

Bluffton-Harrison Metropolitan School District

Teacher Evaluation and Development Plan

June 2026



Source: Bluffton-Harrison Metropolitan School District

Adopted: January 25, 1977

Revised: February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000, October 22, 2007,
May 21, 2012, May 20, 2013, May 18, 2015, July 16, 2018, July 15, 2019, June 22, 2020,
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Bluffton-Harrison Metropolitan School District Teacher Evaluation and Development Plan

The purpose of this handbook is to outline and explain the Bluffton-Harrison Metropolitan School District (BHMSD) Teacher Evaluation and Development Plan.

The following handbook represents a collaborative effort that ensures the BHMSD Teacher Evaluation and Development plan is in compliance with state law and applies to all certificated employees of Bluffton-Harrison M.S.D.

Guiding Principles

1. Nothing BHMSD can do for our students matters more than giving them effective teachers. Teachers are the most important school factor in how much children learn.
2. BHMSD is committed to creating evaluations that are fair, accurate and consistent, based on multiple factors that paint a complete picture of each teacher's success in helping students learn.

Performance Level Ratings

Each teacher will receive a rating at the end of the school year in one of two (2) performance levels:

- **Effective:** An *effective* teacher consistently meets or exceeds expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. The *effective* teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement.
- **Improvement Necessary:** A teacher who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated *improvement necessary* have generally achieved a below acceptable rate of academic growth and achievement.

Overview of Components

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

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

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Length of Service:

Every teacher must work 120 days or more to receive a summative evaluation rating as outlined in the Teacher Evaluation and Development Plan. If a teacher works less than 120 days throughout the school year, the teacher will be observed and evaluated as time permits, but will not receive a summative evaluation rating.

Training for Evaluators:

All individuals who evaluate certificated employees and support in evaluation skills receive training prior to evaluating any certificated employee.

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Timeline

August – September

- Teacher and evaluator meet for the Beginning-of-the Year Conference
- Teacher and evaluator establish educator goal for the school year

August – December

- Evaluator makes classroom observations and provides feedback

November – February

- Teacher and evaluator meet for a Mid-Year Conference at teacher's request or evaluator's discretion

January – May

- Evaluator continues to make classroom observations and provide feedback

April – June

- Evaluator reviews artifacts (if any) submitted by Teacher
- Evaluator completes observations and scores Teacher Effectiveness Rubric

Upon Collection of Data

- Teacher and evaluator meet for the End-of-Year Conference
- Teacher indicates intention for Teacher Appreciation Grant participation
- Evaluator completes Summative Evaluation

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Evaluation Steps

Step 1 – Beginning-of-Year Conference – all certified employees will be evaluated annually. The teacher meets with the primary evaluator near the beginning of the school year (August or September). The purpose of the meeting is to

- review the evaluation process,
- highlight priority competencies and indicators from the rubric, and
- establish a measurable goal demonstrating student academic success

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

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

The following table indicates minimum requirements for observations.

Beginning Teacher (less than 2 years of teaching experience) OR Any teacher who was rated <i>Improvement Necessary</i> or <i>Ineffective</i> within the past 3 years.						
Observation Type	Length (minutes)	Frequency	Pre-Conference	Post-Conference	Written Feedback	Announced
Extended	More than 20 minutes	2/year (1/semester)	Optional	Yes	Within 5 days	Evaluator's discretion
Short	10 – 20 minutes	1/year	No	No	Within 3 days	No

Veteran Teachers (2 or more years of teaching experience)						
Observation Type	Length (minutes)	Frequency	Pre-Conference	Post-Conference	Written Feedback	Announced
Extended	More than 20 minutes	2/year (1/semester)	Optional	Optional	Within 5 days	Evaluator's discretion

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

Step 3 – Mid-Year Conference (by teacher's request or evaluator's discretion)

– This conference is to be held in November, December, January, or February where the primary evaluator and teacher meet to discuss performance thus far.

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This conference will be **mandatory** for the following:

- if a teacher is in jeopardy of being rated as *improvement necessary* based on prior observations
- if a teacher has been rated *improvement necessary* on an evaluation within the past 3 years; or
- if a teacher has less than two (2) total years of teaching experience.

Step 4 – Teacher Effectiveness Rubric: Scoring (Appendix C)

1. **The primary evaluator compiles ratings and notes from observations, conferences, and other sources of information.** At the end of the school year, the primary evaluator should have collected a body of information representing teacher practice from throughout the year. In addition to notes from observations and conferences, teachers may be asked to provide evidence of planning, leadership, and goals. See Teacher Effectiveness Rubric Domains 1 and 3.
2. **The primary evaluator uses professional judgment to establish a final rating.** In the summative conference, the evaluator should discuss the teacher's performance on the Teacher Effectiveness Rubric.
3. **Core Professionalism is incorporated.** This domain represents non-negotiable aspects of the teaching profession; attendance, on-time arrival, adherence to policies and procedures, ability to work well with a team, ability to receive and seek out coaching, and being respectful. The evaluator uses available information and professional judgment to decide if a teacher has met standards in each of the indicators.

Final Teacher Effectiveness Rubric Score, Domains 1-4 Score: _____

Step 5: Summative Teacher Evaluation Scoring – The final Teacher Effectiveness Rubric score is then combined with the scores from the teacher's student learning measures in order to calculate a final rating.

Review of Components – Each teacher's summative evaluation score will be based on the following components and measures:

1. **Professional Practice – Assessment of instructional knowledge and skills**
Measure: Teacher Effectiveness Rubric (TER)
2. **Student Learning – Contribution to student academic progress**
Measure: Educator Goal

Negative impact on student learning shall be defined as follows:

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- Negative impact on student growth shall be defined where data shows a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state. Data will include, but not be limited to, grades, classroom assessments, standardized tests, student performance, etc. This negative impact on student growth shall be determined by the primary evaluator.
- A teacher who negatively affects student achievement and growth cannot receive a rating of effective.

Weighting of Measures – The primary goal of the weighting method is to treat teachers as fairly and as equally as possible. At this point, the evaluator should have calculated or received individual scores for the following measures: Teacher Effectiveness Rubric (TER) and Educator Goals (EG) School-wide Learning Measure (SWL).

All teacher evaluations will be comprised of the following:

- I. 80% Teacher Effectiveness Rubric (TER) – Observations
10% School-wide Learning Measure Data (SWL) – DOE A-F rating by building
10% Educator Goals
100% Summative Teacher Evaluation Score

Once the weights are applied appropriately, an evaluator will have a final decimal number.

Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric			
School-Wide Learning Measure			
Educator Goals			
Sum of the Weighted Scores			

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*To get the final weighted score, simply sum the weighted scores from each component. This final weighted score is then translated into a rating on the following scale.

	Improvement Necessary	Effective	
1.0 Points		2.5 Points	4.0 Points

Note: Borderline points always round up.

Step 6: Summative evaluation– BHMSD provides the final rating for all teachers.

Teacher Remediation Plan – If a teacher is in jeopardy of receiving or has received a rating of *improvement necessary*, the evaluator and the teacher shall develop a remediation plan of not more than 90 school days in length to correct the deficiencies noted in the evaluation. The remediation plan must require the use of the teacher’s license renewal credits in professional development activities intended to help the teacher improve. The *Professional Development Plan* form (Form 5) is an optional form that can be used.

The BHMSD Teacher Evaluation Process will be reviewed and modifications may occur if deemed necessary to improve the BHMSD Teacher Evaluation Process.

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Appendix A

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Appendix A

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

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

IDOE Reports – Before August 31, the school corporation shall provide the results of the teacher performance evaluations including the number of teachers placed in each performance category to the IDOE. The results may not include the names of teachers.

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

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Teacher Effectiveness Rubric

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DOMAIN 1: PURPOSEFUL PLANNING

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

Competencies		(4)	(3)	(2)	(1)
1.1	Utilize Assessment Data to Plan	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: -Incorporates differentiated instruction strategies in planning to reach every student at his/her level of understanding -Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction -Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction	Teacher uses prior assessment data to formulate: -Achievement goals, unit plans, AND lesson plans that are measurable, aligned to content standards, and includes benchmarking. -Identifying lesson objectives that are aligned to state content standards -Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives -Designing formative assessments that measure progress towards mastery and inform instruction	Teacher uses prior assessment data to formulate: -Achievement goals, unit plans, OR lesson plans, but not all of the above -Identifying lesson objectives that are aligned to state content standards -Matching instructional strategies and activities/assignments to the lesson objectives Teacher may <i>not</i>: -Design assignments that are meaningful or relevant -Plan formative assessments to measure progress towards mastery or inform instruction	Teacher rarely or never uses prior assessment data when planning. Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.

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DOMAIN 2: EFFECTIVE INSTRUCTION

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

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

Notes:

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

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

Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.
3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

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

Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; (c) active participation in hands-on tasks/activities.

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

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Competency	(4)	(3)	(2)	(1)
Competency 2.4: Check for Understanding	Teacher is highly effective at checking for understanding For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: -Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) -Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking	Teacher is effective at checking for understanding -Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) -Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate “pulse” of the class’s understanding -Teachers uses wait time effectively both after posing a question and before helping students think through a response -Teacher doesn’t allow students to “opt-out” of checks for understanding and cycles back to these students -Teacher systematically assesses every student’s mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)	Teacher needs improvement at checking for understanding -Teacher sometimes checks for understanding of content, but misses several key moments -Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate “pulse” of the class’s understanding -Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content -Teacher sometimes allows students to “opt-out” of checks for understanding without cycling back to these students -Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments	Teacher is ineffective at checking for understanding - Teacher rarely or never checks for understanding of content, or misses nearly all key moments -Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate “pulse” of the class’s understanding -Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the issue -Teacher frequently allows students to “opt-out” of checks for understanding and does not cycle back to these students -Teacher rarely or never assesses for mastery at the end of the lesson

Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
2. Examples of how the teacher may assess student understanding and mastery of objectives:
 - a. Checks for Understanding: thumbs up/down, cold-calling
 - b. Do Nows, Turn and Talk/Pair Share, Guided or Independent Practice, Exit Slips

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Competency	(4)	(3)	(2)	(1)
Competency 2.5: Modify Instruction as Needed	Teacher is highly effective at modifying instruction as needed For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: -Teacher anticipates student misunderstandings and preemptively addresses them -Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	Teacher is effective at modifying instruction as needed -Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students -Teacher responds to misunderstandings with effective scaffolding techniques -Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	Teacher needs improvement at modifying instruction as needed -Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students -Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective -Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	Teacher is ineffective at modifying instruction as needed - Teacher 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 -Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques -Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 – in order to modify instruction as needed, one must first know how to check for understanding.
2. A teacher can respond to misunderstandings using “scaffolding” techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using “think alouds,” providing visual cues, etc.

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

Notes:

- Examples of types of questions that can develop higher-level understanding:
 - Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze," "classify," "compare," "decide," "evaluate," "explain," or "represent")
 - Asking students to explain their reasoning
 - Asking students to explain why they are learning something or to summarize the main idea
 - Asking students to apply a new skill or concept in a different context
 - Posing a question that increases the rigor or the lesson content
 - Prompting students to make connections to previous material or prior knowledge
- Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.

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3. Challenging tasks rather than questions may be used to create a higher level of understanding, and if successful, should be credited in this competency.
4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

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

Notes:

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

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Competency	(4)	(3)	(2)	(1)
Competency 2.8:	Teacher is highly effective at creating a classroom culture of respect and collaboration	Teacher is effective at creating a classroom culture of respect and collaboration	Teacher needs improvement at creating a classroom culture of respect and collaboration	Teacher is ineffective at creating a classroom culture of respect and collaboration
Create Classroom Culture of Respect and Collaboration	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: -Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance	-Students are respectful of their teacher and peers -Students are given opportunities to collaborate and support each other in the learning process -Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior -Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions	-Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms -Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together -Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both -Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others	- Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior -Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention -Teacher rarely or never praises positive behavior -Teacher rarely or never addresses negative behavior

Notes:

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

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

Notes:

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

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DOMAIN 3: TEACHER LEADERSHIP

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

Competencies		(4)	(3)	(2)	(1)
3.1	Seek Professional Skills and Knowledge	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: -Regularly share newly learned knowledge and practices with others -Seek out opportunities to lead professional development sessions -Go above and beyond in seeking out opportunities to collaborate	Teacher will: -Actively pursue opportunities to improve knowledge and practice -Seek out ways to implement new practices into instruction, where applicable -Welcome constructive feedback to improve practices -Seek out and participate in regular opportunities to work	Teacher will: -Attend all mandatory professional development opportunities -Participate in occasional opportunities to work with and learn from others Teacher may not: -Actively pursue optional professional development opportunities -Seek out ways to implement new practices into instruction -Accept constructive feedback well	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning. Teacher rarely or never participates in opportunities to work with others.
3.2	Advocate for Student Success	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: -Display commitment to the education of all the students in the school -Make changes and take risks to ensure student success	Teacher will: -Display commitment to the education of all his/her students -Attempt to remedy obstacles around student achievement -Advocate for student's individualized needs	Teacher will: -Display commitment to the education of all his/her students Teacher may not: -Advocate for students' needs	Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.
3.3	Engage Families in Student Learning	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: -Strive to form relationships in which parents are given ample opportunity to participate in student learning	Teacher will: -Proactively reach out to parents in a variety of ways to engage them in student learning -Respond promptly to contact from parents	Teacher will: -Respond to contact from parents -Engage in all forms of parent outreach required by the school Teacher may not:	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

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		-Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events	-Engage in all forms of parent outreach required by the school	-Proactively reach out to parents to engage them in student learning	
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DOMAIN 4: CORE PROFESSIONALISM RUBRIC

Competencies		(4)	(3)	(2)	(1)
4.1	Attendance	Teacher will: -Not incur absences in excess of the allotted paid time off established by the Contract with the exception of approved qualified leaves.		Teacher will: -Rarely incur absences in excess of the allotted paid time off established by the Contract with the exception of approved qualified leaves.	Teacher will: -Regularly incur absences in excess of the allotted paid time off established by the Contract with the exception of approved qualified leaves.
4.2	Punctuality	Teacher will: -Regularly be on time and prepared for duty each day. -Regularly be responsive to tasks/submissions.	Teacher will: -Be on time and prepared for duty each day. -Be responsive to tasks/submissions.	Teacher will: -Be occasionally late and prepared for duty each day. -Be occasionally responsive to tasks/submissions.	Teacher will: -Be regularly late or unprepared for duty each day. -Be regularly unresponsive to tasks/submissions.
4.3	Adherence to Policies & Procedures	Teacher will: -Regularly demonstrates a pattern of following state, corporation, and school policies and procedures.	Teacher will: -Demonstrates a pattern of following state, corporation, and school policies and procedures.	Teacher will: -Demonstrate a pattern of occasionally disregarding state, corporation, and school policies and procedures.	Teacher will: -Demonstrate a pattern of disregarding state, corporation, and school policies and procedures.
4.4	Teamwork	Teacher will: -Regularly demonstrate a pattern of interacting with colleagues, team members, building staff, building administrators, etc. in a respectful manner.	Teacher will: -Demonstrate a pattern of interacting with colleagues, team members, building staff, building administrators, etc. in a respectful manner.	Teacher will: -Demonstrates an occasional pattern of not interacting with colleagues, team members, building staff, building administrators, etc. in a respectful manner.	Teacher will: -Demonstrates a regular pattern of regularly not interacting with colleagues, team members, building staff, building administrators, etc. in a respectful manner.
4.5	Coachable	Teacher will: -Regularly demonstrates a willingness to positively receive	Teacher will: -Demonstrates a willingness to positively receive coaching	Teacher will: -Demonstrates an occasional willingness to positively receive	Teacher will: -Regularly demonstrates a lack of willingness to positively

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		coaching (instructional/managerial) from leadership. -Be present and actively participate as expected in all professional development days for the school year.	(instructional/managerial) from leadership. -Be present and actively participate as expected in a majority of the professional development days for the school year.	coaching (instructional/managerial) from leadership. -Be present occasionally and participates less than expected in professional development days for the school year.	receive coaching (instructional/managerial) from leadership. -Be present seldomly and participates less than expected in professional development days for the school year.
4.6	Respect	Teacher will: -Regularly demonstrate a pattern of interacting with students, parents/guardians, and community members in a respectful manner	Teacher will: -Demonstrate a pattern of interacting with students, parents/guardians, and community members in a respectful manner	Teacher will: -Demonstrates an occasional pattern of interacting with students, parents/guardians, and community members in a respectful manner	Teacher will: -Regularly demonstrate a pattern of failing to interact with students, parents/guardians, and community members in a respectful manner

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Bluffton-Harrison Metropolitan School District

Counselor Effectiveness Rubric

June 2026



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DOMAIN 1: ACADEMIC ACHIEVEMENT School counselors utilize data, knowledge of current trends, and standards to impact and support academic achievement and to engage all students in critical thinking.

Indicator		(4)	(3)	(2)	(1)
1.1	The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration.	The school counselor monitors student achievement but does not utilize the data to enhance student success.	The school counselor does not monitor academic achievement.
1.2	The school counselor demonstrates knowledge of current trends in student development and academic achievement.	The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work.	The school counselor regularly engages in professional development.	The school counselor sporadically engages in professional development.	The school counselor does not engage in professional development.
1.3	The school counselor supports students in making decisions, setting goals and taking appropriate action to achieve goals.	The school counselor encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists some students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans.	The school counselor does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans.
1.4	The school counselor engages students in problem solving, critical thinking, and other activities.	The school counselor consistently provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.
1.5	The school counselor utilizes and sequences guidance activities and materials to impact students' academic achievement.	Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage students in appropriate decision making. Activities are logically sequenced within individual lessons.	Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons.	Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making. Some activities are logically sequenced within individual lessons.	Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons.

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1.6	The school counselor supports students in developmentally appropriate academic preparation essential for a wide variety of post-secondary options.	The school counselor consistently guides students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor generally guides students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options.
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DOMAIN 2: STUDENT ASSISTANCE SERVICES School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration.

Indicator		(4)	(3)	(2)	(1)
2.1	The school counselor assists students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	The school counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models appropriate behaviors.	The school counselor often encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors.	The school counselor rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors.	The school counselor does not encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors.
2.2	The school counselor facilitates students' understanding of safety and survival skills and implements prevention programming to support students' healthy physical, social, emotional, and academic development including stakeholder collaboration.	The school counselor consistently explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders.	The school counselor often explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify school and community resources; and implements any prevention programming for students.	The school counselor rarely explains the students' right to a safe and secure school environment, helps students to differentiate situations that require peer support, adult assistance and professional help, assists students to identify school and community resources, or implements any prevention programming for students.	The school counselor does not explain the students' right to a safe and secure school environment, help students to differentiate situations that require peer support, adult assistance and professional help, help students to identify school and community resources, or implement any prevention programming for students.
2.3	The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.	The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor often addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor rarely addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals.
2.4	The school counselor provides services to students, fostering a clear understanding of diversity, ethnicity, and culture.	The school counselor consistently provides services to students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.	The school counselor takes a multicultural or diverse perspective into consideration when providing services to students.	The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture.	The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students.

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DOMAIN 3: CAREER DEVELOPMENT School counselors facilitate a comprehensive career program that develops an understanding of the relationship between school and work and supports student in the application of strategies.

Indicator		(4)	(3)	(2)	(1)
3.1	The school counselor facilitates a comprehensive career program that is age-appropriate and aligned with state and national standards, encouraging the students' understanding of the relationship between academics, personal qualities, education and training, and the world of work.	The school counselor facilitates age-appropriate career development, aligned with state and national standards, utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences. The school counselor helps students understand the relationship between educational achievement and career success and helps the students identify possible career paths based on the students' background, skills, and interests. Data include age-appropriate assessments, increasing awareness of interests, abilities, aptitude, and values.	The school counselor facilitates age-appropriate career development, aligned with state and national standards. Outside resources are occasionally used. The school counselor helps students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. The counselor promotes lifelong learning and employability skills. Some data is utilized.	The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards. The school counselor rarely helps students understand the relationship between educational achievement and career success and rarely explain how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized.	The school counselor does not facilitate age-appropriate care The school counselor does not help students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction. The counselor does not promote lifelong learning and employability skills. Data is not used.
3.2	The school counselor supports students in the application of strategies to achieve future success and satisfaction.	The counselor consistently helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are rarely encouraged to use research and informational resources to obtain career information.	The counselor does not help students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are not encouraged to use research and informational resources to obtain career information.
3.3	The school counselor collaboratively analyzes data, utilizes research-based interventions and develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.

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DOMAIN 4: LEADERSHIP LEVEL OF PERFORMANCE School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive school counseling program

Indicator		(4)	(3)	(2)	(1)
4.1	The school counselor establishes professional goals and pursues opportunities to grow professionally.	The counselor's professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks.	Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community.	Professional goals are sometimes established. The school counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community.	Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community.
4.2	The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community.	The school counselor provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders.	The school counselor provides consistent and effective leadership in the school counseling program and the school.	The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style.	The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community.
4.3	The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students' needs.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor demonstrates a direct impact of these collaborative activities on students.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds.	The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others.	The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders.
4.4	The school counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs.	The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy and procedure is questionable.	The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school.
4.5	The school counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation).	The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor demonstrates student outcome data that are directly attributable to the school counseling program.	The school counseling program consistently builds the academic, career, and personal/social development of most students in the school, supporting at least some of this with student outcome data.	The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program.	The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness.

Source: Bluffton-Harrison Metropolitan School District

Adopted: January 25, 1977

Revised: February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000, October 22, 2007
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4.6	The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services. Note: This may include other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students.	The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies.	The school counselor provides management activities that support the program's guidance, counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about students with school personnel, parents, and community agencies.	The school counselor provides some, but not adequate, program management to the school counseling program. The school counselor is inconsistent in supporting other educational or student services programs.	The school counselor does not support the school counseling program with any program management activities. The school counselor is not involved—or is minimally involved—in providing support to other educational or student services programming through partnerships.
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DOMAIN 5: CORE PROFESSIONALISM RUBRIC

Competencies		(4)	(3)	(2)	(1)
5.1	Attendance	School Counselor will: -Not incur absences in excess of the allotted paid time off established by the Contract with the exception of approved qualified leaves.		School Counselor will: -Rarely incur absences in excess of the allotted paid time off established by the Contract with the exception of approved qualified leaves.	School Counselor will: -Regularly incur absences in excess of the allotted paid time off established by the Contract with the exception of approved qualified leaves.
5.2	Punctuality	School Counselor will: -Regularly be on time and prepared for duty each day. -Regularly be responsive to tasks/submissions.	School Counselor will: -Be on time and prepared for duty each day. -Be responsive to tasks/submissions.	School Counselor will: -Be occasionally late and prepared for duty each day. -Be occasionally responsive to tasks/submissions.	School Counselor will: -Be regularly late or unprepared for duty each day. -Be regularly unresponsive to tasks/submissions.
5.3	Adherence to Policies & Procedures	School Counselor will: -Regularly demonstrates a pattern of following state, corporation, and school policies and procedures.	School Counselor will: -Demonstrates a pattern of following state, corporation, and school policies and procedures.	School Counselor will: -Demonstrate a pattern of occasionally disregarding state, corporation, and school policies and procedures.	School Counselor will: -Demonstrate a pattern of disregarding state, corporation, and school policies and procedures.
5.4	Teamwork	School Counselor will: -Regularly demonstrate a pattern of interacting with colleagues, team members, building staff, building administrators, etc. in a respectful manner.	School Counselor will: -Demonstrate a pattern of interacting with colleagues, team members, building staff, building administrators, etc. in a respectful manner.	School Counselor will: -Demonstrates an occasional pattern of not interacting with colleagues, team members, building staff, building administrators, etc. in a respectful manner.	School Counselor will: -Demonstrates a regular pattern of regularly not interacting with colleagues, team members, building staff, building administrators, etc. in a respectful manner.
5.5	Coachable	School Counselor will: -Regularly demonstrates a willingness to positively receive coaching (instructional/managerial) from leadership. -Be present and actively participate as expected in all professional development days for the school year.	School Counselor will: -Demonstrates a willingness to positively receive coaching (instructional/managerial) from leadership. -Be present and actively participate as expected in a majority of the professional development days for the school year.	School Counselor will: -Demonstrates an occasional willingness to positively receive coaching (instructional/managerial) from leadership. -Be present occasionally and participates less than expected in professional development days for the school year.	School Counselor will: -Regularly demonstrates a lack of willingness to positively receive coaching (instructional/managerial) from leadership. -Be present seldomly and participates less than expected in professional development days for the school year.
5.6	Respect	School Counselor will:	School Counselor will:	School Counselor will:	School Counselor will:

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		-Regularly demonstrate a pattern of interacting with students, parents/guardians, and community members in a respectful manner	-Demonstrate a pattern of interacting with students, parents/guardians, and community members in a respectful manner	-Demonstrates an occasional pattern of interacting with students, parents/guardians, and community members in a respectful manner	-Regularly demonstrate a pattern of failing to interact with students, parents/guardians, and community members in a respectful manner
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Bluffton-Harrison Metropolitan School District

School Librarian Effectiveness Rubric

June 2026



Source: Bluffton-Harrison Metropolitan School District

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DOMAIN 1: PURPOSEFUL PLANNING

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

* NOTE: The Librarian prepares lessons for students but these are done within the context of other classes (BHS) or as a “special” (BES) and may only provide a short amount of time each week.

Competencies		(4)	(3)	(2)	(1)
1.1	Establish, Evaluate, and Maintain Library Policies & Procedures Including Library Staff Supervision (Aide and Student Interns)	At Level 4, a librarian fulfills the criteria for Level 3 and additionally: - Nurtures and rewards independence of library staff and encourages their contributions to the library. - Actively participates in the larger library community and incorporates current trends and models whenever applicable.	Librarian will: - Develop, maintain, and evaluate staff training. - Develop, maintain, and evaluate policies and procedures in accordance with accepted professional standards. - Seek to make the library an integral part of an effective school environment.	Librarian will: - Instruct staff in library operations. - Develop policies and procedures for effective operation of library. Librarian may not: - Assess the effectiveness of staff operations and policy effectiveness. - The impact of the library on the school environment is only minimally effective.	Librarian rarely or never provides library staff with effective training in library operations. Policies and procedures are unclear or nonexistent. Lack of focus and professionalism is evident to students and staff.
1.2	Demonstrate Knowledge of Literature and Current Trends in Library Practice and Information Technology	At Level 4, a librarian fulfills the criteria of Level 3 and additionally: - Utilizes a thorough knowledge of literature and professional practices to maintain an efficient and effective facility. - Takes every opportunity to promote the library and its resources within the BHS community and a wider community where desirable.	Librarian will: - Demonstrate a thorough knowledge of literature and of current trends in practice and information technology. - Share knowledge with students and staff on occasion.	Librarian will: - Have some knowledge of literature, library trends, and new technologies. Librarian may not: - Strive to increase this knowledge by every means possible. - Share what knowledge they have with students and staff.	Librarian rarely or never demonstrates knowledge of current literature appropriate to the age of students or current trends in information technology and library practices
1.3	Establish a Culture for Investigation and Love of	At Level 4, a librarian fulfills the criteria of level 3 and additionally:	Librarian will: - Interact with students and staff on a regular basis to promote library resources.	Librarian will: - Promote reading and literature occasionally. - Assist students in selection of materials when asked.	Librarian rarely or never imparts the concept that reading is a valuable tool worth the time and energy required or that the Library is a safe, nurturing

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	Literature and Reading	- Creates a pleasant, nurturing environment for students and staff and encourages their use. - Encourages student and staff input in improving both the facility and the resources and works to implement their suggestions whenever feasible.	- Actively shares information with students seeking research materials and lead them to construct their own inquiry process.	Librarian may <i>not</i>: - Seek every opportunity to bring new resources to all students and staff. - Encourage the use of the library by all students and staff.	environment for research and/or the enjoyment of reading.
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1.4	Prepares & submits reports & manages budget	At Level 4, a librarian fulfills the criteria for Level 3 and additionally: -Strives to anticipate student/teacher needs for materials. -suggests improvements to budgets and procedures -incorporates innovative technology when appropriate.	Librarian will: -Includes student/teacher requests for materials (if appropriate). -efficiently manage budgets and purchase orders. -always follow established procedures. -submit reports and inventories promptly.	Librarian will: -sometimes include student & teacher requests for materials (if appropriate). - usually manage budgets and purchase orders. Librarian may <i>not</i>: -always follow established procedures. -submit reports and inventories promptly.	Librarian ignores student/teacher requests for materials (if appropriate), poorly manages budgets and purchase orders, does not follow established procedures, inventories and reports are routinely late.
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DOMAIN 2: EFFECTIVE INSTRUCTION

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

Competencies		(4)	(3)	(2)	(1)
2.1	Maximize Time	Librarian is highly effective at maximizing time in the library.	Librarian is effective at maximizing time in the library.	Librarian needs improvement at maximizing time in the library.	Librarian is ineffective at maximizing time in the library.
		For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: -Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the librarian. -Students are always engaged in meaningful work while waiting for	-Class starts on-time. -Routines, transitions, and procedures are well executed. Students know what they are supposed to be doing and when with minimal prompting from the librarian. -Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance).	-Class may consistently start a few minutes late. -Routines, transitions, and procedures are in place, but require significant librarian direction or prompting to be followed. -There is more than a brief period of time when students are left without meaningful work to keep them engaged.	-Librarian may frequently start class late. -There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the librarian at all times. -There are significant periods of time in which students are not engaged in meaningful work.

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		the librarian (for example, during attendance). -Students share responsibility for operations and routines and work well together to accomplish these tasks. -All students are on-task and follow instructions of librarian without much prompting. -Disruptive behaviors and off-task conversations are rare; when they occur, they are always addressed without major interruption to the lesson.	-Librarian delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective. -Almost all students are on-task and follow instructions of librarian without much prompting. -Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson.	-Librarian may delegate lesson time inappropriately between parts of the lesson. -Significant prompting from the librarian is necessary for students to follow instructions and remain on-task. -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.	-Librarian wastes significant time between parts of the lesson due to classroom management. -Even with significant prompting, students frequently do not follow directions and are off-task. -Disruptive behaviors and off-task conversations are common and frequently cause the librarian to have to make adjustments to the lesson.
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Notes:

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

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Competencies		(4)	(3)	(2)	(1)
2.2	Create Library-Culture of Respect and Collaboration	Librarian is highly effective at creating a library culture of respect and collaboration.	Librarian is effective at creating a library culture of respect and collaboration.	Librarian needs improvement at creating a library culture of respect and collaboration.	Librarian is ineffective at creating a library culture of respect and collaboration.
		For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: -Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance.	-Students are respectful of their librarian and peers. -Students are given opportunities to collaborate and support each other in the learning process. -Librarian reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior. -Librarian has a good rapport with students, and shows genuine interest in their thoughts and opinions.	-Students are generally respectful of their librarian and peers, but may occasionally act out or need to be reminded of library norms. -Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the librarian to work together. -Librarian may praise positive behavior OR enforce consequences for negative behavior, but not both. -Librarian may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others.	- Students are frequently disrespectful of librarian or peers as evidenced by discouraging remarks or disruptive behavior. -Students are not given many opportunities to collaborate OR during these times do not work well together even with librarian intervention. -Librarian rarely or never praises positive behavior. -Librarian rarely or never addresses negative behavior.

Notes:

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

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

Notes:

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

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Competencies		(4)	(3)	(2)	(1)
2.4	Collaborate with Teachers in the Design of Instructional Units and Lessons; Provide Resources to Support All Areas of Study	Librarian is highly effective at collaborating with teachers and acquiring appropriate resources.	Librarian is effective at collaborating with teacher and acquiring appropriate resources.	Librarian needs improvement at collaborating with teachers and acquiring appropriate resources.	Librarian is ineffective at collaborating with teachers and acquiring appropriate resources.
		For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Needed resources are procured from outside sources when budget does not allow addition to the library. - Resources which may be of value are brought to teachers' attention on a regular basis.	- Librarian initiates collaboration with teachers on lessons and resources. - Input is sought from teachers as to the subject and format of resources to be added.	- Librarian provides input on available resources when approached by a classroom teacher. - Resources are acquired based only on librarian's assessment of need without teacher input.	- Librarian rarely or never collaborates with classroom teachers in design of instructional units. -No effort is made to become familiar with the curriculum of different departments to better gauge resources needed and areas where the library could support that curriculum.
2.5	Engage Students in the Enjoyment of Literature and in Learning Multiple Literacy Skills	Students are <i>highly</i> engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Only some students are engaged in enjoying literature and in learning information skills because of uneven design of activities, grouping strategies, or partially appropriate materials.	Students are <i>not</i> engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.

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DOMAIN 3: SCHOOL LIBRARIAN LEADERSHIP

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

Competencies		(4)	(3)	(2)	(1)
3.1	Seek Professional Skills and Knowledge	At Level 4, a librarian fulfills the criteria for Level 3 and additionally may: -Regularly share newly learned knowledge and practices with others. -Seek out opportunities to lead professional development sessions. -Go above and beyond in seeking out opportunities to collaborate.	Librarian will: -Actively pursue opportunities to improve knowledge and practice. -Seek out ways to implement new practices into instruction, where applicable. -Welcome constructive feedback to improve practices. -Seek out and participate in regular opportunities to work with and learn from others.	Librarian will: -Attend all mandatory professional development opportunities. -Participate in occasional opportunities to work with and learn from others. Librarian may not: -Actively pursue optional professional development opportunities. -Seek out ways to implement new practices into instruction -Accept constructive feedback well.	Librarian -rarely or never attends professional development opportunities. - shows little or no interest in new ideas, programs, or classes to improve teaching and learning. - rarely or never participates in opportunities to work with others.
3.2	Advocate for Student Success	At Level 4, a librarian fulfills the criteria for Level 3 and additionally may: -Display commitment to the education of all the students in the school. -Make changes and take risks to ensure student success.	Librarian will: -Display commitment to the education of all his/her students. -Attempt to remedy obstacles around student achievement. -Advocate for student's individualized needs.	Librarian will: -Display commitment to the education of all his/her students. Librarian may not: -Advocate for students' needs.	Librarian -rarely or never displays commitment to the education of his/her students. -accepts failure as par for the course and does not advocate for students' needs.
3.3	Engage Families in Student Learning	At Level 4, a librarian fulfills the criteria for Level 3 and additionally: -Strive to form relationships in which parents are given ample opportunity to participate in student learning. -Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events.	Librarian will: -Proactively reach out to parents in a variety of ways to engage them in student learning. -Respond promptly to contact from parents. -Engage in all forms of parent outreach required by the school.	Librarian will: -Respond to contact from parents. -Engage in all forms of parent outreach required by the school. Librarian may not: -Proactively reach out to parents to engage them in student learning.	Librarian -rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

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3.4	Purchasing & Coordination	At Level 4, a librarian fulfills the criteria for Level 3 and additionally: -Regularly directs, guides, and supports other library services personnel at all school buildings. -Seeks out opportunities to connect with and support other library services personnel at all school buildings.	Librarian will: -Actively pursue opportunities to support other library services personnel at all school buildings. -Seek out ways to provide support to other library services personnel at all school buildings. -Facilitate and oversee all purchasing procedures for school libraries. -Supports the inventorying process for school libraries.	Librarian will: -Respond to other library services personnel. -Engage in all forms of employee outreach directed by the school administration. Librarian may not: -Proactively reach out to other library services personnel to engage them in professional support. -Facilitate and oversee all purchasing procedures for school libraries. -Supports the inventorying process for school libraries.	Librarian -rarely or never reaches out to other library services personnel and/or frequently does not respond to contacts from other library services personnel. -rarely or never facilitates and oversees all purchasing procedures for school libraries. -rarely or never supports the inventorying process for school libraries.
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DOMAIN 4: CORE PROFESSIONALISM RUBRIC

Competencies		(4)	(3)	(2)	(1)
4.1	Attendance	Librarian will: -Not incur absences in excess of the allotted paid time off established by the Contract with the exception of approved qualified leaves.		Librarian will: -Rarely incur absences in excess of the allotted paid time off established by the Contract with the exception of approved qualified leaves.	Librarian will: -Regularly incur absences in excess of the allotted paid time off established by the Contract with the exception of approved qualified leaves.
4.2	Punctuality	Librarian will: -Regularly be on time and prepared for duty each day. -Regularly be responsive to tasks/submissions.	Librarian will: -Be on time and prepared for duty each day. -Be responsive to tasks/submissions.	Librarian will: -Be occasionally late and prepared for duty each day. -Be occasionally responsive to tasks/submissions.	Librarian will: -Be regularly late or unprepared for duty each day. -Be regularly unresponsive to tasks/submissions.
4.3	Adherence to Policies	Librarian will: -Regularly demonstrates a pattern of following state,	Librarian will:	Librarian will: -Demonstrate a pattern of occasionally disregarding state,	Librarian will: -Demonstrate a pattern of disregarding state, corporation,

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	& Procedures	corporation, and school policies and procedures.	-Demonstrates a pattern of following state, corporation, and school policies and procedures.	corporation, and school policies and procedures.	and school policies and procedures.
4.4	Teamwork	Librarian will: -Regularly demonstrate a pattern of interacting with colleagues, team members, building staff, building administrators, etc. in a respectful manner.	Librarian will: -Demonstrate a pattern of interacting with colleagues, team members, building staff, building administrators, etc. in a respectful manner.	Librarian will: -Demonstrates an occasional pattern of not interacting with colleagues, team members, building staff, building administrators, etc. in a respectful manner.	Librarian will: -Demonstrates a regular pattern of regularly not interacting with colleagues, team members, building staff, building administrators, etc. in a respectful manner.
4.5	Coachable	Librarian will: -Regularly demonstrates a willingness to positively receive coaching (instructional/managerial) from leadership. -Be present and actively participate as expected in all professional development days for the school year.	Librarian will: -Demonstrates a willingness to positively receive coaching (instructional/managerial) from leadership. -Be present and actively participate as expected in a majority of the professional development days for the school year.	Librarian will: -Demonstrates an occasional willingness to positively receive coaching (instructional/managerial) from leadership. -Be present occasionally and participates less than expected in professional development days for the school year.	Librarian will: -Regularly demonstrates a lack of willingness to positively receive coaching (instructional/managerial) from leadership. -Be present seldomly and participates less than expected in professional development days for the school year.
4.6	Respect	Librarian will: -Regularly demonstrate a pattern of interacting with students, parents/guardians, and community members in a respectful manner	Librarian will: -Demonstrate a pattern of interacting with students, parents/guardians, and community members in a respectful manner	Librarian will: -Demonstrates an occasional pattern of interacting with students, parents/guardians, and community members in a respectful manner	Librarian will: -Regularly demonstrate a pattern of failing to interact with students, parents/guardians, and community members in a respectful manner

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Bluffton-Harrison Metropolitan School District

Speech Language Pathologist Effectiveness Rubric

June 2026



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*This rubric can be utilized for the SLP and the SLPA for domain 2. The SLPA does not do goal writing, conferencing, or evaluations.

Domain 1: Purposeful Planning**1.1 Utilize Assessment Data to Plan (Planning for initial or reevaluation of students)**

4	3	2	1
The SLP collects and utilizes school-wide assessment data with a test battery and data collection system unique to the individual student.	The SLP varies the test battery and data collection methods to address the needs of the referred student.	The SLP inconsistently varies the test battery and collection data methods to address the needs of the referred student.	The SLP uses the same test battery and the same data collection methods for all types of referred students.
Consistently and effectively using an appropriate-communication and/or language assessments that are specific to the needs of the individual child.	Consistently uses appropriate communication and/or language assessments.	Inconsistently uses appropriate assessments to complete a comprehensive assessment.	The SLP demonstrates knowledge of an assessment battery, but uses that battery without regard to individual needs or referral question.
Is an integral part of the referral group or team and assists with collecting data with school wide bench marking-curriculum, etc.	Participates in collecting data as needed for student evaluations.	Does not participate consistently in the referral group or team, and does not participate in collecting data with school wide bench marking-curriculum, etc.	Does not utilize referral group or team or have an awareness of school-based information, available data.

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1.2 Set Ambitious and Measurable Goals (Developing annual goals based on the assessments of the student)

4	3	2	1
At Level 4, an SLP teacher fulfills the criteria for Level 3 and additionally: -Plans ambitious, but achievable annual goals that support classroom curriculum and enhance classroom performance	SLP develops annual students goals that are: -Measurable -Aligned to Developmental/State Standards -Identified student needs based on assessment data	SLP develops annual student goals that are: -Measurable But may not align to: -Developmental/State Standards -Identified student needs based on assessment data	SLP rarely or never develops annual goals for students OR goals are developed, but are extremely general and not helpful for planning purposes.

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FILE CODE: D126**1.3 Create Objective Driven Lesson Plans and Assessments**

4	3	2	1
At level 4, an SLP fulfills the criteria for Level 3 and additionally: - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary, and uses all assessments to directly inform instruction	Based on student goals, SLP plans daily lessons by: -Identifying lesson objectives that are aligned to IEP annual goals -Matching instructional strategies and activities/assignments to the lesson objectives -Designing formative assessments that measure progress toward mastery and informed instruction	Based on student goals, SLP plans daily lessons by: -Identifying lesson objectives that are aligned to IEP annual goals -Matching instructional strategies and activities/assignments to the lesson objectives SLP may not: -Design assignments that are meaningful or relevant -Plan formative assessments to measure progress toward mastery or inform instruction	SLP rarely or never plans daily lesson plans OR daily lessons lack meaningful objectives, instructional strategies, or assignment.

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1.4 Track Student Data and Analyze Progress (Daily log/data collection/progress monitoring)

4	3	2	1
At level 4, a SLP fulfills the criteria for Level 3 and additionally: -Updates tracking system daily -Uses data analysis of student progress to drive lesson planning for the following session -Periodically checks for generalization of speech and language skills/goals	SLP uses an effective data tracking system for: -Recording student assessment/progress data -Analyzing student progress towards mastery and planning future lessons/objectives accordingly -Maintaining a system of reporting progress that is aligned to student learning goals	SLP uses an effective data tracking system for: -Recording student assessment/progress data SLP may not: -Use data to analyze student progress towards mastery or to plan future lessons/units Have system of reporting progress that aligns to student learning goals	SLP rarely or never uses a data tracking system to record student assessment/progress data.

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Domain 2: Effective Instruction

2.1 Develop student understanding and mastery of lesson objectives (student understands what they are working on and why it is important)

4	3	2	1
For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: -Students can explain what they are learning and why it is important, beyond repeating the stated objective -SLP effectively engages prior knowledge of students in connecting to lessons. Students demonstrate through work or comments that they understand this connection.	Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson. Objective is written in a student-friendly manner and/or explained to students in easy to understand terms. Importance of the objective is explained so that students understand why they are learning what they are learning. Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students. Lesson is well-organized to move student towards mastery of the objective.	Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable. Objective is stated, but not in a student friendly manner that leads to understanding. SLP attempts explanation of importance of objective, but students fail to understand. Lesson generally does not build on prior knowledge of students or students fail to make this connection. Organization of the lesson may not always be connected to mastery of the objective.	Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. There may not be a clear connection between the objectives and lesson, or SLP may fail to make this connection for students. SLP may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. There may be no effort to connect objective to prior knowledge of students. Lesson is disorganized and does not lead to mastery of objective.

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2.2 Demonstrate and clearly communicate content knowledge to the student (SLP communicates knowledge of session content to students)

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

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FILE CODE: D126**2.3 Engage students in academic content (students engaged during speech/lang. sessions)**

4	3	2	1
For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: -SLP provides ways to engage with content that significantly promotes student mastery of the objective - SLP provides differentiated ways of engaging with content specific to individual student needs. - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do. -SLP effectively integrates technology as a tool to engage students in academic content.	Students are actively engaged in content at all times and not off-task. SLP provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective. SLP sustains the attention of the class by maintaining a dynamic presence. Ways of engaging with content reflect different learning modalities or intelligences. SLP adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged. ELL and IEP students have the appropriate accommodations to be engaged in content. Students work hard and are deeply active rather than passive/receptive. (See Notes below for specific evidence of engagement.)	Fewer than ½ of the students are engaged in content and many are off-task. SLP may provide multiple ways of engaging students, but perhaps not aligned to lesson objectives or mastery of content. SLP may miss opportunities to provide ways of differentiating content for student. Some students may not have the prerequisite skills necessary to fully engage in content and SLP's attempt to modify instruction for these students is limited or not always effective. Students may appear to actively listen, but when it comes time for participation are disinterested in engaging.	Fewer than ½ of the students are engaged in content and many are off-task. SLP may only provide one way of engaging with content OR SLP may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content. SLP does not differentiate instruction to target different learning modalities. Most students do not have the prerequisite skills necessary to fully engage in content and SLP makes no effort to adjust instruction for these students. Students are not provided with the necessary accommodations (behavior, etc.) to engage in content.

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2.4 Check for Understanding

4	3	2	1
For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: -SLP 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) -SLP uses open-ended questions to surface common misunderstanding and assess student mastery of material at a range of both lower and higher-order thinking. -SLP notes student self-corrections. -SLP checks for use of skills in the classroom.	SLP checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate ‘pulse’ of the class’s understanding. SLP gains enough information during checks for understanding to modify the lesson and respond accordingly. SLP uses a variety of methods to check for understanding. SLP uses wait time effectively both after posing a question and before helping students think through a response. SLP doesn’t allow students to ‘opt-out’ of checks for understanding and cycles back to these students. SLP systematically assesses every student’s mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples).	SLP sometimes checks for understanding of content, but misses several key moments. SLP mostly gets an accurate ‘pulse’ of the class’s understanding, but may not gain enough information to modify the lesson accordingly. SLP may not use a variety of methods to check for understanding, when doing so would be helpful. SLP 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. SLP sometimes allows students to ‘opt-out’ of checks for understanding without cycling back to these students. SLP 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.	SLP rarely or never checks for understanding of content, or misses nearly all key moments. SLP rarely or never gets an accurate ‘pulse’ of the class’s understanding from checks and therefore cannot gain enough information to modify the lesson. SLP frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. SLP frequently allows students to ‘opt-out’ of checks for understanding and does not cycle back to these students. SLP rarely or never assesses for mastery at the end of the lesson.

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FILE CODE: D126**2.5 Modify Instruction as Needed**

4	3	2	1
For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: -SLP anticipates student misunderstandings and preemptively addresses them. -SLP is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement.	SLP makes adjustments to instruction based on checks for understanding that leads to increased understanding for most students. SLP differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs. SLP responds to misunderstandings with effective scaffolding techniques. SLP doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful.	SLP may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students. SLP may primarily respond to misunderstandings by using SLP-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective. SLP may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding.	SLP only gives answers instead of having student work through the problem. SLP does not use a variety of prompts/instructional tools.

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FILE CODE: D126**2.6 Develop Higher Level of Understanding through rigorous instruction and work (SLP models and talks through thinking process to increase student understanding)**

4	3	2	1
For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: -Lesson is accessible and challenging to all students. -Students are able to answer higher-level questions with meaningful responses. - Students pose higher-level questions to the SLP and to each other. - SLP highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great. - SLP encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments).	Lesson is accessible and challenging to almost all students. SLP frequently develops higher-level understanding through effective questioning. Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding. Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning. SLP shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks.	Lesson is not always accessible or challenging to students. Some questions used may not be effective in developing higher-level understanding (too complex or confusing). SLP may not always use questioning as an effective tool to increase understanding. While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher directed than appropriate. SLP may encourage students to work hard, but may not persist in efforts to have students keep trying.	Lesson is not aligned with developmental level of students (may be too challenging or too easy). SLP may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts. SLP gives up on students easily and does not encourage them to persist through difficult tasks.

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2.7 Maximize Instructional Time

4	3	2	1
For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the SLP. - Students are always engaged in meaningful work while waiting for the SLP (for example, during attendance). - Students share responsibility for operations and routines and work well together to accomplish these tasks. - All students are on-task and follow instructions of SLP without much prompting. - Disruptive behaviors and off-task conversations are rare; when they occur, they are always addressed without major interruption to the lesson. - Students are grouped appropriately to maximize skills and available time	-Students arrive on time and are aware of the consequences of arriving late. -Class starts on time. -Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the SLP. -Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance). -SLP delegates time between parts of the lesson appropriately so as best to lead students toward mastery of objective. -Almost all students are on-task and follow instructions of SLP without much prompting. -Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson. -Students are usually grouped appropriately to maximize skills and available time.	Some students consistently arrive late for class without consequences. Class may consistently start a few minutes late. Routines, transitions, and procedures are in place, but require significant SLP direction or prompting to be followed. There is more than a brief period of time when students are left without meaningful work to keep them engaged. SLP may delegate lesson time inappropriately between parts of the lesson. Significant prompting from the SLP is necessary for students to follow instructions and remain on-task. Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and SLP may have to stop the lesson frequently to address the problem. Students are sometimes grouped appropriately to maximize skills and available time, but improvements are needed in scheduling.	Students may frequently arrive late for class without consequences. SLP may frequently start class late. There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the SLP at all times. There are significant periods of time in which students are not engaged in meaningful work. Even with significant prompting, students frequently do not follow directions and are off-task. Classroom management is generally poor and wastes instructional time. Students are rarely grouped appropriately to maximize skills and available time. Scheduling is an area of concern.

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FILE CODE: D126**2.8 Create Classroom culture of respect and collaboration (as applied to ‘speech room’)**

4	3	2	1
For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance. - Students reinforce positive character and behavior and discourage negative behavior amongst themselves.	Students are respectful of their teacher and peers. Students are given opportunities to collaborate and support each other in the learning process. SLP reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior. SLP has a good rapport with students, and shows genuine interest in their thoughts and opinions.	Students are generally respectful of their SLP and peers, but may occasionally act out of need to be reminded of classroom norms. Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together. SLP may praise positive behavior OR enforce consequences for negative behavior, but not both. SLP may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others.	Students are frequently disrespectful of SLP or peers as evidenced by discouraging remarks or disruptive behavior. Students are not given many opportunities to collaborate OR during these times do not work well together even with SLP intervention. SLP rarely or never praises positive behavior. SLP rarely or never addresses negative behavior.

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FILE CODE: D126**2.9 Set high expectations for academic success (student progress)**

4	3	2	1
For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Students analyze their own progress toward goals. - Students demonstrate high academic expectations for themselves. - Students' comments and actions demonstrate that they are excited about their work and understand why it is important.	SLP sets high expectations for students of all levels. Students are invested in their work and value academic success as evidenced by their effort and quality of their work. The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly). SLP celebrates and displays high quality academic work.	SLP may set high expectations for some, but not others. Students are generally invested in their work, but may occasionally spend time off task or given up when work is challenging. Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give up easily). SLP may praise the academic work of some, but not others. High quality work of a few, but not all students, may be displayed in the classroom.	SLP rarely or never sets high expectations for students. Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignment. Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the SLP or peers. SLP rarely or never praises academic work or good behavior. High quality work is rarely or never displayed in the classroom.

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FILE CODE: D126**Domain 3: Teacher Leadership****3.1 Contribute to school culture (school and or department)**

4	3	2	1
At Level 4, an SLP fulfills the criteria for Level 3 and additionally may: - Seek out leadership roles including opportunities within the school and the cooperative. - Go above and beyond in dedicating time for students and peers outside of class.	SLP will: - Contribute occasional ideas and expertise to further the school's mission and initiatives. - Dedicate time efficiently, when needed, to helping students and peers outside of class. - Upholds all policies and procedures of the assigned school and cooperative.	SLP will: - Contribute occasional ideas and expertise to further the school's mission and initiatives. SLP may not: - Frequently dedicate time to help students and peers efficiently outside of class. In general, follows policies and procedures, but may not follow-through.	SLP rarely or never contributes ideas aimed at improving school efforts. SLP dedicates little or no time outside of class toward helping students and peers. SLP does not follow policies and procedures.

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FILE CODE: D126**3.2 Seek Professional skills and knowledge (Professional Development)**

4	3	2	1
At Level 4, an SLP fulfills the criteria for Level 3 and additionally may: - Regularly share newly learned knowledge and practices with others. - Seek out opportunities to lead professional development sessions to foster others' awareness of communication disorders (peers, parents, students, paraprofessionals). - Mentors others in caseload management. - Supervises SLPA's and provides ongoing and regular feedback to the SLPA.	SLP will: - Actively pursue opportunities to improve knowledge and practice. - Seek out ways to implement new practices into instruction, where applicable. - Welcome constructive feedback to improve practices. - Provides developmental guidelines of communication to general education teachers and to parents when appropriate. - Shares information about the referral process when appropriate and maintains timelines for such screenings and referrals. - Supervises SLPA and does one annual evaluation and occasional feedback.	SLP will: - Attend all mandatory professional development opportunities. SLP may not: - Seek out ways to implement new practices into instruction. - Accept constructive feedback well. - Actively pursue optional professional development opportunities. - Supervises SLPA but fails to provide feedback that will impact the SLPA in their duties.	SLP rarely or never attends professional development opportunities. SLP shows little or no interest in new ideas, programs, or classes to improve teaching and learning. Supervises SLPA but fails to provide feedback that will impact the SLPA in their duties.

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FILE CODE: D126**3.3 Advocate for Student Success**

4	3	2	1
At Level 4, an SLP fulfills the criteria for Level 3 and additionally may: - Display commitment to the education of all the students in the school. - Make changes and take risks to ensure student success. - Participate and may lead IEP case conferences, keeping the conference on track, defusing situations as needed, and efficiently allowing all to participate in the conference. - Develop IEPs that are based on student needs and are completed using appropriate procedures including: timely, measurable goals, appropriate accommodations, and will stand up during due process scrutiny.	SLP will: - Display commitment to the education of all his/her students. - Advocate for students' individualized needs through the IEP process: Brings all records and documents to the conference, participates in the IEP conference, assists with IEP completion, and makes appropriate recommendations for continuing in or dismissal from special education. - Develop IEPs that are accurate with accommodations and goals and good notes.	SLP will: - Display commitment to the education of all his/her students. SLP may not: - Advocate for students' needs but may not follow through on all parts of the IEP process. - IEP development is not up to standards of the cooperative.	SLP rarely or never displays commitment to the education of his/her students. SLP accepts failure as par for the course and does not advocate for students' needs. SLP may not dismiss students from special education in a timely fashion. IEP development is not up to standards of the cooperative.

Source: Bluffton-Harrison Metropolitan School District

Adopted: January 25, 1977

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FILE CODE: D126**3.4 Engage Families in Student Learning**

4	3	2	1
At Level 4, an SLP fulfills the criteria for Level 3 and additionally may: - Strive to form relationship in which parents are given ample opportunity to participate in student learning. - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events.	SLP will: - Respond promptly to contact form parents. - Engage in all forms of parent outreach required by the school, specifically inviting parent participation in the annual IEP case conference. - Proactively reach out to parents in a variety of ways to engage them in student learning.	SLP will: - Respond to contact from parents. - Engage in all forms of parent outreach required by the school. SLP may not: - Proactively reach out to parents in a variety of ways to engage them in student learning.	SLP rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

Source: Bluffton-Harrison Metropolitan School District

Adopted: January 25, 1977

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Domain 4: Professionalism

Competencies		(4)	(3)	(2)	(1)
4.1	Attendance	SLP will: -Not incur absences in excess of the allotted paid time off established by the Contract with the exception of approved qualified leaves.		SLP will: -Rarely incur absences in excess of the allotted paid time off established by the Contract with the exception of approved qualified leaves.	SLP will: -Regularly incur absences in excess of the allotted paid time off established by the Contract with the exception of approved qualified leaves.
4.2	Punctuality	SLP will: -Regularly be on time and prepared for duty each day. -Regularly be responsive to tasks/submissions.	SLP will: -Be on time and prepared for duty each day. -Be responsive to tasks/submissions.	SLP will: -Be occasionally late and prepared for duty each day. -Be occasionally responsive to tasks/submissions.	SLP will: -Be regularly late or unprepared for duty each day. -Be regularly unresponsive to tasks/submissions.
4.3	Adherence to Policies & Procedures	SLP will: -Regularly demonstrates a pattern of following state, corporation, and school policies and procedures.	SLP will: -Demonstrates a pattern of following state, corporation, and school policies and procedures.	SLP will: -Demonstrate a pattern of occasionally disregarding state, corporation, and school policies and procedures.	SLP will: -Demonstrate a pattern of disregarding state, corporation, and school policies and procedures.
4.4	Teamwork	SLP will: -Regularly demonstrate a pattern of interacting with colleagues, team members, building staff, building administrators, etc. in a respectful manner.	SLP will: -Demonstrate a pattern of interacting with colleagues, team members, building staff, building administrators, etc. in a respectful manner.	SLP will: -Demonstrates an occasional pattern of not interacting with colleagues, team members, building staff, building administrators, etc. in a respectful manner.	SLP will: -Demonstrates a regular pattern of regularly not interacting with colleagues, team members, building staff, building administrators, etc. in a respectful manner.
4.5	Coachable	SLP will: -Regularly demonstrates a willingness to positively receive coaching (instructional/managerial) from leadership. -Be present and actively participate as expected in all professional development days for the school year.	SLP will: -Demonstrates a willingness to positively receive coaching (instructional/managerial) from leadership. -Be present and actively participate as expected in a majority of the professional development days for the school year.	SLP will: -Demonstrates an occasional willingness to positively receive coaching (instructional/managerial) from leadership. -Be present occasionally and participates less than expected in professional development days for the school year.	SLP will: -Regularly demonstrates a lack of willingness to positively receive coaching (instructional/managerial) from leadership. -Be present seldomly and participates less than expected in professional development days for the school year.
4.6	Respect	SLP will: -Regularly demonstrate a pattern of interacting with	SLP will: -Demonstrate a pattern of interacting with students,	SLP will: -Demonstrates an occasional pattern of interacting with	SLP will: -Regularly demonstrate a pattern of failing to interact with

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		students, parents/guardians, and community members in a respectful manner	parents/guardians, and community members in a respectful manner	students, parents/guardians, and community members in a respectful manner	students, parents/guardians, and community members in a respectful manner
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Source: Bluffton-Harrison Metropolitan School District

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Bluffton-Harrison Metropolitan School District

Student Support Specialist Effectiveness Rubric

June 2026



Source: Bluffton-Harrison Metropolitan School District

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FILE CODE: D126**Domain 1.1 Purposeful Planning - Utilize Assessment Data to Plan**

4	3	2	1
At Level 4, a teacher fulfills the criteria for Level 3 and additionally: • Incorporates differentiated strategies in planning to reach every student at his/her level of understanding	Teacher uses prior assessment data to formulate: • Achievement goals that are measurable, aligned to content standards, and includes benchmarking	Teacher uses prior assessment data to formulate: • Achievement information but does not use data to create goals and instructional context	Teacher rarely or never uses prior assessment data when planning

Domain 1.2 Purposeful Planning - Create Objective-Driven Lesson Plans and Assessments

4	3	2	1
At Level 4, a teacher fulfills the criteria for Level 3 and additionally: • Identifies student needs related to academic and SEL goals, anticipates road blocks and potential issues • Matches differentiated interventions, assigns resources and follows up as needed to check student progress	Based on unit plan, teacher plans daily Identifies students who have needs specific to academic goals Matches interventions to student needs and assigns needed resources Creates student plans with detail	Based on unit plan, teacher creates daily plans Identifies students who have needs Matches interventions to student needs Teacher may not: • Create student plan with detail • Plan formative assessments to measure progress towards mastery or inform instruction	Teacher rarely or never has a daily plan, but throws together at the last minute, thus lacking meaningful objectives for the day

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Domain 2.1 Effective Instruction - Develop Student Understanding and Mastery of Lesson Objectives

4	3	2	1
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: • Students can explain what they are learning and why it is important, beyond repeating the stated objective • Teacher effectively engages prior knowledge of students in connecting to the lesson. • Students demonstrate through work or comments that they understand this connection	Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms Importance of the objective is explained so that students understand why they are learning what they are learning Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students Lesson is well-organized to move students towards mastery of the objective	Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable Objective is stated, but not in a student-friendly manner that leads to understanding Teacher attempts explanation of importance of objective, but students fail to understand Lesson generally does not build on prior knowledge of students or students fail to make this connection Organization of the lesson may not always be connected to mastery of the objective	Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important There may be no effort to connect objective to prior knowledge of students Lesson is disorganized and does not lead to mastery of objective

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Domain 2.2 Effective Instruction - Demonstrate and Clearly Communicate Content Knowledge to Students

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

Domain 2.3 Effective Instruction - Engage Students in Academic Contents**Source:** Bluffton-Harrison Metropolitan School District**Adopted:** January 25, 1977

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

Domain 2.4 Effective Instruction - Check for Understanding

4	3	2	1
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: Teacher checks for understanding at higher levels by asking pertinent, scaffolding questions	Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)	Teacher sometimes checks for understanding of content, but misses several key moments Teacher may use more than one type of check for understanding, but is often	Teacher rarely or never checks for understanding of content, or misses nearly all key moments Teacher does not check for understanding, or uses only one ineffective method repetitively to

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that push thinking; accepts only high quality student responses (those that r Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking	Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate “pulse” of the class's understanding Teachers uses wait time effectively both after posing a question and before helping students think through a response Teacher doesn't allow students to “opt-out” of checks for understanding and cycles back to these students Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)	unsuccessful in capturing an accurate “pulse” of the class's understanding Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content Teacher sometimes allows students to “optout” of checks for understanding without cycling back to these students Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments	do so, thus rarely capturing an accurate “pulse” of the class's understanding Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the issue Teacher frequently allows students to “optout” of checks for understanding and does not cycle back to these students Teacher rarely or never assesses for mastery at the end of the lesson
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Domain 2.5 Effective Instruction - Modify Instruction as Needed

4	3	2	1
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Teacher anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students Teacher responds to misunderstandings with effective scaffolding techniques Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, reexplaining a concept), when student-driven techniques could have been more effective	Teacher 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 Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

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		Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	
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Domain 2.6 Effective Instruction - Develop Higher Level of Understanding through Rigorous Instruction and Work

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

Domain 2.7 Effective Instruction - Maximize Instructional Time**Source:** Bluffton-Harrison Metropolitan School District**Adopted:** January 25, 1977

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4	3	2	1
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: • Routines, transitions, and procedures are well executed. Students know what they are supposed to be doing and when • without prompting from the teacher • Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) • Students share responsibility for operations and routines and work well together to accomplish these tasks • All students are on task and follow instructions of teacher without much prompting • Disruptive behaviors and off-task conversations are rare; when they occur, they are always addressed without major interruption to the lesson	Students arrive on time and are aware of the consequences of arriving late (unexcused) Class starts on time Routines, transitions, and procedures are well executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective Almost all students are on task and follow instructions of teacher without much prompting Disruptive behaviors and off task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson	Some students consistently arrive late (unexcused) for class without consequences Class may consistently start a few minutes late Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed There is more than a brief period of time when students are left without meaningful work to keep them engaged Teacher may delegate lesson time inappropriately between parts of the lesson Significant prompting from the teacher is necessary for students to follow instructions and remain on task Disruptive behaviors and off task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem	Students may frequently arrive late (unexcused) for class without consequences Teacher may frequently start class late There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times There are significant periods of time in which students are not engaged in meaningful work Teacher wastes significant time between parts of the lesson due to classroom management Even with significant prompting, students frequently do not follow directions and are off-task Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson

Domain 2.8 Effective Instruction - Create Classroom Culture of Respect and Collaboration

4	3	2	1
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For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance	Students are respectful of their teacher and peers Students are given opportunities to collaborate and support each other in the learning process Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions	Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others	Students are frequently disrespectful of teacher or peers, as evidenced by discouraging remarks or disruptive behavior Students are not given many opportunities to collaborate, OR during these times do not work well together, even with teacher intervention Teacher rarely or never praises positive behavior Teacher rarely or never addresses negative behavior
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Domain 2.9 Effective Instruction - Set High Expectations for Academic Success

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

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	High quality work of all students is displayed in the classroom	High quality work of a few, but not all students, may be displayed in the classroom	High quality work is rarely or never displayed in the classroom
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Domain 3.1 Teacher Leadership - Seek Professional Skills and Knowledge

4	3	2	1
At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions - Go above and beyond in seeking out opportunities to collaborate	Teacher will: - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices - Seek out and participate in regular opportunities to work	Teacher will: - Attend all mandatory professional development opportunities - Participate in occasional opportunities to work with and learn from others Teacher may not: - Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning. Teacher rarely or never participates in opportunities

Domain 3.2 Teacher Leadership - Advocate for Student Success

4	3	2	1
At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Display commitment to the education of all the students in the school - Make changes and take risks to ensure student success	Teacher will: - Display commitment to the education of all his/her students - Attempt to remedy obstacles around student achievement - Advocate for student's individualized needs	Teacher will: - Display commitment to the education of all his/her students Teacher may not: - Advocate for students' needs	Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs

Domain 3.3 Teacher Leadership - Engage Families in Student Learning**Source:** Bluffton-Harrison Metropolitan School District**Adopted:** January 25, 1977

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4	3	2	1
At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Strive to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events	Teacher will: - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school	Teacher will: - Respond to contact from parents - Engage in all forms of parent outreach required by the school Teacher may not: - Proactively reach out to parents to engage them in student learning	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents

Domain 4: Professionalism

Competencies		(4)	(3)	(2)	(1)
4.1	Attendance	SSS will: -Not incur absences in excess of the allotted paid time off established by the Contract with the exception of approved qualified leaves.		SSS will: -Rarely incur absences in excess of the allotted paid time off established by the Contract with the exception of approved qualified leaves.	SSS will: -Regularly incur absences in excess of the allotted paid time off established by the Contract with the exception of approved qualified leaves.
4.2	Punctuality	SSS will: -Regularly be on time and prepared for duty each day. -Regularly be responsive to tasks/submissions.	SSS will: -Be on time and prepared for duty each day. -Be responsive to tasks/submissions.	SSS will: -Be occasionally late and prepared for duty each day. -Be occasionally responsive to tasks/submissions.	SSS will: -Be regularly late or unprepared for duty each day. -Be regularly unresponsive to tasks/submissions.
4.3	Adherence to Policies & Procedures	SSS will: -Regularly demonstrates a pattern of following state, corporation, and school policies and procedures.	SSS will: -Demonstrates a pattern of following state, corporation, and school policies and procedures.	SSS will: -Demonstrate a pattern of occasionally disregarding state, corporation, and school policies and procedures.	SSS will: -Demonstrate a pattern of disregarding state, corporation, and school policies and procedures.
4.4	Teamwork	SSS will: -Regularly demonstrate a pattern of interacting with colleagues, team members, building staff, building	SSS will: -Demonstrate a pattern of interacting with colleagues, team members, building staff, building administrators, etc. in a respectful manner.	SSS will: -Demonstrates an occasional pattern of not interacting with colleagues, team members, building staff, building	SSS will: -Demonstrates a regular pattern of regularly not interacting with colleagues, team members, building staff, building

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		administrators, etc. in a respectful manner.		administrators, etc. in a respectful manner.	administrators, etc. in a respectful manner.
4.5	Coachable	SSS will: -Regularly demonstrates a willingness to positively receive coaching (instructional/managerial) from leadership. -Be present and actively participate as expected in all professional development days for the school year.	SSS will: -Demonstrates a willingness to positively receive coaching (instructional/managerial) from leadership. -Be present and actively participate as expected in a majority of the professional development days for the school year.	SSS will: -Demonstrates an occasional willingness to positively receive coaching (instructional/managerial) from leadership. -Be present occasionally and participates less than expected in professional development days for the school year.	SSS will: -Regularly demonstrates a lack of willingness to positively receive coaching (instructional/managerial) from leadership. -Be present seldomly and participates less than expected in professional development days for the school year.
4.6	Respect	SSS will: -Regularly demonstrate a pattern of interacting with students, parents/guardians, and community members in a respectful manner	SSS will: -Demonstrate a pattern of interacting with students, parents/guardians, and community members in a respectful manner	SSS will: -Demonstrates an occasional pattern of interacting with students, parents/guardians, and community members in a respectful manner	SSS will: -Regularly demonstrate a pattern of failing to interact with students, parents/guardians, and community members in a respectful manner

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Bluffton-Harrison Metropolitan School District

Special Education Teacher Effectiveness Rubric

June 2026



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FILE CODE: D126**Domain 1.1 Purposeful Planning - Utilize Assessment Data to Plan**

4	3	2	1
At Level 4, a teacher fulfills the criteria for Level 3 and additionally: • Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding	Teacher uses prior assessment data to formulate: • Achievement goals, unit plans, AND lesson plans • Use Multiple assessments to determine PLOP	Teacher uses prior assessment data to formulate: • Achievement goals, unit plans, OR lesson plans, but not all of the above • Use of one assessment to determine PLOP	Teacher rarely or never uses prior assessment data when planning

1.2 Set Ambitious and Measurable Achievement Goals

4	3	2	1
At Level 4, a teacher fulfills the criteria for Level 3 and additionally: • Plans an ambitious annual student achievement goal AND/OR teacher reconvenes CCC to adjust annual goals to allow for student achievement throughout the year	The teacher develops an annual student achievement goal that is: • Measurable; • Aligned to content standards; AND • Includes benchmarks to help monitor learning and inform interventions throughout the year • Aligned to the needs defined in PLOP	Teacher develops an annual student achievement goal that is: • Measurable The goal may not: • Align to content standards; OR • Include benchmarks to help monitor learning and inform interventions throughout the year • Aligned to identified needs in PLOP	Teacher rarely or never develops achievement goals for the class/students OR goals are developed, but are extremely general and not helpful for planning purposes

1.3 Develop Standards-Based Unit Plans and Assessments

4	3	2	1
At Level 4, a teacher fulfills the criteria for Level 3 and additionally: • Creates well-designed unit assessments that align with an end of year summative assessment	Based on achievement goals, teacher plans units by: • Identifying content standards that students will master in each unit	Based on achievement goals, teacher plans units by: • Identifying content standards that students will master in each unit Teacher may not:	Teacher rarely or never plans units by identifying content standards that student will master in each unit OR there is little to no evidence that teacher plans units at all

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(either state, district, or teacher created) Anticipates student reaction to context; allocation of time per unit is flexible and/or reflects level of difficulty of each unit	- Creating assessments before each unit begins for backward planning - Allocating an instructionally appropriate amount of time for each unit - IEP goals aligned to state approved standards	- Create assessments before each unit begins for backward planning - Allocate an instructionally appropriate amount of time for each unit - units based on IEP goals-aligned to state standards	
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1.4 Create Objective-Driven Lesson Plans and Assessments

4	3	2	1
At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction	Based on unit plan, teacher plans daily lessons by: - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designing formative assessments that measure progress toward mastery and inform instruction - Instruction based on IEP goals - Evidence that the IEP is being implemented across all settings	Based on unit plan, teacher plans daily lessons by: - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives Design assignments that are meaningful or relevant. - Designing formative assessments that measure progress toward mastery and inform instruction - Instruction based on IEP goals - Evidence that the IEP is being implemented across all settings	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments

1.5 Track Student Data and Analyze Progress

4	3	2	1
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At Level 4, a teacher fulfills the criteria for Level 3 and additionally: • Uses daily checks for understanding for additional data points • Updates tracking system daily • Uses data analysis of student progress to drive lesson planning for the following day AND/OR checks frequently with Gen. Ed. Teacher for student progress and information regarding the students education abilities and learning style, etc	Based on unit plan, teacher plans daily lessons by: • Recording student assessment/progress data • Analyzing student progress towards mastery and planning future lessons/units accordingly • Maintaining a grading system aligned to student learning goals • Teacher monitors and informs parents as to progress on goals • Services are implemented and documented as identified in IEP	Based on unit plan, teacher plans daily lessons by: • Recording student assessment/progress data Maintaining a grading system Teacher may not: • Use data to analyze student progress towards mastery or to plan future lessons/units • Have grading system that appropriately aligns with student learning goals. • The teacher uses data to monitor progress on goals or implement services identified in the IEP.	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernible grading system Does not complete written student progress reports
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2.1 Develop Student Understanding and Mastery of Lesson Objectives

4	3	2	1
Teacher is highly effective at developing student understanding and mastery of lesson objectives For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: • Students can explain what they are learning and why it is important, beyond repeating the stated objective AND/OR • Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection AND/OR	Teacher is effective at developing student understanding and mastery of lesson objectives Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms Importance of the objective is explained so that students understand why they are learning what they are learning	Teacher needs improvement at developing student understanding and mastery of lesson objectives Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable Objective is stated, but not in a student-friendly manner that leads to understanding Teacher attempts explanation of importance of objective, but students fail to understand	Teacher is ineffective at developing student understanding and mastery of lesson objectives Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important

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Additional detail of the relationship between the lesson and IEP goals	Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students Lesson is well-organized to move students towards mastery of the objective Lesson plan that incorporates differentiated instruction for all levels of instruction/student needs Clearly identified objective TOR identifies relationship between lesson and IEP goals	Lesson generally does not build on prior knowledge of students or students fail to make this connection Organization of the lesson may not always be connected to mastery of the objective	There may be no effort to connect objective to prior knowledge of students Lesson is disorganized and does not lead to mastery of objective
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2.2 Demonstrate and Clearly Communicate Content Knowledge to Students

4	3	2	1
Teacher is highly effective at demonstrating and clearly communicating context knowledge to students For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Teacher effectively connects content to other content areas, students experiences and interests,	Teacher is effective at demonstrating and clearly communicating content knowledge to students Teacher demonstrates content knowledge and delivers content that is factually correct Content is clear, concise and well-organized Teacher restates and rephrases instruction in multiple ways to increase understanding	Teacher needs improvement at demonstrating and clearly communicating content knowledge to students Teacher delivers content that is factually correct Content occasionally lacks clarity and is not as well organized as it could be Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding	Teacher is ineffective at demonstrating and clearly communicating content knowledge to students Teacher may deliver content that is factually incorrect Explanation may be unclear or incoherent and fail to build student understanding of key concepts Teacher continues with planned instruction, even when it is obvious that students are not understanding content

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or current events in order to make content relevant and build interest • Explanation sparks student excitement and interest in the content • Students participate in each others learning of content through collaboration during the lesson • Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level	Teacher emphasizes key points or main ideas in content Teacher uses developmentally appropriate language and explanations Teacher implements relevant instructional strategies learned via professional development	Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways Explanations sometimes lack developmentally appropriate language Teacher does not always implement new and improved instructional strategies learned via professional development	Teacher does not emphasize main ideas, and students are often confused about content Teacher fails to use developmentally appropriate language Teacher does not implement new and improved instructional strategies learned via professional development
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2.3 Engage Students in Academic Content

4	3	2	1
Teacher is highly effective at engaging students in academic content For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: • Teacher provides ways to engage with content that significantly promotes student mastery of the objective • Teacher provides differentiated ways of engaging with content specific to individual student needs • The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do	Teacher is effective at engaging students in academic content 3/4 or more of students are actively engaged in content at all times and not off-task Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective Ways of engaging with content reflect different learning modalities or intelligence Teacher adjusts lesson accordingly to accommodate for student prerequisite	Teacher needs improvement at engaging students in academic content Fewer than 3/4 of students are engaged in content and many are off-task Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content Teacher may miss opportunities to provide ways of differentiating content for student engagement Some students may not have the prerequisite skills necessary to fully engage in content and teachers attempt to modify instruction	Teacher is ineffective at engaging students in academic content Fewer than 1/2 of students are engaged in content and many are off -task Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content Teacher does not differentiate instruction to target different learning modalities Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students ELL and IEP students are not

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Teacher effectively integrates technology as a tool to engage students in academic content	skills and knowledge so that all students are engaged ELL and IEP students have the appropriate accommodations to be engaged in content Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) Evidence or use of Peer Reviewed and/or Research based strategies	for these students is limited or not always effective ELL and IEP students are sometimes given appropriate accommodations to be engaged in content Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	provided with the necessary accommodations to engage in content Students do not actively listen and are overtly disinterested in engaging.
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2.4 Check for Understanding

4	3	2	1
Teacher is highly effective at checking for understanding For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following - Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Teacher uses open-ended questions to surface common misunderstandings and assesses student mastery of material at a	Teacher is effective at checking for understanding Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate pulse of the class/students understanding Teacher uses wait time effectively both after posing a question and before	Teacher needs improvement at checking for understanding Teacher sometimes checks for understanding of content, but misses several key moments Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate pulse of the class/students understanding Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content	Teacher is ineffective at checking for understanding Teacher rarely or never checks for understanding of content, or misses nearly all key moments Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate “pulse” of the class’s/students understanding Teacher frequently moves on with content before students have a chance to respond to the questions or frequently gives students the answer rather than helping them think through the answer

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range of both lower and higher-order thinking	helping students think through a response Teacher doesn't allow students to opt-out of checks for understanding and cycles back to these students Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see notes for examples)	Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments	Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students Teacher rarely or never assesses for mastery at the end of the lesson
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2.5 Modify Instruction As Needed

4	3	2	1
Teacher is highly effective at modifying instruction as needed For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Teacher anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	Teacher is effective at modifying instruction as needed Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students Teacher responds to misunderstandings with effective scaffolding techniques Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	Teacher needs improvement at modifying instruction as needed Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	Teacher is ineffective at modifying instruction as needed Teacher 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 Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

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2.6 Develop Higher Level of Understanding through Rigorous Instruction and Work

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

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2.7 Maximize Instructional Time

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

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	Effectively manages instructional resources		
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2.8 Create Classroom Culture of Respect and Collaboration

4	3	2	1
Teacher is highly effective at creating a classroom culture of respect and collaboration For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves - Application of social skills lesson (in context)	Teacher is effective at creating a classroom culture of respect and collaboration Students are respectful of their teacher and peers Students are given opportunities to collaborate and support each other in the learning process Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions. Evidence of instruction on behavior goals across all settings Evidence of implementation of positive behavior management plan Environmental supports are in place Structured, regular, direct instruction in social skills aligned with IEP behavior goals (out of context)	Teacher needs improvement at creating a classroom culture of respect and collaboration Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others	Teacher is ineffective at creating a classroom culture of respect and collaboration Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior Students are not given many opportunities to collaborate or during these times do not work well together even with teacher intervention Teacher rarely or never praises positive behavior Teacher rarely or never addresses negative behavior

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2.9 Set High Expectations for Academic Success

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

3.1 Contribute to School Culture

4	3	2	1
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At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of class	Teacher will: - Contribute ideas and expertise to further the school's mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of class	Teacher will: - Contribute occasional ideas and expertise to further the school's mission and initiatives Teacher may not: - Frequently dedicate time to help students and peers effectively outside of class	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers
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3.2 Collaborate with Peers

4	3	2	1
At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities	Teacher will: - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need	Teacher will: - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed Teacher may not: - Seek to provide other teachers with assistance when needed OR - Regularly seek out opportunities to work with others	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.

3.3 Seek Professional Skills and Knowledge

4	3	2	1
At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: Regularly share newly learned knowledge and practices with others	Teacher will: Actively pursue opportunities to improve knowledge and practice	Teacher will: Attend all mandatory professional development opportunities Teacher may not:	Teacher rarely or never attends professional development opportunities

Source: Bluffton-Harrison Metropolitan School District**Adopted:** January 25, 1977
Revised: February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000, October 22, 2007
May 21, 2012, May 20, 2013, May 18, 2015, July 16, 2018, July 15, 2019, June 22, 2020,
May 17, 2021, May 16, 2022, May 15, 2023, May 13, 2024, May 19, 2025, June 15, 2026

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Seek out opportunities to lead professional development sessions	- Seek out ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices	- Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well	Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning
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3.4 Advocate for Student Success

4	3	2	1
At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Display commitment to the education of all the students in the school - Make changes and take risks to ensure student success Conversations and discussion with Gen. Ed. Teachers about student PLOP is ongoing and documented	Teacher will: - Display commitment to the education of all his/her students - Attempt to remedy obstacles around student achievement - Advocate for students' individualized needs - Appropriate Gen Ed teachers have copies of IEP's and receipt documented - Communicate with immediate supervisor regarding Gen Ed teachers failure to comply with the IEP	Teacher will: - Display commitment to the education of all his/her students Teacher may not: - Advocate for students' needs - Distribute copies of IEP's to appropriate Gen Ed teachers	Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students needs. Appropriate Gen Ed teachers do not have copy of IEP's Appropriate Gen Ed teachers may not know students have IEP's

3.5 Engage Families in Student Learning

4	3	2	1
At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:	Teacher will:	Teacher will: Respond to contact from parents	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

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Revised: February 28, 1985, December 30, 1987, August 22, 1989, June 26, 2000, October 22, 2007
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- Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events	- Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school	- Engage in all forms of parent outreach required by the school Teacher may not: - Proactively reach out to parents to engage them in student learning	
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Domain 4: Professionalism

Competencies		(4)	(3)	(2)	(1)
4.1	Attendance	Special Education Teacher will: -Not incur absences in excess of the allotted paid time off established by the Contract with the exception of approved qualified leaves.		Special Education Teacher will: -Rarely incur absences in excess of the allotted paid time off established by the Contract with the exception of approved qualified leaves.	Special Education Teacher will: -Regularly incur absences in excess of the allotted paid time off established by the Contract with the exception of approved qualified leaves.
4.2	Punctuality	Special Education Teacher will: -Regularly be on time and prepared for duty each day. -Regularly be responsive to tasks/submissions.	Special Education Teacher will: -Be on time and prepared for duty each day. -Be responsive to tasks/submissions.	Special Education Teacher will: -Be occasionally late and prepared for duty each day. -Be occasionally responsive to tasks/submissions.	Special Education Teacher will: -Be regularly late or unprepared for duty each day. -Be regularly unresponsive to tasks/submissions.
4.3	Adherence to Policies & Procedures	Special Education Teacher will: -Regularly demonstrates a pattern of following state, corporation, and school policies and procedures.	Special Education Teacher will: -Demonstrates a pattern of following state, corporation, and school policies and procedures.	Special Education Teacher will: -Demonstrate a pattern of occasionally disregarding state, corporation, and school policies and procedures.	Special Education Teacher will: -Demonstrate a pattern of disregarding state, corporation, and school policies and procedures.
4.4	Teamwork	Special Education Teacher will: -Regularly demonstrate a pattern of interacting with colleagues, team members, building staff, building	Special Education Teacher will: -Demonstrate a pattern of interacting with colleagues, team members, building staff, building administrators, etc. in a respectful manner.	Special Education Teacher will: -Demonstrates an occasional pattern of not interacting with colleagues, team members, building staff, building	Special Education Teacher will: -Demonstrates a regular pattern of regularly not interacting with colleagues, team members, building staff, building

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		administrators, etc. in a respectful manner.		administrators, etc. in a respectful manner.	administrators, etc. in a respectful manner.
4.5	Coachable	Special Education Teacher will: -Regularly demonstrates a willingness to positively receive coaching (instructional/managerial) from leadership. -Be present and actively participate as expected in all professional development days for the school year.	Special Education Teacher will: -Demonstrates a willingness to positively receive coaching (instructional/managerial) from leadership. -Be present and actively participate as expected in a majority of the professional development days for the school year.	Special Education Teacher will: -Demonstrates an occasional willingness to positively receive coaching (instructional/managerial) from leadership. -Be present occasionally and participates less than expected in professional development days for the school year.	Special Education Teacher will: -Regularly demonstrates a lack of willingness to positively receive coaching (instructional/managerial) from leadership. -Be present seldomly and participates less than expected in professional development days for the school year.
4.6	Respect	Special Education Teacher will: -Regularly demonstrate a pattern of interacting with students, parents/guardians, and community members in a respectful manner	Special Education Teacher will: -Demonstrate a pattern of interacting with students, parents/guardians, and community members in a respectful manner	Special Education Teacher will: -Demonstrates an occasional pattern of interacting with students, parents/guardians, and community members in a respectful manner	Special Education Teacher will: -Regularly demonstrate a pattern of failing to interact with students, parents/guardians, and community members in a respectful manner

Source: Bluffton-Harrison Metropolitan School District

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