goal

Teacher sets, monitors and <i>provides evidence of growth</i> for an identified individual goal within the NASOT framework <i>and actively collaborates with administrators and/or colleagues to achieve growth within this goal.</i>	Teacher sets, monitors and <i>provides evidence of growth</i> for an identified individual goal within the NASOT framework.	Teacher sets an identified individual goal within the NASOT framework, <i>but provides limited</i> monitoring or evidence of growth.	Teacher does not set an identified individual goal within the NASOT framework <i>and/or provides limited to no</i> monitoring or evidence of growth.
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2.5 School-wide/grade-level/department instructional goal

Teacher sets, monitors and provides evidence of growth for an identified school-wide/grade-level/department goal within the NASOT framework and <i>actively collaborates with administrators and/or colleagues to achieve growth within this goal.</i>	Teacher sets, monitors and provides evidence of growth for an identified school-wide/grade-level/department goal within the NASOT framework.	Teacher sets an identified school-wide/grade-level/department goal within the NASOT framework, <i>but provides limited</i> monitoring or evidence of growth.	Teacher does not set an identified school-wide/grade-level/department goal within the NASOT framework <i>and/or provides limited to no</i> monitoring or evidence of growth.
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Domain 3 Reflection on Effectiveness

Innovating	Applying	Developing	Beginning
3.1 Self-assessment			

Teacher pre- and post-self-assessments include specific evidence of teacher practice <i>and</i> student actions.	Teacher pre- and post-self-assessments include specific evidence of teacher practice <i>or</i> student actions.	Teacher pre- and post-self-assessments include <i>limited or general</i> evidence of teacher practice or student actions.	Teacher pre- and post-self-assessments include <i>limited to no</i> evidence of teacher practice or student actions.
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3.2 Reflects and adapts practices

Teacher <i>engages in robust conversations (verbal or written) with collaborators and</i> incorporates multiple points of feedback and reflections from informal and formal observations to drive subsequent instructional practices and curriculum development.	Teacher incorporates <i>multiple points</i> of feedback and reflections from informal and formal observations to drive subsequent instructional practices and curriculum development.	Teacher incorporates <i>some points</i> of feedback and reflections from informal and formal observations to drive subsequent instructional practices and curriculum development.	Teacher incorporates <i>limited to no points</i> of feedback and reflections from informal and formal observations to drive subsequent instructional practices and curriculum development.
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Domain 4 Professionalism

Innovating	Applying	Developing	Beginning
4.1 Professional Learning Communities (PLCs)			
Teacher actively and meaningfully participates in and contributes to <i>and/or leads a variety</i> of collaborative teams throughout the PLC structure, centered around student data and strategic goals.	Teacher actively and meaningfully participates in and contributes to a <i>variety</i> of collaborative teams throughout the PLC structure, centered around student data and strategic goals.	Teacher participates in and contributes to <i>limited</i> collaborative teams throughout the PLC structure. Contributions lack prepared student data and/or strategic goals.	Teacher <i>does not</i> participate in and/or contribute to collaborative teams throughout the PLC structure.
4.2 Communication with stakeholders			
Teacher <i>regularly</i> reaches beyond the building context to improve curriculum and instruction, engaging and collaborating with parents and/or community members. <i>Teacher shares and models these collaborative efforts with building-level colleagues.</i>	Teacher <i>regularly</i> reaches beyond the building context to improve curriculum and instruction, engaging and collaborating with families, outside educators and/or community members.	Teacher <i>sometimes</i> reaches beyond the building context to improve curriculum and instruction, engaging and collaborating with families, outside educators and/or community members.	Teacher <i>does not</i> reach beyond the building context to improve curriculum and instruction, engage and collaborate with families, outside educators and/or community members.
4.3 Professional practice			
Teacher complies <i>fully</i> with school corporation, state and federal regulations/policies/procedures/timelines and adjusts behavior and practices based on feedback.	Teacher complies <i>mostly</i> with school corporation, state and federal regulations/policies/procedures/timelines and adjusts behavior and practices based on feedback.	Teacher <i>lacks multiple points</i> of compliance with school corporation, state and federal regulations/policies/procedures/timelines and adjusts behavior & practices based on feedback.	Teacher lacks <i>multiple points</i> of compliance with school corporation, state and federal regulations/policies/procedures/timelines and <i>does not</i> adjust behavior & practices based on feedback.

School Counselors

School Counselors

Reference document: [American School Counselor Association \(ASCA\) School Counselor Professional Standards & Competencies](#)

Domain 1 Professional Foundation			
Innovating	Applying	Developing	Beginning
1.1 Application of developmental, learning, counseling and education theories			
Evaluates, adapts, and refines existing evidence-based theories and support models to create new, context-specific best practices for unique student populations or emerging challenges. Mentors colleagues in the systemic use of evidence-based models, and measures the efficacy of novel approaches.	Uses evidence-based theories to promote student success. Applies a multitiered system of supports model to match instruction to student needs.	Identifies and describes key elements of evidence-based theories (e.g., differentiation). Attempts to implement parts of a support model (e.g., a Tier 1 or Tier 2 intervention), but requires guidance to connect data to the appropriate support or to ensure consistency	Recalls the names or basic definitions of a few educational theories or support systems. Identifies a student challenge but proposes a solution that is general, unsupported by evidence, or inconsistent with the student's needs.
1.2 Application and knowledge of educational systems, legal issues, policies, and research			
Evaluates and proposes improvements to the governance, philosophy, or current trends of the education system. Develops and pilots novel methodologies or technologies to gather and apply system-level data.	Understands the structure, governance, and philosophy of the education system and current trends, including federal and state legislation. Understands the roles of other student service providers and uses education research and technology to inform decisions.	Understands the structure, governance, and philosophy of the education system and current trends, including federal and state legislation. They know the roles of other student service providers and use education research and technology to inform decisions.	Works in isolation or is unaware of the specific roles and services provided by other professionals. Decisions are based primarily on immediate experience or basic intuition, without reference to research or technology.
1.3 Application of legal and ethical principles			
Critically analyzes and synthesizes the existing ethical codes and legal precedents to propose and advocate for improvements or clarifications in policy or practice at the district/state level. Develops and leads training on complex ethical decision-making models and emerging trends.	Adheres to the ASCA Ethical Standards for School Counselors and the unique legal and ethical principles of working with minors. They understand the limits of confidentiality, use an ethical decision-making model to resolve dilemmas, and seek consultation when necessary.	Identifies and recalls the key mandates of the ASCA Ethical Standards and major legal duties. Attempts to follow a basic ethical decision-making model but often requires prompting or supervision to accurately assess risk, maintain documentation, or determine when consultation is necessary.	Fails to adhere to specific standards (ASCA, legal mandates) or the limits of confidentiality. Decisions are based on intuition or personal values, without referencing an ethical model or seeking appropriate consultation.
1.4 Application of professional standards and competencies			
Evaluates existing research and best practices to design, conduct, and disseminate original action research or pilot programs. Develops and implements formal systems for peer consultation and	Stays current with research and best practices. They regularly conduct self-appraisal and assessment of their skills and use reflection and consultation for growth.	Identifies and accesses current research or best practices when directed or prompted. Attempts to perform self-appraisal or reflection, but this is often done infrequently or superficially, requiring	Relies primarily on past experience or intuition rather than current research or best practices. Rarely engages in formal self-appraisal or reflection. Does not seek out or participate in professional

self-appraisal for the entire team or department, serving as a leader and mentor in professional growth.		supervision or specific prompts to identify clear growth goals or appropriate consultation sources.	consultation for skill development, only doing so when mandated.
1.5 Use of student standards			
Analyzes and adapts existing standards and frameworks to develop standards-based programs that address emerging student mental health or academic needs. Develops systems for the school to measure the long-term impact of standards on the whole school and mentors others in standards alignment.	Uses standards to inform program focus. They select standards based on student needs and school data, prioritize those aligned with school improvement goals, and can articulate how these standards support positive mental health development.	Identifies and cites relevant standards when planning lessons or interventions. Attempts to use data (e.g., a needs assessment) to select standards but requires guidance to consistently link them to specific school improvement goals or to fully articulate the connection to mental health.	Selects program topics based on general, broad ideas or available materials rather than specific standards. Does not use data to determine program focus and cannot articulate how the program supports school-wide goals or specific mental health development
1.6 Application and use knowledge of cultural, social and environmental influences			
Encourages analysis of institutional policies, curriculum frameworks, and school climate to work towards eliminating systemic inequities.	Demonstrates respect for differences and understands how a student's cultural, social, and economic background affects achievement. They maintain high expectations for every student and collaborate with staff to ensure culturally sustaining curricula.	Acknowledges cultural and socioeconomic differences and the potential impact on students. Often requires prompting or supervision to connect a student's background directly to academic expectations or to engage in meaningful, culturally sustaining curriculum changes.	Fails to recognize or dismisses the impact of a student's cultural, social, or economic background on their achievement. Maintains a one-size-fits-all approach to expectations and curriculum, often exhibiting unintentional bias and resisting efforts to collaborate on culturally relevant materials.

Domain 2 Direct and Indirect Student Services			
Innovating	Applying	Developing	Beginning
2.1 Designing and implementing instruction			
Designs novel curricula based on synthesis of complex data across multiple systems. Develops and implements new assessment tools and data analysis methods to measure the long-term systemic impact of instruction, serving as a leader in curriculum design and data-informed practice.	Designs and delivers instruction using evidence-based curricula in various settings. Uses data to identify student needs. Ensures lessons are culturally sensitive and analyze resulting data to measure the impact of the instruction.	Collects data to identify student needs but requires guidance to select the most appropriate data or to accurately analyze the resulting data to measure impact. Attempts to modify lessons for cultural sensitivity but needs support to ensure deep alignment.	Delivers instruction primarily based on available resources or intuition, without consistent reference to evidence-based curricula. Fails to use data to identify needs or measure impact. Delivers a one-size-fits-all lesson and resists efforts to incorporate cultural sensitivity.
2.2 Providing appraisal & advisement			
Analyzes the efficacy of existing assessments and	Advises students and families. They use various assessments	Conducts basic advising and administers standard	Provides general information on postsecondary options but

develops or pilots novel advising models or tools to better predict student success in emerging career fields. Designs and leads systemic change to fully integrate career development into the core curriculum across grade levels.	to help students identify their abilities, values, and career interests. Connects academic performance to the world of work, career goals, and postsecondary options.	assessments. Explains assessment results but requires guidance or prompting to effectively synthesize the results with academic performance or to fully articulate the long-term connections between school and postsecondary/career options for all students.	does not use formal assessments to guide planning. Advising is often reactive and generic, failing to tailor discussions to the student's unique abilities, values, or career interests. The link between academic performance and future options is vague or missing.
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2.3 Providing short-term counseling

Analyzes systemic data trends (e.g., absenteeism, discipline referrals) to proactively design and implement new school-wide or tiered trauma-informed practices that reduce the incidence of crises. Develops and leads training for staff on advanced trauma intervention or crisis response protocols	Uses data to identify students needing intervention and provide short-term counseling (individual/group) during times of stress or crisis to promote positive mental health. Explains the impact of adverse childhood experiences and trauma and offers support techniques.	Responds to crises when referred and attempts to provide short-term support. Collects some data to identify needs but requires guidance to consistently select the correct intervention or to accurately explain the impact of trauma and link it to specific support techniques.	Responds to crises by providing comfort or making an immediate referral, without using data for identification or follow-up. Support is primarily intuitive or general; cannot articulate the specific impact of trauma or effective, evidence-based support techniques.
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2.4 Making referrals to appropriate school and community resources

Proactively evaluates the school's referral system, establishing new community partnerships to fill service gaps. Develops and leads training for all staff on inter-agency communication and best practices.	Maintains a current list of appropriate school and vetted community referral resources for academic, career, and social/emotional issues.	Identifies and maintains a basic list of common referral resources. Resources may lack vetting or organization, or referrals may lack specificity or suitability when selected for unique needs.	Relies on memory or an outdated list for referrals, providing general or inappropriate resources. Does not organize or vet resources, leading to potential mis-referrals.
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2.5 Consulting to support student achievement and success

Designs and institutionalizes formal, multi-partner data-gathering systems that lead to the creation of new, research-based strategies for the school. Develops and leads formal mentorship or certification programs to scale the expertise of colleagues across different professional disciplines.	Gathers information on student needs from all education partners to inform strategy selection. Shares strategies that support achievement and facilitate in-service training or workshops to share expertise. Consults with other professionals regarding school counseling practice.	Receives and uses information shared by partners when prompted. Shares basic strategies during meetings but requires guidance or prompting to facilitate a structured training or workshop. Consults with other professionals when faced with a specific, immediate dilemma.	Works in isolation, relying primarily on personal observation rather than gathering information from all partners. Fails to proactively share effective strategies or expertise or rarely seeks consultation.
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2.6 Collaborate with families, teachers, administrators and other education partners

Analyzes and reforms institutional policies that create barriers to opportunity, leading school- or district-wide advocacy campaigns that result in new,	Actively partners with education stakeholders to advocate for educational opportunities for every student. Identifies and involves appropriate	Participates in established advocacy efforts when invited and explains the need for educational opportunities to stakeholders. Responds to crisis situations by involving	Fails to proactively advocate for student opportunities, focusing only on immediate needs. Responds to crises reactively and often fails to involve key professionals or
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equitable resources or educational programs. Designs and trains staff on new crisis protocols involving external agencies.	professionals and the family during a crisis situation.	key partners but requires prompting or supervision to ensure all appropriate professionals and family members are included and informed.	the family, limiting their response to immediate safety measures.
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Domain 3 Planning and Assessment			
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Innovating	Applying	Developing	Beginning
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3.1 Identifying achievement gaps			
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Collects and analyzes student data to find achievement gaps among student groups. Mentors colleagues in practices to actively close those gaps.	Collects and analyzes student data to find achievement gaps among student groups. Interprets data on contributing factors and uses this analysis to create goals for closing those gaps.	Collects and organizes basic student data (e.g., test scores, attendance). Identifies simple differences in overall group performance but requires prompting or guidance to accurately interpret contributing factors or to translate the analysis into measurable, targeted goals for gap closure.	Fails to consistently collect or organize relevant student data. Acknowledges general achievement differences but does not perform a systematic analysis to identify specific gaps. Goals are generic and not clearly supported by data on contributing factors.
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3.2 Developing achievement gap plans			
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Evaluates the efficacy of existing achievement gap plans and develops new systemic models or policies that eliminate institutional barriers.	Develops achievement gap plans based on student data and school improvement goals.	Assists in the creation of achievement gap goals by providing relevant data when prompted. Attempts to align plans with school improvement goals but requires guidance to ensure the plan's strategies are specific, measurable, and directly responsive to the identified data.	Fails to consult student data when setting goals. Creates general plans or strategies that are not aligned with specific school improvement goals. Planning is often reactive and vague, lacking measurable targets for gap closure.
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3.3 Using time appropriately			
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Analyzes and reforms institutional time barriers (e.g., meeting structures, administrative tasks) to reallocate time for high-impact, data-driven services.	Differentiates between direct and indirect student services and assess how their time is used. Prioritizes data-aligned activities and evaluates participation in routine school support tasks.	Identifies basic direct and indirect services and collects basic time-use data (e.g., logging activity). Attempts to prioritize activities but requires guidance to consistently link time use to specific student data or to effectively negotiate a reduction in non-essential routine tasks.	Fails to differentiate between essential services and routine tasks, treating all duties as equal. Does not track time use or analyze it with data. Spends a disproportionate amount of time on non-data-aligned or routine support tasks.
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3.4 Communication with administration			
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Evaluates and proposes reforms to the institution's formal program management process, based on data.	Meets with the administrator to formalize the program's management, delivery, and assessment.	Discusses the program with the administrator but requires prompting or guidance to ensure all elements (management, delivery, and assessment) are covered and clearly defined. The resulting agreement is informal or lacks full documentation (e.g., only verbal agreement on delivery, but no formal assessment plan).	Fails to meet with the administrator to formalize the program. Operates with a self-determined or informal program that is not formally documented, managed, or evaluated in collaboration with school leadership.
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Domain 4 Professionalism			
Innovating	Applying	Developing	Beginning
4.1 Professional Learning Communities (PLCs)			
Actively and meaningfully participates in and contributes to and/or leads a variety of collaborative teams throughout the PLC structure, centered around student data and strategic goals.	Actively and meaningfully participates in and contributes to a variety of collaborative teams throughout the PLC structure, centered around student data and strategic goals.	Counselor participates in and contributes to limited collaborative teams throughout the PLC structure. Contributions lack prepared student data and/or strategic goals.	Counselor does not participate in and/or contribute to collaborative teams throughout the PLC structure.
4.2 Communication with stakeholders			
Regularly reaches beyond the building context to improve curriculum and instruction, engaging and collaborating with parents and/or community members. Counselor shares and models these collaborative efforts with building-level colleagues.	Regularly reaches beyond the building context to improve curriculum and instruction, engaging and collaborating with families, outside educators and/or community members.	Sometimes reaches beyond the building context to improve curriculum and instruction, engaging and collaborating with families, outside educators and/or community members.	Does not reach beyond the building context to improve curriculum and instruction, engage and collaborate with families, outside educators and/or community members.
4.3 Professional practice			
Complies fully with school corporation, state and federal regulations/policies/procedures/timelines and adjusts behavior and practices based on feedback.	Complies mostly with school corporation, state and federal regulations/policies/procedures/timelines and adjusts behavior and practices based on feedback.	Lacks multiple points of compliance with school corporation, state and federal regulations/policies/procedures/timelines and adjusts behavior & practices based on feedback.	Lacks multiple points of compliance with school corporation, state and federal regulations/policies/procedures/timelines and does not adjust behavior & practices based on feedback.

School Social Workers

School Social Workers

Reference document: [NASW Standards for School Social Work Services](#)

Domain 1 Core Practice and Data Management			
Innovating	Applying	Developing	Beginning
1.1 Assessment			
<p>Designs, pilots, and evaluates novel, data-driven assessment tools and protocols that integrate diverse cultural and systemic variables, and trains colleagues on their use to enhance the school-wide ecological assessment process, leading to documented improvements in the precision of needs identification and intervention planning across the district.</p>	<p>Independently and consistently conducts systematic assessments of students, families, schools, and community resources using a broad ecological perspective to identify needs and barriers to learning, aiming to improve social, emotional, and academic outcomes.</p>	<p>Conducts assessments of students, families, and school systems, including analysis of relevant data. Selects and may adapt standard tools and assessment methods to formulate recommendations for interventions. Needs occasional consultation/guidance, particularly for highly complex or ambiguous cases/systems.</p>	<p>Participates in basic data collection focusing on one or two components of the ecological system (e.g., student/family) to identify rudimentary needs. May need supervision of a mentor or supervisor. Requires frequent guidance on selecting appropriate assessment tools and synthesizing data into a coherent picture.</p>
1.2 Intervention			
<p>Leads the creation and evaluation of novel intervention models for the MTSS framework; develops and trains others on fidelity monitoring and outcome evaluation tools; documents and disseminates findings to inform policy and practice.</p>	<p>Uses assessment as the basis for designing and applying evidence-informed interventions within a multitiered system of supports, ensuring equitable access to services.</p>	<p>Independently selects and implements appropriate evidence-based interventions (Tier 1, 2, or 3) aligned with student assessment data; consistently monitors progress using measurable goals and adjusts interventions as needed for effectiveness within the established MTSS framework.</p>	<p>Assists in the implementation of established, pre-determined Tier 1 or Tier 2 interventions under direct supervision; collects basic progress monitoring data but requires frequent guidance to connect assessment findings to intervention selection or make adjustments.</p>
1.3 Decision Making and Practice Evaluation			
<p>Uses collected data to guide service delivery, evaluate practice regularly, and determine whether interventions should be continued, modified, or terminated, aligning objectives with local education agency goals. Works to improve the evaluation process by creating new metrics, training others, and influencing policy based on data.</p>	<p>Uses collected data to guide service delivery, evaluate practice regularly, and determine whether interventions should be continued, modified, or terminated, aligning objectives with local education agency goals.</p>	<p>Consistently and independently collects relevant data for all interventions. Uses this data to formally evaluate practice effectiveness and makes decisions to continue, modify, or terminate services for individual students and groups. May need support with broader school or district goal alignment.</p>	<p>Assists in the collection of basic student data (as directed by a supervisor). Requires frequent guidance to interpret simple data trends and link findings to decisions about continuing or modifying an intervention plan.</p>
1.4 Workload Management			

Develops, pilots, and/or trains staff on advanced, data-driven service prioritization protocols. Creates and disseminates guides or tools for equitable, flexible, multi-tiered service delivery, leading to documented improvements in efficiency and service equity across the district.	Organizes workloads efficiently and ethically, developing service priorities collaboratively based on assessing student needs and establishing a flexible, multitiered service delivery model.	Manages individual caseload by setting individual and group service priorities based on student need and ethical guidelines. Maintains a structured schedule that balances direct and indirect services. May lack collaborative and/or tiered supports.	Manages assigned tasks with direct supervision from a mentor or supervisor, primarily focusing on completing immediate, time-sensitive requirements. Requires guidance to prioritize competing demands, apply ethical workload principles, or balance direct vs. indirect services.
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Domain 2 Leadership, Advocacy, and Crisis Response

Innovating	Applying	Developing	Beginning
2.1 Interdisciplinary Leadership and Collaboration			
Designs, implements, and evaluates schoolwide systems for staff-family-community engagement. Develops protocols for identifying and dismantling institutional or policy barriers to learning.	Develops a positive school climate by working collaboratively with staff, families, and community partners to provide a holistic perspective and remove barriers to learning.	Initiates and maintains collaborative relationships with staff, families, and primary community agencies for specific case-related support. Participates effectively in school-wide climate initiatives and teams by identifying common barriers and contributing to their resolution.	Participates in scheduled meetings with staff or families as directed. Requires frequent guidance to engage new community resources or understand the holistic perspective of a student's challenges. Focuses primarily on individual student needs rather than systemic climate improvement.
2.2 Advocacy			
Leads or drafts policy and procedural changes at the school level to eliminate institutional barriers and create new, equitable access points. Develops and implements training for staff, families, and/or community groups on effective systemic advocacy strategies and equity issues.	Advocates to ensure all students have equal access to education and services, to address basic needs and systemic barriers.	Advocates for individual students and families to secure needed resources and basic services.	Participates in advocacy efforts (e.g., attending IEP meetings, completing referrals). Requires guidance to identify a student's basic unmet needs or understand the difference between an individual challenge and a systemic barrier.
2.3 School Safety			
Designs, pilots, and evaluates new evidence-based safety protocols within school practices. Leads training for staff and/or community partners in advanced crisis intervention, focusing on system-wide primary prevention (Tier 1) and	Provides direct and indirect services related to safety concerns like bullying, violence, and crises, ensuring multi-layered, coordinated support across the MTSS framework to mitigate risk and promote long-term safety.	Conducts risk assessment and crisis intervention for individual students, though interventions may lack a tiered support. Implements established protocols and provides follow-up individual/group counseling services.	Assists in the immediate response to a safety concern or crisis (e.g., monitoring a student, gathering basic information) under direct supervision. Requires guidance to complete mandated documentation, implement risk protocols, or

documented reduction in safety incidents.			select appropriate follow-up services.
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Domain 3 Professional and Operational Foundations

Innovating	Applying	Developing	Beginning
3.1 Record Keeping			
Designs and implements new protocols for streamlining data collection, storage, and secure sharing within the school. Leads training on compliance standards, audits internal practices, and develops novel reporting tools that enhance agency accountability to the community and governing bodies.	Maintains accurate, timely, and confidential data and records relevant to assessment, planning, implementation, and evaluation, ensuring accountability to the local education agency and community.	Documents all phases of service (assessment, intervention, evaluation) within the required system, though entries may lack timeliness or points of accuracy. Ensures confidentiality by correctly applying knowledge of privacy regulations and school policy in daily practice.	Completes basic documentation (e.g., attendance logs, contact notes) as directed by a supervisor. Requires reminders about deadlines, accuracy checks, or application of confidentiality rules when handling student data and records.
3.2 Use of Technology			
Develops, pilots, and/or trains staff on the use of new or customized technological solutions to streamline workflows, enhance service access, and drive system-wide accountability reporting beyond standard requirements.	Uses technology to enhance communication, design services, manage information, and demonstrate accountability.	Uses required school technology for core professional tasks: managing caseload, communicating with stakeholders, and/or completing documentation.	Uses basic digital tools for simple professional tasks with frequent guidance. Requires reminders or assistance to accurately enter data into information management systems or use technology for communication with external partners.
3.3 Professional Development			
Designs and delivers high-quality, culturally responsive professional development (PD) to peers on emerging best practices. Conducts research or pilots new models in the field, and/or actively influences local and regional PD policies to promote equity and excellence in school social work practice.	Seeks out and engages in professional development to provide high-quality, culturally informed services, strengthen knowledge and skills, and stay current with new developments in the field.	Completes professional development (PD) based on meeting professional standards or personal growth goals. May or may not apply PD to improve service quality and/or cultural relevance.	Completes required professional development. Requires frequent guidance to connect PD content to daily practice, or to identify which PD would strengthen skills in providing culturally informed services.
3.4 Confidentiality			
Develops, pilots, and institutionalizes new, legally sound policies and training on complex issues. Leads the development of advanced	Upholds confidentiality in all formats (verbal, written, electronic) according to regulations and the NASW Code of Ethics, while also	Adheres to established confidentiality rules when handling records and communicating. Communication with families	Requires frequent reminders to follow basic confidentiality practices (e.g., locking files, using secure communication). Can state the main limits of

ethical and confidentiality standards and protocols for the school.	informing stakeholders of the limits of confidentiality, especially when safety is prioritized.	may be lacking in clarity or comprehensivity and/or guidance may be required for reporting.	confidentiality but requires direct supervision to carry out the process of informing stakeholders or executing mandated reporting.
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Domain 4 Professionalism			
Innovating	Applying	Developing	Beginning
4.1 Professional Learning Communities (PLCs)			
Actively and meaningfully participates in and contributes to and/or leads a variety of collaborative teams throughout the PLC structure, centered around student data and strategic goals.	Actively and meaningfully participates in and contributes to a variety of collaborative teams throughout the PLC structure, centered around student data and strategic goals.	Participates in and contributes to limited collaborative teams throughout the PLC structure. Contributions lack prepared student data and/or strategic goals.	Does not participate in and/or contribute to collaborative teams throughout the PLC structure.
4.2 Communication with stakeholders			
Regularly reaches beyond the building context to improve curriculum and instruction, engaging and collaborating with parents and/or community members. Shares and models these collaborative efforts with building-level colleagues.	Regularly reaches beyond the building context to improve curriculum and instruction, engaging and collaborating with families, outside educators and/or community members.	Sometimes reaches beyond the building context to improve curriculum and instruction, engaging and collaborating with families, outside educators and/or community members.	Does not reach beyond the building context to improve curriculum and instruction, engage and collaborate with families, outside educators and/or community members.
4.3 Professional practice			
Complies fully with school corporation, state and federal regulations/policies/procedures/timelines and adjusts behavior and practices based on feedback.	Complies mostly with school corporation, state and federal regulations/policies/procedures/timelines and adjusts behavior and practices based on feedback.	Lacks multiple points of compliance with school corporation, state and federal regulations/policies/procedures/timelines and adjusts behavior & practices based on feedback.	Lacks multiple points of compliance with school corporation, state and federal regulations/policies/procedures/timelines and does not adjust behavior & practices based on feedback.

Speech and Language Pathologists

Speech and Language Pathologists

Domain 1 - Planning and Preparation			
Innovating	Applying	Developing	Beginning
1.1 Uses current and comprehensive content/specialty area knowledge for planning			
Evaluates and adapts evidence-based practices to create and validate new, culturally sustaining instructional models that address the needs of unique student populations. Designs and leads systems for colleagues to easily integrate complex performance data and socio-cultural factors into their planning.	Demonstrates knowledge of evidence based practices, performance levels for each student, and the socio-cultural background of students. Applies this knowledge when planning a variety of appropriate approaches to facilitate student learning.	Identifies evidence-based practices and can recall basic student performance data and socio-cultural factors. Attempts to use this information to plan, but instruction often lacks sufficient variety or requires guidance to effectively and consistently tailor approaches to individual performance levels or cultural needs	Relies primarily on available materials or intuition rather than evidence-based practices. Plans generic instruction that fails to account for individual performance levels or socio-cultural backgrounds. Planning is one-size-fits-all.
1.2 Gathers appropriate information prior to determining evaluation procedures			
Analyzes the efficiency and validity of the current data-gathering system and develops new, integrated data models or protocols to streamline and improve the accuracy of evaluations.	Uses a variety of data sources to inform evaluation procedures, including social and developmental histories, academic information, Response to Intervention data and hearing screening information.	Gathers and organizes the necessary data sources, but requires guidance to effectively synthesize conflicting information or to ensure all relevant data points are integrated prior to evaluation.	Begins evaluation prior to reviewing any available data.
1.3 Chooses appropriate evaluation instruments			
Evaluates the validity and cultural responsiveness of existing protocols and develops or pilots novel, evidence-based assessment methods to address complex, emerging referral questions. Leads the creation of new guidelines for selecting and matching tests to complex academic concerns.	Selects protocols and strategies that are current, evidence-based, age-appropriate and related to the referral question(s). Matches academic concerns to selection of tests.	Identifies basic protocols that are generally age-appropriate but requires guidance or supervision to ensure protocols are the most current or most evidence-based. Attempts to match tests to academic concerns but struggles with complex or nuanced referral questions.	Selects protocols based on familiarity or availability rather than current evidence or best practice. Fails to align test selection with the specific referral question, often resulting in generic or irrelevant data.
1.4 Uses appropriate evaluation procedures			
Analyzes assessment procedures) to design and pilot new, more efficient, or culturally valid protocols for the organization. Develops and leads training for colleagues on advanced psychometric interpretation,	Administers tests accurately and according to outlined directions. Scores data from standardized assessment and other sources accurately. Appropriately analyzes and interprets information from	Administers standard tests but occasionally requires supervision or reference to manuals to ensure fidelity to all directions. Scores data with general accuracy but may have minor errors in scoring	Administers tests inconsistently, often deviating from standardized procedures or timing. Scores data inaccurately or with superficial interpretation, without appropriate analysis.

ethical scoring, and test development/adaptation.	standardized assessment and other measures.	or data interpretation may lack multiple/varied sources.	
1.5 Interprets results and makes placement/service recommendations			
Meets all required Applying criteria, as well as provides information to classroom teachers and includes the potential impact on classroom learning.	Integrates all results from the evaluation process and develops clear diagnostic impressions. Collaborates with members of the case conference committee to: synthesize evaluation information, determine the presence and severity of a disability, and determine eligibility for speech and language services. Clearly communicates results using understandable terminology to all case conference participants. Provides a copy of initial findings to parents at least 5 days prior to the case conference.	Integrates most, but not all, evaluation results and develops general diagnostic impressions. Participates in the case conference but requires prompting or guidance to fully synthesize information or to clearly explain the rationale for eligibility. Communicates results but occasionally uses jargon or fails to provide findings to parents with the required 5-day notice.	Fails to integrate results holistically, often relying on one or two test scores. Attends the case conference reactively; struggles to lead synthesis or determine eligibility criteria accurately. Communication is vague, and findings are rarely provided to parents prior to the conference.

Domain 2 - Effective Instruction			
Innovating	Applying	Developing	Beginning
2.1 Manages scheduling of sessions and grouping of students			
Analyzes school-wide scheduling policies to guarantee access to the general education curriculum while meeting all specialized needs.	Efficiently manages schedules to minimally interrupt general education curriculum/instruction. Appropriately groups students to maximize instructional time. Adjusts schedule as needed to meet time provisions of the Individual Education Plan (IEP).	Schedules services with attention to the general education schedule but occasionally causes minor interruptions. Groups students in ways that are generally appropriate but may not always maximize instructional efficiency. Adjusts the schedule when directed to ensure IEP compliance.	Schedules services based on personal convenience or availability, frequently causing significant interruption to general education. Groups students haphazardly (e.g., pulling students based on grade level instead of need). Fails to proactively monitor and adjust schedules to meet IEP time provisions.
2.2 Provides effective services to students			
Meets all Applying criteria, plus evaluates and researches the efficacy of current intervention materials and develops new, culturally and linguistically diverse resources or protocols to fill existing gaps.	Prepares for intervention sessions thoroughly by organizing materials, selecting/adapting materials, equipment and devices to meet student needs, and incorporating intervention strategies into instruction and curriculum to achieve communication goals.	Prepares sessions by organizing materials but requires guidance to effectively adapt materials, equipment, or devices for specific needs. Attempts to incorporate curriculum and culture but the activities are often generic or lack consistency in addressing the	Prepares sessions minimally, relying on standardized, off-the-shelf materials without adaptation. Fails to incorporate academic curriculum or technology into strategies. Planning is one-size-fits-all, ignoring cultural/linguistic needs, learning styles, and specific

	Constructs culturally, linguistically and developmentally appropriate learning activities. Accommodates students' unique learning styles and present levels of performance. Provides strategies to promote generalization of skills in a variety of settings.	student's unique learning style or specific generalization needs.	strategies for generalization of skills.
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2.3 Develops student understanding of lesson objectives

Students can explain what they are learning and why it is important, beyond repeating the stated objective. Strategies engage prior knowledge of students. Students demonstrate understanding of this connection through their work or discussion.	Conveys lesson objectives to students in comprehensible terms. Lessons are well organized and explicitly built on students' prior knowledge of key concepts and skills.	States the lesson objective but may occasionally use technical or vague terms that require clarification. Attempts to review prior content but the connection to the current lesson is implicit or inconsistent, requiring prompting to make the link clear.	Fails to convey a clear objective for the lesson, or the objective is not understandable to students. Presents new content without referencing prior knowledge or skills, assuming students will make the connection independently. Lessons appear disorganized.
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2.4 Uses strategies that promote student engagement

Analyzes student engagement data (e.g., response latency, participation rates) to design and validate new instructional delivery models that optimize pace and minimize cognitive load. Incorporates technology/AAC devices into instruction.	Designs lessons that progress at an appropriate pace to maintain engagement. Restates and rephrases instruction in multiple ways and consistently uses appropriate cues and prompts to elicit desired responses. Provides consistent feedback and multiple opportunities for student participation.	Attempts to adjust lesson pace but sometimes moves too fast or too slow, losing engagement. Restates instruction when asked but requires prompting or supervision to use a variety of cues and prompts effectively. Provides feedback but it may be general or inconsistent, and participation opportunities are sometimes limited.	Delivers lessons at a uniform, rigid pace regardless of student comprehension, resulting in disengagement. Rarely restates or rephrases instruction. Does not use cues or prompts strategically. Provides minimal or delayed feedback and limits student participation to a few volunteers.
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2.5 Creates culture of respect and collaboration

Analyzes and reforms discipline policies to eliminate systemic bias and designs or leads the implementation of proactive, culturally responsive behavioral systems. Mentors colleagues in building deep, lasting rapport with students.	Establishes clear expectations for behavior, rules and procedures. Clearly, consistently and fairly acknowledges adherence, and lack of adherence, to expectations. Has a good rapport with students, and shows genuine interest in their thoughts and opinions.	Establishes basic rules and procedures but may lack clarity or thoroughness. Attempts to acknowledge behavior but may struggle with consistency or fairness in consequences. Establishes polite communication with students but the rapport may be superficial or inconsistent across all students.	Fails to establish clear or consistent expectations, resulting in frequent behavioral disruptions. Manages behavior reactively and often shows inconsistency or bias in applying rules. Lacks genuine connection with students, resulting in low trust and poor engagement.
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2.6 Implements appropriate progress monitoring procedures

Meets all Applying criteria, while also actively involving the student in the progress monitoring process.	Collects, interprets and uses data to measure progress and drive instruction. Matches appropriate interventions to data. Modifies instruction based on frequent progress monitoring. Ensures that progress monitoring reports are sent home to parents at appropriate intervals.	Collects progress monitoring data but requires guidance to accurately interpret trends or to select the most appropriate intervention based on the analysis. Attempts to modify instruction but the changes are often inconsistent or delayed. Sends reports home but may struggle with consistency or clarity in communication.	Fails to collect progress monitoring data consistently or uses instruments/methods that are unreliable. Interventions are selected based on convenience or intuition rather than data. Instruction is rarely modified regardless of student data. Parent reports are infrequent or non-existent.
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Domain 3 - Leadership and Collegiality			
Innovating	Applying	Developing	Beginning
3.1 Competency advances professional skills and knowledge			
Researches and evaluates emerging theories to develop and pilot new practices. Designs or participates in formal feedback systems (e.g., peer coaching models) and mentors colleagues in reflective practice and change implementation.	Actively pursues opportunities to improve knowledge and practice. Seeks out ways to implement new practices into instruction and welcomes constructive feedback to improve practices.	Participates in professional learning when offered or directed. Attempts to implement one or two new practices but often requires guidance or supervision to integrate them effectively. Accepts feedback but struggles to consistently translate it into concrete, sustained practice changes.	Fails to proactively seek professional learning beyond mandatory requirements. Resists or ignores suggestions for implementing new practices. Becomes defensive or dismissive when receiving constructive feedback, maintaining current, familiar practices.
3.2 Fosters others' awareness of communication disorders			
Analyzes information gaps among stakeholders and develops new, accessible, and verified communication materials. Leads the creation of new organizational policies for resource distribution.	Shares information and resources on developmental guidelines, communication disorders, and referral guidelines with peers, parents and students and general education teachers whenever needed and appropriate.	Provides information and resources when directly asked or prompted. Information is generally accurate but may be generic and requires guidance to ensure the content is tailored to the specific stakeholder's need or understanding.	Fails to share information or resources proactively. Information may be outdated or inappropriate. Relies on the receiver to seek out knowledge.
3.3 Advocates for student success			
Analyzes school-wide systems for sharing IEP information and develops new, efficient, and user-friendly protocols to streamline access to support strategies. Leads systemic advocacy efforts to secure new resources for student individualized needs.	Displays commitment to the education of all his/her students. Provides IEP information to all teachers involved with students. Advocates for students' individualized needs. Ensures that all strategies and supports needed for student success are shared and made	Shares IEP information with primary teachers but requires prompting or supervision to ensure all involved staff receive the information. Advocacy is present but often focuses on immediate needs. Shares strategies but needs guidance to ensure they are fully available, understood,	Fails to consistently share IEP information with all involved teachers, often relying on informal communication. Advocacy is reactive or non-existent. Assumes teachers have the necessary strategies or makes them difficult to access, resulting in inconsistent implementation of student supports.

	available for teachers to use in the classroom.	and consistently used in the general education setting.	
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Domain 4 Professionalism			
Innovating	Applying	Developing	Beginning
4.1 Professional Learning Communities (PLCs)			
Actively and meaningfully participates in and contributes to <i>and/or leads a variety of</i> collaborative teams throughout the PLC structure, centered around student data and strategic goals.	Actively and meaningfully participates in and contributes to a <i>variety</i> of collaborative teams throughout the PLC structure, centered around student data and strategic goals.	Counselor participates in and contributes to <i>limited</i> collaborative teams throughout the PLC structure. Contributions lack prepared student data and/or strategic goals.	Counselor <i>does not</i> participate in and/or contribute to collaborative teams throughout the PLC structure.
4.2 Communication with stakeholders			
<i>Regularly</i> reaches beyond the classroom context to improve curriculum and instruction, engaging and collaborating with parents and/or community members. <i>Shares and models these collaborative efforts with building-level colleagues.</i>	<i>Regularly</i> reaches beyond the classroom context to improve curriculum and instruction, engaging and collaborating with families, other educators and/or community members.	Sometimes reaches beyond the classroom context to improve curriculum and instruction, engaging and collaborating with families, other educators and/or community members.	<i>Does not</i> reach beyond the classroom context to improve curriculum and instruction, engage and collaborate with families, other educators and/or community members.
4.3 Professional practice			
Complies <i>fully</i> with school corporation, state and federal regulations/policies/procedures/timelines and adjusts behavior and practices based on feedback.	Complies <i>mostly</i> with school corporation, state and federal regulations/policies/procedures/timelines and adjusts behavior and practices based on feedback.	<i>Lacks multiple points of</i> compliance with school corporation, state and federal regulations/policies/procedures/timelines and adjusts behavior & practices based on feedback.	<i>Lacks multiple points of</i> compliance with school corporation, state and federal regulations/policies/procedures/timelines and <i>does not</i> adjust behavior & practices based on feedback.

School Psychologists

School Psychologists

Reference document: [Indiana Association of School Psychologists \(IASP\) School Psychologist Professional Practice Rubric](#)

Domain 1 - Assessment, Data Based Decision Making, and Accountability			
School psychologists utilize their knowledge of data-based decision making and accountability, diversity in development and learning, as well as research and program evaluation to assist staff with effective decision making regarding student needs.			
Innovating	Applying	Developing	Beginning
1.1 Utilizes appropriate assessment and data collection methods			
<p>Fulfills Applying criteria and additionally:</p> <ul style="list-style-type: none"> -Applies evaluation data and findings to intervention, instruction, programming, and services through written reports, intervention plans, and meetings/conferences with parents and/or school staff. 	<p>Uses assessment and data collection methods that are:</p> <ul style="list-style-type: none"> -Appropriate for the intended purpose, -Appropriate and individualized for the specific student's cultural, linguistic and disability background, and -Of sufficient variety for the intended purpose. 	<p>Uses assessment and data collection methods that are:</p> <ul style="list-style-type: none"> -Appropriate for the student, and -Administered, scored, and interpreted correctly <p>But are:</p> <ul style="list-style-type: none"> -Limited in variety for the intended purpose, or -Limited in individualization for the specific student(s). 	<p>Uses assessment and data collection methods that are:</p> <ul style="list-style-type: none"> -Inappropriate for purpose and/or student, or -Are administered, scored, or interpreted incorrectly.
1.2 Contributes to school-wide assessment and data-based practices for academic, social-emotional, and behavioral domains.			
<p>Fulfills Applying criteria and additionally:</p> <ul style="list-style-type: none"> -Serves as a member of school building level teams (e.g., school improvement team, intervention team, etc.), -Conducts a needs assessment to guide the development and delivery of building/district school-wide programs, -Conducts evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements, or -Assists with the development and/or delivery of staff professional development to support school-wide assessment practices. 	<p>Contributes to school-wide assessment practices in a manner that meets the expectations of the role/school(s). Example activities include</p> <ul style="list-style-type: none"> -Collects, or assists with collection, of student data to inform core curriculum and instructional practices, -Researches and helps select assessments for universal screening, -Summarizes universal screening and/or benchmarking data, -Applies data to curricular decisions and/or instructional practices. 	<ul style="list-style-type: none"> -Responsive to opportunities to contribute to school-wide assessment practices but contributions are insufficient to meet expectations of school(s)/role, and -Involved in continued professional growth and learning regarding school-wide practices. 	<ul style="list-style-type: none"> -Lacks knowledge about school-wide assessment and data-based decision making practices, -Lacks knowledge about the collection and use of school-wide data, and/or -Fails to take advantage of opportunities to engage in school-wide assessment practices.
1.3 Contributes to progress monitoring and data-based decisions regarding intervention practices for academic, social-emotional, and behavioral domains.			
<p>Fulfills Applying criteria and additionally:</p>	<p>Contributes to progress monitoring and data-based decisions regarding</p>	<p>-Responsive to opportunities to contribute to progress</p>	<p>-Lacks knowledge about data-based problem solving practices,</p>

<ul style="list-style-type: none"> -Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.), -Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, -Conducts supplemental diagnostic assessments to assist in intervention selection, -Assists with the development and/or delivery of staff 	<p>intervention practices in a manner that meets the expectations of the school(s)/role.</p> <p>Example activities include:</p> <ul style="list-style-type: none"> -Collects, or assists with collection, of student progress monitoring data, -Researches and helps select assessments for progress monitoring, -Summarizes progress monitoring data, and 	<p>monitoring and data-based decisions regarding intervention practices but contributions are insufficient to meet expectations of school(s)/role, and</p> <ul style="list-style-type: none"> -Involved in continued professional growth and learning regarding progress monitoring and data-based decision making practices. 	<ul style="list-style-type: none"> -Lacks knowledge about the collection and use of progress monitoring data, and/or -Fails to take advantage of opportunities to engage in progress monitoring practices
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1.4 Conducts special education evaluations to inform eligibility, service, and programming decisions.

<p>Fulfills Applying criteria and additionally:</p> <ul style="list-style-type: none"> -Effectively communicates evaluation findings to school staff through written reports and conferences, and/or -Utilizes evaluation findings to inform accurate eligibility, placement, and service decisions. 	<p>Conducts evaluations that are</p> <ul style="list-style-type: none"> -Compliant with minimum requirements of Article 7, -Appropriate for the student being evaluated, and -Informative for instructional and/or programming purposes. 	<p>Conducts evaluations that are</p> <ul style="list-style-type: none"> -Compliant with minimum requirements of Article 7 But are -Limited in appropriateness for the student being evaluated and/or -Limited in providing instructionally relevant information. 	<p>Conducts evaluations that are</p> <ul style="list-style-type: none"> - Not compliant with Article 7, and/or - Inappropriate for the student being evaluated.
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1.5 Completes evaluations in a timely manner.

<p>Completed all in a timely manner</p>	<p>Few evaluations completed after compliance due dates for reasons outside the school psychologist's control</p>	<p>Few evaluations completed after compliance due dates for reasons within the school psychologist's control</p>	<p>Multiple evaluations completed past the compliance due dates</p>
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1.6 Utilizes technology as part of data-based decision making practices.

<p>Fulfills Applying criteria and additionally:</p> <ul style="list-style-type: none"> -Utilizes technological tools and programs in innovative ways to meet the needs of school(s) and/or enhance job performance, -Provides mentoring and coaching to colleagues regarding the use of technological tools and programs, 	<p>Utilizes technology to meet the expectations of role and responsibilities.</p> <p>Example activities include using technological tools to</p> <ul style="list-style-type: none"> -collect assessment data, when appropriate, -score data, -summarize data, -graph data, and/or -share data and findings with others. 	<ul style="list-style-type: none"> -Involved in continued professional growth and learning regarding the use of technological tools and programs, and/or -Knowledge and skill with technological tools and programs is insufficient to meet expectations of role/school(s). 	<ul style="list-style-type: none"> -Lacks knowledge about the use of technological tools and programs, -Lacks the skills needed to use technological tools and programs, and/or -Fails to engage in professional growth and learning to gain needed knowledge and skills.
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Domain 2 - Interventions and Instructional Support to Develop Academic, Social, and Life Skills

Domain Description: School psychologists utilize their knowledge of intervention and instructional

support, mental health, prevention, and response to assist with the development and delivery of services to students to improve learning and student outcomes.

Innovating	Applying	Developing	Beginning
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2.1 Contributes to school-wide curricular and instructional practices for academic, social-emotional, and behavioral domains.

<p>Fulfills Applying criteria and additionally: -Serves as a member of school building level teams (e.g., school improvement team, intervention team, etc.), -Conducts evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements, or -Assists with the development and/or delivery of staff professional development to support school-wide practices.</p>	<p>Contributes to school-wide curricular and instructional practices in a manner that is consistent with the expectations of the role/school(s). Example activities include -Researches and helps select instructional strategies, approaches, or programs, -Assists staff in learning and implementing new instructional strategies, approaches, or programs, -Assists in the collection of information about implementation integrity. -Assists with student safety and bullying activities.</p>	<p>-Responsive to opportunities to contribute to school-wide curriculum and instruction practices but contributions are insufficient to meet expectations of role/school(s), and -Involved in continued professional growth and learning regarding curriculum and instruction for academic, social-emotional, or behavioral domains.</p>	<p>-Lacks knowledge about curriculum and standards for academic, social-emotional, and behavioral domains -Lacks knowledge about instructional strategies and approaches for academic, social-emotional, and behavioral domains, and/or -Fails to take advantage of opportunities to engage in continued professional growth and learning.</p>
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2.2 Contributes to intervention practices for academic, social-emotional, and behavioral domains.

<p>Fulfills Applying criteria and additionally: -Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.), -Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, or -Assists with the development and/or delivery of staff professional development to support intervention practices.</p>	<p>Contributes to intervention practices in a manner that meets the expectations of the role/school(s). Example activities include - Researches and helps select intervention strategies and approaches for school(s), -Helps develop intervention plans for individual students or small groups of students, -Applies progress monitoring data to intervention practices and decisions about need for additional services/supports. -Assists staff in learning and implementing new intervention strategies, approaches, or programs, -Provides intervention services to individual students or small groups, or -Assists in the collection of information about implementation integrity.</p>	<p>-Responsive to opportunities to contribute to intervention practices but contributions are insufficient to meet expectations of school(s)/role, and -Involved in continued professional growth and learning regarding intervention practices</p>	<p>-Lacks knowledge about intervention strategies and practices, - Fails to take advantage of opportunities to engage in continued professional growth and learning.</p>
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2.3 Contributes to crisis response and intervention practices

<p>Fulfills Applying criteria and additionally: -Conducts evaluation of crisis response and intervention practices to assess effectiveness and guide continuous improvements, or -Assists with the development and/or delivery of staff professional development on crisis response and intervention. -Collaborates with community agencies to provide coordinated response and services to crisis situations.</p>	<p>Contributes to crisis response and intervention practices in a manner that meets the expectations of the role/school(s). Example activities include - Assists in the development of crisis response and intervention plans, -Participates in school-wide crisis response and intervention training, -Provides crisis intervention services to students, staff, and community.</p>	<p>-Responsive to opportunities to contribute to crisis response and intervention practices but contributions are insufficient to meet expectations of school(s)/role, and -Involved in continued professional growth and learning regarding crisis response and intervention.</p>	<p>-Lacks knowledge about crisis response and intervention practices. - Fails to take advantage of opportunities to engage in continued professional growth and learning.</p>
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2.4 Utilizes information about student background and characteristics to inform instruction, intervention, and service delivery decisions.

<p>Fulfills Applying criteria and additionally: -Assists with the development and/or delivery of staff professional development on student diversity. -Provides mentoring and coaching to colleagues regarding issues of diversity and student learning, -Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, addressing issues of disproportionality in special education identification or suspension/expulsion data.</p>	<p>-Demonstrates an understanding of the influence of diversity factors through recommended strategies, interventions, and/or programming, and -Knowledge and skills meet the expectations of the role and school(s) population.</p>	<p>Is involved in continued professional growth regarding student diversity and academic, social-emotional, and behavioral outcomes, but practices demonstrate limited application of this knowledge to instructional practices and programming/service delivery.</p>	<p>-Lacks an understanding of the influence of factors such as culture, linguistic, socioeconomic status, gender or gender identity, national origin, religion, disability, health status on student learning and behavior. - Fails to take advantage of opportunities to engage in continued professional growth and learning.</p>
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Domain 3 - Consultation and Collaboration

Domain Description: School psychologists utilize their knowledge of school-wide practices to promote learning as well as consultation and collaboration to assist staff in creating and maintaining effective learning environments.

Innovating	Applying	Developing	Beginning
<p>3.1 Engages in consultation and collaboration with school staff.</p>			
<p>Fulfills Applying criteria and additionally: -Assists with the development and/or delivery of staff</p>	<p>Effectively engages in consultation and collaboration with school staff in a manner that meets the expectations of the role/school(s).</p>	<p>Is involved in continued professional growth regarding consultation and collaboration strategies.</p>	<p>Lacks knowledge and skills about effective consultation strategies and practices, and/or</p>

<p>professional development on collaboration and consultation.</p> <ul style="list-style-type: none"> -Provides mentoring and coaching to colleagues regarding consultation strategies. -Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, designing a process for collaborative team meetings. 	<p>Example activities include</p> <ul style="list-style-type: none"> - Assists teachers with identifying concerns to target through intervention practices, -Supports teachers with intervention implementation through coaching, providing feedback, modeling, etc., -Works well with others as part of a team (e.g., intervention team, problem solving team, multidisciplinary team, case conference committee) and/or -Utilizes facilitation and conflict resolution skills and strategies. 	<p>However, individual practices demonstrate limited application of knowledge and skills to expected roles and responsibilities.</p>	<ul style="list-style-type: none"> - Fails to take advantage of opportunities to engage in continued professional growth and learning.
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3.2 Engages in consultation and collaboration with parents and families

<p>Fulfills Applying criteria and additionally:</p> <ul style="list-style-type: none"> -Assists with the development and/or delivery of staff professional development on collaboration and consultation -Provides mentoring and coaching to colleagues regarding consultation strategies -Applies knowledge in innovative ways to assist students and families. - Conducts and/or assists with parent education sessions and trainings 	<p>Effectively engages in consultation and collaboration with parents and families in a manner that meets the expectations of the role/school(s).</p> <p>Example activities include:</p> <ul style="list-style-type: none"> - Discusses parent concerns and provides suggestions for strategies to use at home, -Clearly explains assessment data and intervention strategies, -Explains school procedures for services such as special education, intervention, etc. -Clearly explains evaluation findings following special education evaluation, and -Answers questions clearly and comprehensively. 	<p>Is involved in continued professional growth regarding consultation and collaboration strategies.</p> <p>However, individual's practices do not demonstrate application of this knowledge to expected roles and responsibilities</p>	<p>Lacks knowledge about effective consultation strategies and practices, and/or fails to take advantage of opportunities to engage in continued professional growth and learning.</p>
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3.3 Engages in consultation and collaboration with community agencies and providers.

<p>Fulfills Applying criteria and additionally:</p> <ul style="list-style-type: none"> -Assists with the development and/or delivery of staff professional development on collaboration and consultation. -Provides mentoring and coaching to colleagues regarding consultation strategies. -Applies knowledge in innovative ways to assist 	<p>School Psychologist effectively engages in consultation and collaboration with community agencies in a manner that meets the expectations of the role/school(s).</p> <p>Example activities include:</p> <ul style="list-style-type: none"> -Contacts community providers to obtain information needed for instructional programming, 	<p>School Psychologist Is involved in continued professional growth regarding consultation and collaboration strategies.</p> <p>However, individual's practices do not demonstrate application of this knowledge to expected roles and responsibilities.</p>	<p>Lacks knowledge about effective consultation strategies and practices, and/or fails to take advantage of opportunities to engage in continued professional growth and learning.</p>
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students, families, schools, and community, -Conducts professional development for community agencies and providers	-Clearly explains school procedures for services and practices, -Refers students and families to community providers for needed services, -Communicates with community providers in a clear and ethical manner.		
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Domain 4 - Leadership

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

Innovating	Applying	Developing	Beginning
4.1 Seeks professional growth and learning opportunities to advance own knowledge and skill			
Fulfills Applying criteria and additionally: -Reflects critically on own skills and identifies professional learning needs, -Shares newly learned knowledge and practices with colleagues and school staff, -Seeks opportunities to provide professional learning sessions for colleagues and school staff	-Responds well to constructive feedback, -Utilizes feedback to identify areas for professional growth, -Initiates attendance at optional professional learning events, -Engages in professional reading of current research and practice, -Demonstrates application of knowledge/skills addressed in attended professional learning events.	-Attends mandatory professional learning events But does not: -Respond to constructive feedback, -Demonstrate application of knowledge/skill addressed in professional learning events, or -Initiate attendance at optional professional learning events.	-Fails to seek or take advantage of opportunities to engage in professional learning, and/or -Fails to respond to feedback from supervisor(s) regarding the need for professional learning.
4.2 Contributes to School and/or Profession of School Psychology			
Fulfills Applying criteria and additionally: -Assumes leadership positions in professional organizations or school or district committees, -Mentors school psychology practicum students and interns.	-Contributes ideas and expertise to improve the functioning of the school, district, or cooperative, -Participates in activities focused on improving the procedures and practices of the school, district, or cooperative, -Maintains membership in professional organizations and participates in sponsored activities.	-Responds to direct requests for involvement in activities outside the typical school day or professional advancement activities (e.g., team retreats, development of new procedures, etc.) But does not initiate involvement in such activities.	-Rarely or never contributes ideas to improve school, district, or cooperative efforts, -Rarely participates in activities that occur outside the typical school day hours, -Little or no involvement in activities designed to advance the professional practice of school psychologists.
4.3 Advocates for student success			
Fulfills Applying criteria and additionally: -Provides support and mentoring to colleagues who	-Demonstrates a concern for student learning and	-Demonstrates a concern about student failure or lack of progress	-Demonstrates limited commitment to the growth and learning of students.

are less likely to advocate on the behalf of students, -Seeks systems-level changes that will benefit all students and families.	outcomes by advocating for a change in instruction and services when needed, -Advocates in a respectful and effective manner	But does not advocate for student needs.	-Accepts student failure and lack of growth and doesn't advocate for a change in instruction or services.
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School Librarians

School Librarians

Reference document: [Indiana Library Federation School Librarian Evaluation Rubric](#)

Domain 1: Purposeful Planning			
Innovating	Applying	Developing	Beginning
1.1 Utilize knowledge of literature and current trends in library practice and information technology to inform library programming and purchasing			
Plans library collections and programming grounded in a rich understanding of literature and current trends in library practice to connect students and staff with resources and activities that meet their informational and recreational needs.	Personal understanding of literature and current trends in library practice Informs purchasing and Programming decisions.	Purchasing and programming decisions are inconsistently based in knowledge of literature and current trends in library practice and information technology.	Demonstrates little or no knowledge of trends and new literature resulting in outdated collections and programming.
1.2 Establish and successfully implement goals for the school library program appropriate to the setting and the students served			
Develops goals based on evaluation of the library program and in consultation with students and colleagues. The goals for the program are communicated with appropriate stakeholders with regular assessments to determine if goals are being met. Librarian reflects on data from assessments to continue progress on goals.	Media program goals are clear and appropriate to the situation in the school and to the age of the students. The goal for the program is communicated with appropriate stakeholders.	Media program goals are rudimentary and partially suitable to the situation in the school and the age of the students. Program goals are established but not communicated with appropriate stakeholders.	No clear goals for the media program are established, or they are inappropriate to either the situation in the school or the age of the students.
1.3 Curate physical and digital collections to meet academic, social, emotional, and recreational needs of the school community within budget limitations			
Evaluates and selects diverse, relevant resources that are widely accessible to support the school community. Adheres to district and/or professional guidelines in selecting collection materials. The collection is regularly purged of outdated materials.	Follows district and/or professional guidelines in selecting resources to support the school community. The collection is regularly purged of outdated materials.	Curates basic resources for the school community.	Fails to curate collections to meet the basic needs of the school community.
1.4 Design library programs and lessons that are responsive to the individualized needs of learners			
Plans standards-based lessons and programs using a variety of differentiated instructional strategies, as well as accessible resources,	Plans standards-based lessons and programs using a variety of differentiated instructional strategies..	Plans lessons and/or programs; however, lessons are not standards-based and/or one-size-fits-all.	No evidence of a cohesive library program.

<p>anticipating where these will be needed to enhance learning and pursue personal interests. Anticipates potential barriers to access and takes steps necessary to remove those barriers.</p>			
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1.5 Establish a culture that values reading and information inquiry

<p>Conveys the essential nature of seeking information and reading in interactions with students, colleagues, and the community.</p> <p>Helps members of the school community develop skills in investigating and locating materials and resources according to their needs and interests.</p>	<p>Conveys the importance of seeking information and reading literature; connects members of the school community with relevant material and resources.</p>	<p>Provides materials for seeking information and reading for enjoyment, but does little to promote a culture of reading and inquiry.</p>	<p>Does not demonstrate an appreciation for seeking information or reading.</p>
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1.6 Establish and maintain library procedures in accordance with existing district policies

<p>Establishes, evaluates, and updates rules and expectations, routines, and procedures.</p> <p>Regularly reviews the collection development policy and challenged materials reconsideration process to make recommendations for updates to the administration.</p>	<p>Library routines and procedures are established and functioning.</p> <p>Rules and expectations are established and clearly communicated.</p> <p>Occasionally reviews the collection development policy and challenged materials reconsideration process.</p>	<p>Library routines and procedures have been established but are inconsistently implemented.</p> <p>Rules, expectations, and/or policies are inconsistent or unclear.</p>	<p>Library routines and procedures are ignored, non-existent, and/or inefficient.</p>
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1.7 Design physical and digital spaces to ensure equitable access to the collection and programs.

<p>Maximizes effective use of the given physical environment by utilizing clear signage; adapts spaces to meet the needs of individuals and groups.</p> <p>Creates and maintains a digital space that is easily accessed and clearly organized, resulting in ease of navigation for members of the school community.</p>	<p>Makes effective use of the physical environment, utilizing clear signage and establishes spaces for individual and group use.</p> <p>Creates and maintains a digital space to enable the school community to access resources.</p>	<p>Efforts to make use of the physical environment are incomplete or ineffective.</p> <p>Compiles a list of resources in a digital space.</p>	<p>Makes poor use of the physical environment, resulting in poor traffic flow and inadequate signage.</p> <p>A digital space is rarely updated or non-existent.</p>
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1.8 Market the library program, including its collection and services

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Utilizes multiple techniques to strategically market the library program to both general and targeted student, staff, and wider school community groups.	Markets the library program to the school community.	Little promotion of the library program outside of the physical library space.	Nothing is done to promote the library program.
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Domain 2 Effective Instruction

Innovating	Applying	Developing	Beginning
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2.1 Develop student understanding and mastery of reading, information, and digital literacy skills

<p>Applying level criteria is observed, as well as:</p> <p>Students go beyond repeating the stated objective, explaining what they are learning and why it is important.</p> <p>Librarian effectively engages prior knowledge of students in connecting to lessons.</p> <p>Students demonstrate, through work or comments, that they understand this connection.</p>	<p>Lesson objectives are specific, measurable, and aligned to standards. They convey what students are learning and what they will be able to do by the end of the lesson.</p> <p>Objectives are written in a student-friendly manner and/or explained to students in easy-to-understand terms.</p> <p>Importance of the objective is explained so students understand why they are learning what they are learning.</p> <p>Lessons build on students' prior knowledge of key concepts and skills and makes this connection evident to students.</p> <p>Lessons are well-organized to move students towards mastery of the objective.</p>	<p>Lesson objectives convey what students are learning and what they will be able to do by the end of the lesson, but may not be measurable or aligned to standards.</p> <p>Objectives are stated, but not in a student-friendly manner that leads to understanding.</p> <p>Attempts explanation of objective's importance but students fail to understand.</p> <p>Lessons generally do not build on prior knowledge of students or students fail to make this connection.</p> <p>Organization of lessons may not always be connected to mastery of the objective.</p>	<p>Lesson objectives are missing more than one component. It may not be clear what students are learning about or will be able to do by the end of the lesson.</p> <p>There may not be a clear connection between the objective and lesson, or the teacher may fail to make this connection for students.</p> <p>May fail to discuss the importance of objectives or there may not be a clear understanding among students as to why the objective is important.</p> <p>There may be no effort to connect objective to prior knowledge of students.</p> <p>Lesson is disorganized and does not lead to mastery of objectives.</p>
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2.2 Demonstrate and clearly communicate content knowledge to students

<p>Applying level criteria is observed, as well as:</p> <p>Fully explains concepts in as direct and efficient a manner as possible while still achieving student understanding.</p> <p>Effectively connects content to other content areas, students' experiences and interests, or current events in</p>	<p>Demonstrates content knowledge and delivers content that is factually correct.</p> <p>Content is clear, concise and well-organized.</p> <p>Restates and rephrases instruction in multiple ways to increase understanding.</p>	<p>Delivers content that is factually correct.</p> <p>Content occasionally lacks clarity and is not as well organized as it could be.</p> <p>May fail to restate or rephrase instruction in multiple ways to increase understanding.</p> <p>Does not adequately emphasize main ideas and</p>	<p>May deliver content that is factually incorrect.</p> <p>Explanations may be unclear or incoherent and fail to build student understanding of key concepts.</p> <p>Continues with planned instruction even when it is obvious that students do not understand content.</p>
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<p>order to make content relevant and build interest.</p> <p>Explanations spark student excitement and interest in the content.</p> <p>Students participate in each others' learning of content through collaboration during the lesson.</p> <p>Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level.</p>	<p>Emphasizes key points or main ideas in content.</p> <p>Uses developmentally appropriate language and explanations.</p> <p>Implements relevant instructional strategies learned via professional development.</p>	<p>students are sometimes confused about key takeaways.</p> <p>Explanations sometimes lack developmentally appropriate language.</p> <p>Does not always implement new and improved instructional strategies learned via professional development.</p>	<p>Does not emphasize main ideas and students are often confused about content.</p> <p>Fails to use developmentally appropriate language.</p>
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2.3 Engage students in academic content

<p>Applying level criteria is observed, as well as:</p> <p>Provides ways to engage with content that significantly promotes student mastery of the objective.</p> <p>Provides differentiated ways of engaging with content specific to individual student needs.</p> <p>Lessons progress at an appropriate pace and students who finish early have something else meaningful to do.</p> <p>Effectively integrates technology as a tool to engage students in academic content.</p>	<p>More than 3/4 of students are actively engaged in content at all times and not off-task.</p> <p>Provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective.</p> <p>Sustains the attention of the class by maintaining a dynamic presence.</p> <p>Ways of engaging with content reflect different learning modalities or intelligences.</p> <p>Adjusts lessons accordingly to accommodate student prerequisite skills and knowledge and ensure all students are engaged.</p> <p>ELL and IEP students have the appropriate accommodations to be engaged in content.</p> <p>Students work hard and are deeply active rather than passive/receptive.</p>	<p>Less than 3/4 of students are engaged in content and many are off-task.</p> <p>May provide multiple ways of engaging students but perhaps not aligned to lesson objective or mastery of content.</p> <p>May miss opportunities to provide ways of differentiating content for student engagement.</p> <p>Some students may not have the prerequisite skills necessary to fully engage in content and attempts to modify instruction for these students is limited or not always effective.</p> <p>Students may appear to actively listen, but when it comes time for participation, are disinterested in engaging.</p>	<p>Less than 1/2 of students are engaged in content and many are off-task.</p> <p>May only provide one way of engaging with content OR librarian may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content.</p> <p>Does not differentiate instruction to target different learning modalities.</p> <p>Most students do not have the prerequisite skills necessary to fully engage in content and makes no effort to adjust instruction for these students.</p> <p>ELL and IEP students are not provided with the necessary accommodations to engage in content.</p>
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2.4 Check for understanding

<p>Applying level criteria is observed, as well as:</p>	<p>Checks for understanding at almost all key moments (when checking is necessary to inform instruction going</p>	<p>Sometimes checks for understanding of content, but misses several key moments.</p>	<p>Rarely or never checks for understanding of content, or misses nearly all key moments.</p>
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<p>Librarian checks for understanding at higher levels by asking pertinent scaffold questions that push thinking; accepts only high-quality student responses (those that reveal understanding or lack thereof).</p> <p>Uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower- and higher order thinking.</p>	<p>forward) and gets an accurate 'pulse' of class' understanding.</p> <p>Gains enough information during checks for understanding to modify the lesson and respond accordingly.</p> <p>Uses a variety of methods to check for understanding.</p> <p>Uses wait time effectively both after posing a question and before helping students think through a response.</p> <p>Doesn't allow students to "opt-out" of checks for understanding and cycles back to these students.</p> <p>Systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments.</p>	<p>Mostly gets an accurate 'pulse' of class's understanding, but may not gain enough information to modify the lesson accordingly.</p> <p>May not use a variety of methods to check for understanding when doing so would be helpful.</p> <p>May not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content.</p> <p>Sometimes allows students to 'opt out' of checks for understanding without cycling back to these students.</p> <p>May assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning.</p>	<p>Rarely or never gets an accurate 'pulse' of the class's understanding from checks and therefore cannot gain enough information to modify the lesson.</p> <p>Frequently moves on with content before students have a chance to respond to question or frequently gives students the answer rather than helping them think through the answer.</p> <p>Frequently allows students to 'opt out' of checks for understanding and does not cycle back to these students.</p> <p>Rarely or never assesses for mastery at the end of the lesson.</p>
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2.5 Modify instruction as needed

<p>Applying level criteria is observed, as well as:</p> <p>Librarian anticipates student misunderstandings and preemptively addresses them.</p> <p>Is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement.</p>	<p>Makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students.</p> <p>Differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs.</p> <p>Responds to misunderstandings with effective scaffolding techniques.</p> <p>Doesn't give up but continues to try to address misunderstanding with different techniques if the first try is not successful.</p>	<p>May attempt to make adjustments based on checks for understanding but these attempts may be misguided and may not increase understanding for all students.</p> <p>May primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re: explaining a concept), when student-driven techniques could have been more effective.</p> <p>May persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding.</p>	<p>Rarely or never attempts to adjust instruction based on checks for understanding and any attempts at doing so frequently fail to increase understanding for students.</p> <p>Only responds to misunderstandings by using teacher-driven scaffolding techniques.</p> <p>Repeatedly uses the same techniques to respond to misunderstandings even when not successful.</p>
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2.6 Maximize instructional time

<p>Applying level criteria is observed, as well as:</p> <p>All students are on-task and follow instructions without much prompting.</p>	<p>Routines, transitions, and procedures are well executed.</p> <p>Almost all students are on task and follow instructions without much prompting.</p> <p>Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson.</p>	<p>Routines, transitions, and procedures are in place.</p> <p>Significant prompting from the librarian is necessary for students to follow instructions and remain on task.</p> <p>Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and librarian may have to stop the lesson frequently to address the problem.</p>	<p>Few or no evident routines or procedures in-place.</p> <p>Even with significant prompting, students frequently do not follow directions and are off-task.</p> <p>Disruptive behaviors and off-task conversations are common and frequently cause the librarian to have to make adjustments to the lesson.</p> <p>Classroom management is generally poor and wastes instructional time.</p>
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2.7 Assist students in the use of instructional tools and technologies

<p>Proactively initiates sessions to assist students and teachers in the use of instructional tools and technologies.</p>	<p>Institutes sessions to assist students and teachers in the use of instructional tools and technologies.</p>	<p>Assists students and teachers in the use of instructional tools and technologies when specifically asked to do so.</p>	<p>Declines to assist students and teachers in the use of instructional tools and technologies.</p>
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2.8 Create an environment conducive to learning

<p>Interactions among the school librarian, individual students, and the classroom teachers are highly respectful, reflecting concern and sensitivity to student learning needs, cultures, and levels of development.</p>	<p>Interactions among the school librarian, students, and the classroom teachers are polite and respectful and appropriate to the learning needs, cultural, and developmental differences among students.</p>	<p>Interactions among the school librarian, students, and the classroom teachers are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to learning needs, cultural, and developmental differences among students.</p>	<p>Interactions among the school librarian, students, and the classroom teachers are negative, inappropriate, or insensitive to student learning needs, cultural, and developmental differences and are characterized by put downs or conflict.</p>
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2.9 Collaborate with teachers in the design of instructional units and lessons

<p>Initiates collaboration with classroom teachers in the design of instructional lessons and curates resources to support learning.</p>	<p>Collaborates with classroom teachers in the design of instructional lessons.</p>	<p>Declines to collaborate with classroom teachers in the design of instructional lessons.</p>	<p>Primarily works in isolation.</p>
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Domain 3 Ethical Practice, Intellectual Freedom, and Professional Currency

Innovating	Applying	Developing	Beginning
3.1 Contribute to school culture			

<p>Seeks out leadership opportunities within the school community that are aligned with school improvement initiatives.</p> <p>Goes above and beyond in dedicating time for students and colleagues.</p>	<p>Promotes the ethical use of information and understands copyright, fair use, licensing of intellectual property, privacy concerns related to use of digital resources and the Internet, and ethical online behavior, and assists users with their understanding and observance of the same.</p>	<p>Rarely contributes ideas and expertise aligned with school improvement initiatives.</p> <p>Rarely dedicates time to helping students and colleagues.</p>	<p>Does not contribute ideas aligned with school improvement initiatives.</p> <p>Little or no time is dedicated to helping students and colleagues.</p>
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3.3 Seek professional skills and knowledge

<p>Actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as sharing newly learned knowledge and practices with others and seeking out opportunities to lead professional development sessions.</p>	<p>Actively pursues opportunities to improve knowledge and practice and seeks out ways to implement new practices where applicable.</p> <p>Constructive feedback to improve practices is welcomed.</p>	<p>Participation in professional development activities is limited to those that are mandatory.</p>	<p>Does not participate in professional development activities and shows little or no interest in new ideas, programs, or classes to improve teaching and learning</p>
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3.4 Advocate for student success

<p>Consistently demonstrates commitment to the education and social/emotional well-being of all students, including English learners, students with special needs, and high ability learners.</p> <p>Advocates, differentiates, and takes risks for student success.</p>	<p>Displays commitment to the education and social emotional wellbeing of students.</p> <p>Attempts to remedy obstacles around student achievement and advocates for individualized needs of students.</p>	<p>Occasionally displays commitment to the education of his/her students.</p> <p>Does not advocate for student needs.</p>	<p>Rarely displays commitment to the education of his/her students.</p> <p>Does not advocate for students' needs.</p>
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3.5 Prepare and submit reports and budgets

<p>Anticipates needs when preparing requisitions and budgets, and follows established procedures. Inventories and reports, if required, are submitted on time.</p> <p>Analyzes collection, circulation, and program data on a regular basis and uses findings to make data-driven, fiscally responsible decisions.</p>	<p>Honors student and teacher requests (if appropriate) when preparing requisitions and budgets and follows established procedures.</p> <p>Inventories and reports, if required, are submitted on time.</p>	<p>Efforts to prepare budgets inconsistently respond to student and teacher needs.</p> <p>Inventories and reports, if required, are sometimes submitted on time.</p>	<p>Does not fulfill student and teacher needs when preparing requisitions. No budget is created to guide purchasing needs.</p> <p>Does not follow established procedures.</p> <p>Inventories and reports, if required, are routinely late or incomplete.</p>
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3.6 Establish, evaluate, and maintain library procedures in regards to library staff or student assistants

<p>Librarian establishes strategic routines and procedures that</p>	<p>Librarian establishes routines and procedures that enable</p>	<p>Routines and/or procedures are in-place but need to be</p>	<p>Routines and/or procedures for library staff and/or</p>
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enable library staff and/or students to effectively contribute to the library program. Librarian consistently evaluates and updates routines and procedures to ensure continued success.	library staff and/or students to contribute to the library program. Librarian occasionally evaluates and updates routines & procedures to ensure continued success.	updated or clarified in order to enable library staff and/or students to successfully contribute to the library program. Librarian may evaluate routines and procedures but does not act upon the results of the evaluation.	students are unclear or nonexistent. Librarian does not evaluate routines and procedures.
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3.7 Educate the school community regarding ethical use of information and media

School librarian recognizes and acts on opportunities to further educate members of the school community about ethical use of information and media. Collaborates with members of the school community to find ethical solutions to intellectual property issues and concerns.	School librarian regularly shares materials on the ethical use of information. Collaborates with members of the school community to find ethical solutions to intellectual property issues and concerns.	School librarian occasionally shares materials on the ethical use of information but does not offer to collaborate to find solutions.	School librarian does not share materials on the ethical use of information with students or staff.
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Domain 4 Professionalism

Innovating	Applying	Developing	Beginning
4.1 Professional Learning Communities (PLCs)			
Actively and meaningfully participates in and contributes to and/or leads a variety of collaborative teams throughout the PLC structure, centered around student data and strategic goals.	Actively and meaningfully participates in and contributes to a variety of collaborative teams throughout the PLC structure, centered around student data and strategic goals.	Participates in and contributes to limited collaborative teams throughout the PLC structure. Contributions lack prepared student data and/or strategic goals.	Does not participate in and/or contribute to collaborative teams throughout the PLC structure.
4.2 Communication with stakeholders			
Regularly reaches beyond the building context to improve curriculum and instruction, engaging and collaborating with parents and/or community members. Librarian shares and models these collaborative efforts with building-level colleagues.	Regularly reaches beyond the building context to improve curriculum and instruction, engaging and collaborating with families, outside educators and/or community members.	Sometimes reaches beyond the building context to improve curriculum and instruction, engaging and collaborating with families, outside educators and/or community members.	Does not reach beyond the building context to improve curriculum and instruction, engage and collaborate with families, outside educators and/or community members.
4.3 Professional practice			
Complies fully with school corporation, state and federal regulations/policies/	Complies mostly with school corporation, state and federal regulations/policies/	Lacks multiple points of compliance with school corporation, state and federal regulations/policies/procedures/timelines and adjusts	Lacks multiple points of compliance with school corporation, state and federal regulations/policies/procedures/timelines and does not

procedures/timelines and adjusts behavior and practices based on feedback.	procedures/timelines and adjusts behavior and practices based on feedback.	behavior & practices based on feedback.	adjust behavior & practices based on feedback.
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Administrators

Administrators

Reference document: [Professional Standards for Educational Leaders](#)

Domain 1 Institutional Foundations			
Innovating	Applying	Developing	Beginning
1.1 Mission, Vision, and Core Values			
The leader transforms the district's mission and core values into a powerful, living culture, serving as a model for systemic improvement and creating measurable, equitable, and sustainable success for every student	Effective educational leaders develop, advocate, and enact the district's shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	The leader is actively working to align their school's goals and practices with the district's mission and vision, but execution may lack depth or full buy-in.	The leader is aware of the district's mission/vision but demonstrates inconsistent or superficial connection to daily work.
1.2 Ethics and Professional Norms			
The leader champions an ethical culture where integrity is a core driver of systemic improvement and equitable outcomes. They empower others to speak up and address ethical concerns by creating and sustaining a culture of psychological safety.	Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.	The leader is aware of and follows established ethical codes and professional norms. They manage common ethical dilemmas proactively but may struggle with complex or competing moral obligations.	The leader is primarily concerned with avoiding explicit wrongdoing or professional code violations. Ethical considerations are reactive, often addressed only after an issue arises.
1.3 Equity and Cultural Responsiveness			
The leader transforms the school into a model of sustained, systemic equity and cultural responsiveness, driving change beyond the school walls and establishing new, high-leverage practices.	Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	The leader is aware of achievement/opportunity gaps and is beginning to implement targeted, reactive strategies to address them. Understanding of cultural responsiveness is foundational but inconsistent.	The leader recognizes that differences exist among student groups but focuses on equal resources without assessing differential needs or data-based decision-making. Culturally responsive practices are often tokenistic.

Domain 2 Support of Staff and Students			
Innovating	Applying	Developing	Beginning
2.1 Curriculum, Instruction, and Assessment			
The leader integrates research, personalization, and cross-curricular design to create a school-wide model of sustainable, adaptive, and highly effective learning.	Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each	The leader is initiating efforts to improve the quality of curriculum, instruction, and assessment, recognizing the need for better alignment and higher expectations, but	The leader relies on existing, often disparate components of curriculum, instruction, and assessment without ensuring alignment, rigor, or coherence. Focus is on basic implementation.

	student's academic success and well-being.	implementation is inconsistent.	
2.2 Community of Care and Support for Students			
The leader champions a school culture that is inclusive and supportive, empowering students and staff to lead, and resulting in sustained, equitable growth in well-being and academic success.	Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	The leader is initiating efforts to improve school climate and address immediate needs for care and support, but these efforts may be siloed or lack a unified school-wide approach.	The leader assumes a positive climate exists but takes minimal or reactive steps to cultivate it. Exclusionary or uncaring behaviors are addressed only when mandated or escalated.
2.3 Professional Capacity of School Personnel			
The leader cultivates a self-sustaining culture of continuous learning, where school personnel are empowered to lead their own professional growth, driving systemic and research-based practice improvement.	Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.	The leader is initiating efforts to connect professional development to school goals and provides some follow-up, but the development lacks coherence, deep reflection, or differentiated support for all staff.	The leader provides professional development only as a mandated requirement or a series of isolated, one-off events. Development is rarely linked to school goals or individual needs.
2.4 School-level Professional Learning Community for Teachers and Staff			
The leader cultivates a deeply embedded, high-performing professional learning culture throughout all domains of the school. This culture is characterized by collective efficacy, shared ownership, and cross-disciplinary collaboration that drives continuous systemic improvement.	Effective educational leaders foster a school-wide professional learning community of teachers and other professional staff to promote each student's academic success and well-being.	The leader attempts to create a school-wide professional learning community with structures for collaboration (e.g., team meetings) but these lack clear protocols, focus, or accountability for improving student outcomes.	The leader expects staff to work in isolation and takes no intentional steps to establish a school-wide professional learning community. Collaboration is random, informal, and based on proximity or personal preference.

Domain 3			
Innovating	Applying	Developing	Beginning
3.1 Operations and Management			
The leader transforms operational and resource management into a highly adaptive, collaborative, and future-focused system that models efficiency and actively creates equitable opportunities.	Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.	The leader establishes basic systems for managing operations and resources, but the connections between these systems and instructional priorities are not consistently clear or optimized.	The leader manages operations reactively, focusing only on immediate problems and compliance. Resources (time, money, personnel) are allocated based on tradition or convenience, not strategic need.
3.2 School Improvement			

The leader commits the school to being a high-reliability organization where continuous improvement is embedded in the daily professional culture, leading to predictive, equitable, measurable, and sustained outcomes.	Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.	The leader initiates structured improvement cycles and uses data to inform decisions, but these efforts are often isolated, lack fidelity, or do not consistently involve all stakeholders.	The leader views improvement as a one-time task (e.g., meeting a single goal) or a reactive measure. Improvement efforts are compliance-driven and lack a structured process.
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Domain 4 Professionalism			
Innovating	Applying	Developing	Beginning
4.1 Professional Learning Communities (PLCs)			
Administrator actively and meaningfully participates in and contributes to and/or leads a variety of collaborative teams throughout the PLC structure, centered around student data and strategic goals.	Administrator actively and meaningfully participates in and contributes to a variety of collaborative teams throughout the PLC structure, centered around student data and strategic goals.	Administrator participates in and contributes to limited collaborative teams throughout the PLC structure. Contributions lack prepared student data and/or strategic goals.	Administrator does not participate in and/or contribute to collaborative teams throughout the PLC structure.
4.2 Communication with stakeholders			
Administrator regularly reaches beyond the building context to improve curriculum and instruction, engaging and collaborating with parents and/or community members. Administrator shares and models these collaborative efforts with building- and district-level colleagues.	Administrator regularly reaches beyond the building context to improve curriculum and instruction, engaging and collaborating with families, outside educators and/or community members.	Administrator sometimes reaches beyond the building context to improve curriculum and instruction, engaging and collaborating with families, outside educators and/or community members.	Administrator does not reach beyond the building context to improve curriculum and instruction, engage and collaborate with families, outside educators and/or community members.
4.3 Professional practice			
Administrator complies fully with school corporation, state and federal regulations/policies/procedures/timelines and adjusts behavior and practices based on feedback.	Administrator complies mostly with school corporation, state and federal regulations/policies/procedures/timelines and adjusts behavior and practices based on feedback.	Administrator lacks multiple points of compliance with school corporation, state and federal regulations/policies/procedures/timelines and adjusts behavior & practices based on feedback.	Administrator lacks multiple points of compliance with school corporation, state and federal regulations/policies/procedures/timelines and does not adjust behavior & practices based on feedback.

Occupational & Physical Therapists

Occupational & Physical Therapists

Reference document:  RBB OT-PT Evaluation Rubric 2013-14.pdf

Domain 1: Purposeful Planning			
Innovating	Applying	Developing	Beginning
1.1 Using current and comprehensive content/specialty area knowledge for planning			
Proactively plans for the generalization of therapy goals in other environments, utilizing current and comprehensive knowledge to intentionally incorporate the general education curriculum, and provides strategies and resources even for students who do not qualify for services.	Utilizes knowledge of evidence-based practice to target the needs of the students on the caseload. Displays knowledge of performance levels for each student, and plans for a variety of appropriate approaches. Selects/adapts material, equipment, devices to meet student needs.	Relies on a limited number of therapeutic approaches and does not consistently consider student needs when planning therapy.	Lacks the skills necessary to meet the needs of some students on the caseload and does not plan based on students' needs and data.
1.2 Using current and appropriate practices and procedures for screening			
Utilizes current and appropriate screening practices, proactively develops a tracking system for follow-up screenings, and provides detailed therapy screenings summaries and follow-up communication.	Administers scores, analyzes, and interprets results of screening protocols accurately. Makes appropriate recommendations with regard to future testing. Communicates results to teachers and/or parents in a timely manner.	Completes screening but fails to report results to teachers/parents and does not perform actionable follow-up steps based on the results.	Consistently does not complete screenings or respond to requests from teachers and parents.
1.3 Evaluation procedures			
Utilizes an expanded, flexible, and culturally sensitive assessment battery, proactively consults with other professionals, and generates reports that proactively integrate suggested strategies, pertinent screening data, and analysis of potential classroom impact for all students.	Faithfully administers and scores tests accurately. Appropriately analyzes and interprets assessment information to develop a clear diagnostic impression. Professionally written evaluation reports clearly communicate results using understandable terminology and include all required components. The evaluation process is completed within the required timelines.	Relies on a limited and fragmented battery of assessments, failing to administer comprehensive tests for functional performance, and offers limited analysis and interpretation that fails to consider educational impact.	Fails to score assessments, does not select appropriate tests, and consistently fails to meet timelines, follow eligibility guidelines, accurately interpret results, or generate a required report.

DOMAIN 2: Effective Instruction, Treatment and Instructional Support			
Innovating	Applying	Developing	Beginning

2.1 Physical environment			
Uses the inviting therapy space creatively, featuring attractive displays, student work/data, and/or behavior strategies to actively encourage and increase student participation.	Therapy space is well-organized and inviting to students; materials are available when needed.	Therapy space lacks organization, resulting in materials not being readily available when needed.	Therapy space is disorganized and poorly suited to working with students.
2.2 Progress monitoring procedures			
Meets all criteria of the Applying level, and also includes the student in the review of data and monitoring their own progress during the therapy session, allowing students to track progress on goals over time.	Collects, interprets, and uses data to measure progress and drive instruction. Modifies instruction based on frequent progress monitoring. Uses progress monitoring and other data to determine need for reevaluation. Progress on goals is clearly reported and understood by others.	Infrequently collects data, fails to utilize data to modify the treatment plan, and uses progress monitoring procedures that are vague and unclear to others.	Only gathers data at the end of the grading period and fails to complete or provide required progress reports on goals to parents or in the IIEP documentation.
2.3 Generalization across settings			
Monitors and collects data across settings, proactively provides equipment and training for use in other environments, and monitors the completion of practice.	Consistently provides students with classroom and home practice activities. Incorporates classroom materials into therapy, as appropriate.	Provides limited home practice opportunities and makes infrequent use of classroom materials in the therapy setting.	Only expects students to perform skills in the therapy setting.
2.4 Student understanding of lesson objectives			
Students can explain what they are learning and why it is important, beyond repeating the stated objective, and they actively track their skill progression.	Student therapy goals are reviewed so students understand the connection to their school success. Students are provided with a visual representation of their skill progression.	Student therapy goals are inconsistently reviewed, and skill progression is not explained to students.	Student therapy goals are not reviewed.
2.5 Strategies that promote student engagement			
Meets all criteria of the Applying level, as well as uses and teaches technology and equipment, adapts activities to meet the differentiated needs of the students in a group, and builds a repertoire of strategies from ongoing professional development.	Provides lessons that progress at an appropriate pace to maintain engagement. Restates and rephrases instruction in multiple ways. Provides consistent and relevant feedback on student responses. Provides multiple trials/opportunities for student participation.	Provides limited variety in cues and prompts, vague feedback to student responses, and limited trials for student participation, leading to occasional lack of student engagement.	Fails to use cues and prompts, provide feedback, or offer limited opportunities for participation, leading to consistent lack of student engagement.
2.6 Culture of respect and collaboration			

Incorporates school-wide Positive Behavior Expectations and Supports and demonstrates a good rapport and genuine interest in students' thoughts and opinions.	Standards of conduct have been established, communicated, and reviewed as necessary. Reinforces positive character and behavior and uses consequences appropriately. Has a good rapport with students.	Standards of conduct have been established but are not consistently reinforced.	No standards of conduct have been established, and the therapist disregards or fails to address negative student behavior.
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Domain 3: Leadership and Professional Responsibilities

Innovating	Applying	Developing	Beginning
3.1 Advocating for student success			
Displays commitment to the education of all students by participating in school teams, modeling therapy strategies for peers/parents/paraprofessionals, making changes, taking risks to ensure success, and responding positively to staff interactions on behalf of students with disabilities.	Provides relevant IEP information to all teachers involved with the student. Ensures that therapy strategies and supports identified in the IEP are shared and made available for teachers use in the classroom. Provides developmental guidelines & information on student needs to general education teachers and parents when appropriate.	Provides IEP information to teachers, but strategies and supports required for student success are not consistently made available for classroom use, and information on student needs and developmental guidelines is only shared when requested.	Provides IEP information to teachers only when requested and does not communicate information on student needs and developmental guidelines with others.
3.2 Communication and documentation			
Filing is completed and organized for immediate accessibility, and the therapist shares ideas and strategies with colleagues on how to manage caseload responsibilities more efficiently.	Complies with documentation procedures (e.g., completion of IEPs, and Medicaid reporting in a timely manner). Documents activities and correspondence (including parent communication). Ensures all data is entered into IEPs within timelines.	Needs reminders to complete required documentation, does not consistently document parent communication, and maintains files that are organized but do not contain all required components.	Does not complete documentation in a timely manner, missed the timeline for an initial evaluation without valid reason, and maintains files that are disorganized and lack necessary documents.
3.3 Scheduling and grouping of students			
Proactively prepares a schedule to intentionally promote skill generalization, collaboration, and completion of workload responsibilities, and seeks opportunities to schedule co-treatment with other disciplines.	Efficiently manages and adjusts schedules by appropriately grouping and scheduling students to maximize therapy time with minimal interruptions to general education instruction. Schedules are clearly communicated.	Time-management skills are developing; essential activities are carried out, schedules lack efficiency and clear communication.	Poor time-management decisions lead to frequently missed deadlines, confusion amongst co-workers, and conflicting schedules, and/or students failing to receive all services as outlined in the IEP.
3.4 Case conference participation & IEP content			

Proactively explains and plans for the integration of services and goals within the general education classroom and home, training teachers to ensure generalization of skills, and consistently incorporating teacher and parent input to ensure the student accesses the curriculum.	Goals are consistently measurable, clearly written, and based on present levels of performance. Services are consistently aligned with goals. Recommended accommodations are consistently appropriate. IEP components are consistently accurately completed.	Fails to consistently address all aspects of the IEP, resulting in goals that are not consistently measurable, services that are not consistently aligned, accommodations that are not consistently appropriate, and IEP components that are inaccurately completed.	Fails to identify present levels, uses vague and/or immeasurable goals, maintains services that are not aligned with goals, leaves IEP components incomplete, and/or makes inappropriate comments or recommendations during case conferences.
3.5 Family engagement			
Forms relationships to encourage parents to participate in student learning, is available to address concerns outside of required outreach events, and engages parents in ongoing dialogue about supporting home progress.	Proactively reaches out to parents in a variety of ways. Consistently provides home practice. Initiates communication in the parent's preferred mode.	Provides inconsistent home practice, relies on one method of communication, and communicates primarily during case conferences.	Fails to provide home practice, does not attend required outreach events, and communicates with parents solely at the case conference, rarely providing information on home support.
3.6 Professional skill & knowledge advancement			
Assists others with professional growth, seeks opportunities to lead professional development sessions, and earns additional hours or advanced degrees in the field.	Actively pursues opportunities to improve knowledge and practice. Seeks out ways to implement and share new practices and knowledge. Welcomes constructive feedback.	Attends all mandatory professional learning opportunities but does not seek opportunities for personal professional growth.	Rarely or never attends professional learning opportunities and shows little or no interest in new ideas or classes to improve teaching or learning.

Domain 4 Professionalism			
Innovating	Applying	Developing	Beginning
4.1 Professional Learning Communities (PLCs)			
Actively and meaningfully participates in and contributes to <i>and/or leads a variety of</i> collaborative teams throughout the PLC structure, centered around student data and strategic goals.	Actively and meaningfully participates in and contributes to a <i>variety of</i> collaborative teams throughout the PLC structure, centered around student data and strategic goals.	Participates in and contributes to <i>limited</i> collaborative teams throughout the PLC structure. Contributions lack prepared student data and/or strategic goals.	<i>Does not</i> participate in and/or contribute to collaborative teams throughout the PLC structure.
4.2 Communication with stakeholders			
<i>Regularly</i> reaches beyond the building context to improve curriculum and instruction, engaging and collaborating with parents and/or community members. <i>Shares</i>	<i>Regularly</i> reaches beyond the building context to improve curriculum and instruction, engaging and collaborating with families, outside	<i>Sometimes</i> reaches beyond the building context to improve curriculum and instruction, engaging and collaborating with families,	<i>Does not</i> reach beyond the building context to improve curriculum and instruction, engage and collaborate with families,

<i>and models these collaborative efforts with building-level colleagues.</i>	educators and/or community members.	outside educators and/or community members.	outside educators and/or community members.
4.3 Professional practice			
Complies <i>fully</i> with school corporation, state and federal regulations/policies/procedures/timelines and adjusts behavior and practices based on feedback.	Complies <i>mostly</i> with school corporation, state and federal regulations/policies/procedures/timelines and adjusts behavior and practices based on feedback.	<i>Lacks multiple points</i> of compliance with school corporation, state and federal regulations/policies/procedures/timelines and adjusts behavior & practices based on feedback.	Lacks <i>multiple points</i> of compliance with school corporation, state and federal regulations/policies/procedures/timelines and <i>does not</i> adjust behavior & practices based on feedback.

Athletic Directors

Athletic Directors

Reference document: [NIAAA | Code of Ethics](#)

Domain 1 Program Leadership and Vision			
Innovating	Applying	Developing	Beginning
1.1 Philosophy and culture:			
Consistently and proactively shapes an educational athletics philosophy that is integrated into every aspect of the program. Exemplifies a strong, positive, and ethical culture for all staff and students.	Aligns athletic activities with the school's educational mission. Fosters a generally positive and ethical culture that promotes sportsmanship among all stakeholders.	Articulates the program's philosophy but does not consistently or effectively embed it into daily operations. Ethical issues or poor sportsmanship may occasionally occur.	Lacks a clear, articulated philosophy for the athletics program. The program culture is inconsistent and does not reliably promote positive character traits or sportsmanship.
1.2 Strategic planning:			
Develops and implements a compelling, long-term strategic plan that anticipates and proactively addresses emerging issues in education-based athletics.	Has a clear and sound annual plan for the program. Identifies and responds to current issues as they arise.	Focuses primarily on short-term needs and lacks a comprehensive, long-term plan. Is reactive to problems rather than proactive.	AD lacks a coherent planning and vision for the athletic program. Does not address significant issues in a timely or appropriate manner.
1.3 Professionalism			
Serves as a respected leader within the school and district and is a frequent contributor and leader in local, state, and national professional development and associations.	Exhibits a high degree of professionalism, integrity, and ethical conduct in all interactions with students, staff, and the public.	Acts professionally in most situations but may demonstrate lapses in judgment or integrity, leading to occasional erosion of trust with some stakeholders.	Demonstrates unprofessional conduct or poor judgment, failing to maintain the confidence and respect of students, staff, and the community.

Domain 2 Personnel and Staff Management			
Innovating	Applying	Developing	Beginning
2.1 Recruitment and development			
Innovates coaching recruitment and retention through data-driven strategies and partnerships. Develops and implements a systematic, support program for coaching staff, using mentorship and customized growth pathways.	Recruits, hires, and retains qualified coaches. Provides effective supervision, evaluation, and guidance for coaching staff to foster their professional growth.	Struggles to consistently attract qualified candidates. Evaluation and feedback for coaches may be inconsistent or focused on issues rather than growth.	Fails to properly screen and vet coaching candidates. Provides inadequate supervision and does not address underperformance effectively.
2.2 Communication			

Facilitates robust two-way communication that keeps all athletic staff consistently and completely informed about policies, expectations, and upcoming events.	Keeps staff informed about policies, procedures, and relevant updates in a timely and effective manner.	Communication with staff is sporadic or incomplete, leading to misunderstandings or missed information. Relies heavily on one-way communication.	Fails to communicate effectively with staff. Does not keep coaches informed of important information, which negatively impacts program operations.
2.3 Conflict resolution			
Proactively addresses and resolves conflicts among staff, parents, and students in a manner that strengthens relationships and program cohesion.	Manages and addresses conflicts effectively and fairly, minimizing their negative impact on the program.	Avoids or struggles to resolve conflicts, allowing problems to escalate and negatively impact program morale and operations.	Consistently mismanages or ignores conflicts, creating division among staff members and stakeholders.


Domain 3 Operations, Compliance and Risk Management			
Innovating	Applying	Developing	Beginning
3.1 Program management			
Develops and implements highly efficient systems for all athletic operations, including scheduling, facilities, and transportation.	Manages daily operational tasks effectively, including scheduling, budget management, facilities maintenance, and ordering equipment.	Faces recurring operational issues due to inadequate systems for scheduling, finances, or facilities. Management may be disorganized.	Exhibits frequent lapses in operational management that negatively impact program execution. Is unable to manage the program's budget effectively.
3.2 Legal compliance and risk management			
Proactively identifies and mitigates potential legal and safety risks, consistently ensuring compliance with all state and federal regulations, including Title IX.	Follows legal procedures and enforces compliance with rules and regulations to manage risk and ensure the safety and well-being of student-athletes.	Reacts to safety and compliance issues rather than preventing them. Is occasionally non-compliant with regulations, potentially putting the district at risk.	Demonstrates a disregard for safety protocols or fails to ensure compliance with legal and regulatory standards, creating significant risk.
3.3 Communication			
Communicates with all stakeholders effectively, building and maintaining positive relationships with students, parents, staff, and the broader community.	Effectively communicates with all stakeholders, including parents and the media, to promote the athletic program.	Inconsistent communication with stakeholders results in complaints or missed information. Fails to manage media relations effectively.	Fails to maintain adequate communication with important stakeholders, leading to a negative perception of the program and organization.

Domain 4 Student-athlete Development			
Innovating	Applying	Developing	Beginning
4.1 Student-athlete welfare:			

Establishes and implements comprehensive policies that foster an environment of physical, mental, and emotional health and well-being for all student-athletes.	Prioritizes the health and safety of student-athletes in all program decisions and provides access to appropriate support systems.	Decisions occasionally neglect the physical or emotional well-being of student-athletes. Does not prioritize their overall welfare.	Demonstrates disregard for the well-being and welfare of student-athletes, prioritizing other goals over their safety and health.
4.2 Academic integration			
Actively promotes and integrates academic achievement into the athletic program, ensuring student-athletes have access to necessary academic support and resources.	Emphasizes the importance of academics for student-athletes and ensures academic eligibility is upheld.	Pays little attention to the academic performance of student-athletes beyond basic eligibility checks. Lacks a clear strategy for promoting academic success.	Disregards or undermines academic expectations. Does not ensure coaches and student-athletes prioritize academics.
4.3 Sportsmanship and Character			
Leads the community in emphasizing sportsmanship and ethical conduct. Builds a robust program for character development and leadership training for student-athletes.	Promotes sportsmanship and good conduct among athletes, coaches, and spectators.	Struggles to manage poor sportsmanship among athletes, coaches, or fans. Character development is not a stated priority of the program.	Fails to address or condones poor sportsmanship and misconduct. Does not promote positive character development among participants.

Literacy Coaches

Literacy Coaches

Reference Document:  Y4 25-26 SCC Guiding Practices

Domain 1 Coaching Systems and Methodology			
Innovating	Applying	Developing	Beginning
1.1 Understand and implement the core practices of student-centered coaching			
The coach consistently implements core student-centered practices, leading to a measurable impact on instructional practice and student learning, with practices being applied throughout the relevant school community.	The coach consistently implements the core practices for student-centered coaching. This implementation leads to a measurable impact on instructional practice and student learning, and the core practices are being applied throughout the relevant school community.	The coach is developing skills and confidence in using the core practices for student-centered coaching, but these practices are being used by a limited number of relevant teachers.	The coach uses coaching practices that are not student-centered.
1.2 Design systems and structures to engage teachers in coaching cycles			
The coach creates a well-organized system for managing coaching cycles that provides choices for engagement with clear agreements before the cycle begins.	The coach creates a well-organized system for managing coaching cycles that provides choices for how teachers can engage.	The coach offers some coaching cycles, but there is limited reach and/or effectiveness, and teachers aren't sure how or why they should engage.	The coach spends very little time in coaching cycles and mostly serves as a resource to teachers.
1.3 Document coaching (qualitatively and quantitatively) to monitor impact of work			
The coach consistently and accurately documents coaching work with exceptional attention to detail. Documentation is thorough, strategic, and provides strong evidence of impact, clearly demonstrating the transfer of knowledge into classroom practice.	The coach regularly documents coaching work with accuracy and sufficient detail. Entries show a general connection between coaching and classroom practice and include evidence of progress or impact.	The coach completes dashboard entries inconsistently or with limited detail. Connections between coaching and practice are unclear or loosely documented.	Coaching documentation is minimal, lacks detail, and shows little to no evidence of connection to classroom practice or alignment with coaching goals.

Domain 2 Professional Expertise and Learning Stance			
Innovating	Applying	Developing	Beginning
2.1 Understand effective instruction and help teachers implement it			
The coach has an extensive understanding of effective instructional science of reading practices across K-3	The coach has an understanding of effective instructional science of reading practices across K-3	The coach has some understanding of effective K-3 science of reading instructional practices but is	The coach either lacks a fully developed understanding of effective K-3 science of reading instructional practices

and successfully supports the school community in implementing these practices.	and successfully supports others to implement these practices.	learning how to transfer knowledge to the work of other teachers.	and/or is unable to move teachers toward their own implementation.
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2.2 Maintain a learning stance

The coach consistently seeks new experiences and opportunities for learning both inside and outside of the school, rather than taking the stance of an “expert”.	The coach seeks new experiences and opportunities for learning rather than taking the stance of an “expert”.	The coach takes advantage of some opportunities for new learning and is becoming more comfortable taking the stance of “co-learner” with teachers.	The coach does not take advantage of opportunities for new learning on a consistent basis and does not take the stance of “co-learner” with teachers.
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Domain 3 Interpersonal Skills, Dialogue and Collaboration

Innovating	Applying	Developing	Beginning
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3.1 Build trusting and respectful relationships with teachers

The coach works effectively with all teachers because of specific measures taken to build trusting and professional relationships.	The coach works effectively with most teachers because of specific measures taken to build trusting and professional relationships.	The coach is beginning to build trusting relationships with a broader array of teachers, including more challenging teachers.	The coach is able to build trusting relationships with a limited group of teachers.
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3.3 Provide skilled facilitation during collaboration and professional learning

The coach understands which facilitation processes to employ at any given time, is a skilled facilitator, and as a result, both small and large groups function in a highly productive manner on a consistent basis.	The coach understands which facilitation processes to employ, and as a result, both small and large groups function in a productive manner.	The coach is working to expand their repertoire of facilitation techniques. Groups are beginning to function at a more productive level.	The coach employs a limited set of facilitation processes. Small and/or large group facilitation are not productive on a consistent basis.
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3.4 Engage in reflective dialogue with teachers

The coach encourages reflective dialogue by using student work including data, asking open-ended questions, probing, and using paraphrasing techniques, and takes a strengths-based approach to conversations while listening.	The coach encourages reflective dialogue by asking open-ended questions, probing, and using paraphrasing techniques.	The coach is beginning to use strategies such as asking open-ended questions, probing, and paraphrasing techniques to encourage reflective dialogue among teachers.	The coach does not use conversational approaches that encourage reflective dialogue among teachers.
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Domain 4 Professionalism

Innovating	Applying	Developing	Beginning
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4.1 Professional Learning Communities (PLCs)

Actively and meaningfully participates in and contributes to and/or leads a variety of collaborative teams throughout the PLC structure, centered around student data and strategic goals.	Actively and meaningfully participates in and contributes to a variety of collaborative teams throughout the PLC structure, centered around student data and strategic goals.	Participates in and contributes to limited collaborative teams throughout the PLC structure. Contributions lack prepared student data and/or strategic goals.	Does not participate in and/or contribute to collaborative teams throughout the PLC structure.
4.2 Communication with stakeholders			
Regularly reaches beyond the building context to improve curriculum and instruction, engaging and collaborating with parents, outside educators, and/or community members. Shares and models these collaborative efforts with building-level colleagues.	Regularly reaches beyond the building context to improve curriculum and instruction, engaging and collaborating with families, outside educators and/or community members.	Sometimes reaches beyond the building context to improve curriculum and instruction, engaging and collaborating with families, outside educators and/or community members.	Does not reach beyond the building context to improve curriculum and instruction, engage and collaborate with families, outside educators and/or community members.
4.3 Professional practice			
Complies fully with school corporation, state and federal regulations/policies/procedures/timelines and adjusts behavior and practices based on feedback.	Complies mostly with school corporation, state and federal regulations/policies/procedures/timelines and adjusts behavior and practices based on feedback.	Lacks multiple points of compliance with school corporation, state and federal regulations/policies/procedures/timelines and adjusts behavior & practices based on feedback.	Lacks multiple points of compliance with school corporation, state and federal regulations/policies/procedures/timelines and does not adjust behavior & practices based on feedback.