Munster Teacher Evaluation Plan

Effective 2025-2026

School Town of Munster
Teacher Evaluation Plan

The purpose of this handbook is to outline and explain the School Town of Munster (STM) Teacher Evaluation Plan.

Guiding Principles

- The most significant impact to student learning is providing effective teachers.
- Teachers deserve to be treated like professionals. The STM evaluation system gives teachers regular feedback on their performance, opportunities for professional growth, and recognition when they do exceptional work. The School Town of Munster is committed to creating fair, accurate, and consistent evaluations that paint a complete picture of each teacher's success in helping students learn.

Overview of Components

Every teacher is unique, and the classroom is a complex place. The STM teacher evaluation process relies on multiple data points to measure instructional performance. Teachers will be evaluated on assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Effectiveness Rubric. All teachers will be evaluated in the domains of Planning & Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Core Professionalism will be part of the evaluation as well and is addressed separately from the first four domains.

Timeline

August – September

- Teacher and evaluator meet for the Beginning-of-the Year Conference

August – December

- Evaluator makes classroom observations and provides feedback

December – February

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

January – May

- Evaluator continues to make classroom observations and provide feedback

May – June

- Evaluator completes observations and scores the Effectiveness Rubric
- Evaluator completes Summative Evaluation. (The timing of completing the summative evaluation will be based upon the availability of student and/or school performance data provided by the State of Indiana.)

Upon Collection of Data

- Teacher and evaluator meet for the End-of-Year Conference
- Evaluator provides the teacher a copy of the Summative Evaluation within 7 days of the End-of-Year Conference

Evaluation Steps

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

- review the evaluation process and
- highlight priority competencies and indicators from the Effectiveness Rubric

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

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

The following table indicates minimum requirements for observations.

Observation	Length (minutes)	Frequency	Pre-Conference	Post-Conference	Written Feedback	Announced
For probationary teachers	Minimum of 20 minutes	3 per year (1 each semester)	Optional	Required	Within 5 work days	No
For established and professional teachers.	Minimum of 20 Minutes	2 per year (1 each semester)	Optional	Required	Within 5 work days	No

Forms
Optional Pre-Observation Form (Form 1)
Optional Post-Observation Form (Forms 2 & 3)
Optional Mid-Year Professional Practice Check-In Form (Form 4)

If a teacher is on an improvement plan, that plan will determine the number of observations and feedback as well as the forms required to be used during the improvement plan.

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

An administrator or a teacher may request a mid-year conference to discuss performance. This conference is to be held in December, January, or February if requested.

This conference will be **mandatory** if a teacher is in jeopardy of being rated as *ineffective* or *improvement necessary* based on prior observations, or has been rated *ineffective* or *needs improvement* on an evaluation within the past 5 years.

Step 4 – Teacher Effectiveness Rubric: Scoring

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 shall provide evidence of planning & preparation and professional responsibilities. See Effectiveness Rubric Domains 1 and 4.

2. **The primary evaluator uses professional judgment to establish four final ratings in each Domain of the Effectiveness Rubric.** After collecting information, the primary evaluator must use professional judgment to assess the teacher and assign a rating in each competency within the first four domains. The final domain ratings should reflect the body of information available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the teacher, using the information collected to support the final decision.

   It is recommended that the evaluator not average observation scores to obtain the final domain score, but rather use professional judgment to decide which competencies are more important to teachers in different contexts and how teachers have evolved over the course of the year.

   At this point, each evaluator should assign ratings in the first four rubric domains that range from scores of 1 (Unsatisfactory) to 4 (Distinguished).

   Scoring Requirement: Planning/preparation and instruction go hand-in-hand. Therefore, if a teacher scores a 1 (Unsatisfactory) or 2 (Basic) in Instruction, he or she cannot receive a rating of 4 (Distinguished) in Planning and Preparation.

3. **The primary evaluator uses established weights to calculate one rating for domains 1-4.** Each of the four final domain ratings is weighted according to importance and summed to form one rating for domains 1-4. As described earlier, the creation and design of the rubric stresses the importance of observable teacher and student actions.

   For all certified staff not identified below, the domains and weights are as follows
   Domain 1: Planning & Preparation (15%)
   Domain 2: Classroom Environment (15%)
   Domain 3: Instruction (60%)
   Domain 4: Professional Responsibilities (10%).

For School Counselors and Social Workers, the domains and weights are as follows:
Domain 1: Purposeful Planning (25%)
Domain 2: Effective Guidance and Counseling Services (25%)
Domain 3: Counselor Leadership (25%)
Domain 4: Professional Responsibility (25%)

For School Psychologists, Diagnosticians and Behaviorists:
Domain 1: Assessment (35%)
Domain 2: Interventions and Instructional Support (25%)
Domain 3: Consultation and Collaboration (25%)
Domain 4: Leadership (15%)

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

   Scoring Requirement: 1 is the lowest score a teacher can receive. If, after deducting a point from the teacher's final Teacher Effectiveness Rubric score, the outcome is a number less than 1, then the evaluator should replace this score with a 1. For example, if a teacher has a final rubric score of 1.75, but then loses a point because the core professionalism standards were not met, the final rubric score should be 1 instead of 0.75.

The diagrams below display the process for calculating a final rating for a staff member.

Domains 1-4 Certified Staff Effectiveness Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1—Planning & Preparation		15 %	
Domain 2—Classroom Environment		15 %	
Domain 3—Instruction		60%	
Domain 4—Professional & Personal Responsibilities		10 %	
Sum of Weighted Scores for Domains 1 - 4			
Domain 5—Core Professionalism			
Final Effectiveness Score			

Domains 1-4 School Counselor / Social Worker Effectiveness Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1— Purposeful Planning		25 %	
Domain 2— Effective Guidance and Counseling Services		25 %	
Domain 3— Counselor Leadership		25%	
Domain 4— Professional Responsibility		25 %	
Sum of Weighted Scores for Domains 1 - 4			
Domain 5—Core Professionalism			
Final Effectiveness Score			

Domains 1-4 School Psychologist, Diagnostician and Behaviorist Effectiveness Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1—Assessment, use of data		35 %	
Domain 2—Interventions and Instructional Support		25 %	
Domain 3—Consultation and Collaboration		25%	
Domain 4— Leadership		15 %	
Sum of Weighted Scores for Domains 1 - 4			
Domain 5—Core Professionalism			
Final Effectiveness Score			

Use the following formula to calculate by hand:

1. Rating * % Weight = Weighted Rating
2. Sum of Weighted Ratings = Score for Domains 1-4
3. Determine if a point deduction is needed for Core Professionalism Rating

Final Effectiveness Rubric Score: _____

Step 5: Summative Evaluation Scoring

Review of Components – Each teacher's summative evaluation score will be based on the Effectiveness Rubric Score and Other Learning Measures as determined by the School Corporation.

The Other Learning Measure is determined by the school administration. For the 2025-26 school year, no other learning measure will be used as a factor of the final rating.

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 score for the Effectiveness Rubric (ER).

All evaluations will be calculated using the following percentages:

100% Effectiveness Rubric (ER)
0% Other Learning Measure

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

Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness		100%	
Other Student Learning Measure		0%	
Sum of the Weighted Scores			

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

Ineffective	Improvement Necessary	Effective	Highly Effective

1.0 Points → 1.75 Points → 2.5 Points → 3.5 Points → 4.0 Points

Note: Borderline points always round up.

Step 6: End-of-year summative evaluation conference – The primary evaluator meets with the employee in a summative conference to discuss all the information collected in addition to the final rating. A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to the employee within seven days of the end-of-year summative evaluation conference.

The STM Evaluation process will be reviewed by teacher and administrative representatives at the conclusion of each school year. Modifications may occur if deemed necessary to improve the STM Teacher Evaluation process.

Munster Teacher Effectiveness Rubric

Domain 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy

Unsatisfactory	Basic	Proficient	Distinguished
Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to that discipline	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding
Evidence/Examples • Teacher makes content errors • Teacher does not consider prerequisite relationships when planning • Teacher's plans use inappropriate strategies for the subject.	**Evidence/Examples** • Teacher is familiar with the discipline but does not see conceptual relationships • Teacher's knowledge of perquisite relationships is inaccurate or incomplete • Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.	**Evidence/Examples** • The teacher can identify important concepts of the discipline and their relationships to one another. • The teacher consistently provides clear explanations of the content • The teacher answers student questions accurately and provides feedback that furthers their learning. • The teacher seeks out content-related professional development.	**Evidence/Examples** In addition to evidence of proficient • Teacher cites intra- and interdisciplinary content relationships. • Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.

Munster Teacher Effectiveness Rubric

1b Demonstrating Knowledge of Students

Unsatisfactory

The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding

Evidence/Examples

- Teacher does not understand child development characteristics and has unrealistic expectations for students.
- Teacher does not try to ascertain varied ability levels among students in the class.
- Teacher is not aware of student interests or cultural heritages.
- Teacher takes no responsibility to learn about students' medical or learning disabilities.

Basic

The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole

Evidence/Examples

- Teacher cites developmental theory but does not seek to integrate it into lesson planning
- Teacher is aware of the different ability levels in the class, but tends to teach to the whole group.
- The teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates material to accommodate those differences.
- The teacher is aware of medical and learning disabilities with some students but does not seek to understand the implications of that knowledge.

Proficient

The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students

Evidence/Examples

- The teacher knows, for groups of students, their levels of cognitive development.
- The teacher has a good idea of the range of interests of students in the class.
- The teacher has identified "high," "medium," and "low" groups of students within the class.
- The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning.
- The teacher is aware of the special needs represented by students in the class.

Distinguished

The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students

Evidence/Examples

In addition to evidence of proficient

- The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.
- The teacher seeks out information about their cultural heritage from all students.
- The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

Munster Teacher Effectiveness Rubric

1c Setting Instructional Outcomes

Unsatisfactory	Basic	Proficient	Distinguished
Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take into account of the needs of individual student.
Evidence/Examples • Outcomes lack rigor. • Outcomes do not represent important learning in the discipline. • Outcomes are not clear or are stated as activities. • Outcomes are not suitable for many of the students in the class.	**Evidence/Examples** • Outcomes represent a mixture of low expectations and rigor. • Some outcomes reflect important learning in the discipline • Outcomes are suitable for most of the students in the class.	**Evidence/Examples** • Outcomes represent high expectations and rigor. • Outcomes are related to the big ideas of the discipline. • Outcomes are written in terms of what students will learn rather than do. • Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, and communication. • Outcomes are suitable to groups of students in the class and are differentiated where necessary.	**Evidence/Examples** In addition to evidence of proficient • Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing. • Teacher connects outcomes to previous and future learning. • Outcomes are differentiated to encourage individual students to take educational risks.

Munster Teacher Effectiveness Rubric

1d Demonstrating Knowledge of Resources

Unsatisfactory

The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge

Evidence/Examples

- The teacher uses only district-provided materials, even when more variety would assist some students.
- The teacher does not seek out resources available to expand his or her own skill.
- Although aware of some student needs, the teacher does not inquire about possible resources.

Basic

The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need then. The teacher does not seek to extend such knowledge

Evidence/Examples

- The teacher uses materials in the school library but does not search beyond the school for resources.
- The teacher participates in content-area workshops offered by the school but does not pursue other professional development.
- The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.

Proficient

The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them

Evidence/Examples

- Texts are at varied levels.
- Texts are supplemented by guest speakers and field experiences.
- Teacher facilitates Internet resources.
- Resources are multidisciplinary.
- Teacher expands knowledge with professional learning groups and organizations.
- Teacher pursues options offered by universities.
- Teacher provides lists of resources outside the class for students to draw on.

Distinguished

The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them

Evidence/Examples

In addition to evidence of proficient

- Texts are matched to student skill level.
- The teacher has ongoing relationships with colleges and universities that support student learning.
- The teacher maintains a log of resources for student reference.
- The teacher facilitates student contact with resources outside the classroom.

Munster Teacher Effectiveness Rubric

1e Designing Coherent Instruction

Unsatisfactory	Basic	Proficient	Distinguished
The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students	The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning	The teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs
Evidence/Examples • Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or do not meet instructional outcomes. • Instructional groups do not support learning. • Lesson plans are not structured or sequenced and are unrealistic in the expectations.	**Evidence/Examples** • Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Instructional groups are random or only partially support objectives. • Lesson structure is uneven or may be unrealistic in terms of time expectations.	**Evidence/Examples** • Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • Teacher provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully and maximize learning and build on student strengths.	**Evidence/Examples** In addition to evidence of proficient • Activities permit student choice • Learning experiences connect to other disciplines. • Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. • Lesson plans differentiate for individual student needs.

Munster Teacher Effectiveness Rubric

1f Designing Student Assessments

Unsatisfactory

The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction

Evidence/Examples

- Assessments do not match instructional outcomes.
- Assessments have no criteria.
- No formative assessments have been designed.
- Assessment results do not affect plans.

Basic

The teacher's plan for student assessment is partially aligned with the instructional outcomes without clear criteria, and inappropriate for a least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole

Evidence/Examples

- Only some of the instructional outcomes are addressed in the planned assessments.
- Assessment criteria are vague.
- Plans refer to the use of formative assessments, but they are not fully developed.
- Assessment results are used to design lesson plans for the whole class, not individual students.

Proficient

The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students

Evidence/Examples

- All of the learning outcomes have a method for assessment.
- Assessment types match the learning expectations.
- Plans indicate modified assessments for some students as needed.
- Assessment criteria are clearly written.
- Plans include formative assessments to use during instruction.
- Lesson plans indicate possible adjustments based on formative assessment data.

Distinguished

The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students

Evidence/Examples

In addition to evidence of proficient

- Assessments provide opportunities for student choice.
- Students participate in designing assessments for their own work.
- Teacher designed assessments are authentic with real-world application, as appropriate.
- Students develop rubrics according to teacher specified learning objectives.
- Students are actively involved in collecting information from formative assessments and provide input.

Munster Teacher Effectiveness Rubric

Domain 2: Classroom Environment

2a Creating an Environment of Respect and Rapport: Supportive relationships and interactions between teacher and students and among students

Unsatisfactory	Basic	Proficient	Distinguished
Patterns of classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not respond to disrespectful behavior	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate respect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, developmental levels, and cultures of the students. Students exhibit respect for the teacher. Interactions among students are generally polite	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' ages, cultures, and levels of development. Students exhibit respect for the teacher and contribute to maintain high levels of civility among members of the class
Critical Attributes: -Teacher uses disrespectful talk toward students. -Student body language indicates feelings of hurt or insecurity. -Teacher does not address disrespectful interactions among students. -Teacher displays no familiarity with or caring about individual students' interests or personalities. -Students use disrespectful talk toward one another with no response from the teacher	Critical Attributes: -The quality of interactions between teacher and students or among students is uneven, with occasional disrespect. -Teacher attempts to respond to disrespectful behavior, with uneven results. -Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not successful	Critical Attributes: -Talk between teacher and students and among students is uniformly respectful. -Teacher makes superficial connections with individual students. -Students exhibit respect for the teacher.	Critical Attributes: -The teacher's response to a student's incorrect response respects the student's dignity. -When necessary, students correct one another in their conduct toward classmates. In addition to the characteristics of "proficient," -Teacher demonstrates knowledge and caring about individual students' lives beyond school. - There is no disrespectful behavior among students.

2b Establishing a Culture for Learning: The atmosphere in the classroom that reflects high expectations and the importance of the work undertaken by both students and teacher.

Unsatisfactory

The classroom culture is characterized by a lack of the teacher or student commitment to the learning and/or little or no investment of student energy into the task at hand. Learning is not expected or valued

Critical Attributes:

-The teacher conveys that the reasons for the work are external.
-The teacher conveys to at least some students that the work is too challenging for them.
-The teacher trivializes the learning goals and assignments.
-Students exhibit little or no pride in their work

Basic

The classroom culture is characterized by little commitment to the learning by the teacher or student. Student engagement in the task at hand is inconsistent. The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality

Critical Attributes:

-The teacher's energy for the work is half-hearted or unsuccessful at enlisting student energy.
-The teacher conveys only modest expectations.
-The teacher trivializes some of the learning goals and assignments.
-Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work.
-Most students indicate that they are looking for an "easy path"

Proficient

The classroom culture is a cognitively busy place where learning is valued by all. Students understand their role as learner and consistently expend effort to learn by engaging in the task at hand. Instructional outcomes, activities, and assignments convey high expectations for most students. Classroom interactions support learning

Critical Attributes:

-The teacher communicates the importance of the work and expectations that all students can be successful in it.
-Student work and conduct during a lesson indicate commitment to high quality.
-The teacher demonstrates a high regard for student abilities.
-The teacher emphasizes the role of hard work in student learning.
-The teacher expects student effort and recognizes it.
-The students put forth good effort to complete work of high quality

Distinguished

The classroom culture is characterized by a shared belief in the importance of the learning. Instructional outcomes, activities, and assignments convey high expectations for all students. Classroom interactions may extend learning. Students assume responsibility for high quality work by initiating improvements, making revisions, adding detail, and/or helping peers. High expectations are internalized by students

Critical Attributes:

In addition to the characteristics of "Proficient,"
-The teacher communicates a genuine passion for the subject.
-Students indicate that they are not satisfied unless they have complete understanding.
-Student questions and comments indicate a desire to understand the concepts rather than, for example, simply learning a procedure for getting the correct answer.
-Students recognize the efforts of their classmates.
-Students take initiative in improving the quality of their work

Munster Teacher Effectiveness Rubric

2c Managing Classroom Procedures: Routines and procedures to ensure the smooth operation of the classroom to maximize instructional time.

Unsatisfactory	Basic	Proficient	Distinguished
Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies. There is little evidence that students know or follow established routines	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to disruption of the learning. With regular guidance and prompting, students follow established routines	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies is consistent. With minimal guidance and prompting, students follow established classroom routines	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and engaged in consistently by students
Critical Attributes: -Students not working with the teacher are disruptive to the class. -Non-instructional duties, such as taking attendance, consume much time. -There are no established procedures for distributing and collecting materials. -Procedures are confused or chaotic. -Volunteers and paraprofessionals appear confused as to what they are supposed to be doing	Critical Attributes: -Procedures for transitions, materials, and non- instructional duties seem to have been established, but their operation is rough. -Small groups are only partially engaged while not working directly with the teacher	Critical Attributes: -The students work productively in small group work. -The teacher has established time-saving procedures for non-instructional activities. -Routines for distribution and collection of materials and supplies work efficiently. -Volunteers and paraprofessionals have clearly defined roles	Critical Attributes: In addition to the characteristics of "proficient," -Students take the initiative with their classmates to ensure that their time is used productively. -Students ensure that transitions are accomplished smoothly. -Students take initiative in distributing and collecting materials efficiently. -Paraprofessionals and volunteers take initiative in improving learning opportunities for students

Munster Teacher Effectiveness Rubric

2d Managing Student Behavior: Clear standards of conduct, understood by students, to ensure an orderly and productive learning environment.

Unsatisfactory	Basic	Proficient	Distinguished
There is little or no teacher monitoring of student behavior. Response to students' misbehavior is repressive or disrespectful of student dignity. Students challenge the standards of conduct	Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct	Student behavior is generally appropriate. The teacher monitors student behavior against standards of conduct. Teacher response to student misbehavior is consistent, appropriate, and respectful to students	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. The teacher's monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs
Critical Attributes:	Critical Attributes:	Critical Attributes:	Critical Attributes:
-The classroom environment is chaotic, with no apparent standards of conduct. -The teacher does not monitor student behavior. -Some students violate classroom rules, without apparent teacher awareness or consequences. -When the teacher notices student misbehavior, s/he appears helpless to do anything about it	-The teacher attempts to maintain order in the classroom but with uneven success. -Classroom rules are posted, but neither teacher nor students refer to them. -Teacher attempts to keep track of student behavior, but with no apparent system -The teacher's response to student misbehavior is inconsistent: sometimes very harsh, other times lenient.	-Students can describe the standards of conduct. -Upon a non-verbal signal from the teacher, students correct their behavior. -Teacher continually monitors student behavior	In addition to the characteristics of "proficient," -Students can explain the reasons for the different standards of conduct and how they reflect students' own priorities. -The teacher monitors student behavior without speaking – just moving about. -Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct

2e Organizing Physical Space: A safe physical environment, in which the furniture is arranged to support the learning activities.

Unsatisfactory	Basic	Proficient	Distinguished
The physical environment is unsafe or some students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology	The classroom is safe, and learning is accessible to all students including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning
Critical Attributes: -There are physical hazards in the classroom, endangering student safety. -Some students can't see or hear the teacher or see the board. -Available technology is not being used, even if its use would enhance the lesson	Critical Attributes: The physical environment is safe, and most students can see and hear. -The physical environment is not an impediment to learning, but does not enhance it. -The teacher makes limited use of available technology and other resources	Critical Attributes: -The classroom is safe, and all students are able to see and hear. -The classroom is arranged to support the instructional goals and learning activities. -The teacher makes appropriate use of available technology	Critical Attributes: In addition to the characteristics of "proficient," -Modifications are made to the physical environment to accommodate students with special needs. -There is perfect alignment between the goals of the lesson and the physical environment. -Students take the initiative to adjust the physical environment. -Teacher makes extensive and imaginative use of available resources and technology

Domain 3: Instruction

3a Communication with Students: Clear statement of learning outcomes, directions for class activities, and explanations of concepts. Rich and imaginative use of language.

Unsatisfactory	Basic	Proficient	Distinguished
The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors. Some portions are clear; other portions are difficult to follow. Teacher's spoken language is correct; however, vocabulary is limited or not appropriate to the students' ages or backgrounds	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is clear and accurate and connects with students' knowledge and experience. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understandings. Students contribute by explaining concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabulary
Critical Attributes: -At no time during the lesson does the teacher convey to the students what they will be learning. -Students indicate through their questions that they are confused as to the learning task. -The teacher makes a serious content error that will affect students' understanding of the lesson. -Students indicate through body language or questions that they don't understand the content being presented. -The teacher's communications include errors of vocabulary or usage. -Vocabulary is inappropriate to the age or culture of the students	Critical Attributes: -The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation. -The teacher clarifies the learning task so students are able to complete it. -The teacher makes no serious content errors, although may make a minor error. -Vocabulary and usage are correct but unimaginative. -Vocabulary may be too advanced or juvenile for the students	Critical Attributes: -The teacher states clearly, at some point during the lesson, what the students are learning. -When asked by an observer, students can state what they are learning. -Students engage with the learning task, indicating that they understand what they are to do. -The teacher models the process to be followed. -The teacher checks for student understanding of the learning task. -The teacher makes no content errors. -The teacher's explanation of content is clear and invites student participation and thinking. -Vocabulary and usage are correct and completely suited to the lesson. -Vocabulary is appropriate to the students' ages and levels of development	Critical Attributes: In addition to the characteristics of "proficient," -The teacher points out possible areas of misunderstanding. -The teacher explains content clearly, using metaphors and analogies to bring content to life. -All students seem to understand the presentation. -The teacher invites students to explain the content to the class, or to classmates. -The teacher uses rich language, offering brief vocabulary lessons where appropriate

Munster Teacher Effectiveness Rubric

3b Using Questioning and Discussion Techniques: Use of questioning and discussion to deepen student understanding, and invite students to formulate hypotheses, make connections, or challenge previously held views.

Unsatisfactory	Basic	Proficient	Distinguished
The teacher's questions/prompts are poorly aligned with lesson outcomes, with low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion	The teacher's questions/prompts are a combination of low and high quality, some related to the lesson objectives and of moderate cognitive challenge inviting a thoughtful response. The teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results	Most of the teacher's questions/prompts are of high quality and support the lesson objectives, with adequate time for students to respond. A variety or series of questions/prompts are used to challenge students cognitively, and advance high-level thinking and discourse. The teacher creates a genuine discussion among students, stepping aside when appropriate. The teacher successfully engages all students in the discussion, employing a range of strategies to ensure that all students are heard	The teacher's questions/prompts are of uniformly high quality and fully support the lesson outcomes, with adequate time for students to respond. A variety or series of questions/prompts are used to challenge students cognitively, advance high- level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion
Critical Attributes: -Questions are rapid-fire and convergent, with a single correct answer. -Questions do not invite student thinking. -Many questions are unrelated to the lesson outcomes. -All discussion is between teacher and students; students are not invited to speak directly to one another. -The teacher only calls on students who have their hands up	Critical Attributes: -Questions are a mix of higher-order and questions with a single correct answer. -Some questions are unrelated to the learning outcomes. -The teacher invites students to respond directly to one another's ideas, but few students respond. -The teacher calls on many students, but only a small number actually participate in the discussion	Critical Attributes: -Most questions are open-ended, inviting students to think. -Most questions have multiple possible answers. -Questions are related to the lesson objectives. -The teacher makes effective use of wait time. -Discussions enable students to talk to one another, without continual mediation by the teacher. -The teacher calls on all students, even those who don't initially volunteer. -All students actively engage in the discussion	Critical Attributes: In addition to the characteristics of "proficient," -Students initiate higher-order questions. -Students extend the discussion, enriching it. -Students invite comments from their classmates during a discussion

3c Engaging Students in Learning: Learning activities that enable students to be intellectually active in exploring important and challenging content and engage in high-level thinking.

Unsatisfactory	Basic	Proficient	Distinguished
The learning activities, materials, resources, instructional groups, and technology are poorly aligned with the instructional outcomes, are unsuitable to the students' developmental stage, or do not require students to think. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. Few students are intellectually engaged	The various elements of the lesson are partially aligned with the instructional outcomes, with minimal consideration of the students' development stage. Instruction does not facilitate students constructing knowledge, allowing some students to be passive or compliant. Learning activities, materials, resources, technology, and instructional grouping only partially engage students with the content. The lesson has a recognized structure; however, the pacing of the lesson may not provide students the time needed to intellectually engage with their learning	The various elements of the lesson are well-aligned with the instructional outcomes, are suitable to the students' development, and facilitate students in constructing knowledge. Learning activities, materials, resources, technology, and instructional grouping are complementary, resulting in active intellectual engagement by groups of students with important and challenging content. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to intellectually engage with their learning	The various elements of the lesson are well-aligned with the instructional outcomes and individual needs of the learners. The lesson is entirely suitable to the students' development, and facilitates all students in constructing knowledge. Learning activities, materials, resources, technology, and instructional grouping are complementary, resulting in active intellectual engagement by each student in important and challenging content. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students have choice in how they complete tasks and may serve as resources for one another
Critical Attributes: -Learning tasks require only recall or have a single correct response or method. -The materials used ask students only to perform rote tasks. -Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. -Instructional materials used are unsuitable to the lesson and/or the students. -The materials used clash with students' cultures. -Few students are engaged in the lesson	Critical Attributes: -Learning tasks are a mix of those requiring thinking and recall. -Students have no choice in how they complete tasks. -The instructional groups partially serve the instructional purpose. -The materials and resources are partially aligned to the lesson objectives, only some of them requiring student thinking. -There is a discernible structure to the lesson, but it's not completely successful. -Some students are intellectually engaged in the lesson	Critical Attributes: -Most learning tasks demand higher-order thinking -Learning tasks have multiple correct responses or approaches. -There is a productive mix of different types of groupings, suitable to the lesson objectives. -Materials and resources support the learning goals and students' cultures. -The lesson has a clear structure. -Most students are intellectually engaged in the lesson	Critical Attributes: In addition to the characteristics of "proficient," -Students have choice in how they complete tasks. -Students modify a learning task to make it more meaningful or relevant to their needs. -Students suggest modifications to the grouping patterns used. -Students suggest modifications or additions to the materials being used. -Students have an opportunity for reflection and closure on the lesson. -All students are highly engaged in the lesson

Munster Teacher Effectiveness Rubric

3d Using Assessment in Instruction: Use of formative assessment for teachers to keep their fingers on the pulse of a lesson, monitor student understanding, and, where appropriate, engage students in self-assessment and monitoring of learning.

Unsatisfactory	Basic	Proficient	Distinguished
Assessment or monitoring of student learning is absent or minimal. Feedback is absent or of poor quality. There is no attempt to adjust the lesson as a result of assessment. Students are not aware of the assessment criteria and do not engage in self-assessment	Assessment is occasionally used to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is inaccurate or unspecific, and students are only partially aware of the assessment criteria used to evaluate their work. Questions/ Prompts/Assessments are not used to diagnose evidence of learning	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students are aware of the assessment criteria. Questions/Prompts/ Assessments are used to diagnose evidence of learning, and adjustment to instruction is made to address student misunderstandings	Assessment is fully integrated into the instruction, through student involvement in establishing the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Students are aware of and may contribute to the assessment criteria. Questions/Prompts/ Assessments are used regularly to diagnose evidence of learning, and instruction is adjusted and differentiated to address individual student misunderstandings
Critical Attributes: -The teacher gives no indication of what high quality work looks like. -Assessment is used only for grading. -The teacher makes no effort to determine whether students understand the lesson. -Feedback is only global. -The teacher does not ask students to evaluate their own or classmates' work	Critical Attributes: -The teacher requests global indications of student understanding. -Feedback to students is not uniformly specific, not oriented toward future improvement of work. -The teacher makes only minor attempts to engage students in self- or peer- assessment	Critical Attributes: -The teacher monitors student learning through a variety of means, including using specifically formulated questions to elicit evidence of student understanding, for at least groups of students. -Feedback includes specific and timely guidance on how students can improve their performance. -The teacher elicits evidence of individual student understanding once during the lesson. -Students are invited to assess their own work and make improvements	Critical Attributes: In addition to the characteristics of "proficient," -There is evidence that students have helped establish evaluation criteria. -Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. -The teacher makes frequent use of strategies to elicit information about individual student understanding. -Feedback to students is obtained from many sources, including other students. -Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher

Munster Teacher Effectiveness Rubric

3e Demonstrating Flexibility and Responsiveness: Awareness and use of teachable moments to make minor and major adjustments to a lesson, and to incorporate student interests and questions into classroom activities.

Unsatisfactory

The teacher adheres to the instructional plan in spite of evidence of poor student understanding or students' lack of interest. The teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment

Critical Attributes:

-The teacher ignores indications of student boredom or lack of understanding.
-The teacher brushes aside student questions.
-The teacher makes no attempt to incorporate student interests into the lesson.
-The teacher conveys to students that when they have difficulty learning, it is their fault.
-In reflecting on practice, the teacher does not indicate that it is important to reach all students

Basic

The teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon

Critical Attributes:

-The teacher's efforts to modify the lesson are only partially successful
-The teacher makes perfunctory attempts to incorporate student questions and interests into the lesson
-The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them
-In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so

Proficient

The teacher promotes the successful learning of all students, making minor adjustments as needed to instructional plans and accommodating student questions, needs, and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies

Critical Attributes:

-The teacher successfully makes a minor modification to the lesson.
-The teacher incorporates students' interests and questions into the heart of the lesson.
-The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.
-In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty

Distinguished

The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully makes a major adjustment to a lesson when needed. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community

Critical Attributes:

In addition to the characteristics of "proficient,"
-The teacher successfully executes a major lesson readjustment when needed.
-The teacher seizes on a teachable moment to enhance a lesson.
-The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands, and that s/he has a broad range of approaches to use.
-In reflecting on practice, the teacher can cite others in the school and beyond who s/he has contacted for assistance in reaching some students

Munster Teacher Effectiveness Rubric

Domain 4: Professional Responsibilities

Unsatisfactory	Basic	Proficient	Distinguished
4a Reflecting on Teaching			
The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved	The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved	The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions that could be tried another time the lesson is taught.	The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each
4b Maintaining Accurate Records			
The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion	The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective, and students contribute to its maintenance
4c Communicating with Families			
The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program, but communications are not always appropriate to the cultures of those families	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner	The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate
4d Participating in a Professional Learning Community			
The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues	The teacher makes a substantial contribution to the professional community and to school and district events and projects. The teacher assumes a leadership role among the faculty

Munster Teacher Effectiveness Rubric

4e Growing and Developing Professionally

Unsatisfactory	Basic	Proficient	Distinguished
The teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues

4f Showing Professionalism

Unsatisfactory	Basic	Proficient	Distinguished
The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and timelines	The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations	The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally under-served, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district

Domain 5: Core Professionalism

5a Attendance

Meets Standard	Does Not Meet Standard
Individual has not demonstrated a pattern of unexcused absences	Individual demonstrates a pattern of unexcused absences

5b On-Time Arrival

Meets Standard	Does Not Meet Standard
Individual has not demonstrated a pattern of late arrivals in violation of school procedures.	Individual demonstrates a pattern of unexcused late arrivals in violation of school procedures.

5c Policies and Procedures

Meets Standard	Does Not Meet Standard
Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g., procedures for submitting discipline referrals, policies for appropriate attire, etc.)	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g., procedures for submitting discipline referrals, policies for appropriate attire, etc.)

5d Respect

Meets Standard	Does Not Meet Standard
Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner

Munster Counselor Effectiveness Rubric

DOMAIN 1: Purposeful Planning School counselors use student data and survey results to plan, set annual student goals, organize, deliver and manage an effective school counseling program.

Competency		Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
1.1	Utilize Assessment Data to Plan	Counselor does not use student achievement data or survey results when planning.	Counselor rarely uses student achievement or achievement-related data and/or survey results to formulate: - Annual program goals and student academic, career and personal/social goals.	Counselor uses student achievement, achievement-related, survey and other student data to formulate plans. Annual program goals and student academic, career and personal/social goals.	At Level 4, a counselor fulfills the criteria for Level 3 and additionally: - Incorporates differentiated strategies in planning to reach every student at his/her level of understanding
1.2	Set Ambitious and Measurable Program and Student Goals	Counselor does not set – ambitious and measurable annual program goals and student academic, career and personal/social goals.	Counselor rarely sets – ambitious and measurable annual program goals and student academic, career and personal/social goals.	Counselor sets - ambitious and measurable annual program goals and student academic, career and personal/social goals.	At Level 4, a counselor fulfills the criteria for Level 3 and additionally: - Shares plan with administrator(s) and school staff
1.3	Plan, Organize, Deliver and Manage Effective Counseling Program	Counselor does not complete - Planning, - Organizing, - Delivering and - Managing of effective counseling program.	Counselor rarely participates in - Planning, - Organizing, - Delivering and - Managing of effective counseling program	Counselor participates in - Planning, - Organizing, - Delivering and - Managing of effective counseling program utilizing research-based interventions	At Level 4, a counselor fulfills the criteria for Level 3 and additionally: - Follows a state or national comprehensive school counseling model according to standards
1.4	Develop Standards-Based Lessons and Assessments	Counselor does not Identify guidance standards that students will master and does not deliver lessons or use assessments/surveys for assessing growth	Counselor rarely - identifies guidance standards that students will master and only occasionally or never delivers lessons and assessments/ surveys for assessing growth	Based on program and student goals counselor: - Identifies guidance standards that students will master and delivers lessons and assessments/surveys for assessing growth	At Level 4, a counselor fulfills the criteria for Level 3 and additionally: - Creates well-designed assessments and/or surveys based on state or national standards

Munster Counselor Effectiveness Rubric

1.5	Track Student Data and Analyze Progress	Counselor never uses a data tracking system to record student assessment/progress data and/or has no discernible grading system.	Counselor rarely uses a data tracking system for: - Recording student assessment/ progress data. Counselor may not: - Use data to analyze student progress towards mastery or to plan future lessons/units	Counselor uses an effective data tracking system for: - Recording student assessment/ progress data and analyzing student progress towards mastery	At Level 4, a counselor fulfills the criteria for Level 3 and additionally: - Uses assessment/progress data in planning future lessons/units accordingly.

Munster Counselor Effectiveness Rubric

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

Competency		Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
2.1	Develop 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 counselor may fail to make this connection for students. - Counselor may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective.	- Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to guidance standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Counselor attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective	- Lesson objective is specific, measurable, and aligned to guidance standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student friendly manner and/or explained to students in easy- to- understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective	- For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Counselor effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection.
2.2	Demonstrate and Clearly Communicate Content Knowledge to Students.	- Counselor may deliver information that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Counselor continues with providing information, even when it is obvious that students are not understanding content - Counselor does not emphasize main ideas, and students are often confused about content - Counselor fails to use developmentally appropriate language - Counselor does not impart relevant information	-Counselor delivers information that is factually correct - Information occasionally lacks clarity and is not as well organized as it could be - Counselor may fail to restate or rephrase information in multiple ways to increase understanding - Counselor does not adequately emphasize main ideas, and students are sometimes confused about key takeaways. Explanations sometimes lack developmentally appropriate language - Counselor does not always impart relevant information learned via professional development	- Counselor demonstrates content knowledge and delivers information that is factually correct - Information is clear, concise and well organized - Counselor restates and rephrases information in multiple ways, where necessary, to increase understanding - Counselor emphasizes key points or main ideas in content - Counselor uses developmentally appropriate language and explanations - Counselor imparts relevant information learned via professional development	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Counselor fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding- Counselor effectively connects information to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content
2.3	Create Culture of Respect and Collaboration	- Students are frequently disrespectful of counselor as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate with counselor OR during these times do not	- Students are generally respectful of their counselor, but may occasionally act out or need to be reminded of school norms - Students are given opportunities to collaborate with counselor and peers, but may need significant assistance from the counselor to work together	- Students are respectful of their counselor - Students are given opportunities to collaborate with counselor or, in classroom settings, each other in the learning process - Counselor reinforces positive character and behavior and explains consequences appropriately to discourage negative behavior	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Students are invested in their academic success as evidenced by unprompted collaboration and assistance

		work well together even with counselor intervention - Counselor rarely or never praises positive behavior - Counselor rarely or never addresses negative behavior	- Counselor may occasionally praise positive behavior	- Counselor has a good rapport with students, and shows genuine interest in their thoughts and opinions	- Students understand and exhibit positive character and behavior
2.4	Set High Expectations for Academic Success	- Counselor rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the counselor or peers - Counselor rarely or never praises academic work or good behavior	- Counselor may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Counselor may praise the work of some, but not others	- Counselor sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work - Classroom, small group or individual setting is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Counselor celebrates and praises academic work.	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

Munster Counselor Effectiveness Rubric

DOMAIN 2B: EFFECTIVE COUNSELING SERVICES Counselors use professional counseling skills in prevention, assessment, intervention and referral to remove barriers to student success.

Competency		Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
2.5	Follow laws, rules and policies, adhering to ethical standards, and respecting student confidentiality to help students overcome barriers to learning	- Professional conduct and integrity are lacking - Ethical and legal codes are not followed - Consultation and supervision are needed but not sought - Student interventions appear questionable	- Professional conduct and integrity are occasionally exhibited - Ethical and legal codes are followed - Consultation and supervision are needed but not sought - Student interventions appear questionable	- Professional conduct and integrity are exhibited - Ethical and legal codes are followed - Consultation and supervision are used when needed - Student interventions appear appropriate to the situation	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Laws, rules, policies and ethical standards are reviewed on an annual basis
2.6	Provide counseling, guidance, consultation, crisis intervention or referral as needed	- Needs of students are not adequately addressed through counseling, guidance, consultation, crisis intervention or referral - Appropriateness of service is questionable - Counselor is not proficient at delivering or referring student to receive appropriate service	- Some needs of students are addressed through counseling, guidance, consultation, crisis intervention or referral - Appropriateness of service is questionable - Counselor is somewhat proficient at delivering or referring student to receive appropriate service	- Diverse needs of students are addressed through appropriate counseling, guidance, consultation, crisis intervention or referral - Counselor is proficient at delivering or referring student to receive appropriate service	For Level 4, much of the Level 3 evidence is observed during the year, as well as the following: -Works well with school staff and administrators to facilitate identification of students in need of services
2.7	Develop student understanding of safety, survival and prevention skills	- When needed, does not help students identify safety concerns and needs. - Students do not understand right to a safe and secure school environment - Students do not identify resources for peer, adult, and/or community support - Prevention programming or interventions do not exist	- Inconsistent in helping students identify safety concerns and needs, as needed - Students do not understand right to a safe and secure school environment - Students do not identify resources for peer, adult and/or community support Prevention programming or interventions utilized inconsistently	- Counselor assists students to identify safety concerns and needs, as needed - Students understand right to safe and secure school environment - Students identify resources for peer, adult and/or community support - Prevention programming or interventions utilized as necessary	For Level 4, much of the Level 3 evidence is observed during the year, as well as the following: - Delivers prevention training program to student
2.8	Connect student learning to future plans	- Counselor does not help students see connection between achievement and career and future success - Students do not learn about interests, abilities and aptitude - Counselor does not provide career awareness, information, preparation or planning assistance to students - Students do not practice decision making skills to course selection and/or career planning	- Counselor infrequently helps students see connection between achievement and career and future success - Only some students learn about interests, abilities and aptitude - Counselor provides minimal career awareness, information, preparation or planning assistance to students - Students do not practice decision making skills to course selection and/or career planning	- Counselor helps students see connection between achievement and career and future success - Counselor helps student learn about interests, abilities and aptitude - Counselor provides age-appropriate career awareness, information, preparation or planning assistance to students aligned with local, state and national standards - Students practice decision-making skills to course selection and/or career planning	For Level 4, much of the Level 3 evidence is observed during the year, as well as the following: - Counselor utilizes resources outside of the school setting frequently

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

Munster Counselor Effectiveness Rubric

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

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

Munster Counselor Effectiveness Rubric

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive school counseling program.

Competency		Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
4.1	The school counselor establishes professional goals and pursues opportunities to grow professionally.	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.	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 developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community.	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.
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 no leadership—either formal or informal—in the counseling department, the school setting, or the community.	The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style.	The school counselor provides consistent and effective leadership in the school counseling program and the school.	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.
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 is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders.	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 demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds.	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.
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 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.	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 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 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.
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 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.	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 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 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.

Munster Counselor Effectiveness Rubric

4.6	The school counselor provides systems of 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 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.	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 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 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.

Munster Counselor Effectiveness Rubric

Domain 5: Core Professionalism

5a Attendance

Meets Standard	Does Not Meet Standard
Individual has not demonstrated a pattern of unexcused absences	Individual demonstrates a pattern of unexcused absences

5b On-Time Arrival

Meets Standard	Does Not Meet Standard
Individual has not demonstrated a pattern of late arrivals in violation of school procedures.	Individual demonstrates a pattern of unexcused late arrivals in violation of school procedures.

5c Policies and Procedures

Meets Standard	Does Not Meet Standard
Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g., procedures for submitting discipline referrals, policies for appropriate attire, etc.)	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g., procedures for submitting discipline referrals, policies for appropriate attire, etc.)

5d Respect

Meets Standard	Does Not Meet Standard
Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner

Munster Media Specialist Effectiveness Rubric

Domain 1: Planning and Preparation

1a Demonstrating Knowledge of Literature and Current Trends in Library/media Practice and Information Technology

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology

1b Demonstrating Knowledge of the School's Program and Student Information Needs Within that Program

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist demonstrates little or no knowledge of the school's content standards and of student's needs for information skills within those standards	Library/media specialist demonstrates basic knowledge of the school's content standards and of student's needs for information skills within those standards	Library/media specialist demonstrates thorough knowledge of the school's content standards and of student's needs for information skills within those standards	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program

1c Establishing Goals for the Library/media Program Appropriate to the Setting and the Students Served

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students	Library/media specialist’s goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultation with students and colleagues

Munster Media Specialist Effectiveness Rubric

1d Demonstrating Knowledge of Resources, Both Within and Beyond the School District, and Access to such Resources as Interlibrary Loan

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals*)*	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program

1e Planning the Library/media Program Integrated with the Overall School Program

Unsatisfactory	Basic	Proficient	Distinguished
Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals	Library/media specialist's plan is well designed to support both teachers and students in their information needs	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultation work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teacher

1f Developing a Plan to Evaluate the Library/media Program

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important	Library/media specialists has a rudimentary plan to evaluate the library/media program	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met	Library/media specialist's evaluation plan in highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis

Munster Media Specialist Effectiveness Rubric

Domain 2: The Environment

2a Creating an Environment of Respect and Rapport

Unsatisfactory	Basic	Proficient	Distinguished
Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict	Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students	Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students	Interactions among library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library

2b Establishing a Culture for Investigation and Love of Literature

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values

2c Establishing and Maintaining Library Procedures

Unsatisfactory	Basic	Proficient	Distinguished
Media center routines and procedures (for example, for circulation materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center

Munster Media Specialist Effectiveness Rubric

2d Managing student behavior

Unsatisfactory	Basic	Proficient	Distinguished
There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior

2e Organizing Physical Space to Enable Smooth Flow

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion	Library/media specialist’s effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting

Munster Media Specialist Effectiveness Rubric

Domain 3: Delivery of Service

3a Maintaining and Extending the Library Collection in Accordance with the School's Needs and Within Budget Limitations

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas

3b Collaborating with Teachers in the Design of Instructional Units and Lessons

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school

3c Engaging Students in Enjoying Literature and in Learning Information Skills

Unsatisfactory	Basic	Proficient	Distinguished
Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers

Munster Media Specialist Effectiveness Rubric

3d Assisting Students and Teachers in the Use of Technology in the Library/media Center

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist declines to assist students and teachers in the use of technology in the library/media center	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center

3e Demonstrating Flexibility and Responsiveness

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist adheres to the plan, in spite of evidence of its inadequacy	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change	Library/media specialist makes revisions to the library/media program when they are needed	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input

Munster Media Specialist Effectiveness Rubric

Domain 4: Professional Responsibilities

4a Reflecting on Practice

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved	Library/media specialist reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success

4b Preparing and Submitting Reports and Budgets

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time

4c Communication with the Larger Community

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community	Library/media specialist engages in outreach efforts to parents and the larger community	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries coordinating efforts for mutual benefit

Munster Media Specialist Effectiveness Rubric

4d Participating in a Professional Community

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues

4e Engaging in Professional Development

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills	Library/media specialist's participation in professional development activates is limited to those that are convenient or are required	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues

4f Showing Professionalism

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws

Domain 5: Core Professionalism

5a Attendance

Meets Standard	Does Not Meet Standard
Individual has not demonstrated a pattern of unexcused absences	Individual demonstrates a pattern of unexcused absences

5b On-Time Arrival

Meets Standard	Does Not Meet Standard
Individual has not demonstrated a pattern of late arrivals in violation of school procedures.	Individual demonstrates a pattern of unexcused late arrivals in violation of school procedures.

5c Policies and Procedures

Meets Standard	Does Not Meet Standard
Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g., procedures for submitting discipline referrals, policies for appropriate attire, etc.)	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g., procedures for submitting discipline referrals, policies for appropriate attire, etc.)

5d Respect

Meets Standard	Does Not Meet Standard
Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner

Munster Title 1 Coordinator Effectiveness Rubric

Domain 1: Leadership

1a Establishing and Successfully Implementing Goals for the School Title 1 Program

Unsatisfactory	Basic	Proficient	Distinguished
Coordinator has no clear goals for the Title 1 program or they are inappropriate to either the situation in the school or the age of the students.	Coordinator's goals for the Title 1 program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Coordinator's goals for the Title 1 program are clear and appropriate to the situation in the school and the age of the students.	Coordinator's goals for the Title 1 program are highly appropriate to the situation in the school and the age of the students and have been developed following consultations with students and colleagues

1b Track Student Data and Analyze Progress

Unsatisfactory	Basic	Proficient	Distinguished
Coordinator rarely or never uses a data tracking system to record student assessment/progress data	Coordinator uses an effective data tracking system for recording student assessment and progress data.	Coordinator uses an effective data tracking system for: Recording student assessment and progress data. Analyzing student progress towards master and planning future lessons and units. Monitor school wide data for at-risk students.	Coordinator fulfills the criteria in "Proficient" and: Uses daily checks for understanding for additional data points. Uses data analysis of student progress to drive lesson planning for the following day

1c Using Feedback to Improve Student Performance

Unsatisfactory	Basic	Proficient	Distinguished
Coordinator regularly avoids or devalues feedback	Coordinator accepts feedback from any stakeholder when it is offered but does not actively seek out such input. Occasionally acts upon feedback to share strategic priorities aligned to student achievement	Actively solicits feedback and help from all key stakeholders. Acts upon feedback to shape strategic priorities to be aligned to student achievement.	Develops and Implements systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance. Identifies the most efficient means for feedback to be generated.

Munster Title 1 Coordinator Effectiveness Rubric

1d Communication

Unsatisfactory	Basic	Proficient	Distinguished
Rarely or never messages key concepts. Interacts with a limited number of stakeholders and fails to reach several key groups and organizations.	Messages most, but not all, key concepts. Interacts with a variety of stakeholders but not reaching all invested groups and organizations. Utilizes a limited number of means and approaches to communication.	Messages key concepts such as needs, successes and failures. Interacts with a variety of stakeholders, including students, families, community groups, central office, etc. Utilizes a variety of means and approaches to communication	Fulfills the requirements of “Proficient” and: Messages key concepts in real time. Tracks the impact and interactions with stakeholders, revising approaches and expanding scope of communication. Monitors the success of different approaches of communication for specific situations.

1e Seek Professional Skills and Knowledge

Unsatisfactory	Basic	Proficient	Distinguished
Rarely or never attends professional development opportunities. Shows little to no interest in new ideas, programs, or classes to improve teaching and learning.	Attends all mandatory professional development opportunities. Pursues optional professional development opportunities. Accepts constructive feedback.	Actively pursues opportunities to improve knowledge and practice. Seeks out ways to implement new practices into instruction, where applicable. Welcomes constructive feedback to improve practices.	Fulfills the requirements of “Proficient” and: Regularly shares newly learned knowledge and practices with others. Seeks out opportunities to lead professional development sessions.

1f Demonstrates Knowledge of Best Practices in Intervention Strategies

Unsatisfactory	Basic	Proficient	Distinguished
Demonstrates little to no knowledge of effective strategies and current trends in intervention strategies.	Demonstrates limited knowledge of effective strategies and current trends in intervention strategies	Demonstrates thorough knowledge of effective strategies and current trends in intervention strategies	Drawing on extensive professional resources, demonstrates rich understanding of effective strategies and current trends in intervention.

Munster Title 1 Coordinator Effectiveness Rubric

Domain 2: Personal Behavior

2a Professionalism

Unsatisfactory	Basic	Proficient	Distinguished
Does not display or use common courtesy regularly and respectful professional responses when dealing with members of the school community	Occasionally does not respond to school community members with acceptable levels of professionalism.	Regularly displays appropriate and professional responses to members of the school community.	Is an exemplary role model of appropriate professional behavior to all and encourages a positive and professional response from all members of the school community.

2b Time Management

Unsatisfactory	Basic	Proficient	Distinguished
Project management is haphazard or absent and there is little or no evidence of lists of milestones and deadlines.	Projects are managed using lists of milestones and deadlines, but are infrequently updated.	The use of organizational development tools is evident by supporting documentation provided by the Title 1 Coordinator.	Personal organization allows the Title 1 Coordinator to consider innovations and be available to engage in leadership activities and collaborate with people at all levels.

2c Initiative and Persistence

Unsatisfactory	Basic	Proficient	Distinguished
Does not display initiative and persistence by rarely or never achieving expected goals or rarely or never taking on additional, voluntary responsibilities that contribute to student success.	Displays initiative and persistence by occasionally achieving expected goals and occasionally taking on additional, voluntary responsibilities that contribute to student success	Displays initiative and persistence by consistently achieving expected goals and taking on additional, voluntary responsibilities that contribute to student success	Fulfills the requirements of “Proficient” and: Exceeds typical expectations to accomplish ambitious goals by regularly identifying, communicating, and addressing the school’s most significant obstacles to student success.

Munster Title 1 Coordinator Effectiveness Rubric

2d Collaborate with Peers

Unsatisfactory	Basic	Proficient	Distinguished
Rarely or never participates in opportunities to work with others. Works in isolation and is not a team player.	Participates in occasional opportunities to work with and learn from others. Asks for assistance when needed.	Seeks out and participates in regular opportunities to work with and learn from others. Asks for assistance, when needed, and provides assistance to others in need.	Fulfills the requirements of “Proficient” and: Goes above and beyond in seeking out opportunities to collaborate. Coaches peers through difficult situations. Takes on leadership roles within collaborative groups such as committees.

2e Organizing Physical Space to Enable Smooth Flow

Unsatisfactory	Basic	Proficient	Distinguished
Rarely or never contributes ideas aimed at improving school efforts. Dedicates little or no time outside of class towards helping students and peers.	Contributes occasional ideas and expertise to further the school’s mission and initiatives.	Contributes ideas and expertise to further the school’s mission and initiatives. Dedicates time efficiently, when needed, to helping students and peers outside of class.	Fulfills the requirements of “Proficient” and: Seeks out leadership roles. Goes above and beyond in dedicating time for students and peers outside of class.

Munster Title 1 Coordinator Effectiveness Rubric

Domain 3: Instruction

3a Communication with Students: Clear statement of learning outcomes, directions for class activities, and explanations of concepts. Rich and imaginative use of language.

Unsatisfactory	Basic	Proficient	Distinguished
The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors. Some portions are clear; other portions are difficult to follow. Teacher's spoken language is correct; however, vocabulary is limited or not appropriate to the students' ages or backgrounds	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is clear and accurate and connects with students' knowledge and experience. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understandings. Students contribute by explaining concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabulary
Critical Attributes: -At no time during the lesson does the teacher convey to the students what they will be learning. -Students indicate through their questions that they are confused as to the learning task. -The teacher makes a serious content error that will affect students' understanding of the lesson. -Students indicate through body language or questions that they don't understand the content being presented. -The teacher's communications include errors of vocabulary or usage. -Vocabulary is inappropriate to the age or culture of the students	Critical Attributes: -The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation. -The teacher clarifies the learning task so students are able to complete it. -The teacher makes no serious content errors, although may make a minor error. -Vocabulary and usage are correct but unimaginative. -Vocabulary may be too advanced or juvenile for the students	Critical Attributes: -The teacher states clearly, at some point during the lesson, what the students are learning. -When asked by an observer, students can state what they are learning. -Students engage with the learning task, indicating that they understand what they are to do. -The teacher models the process to be followed. -The teacher checks for student understanding of the learning task. -The teacher makes no content errors. -The teacher's explanation of content is clear and invites student participation and thinking. -Vocabulary and usage are correct and completely suited to the lesson. -Vocabulary is appropriate to the students' ages and levels of development	Critical Attributes: In addition to the characteristics of "proficient," -The teacher points out possible areas of misunderstanding. -The teacher explains content clearly, using metaphors and analogies to bring content to life. -All students seem to understand the presentation. -The teacher invites students to explain the content to the class, or to classmates. -The teacher uses rich language, offering brief vocabulary lessons where appropriate

Munster Title 1 Coordinator Effectiveness Rubric

3b Using Questioning and Discussion Techniques: Use of questioning and discussion to deepen student understanding, and invite students to formulate hypotheses, make connections, or challenge previously held views.

Unsatisfactory	Basic	Proficient	Distinguished
The teacher's questions/prompts are poorly aligned with lesson outcomes, with low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion	The teacher's questions/prompts are a combination of low and high quality, some related to the lesson objectives and of moderate cognitive challenge inviting a thoughtful response. The teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results	Most of the teacher's questions/prompts are of high quality and support the lesson objectives, with adequate time for students to respond. A variety or series of questions/prompts are used to challenge students cognitively, and advance high-level thinking and discourse. The teacher creates a genuine discussion among students, stepping aside when appropriate. The teacher successfully engages all students in the discussion, employing a range of strategies to ensure that all students are heard	The teacher's questions/prompts are of uniformly high quality and fully support the lesson outcomes, with adequate time for students to respond. A variety or series of questions/prompts are used to challenge students cognitively, advance high- level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion
Critical Attributes: -Questions are rapid-fire and convergent, with a single correct answer. -Questions do not invite student thinking. -Many questions are unrelated to the lesson outcomes. -All discussion is between teacher and students; students are not invited to speak directly to one another. -The teacher only calls on students who have their hands up	Critical Attributes: -Questions are a mix of higher-order and questions with a single correct answer. -Some questions are unrelated to the learning outcomes. -The teacher invites students to respond directly to one another's ideas, but few students respond. -The teacher calls on many students, but only a small number actually participate in the discussion	Critical Attributes: -Most questions are open- ended, inviting students to think. -Most questions have multiple possible answers. -Questions are related to the lesson objectives. -The teacher makes effective use of wait time. -Discussions enable students to talk to one another, without continual mediation by the teacher. -The teacher calls on all students, even those who don't initially volunteer. -All students actively engage in the discussion	Critical Attributes: In addition to the characteristics of "proficient," -Students initiate higher-order questions. -Students extend the discussion, enriching it. -Students invite comments from their classmates during a discussion

Munster Title 1 Coordinator Effectiveness Rubric

3c Engaging Students in Learning: Learning activities that enable students to be intellectually active in exploring important and challenging content and engage in high-level thinking

Unsatisfactory	Basic	Proficient	Distinguished
The learning activities, materials, resources, instructional groups, and technology are poorly aligned with the instructional outcomes, are unsuitable to the students' developmental stage, or do not require students to think. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. Few students are intellectually engaged	The various elements of the lesson are partially aligned with the instructional outcomes, with minimal consideration of the students' development stage. Instruction does not facilitate students constructing knowledge, allowing some students to be passive or compliant. Learning activities, materials, resources, technology, and instructional grouping only partially engage students with the content. The lesson has a recognized structure; however, the pacing of the lesson may not provide students the time needed to intellectually engage with their learning	The various elements of the lesson are well aligned with the instructional outcomes, are suitable to the students' development, and facilitate students in constructing knowledge. Learning activities, materials, resources, technology, and instructional grouping are complementary, resulting in active intellectual engagement by groups of students with important and challenging content. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to intellectually engage with their learning	The various elements of the lesson are well aligned with the instructional outcomes and individual needs of the learners. The lesson is entirely suitable to the students' development, and facilitates all students in constructing knowledge. Learning activities, materials, resources, technology, and instructional grouping are complementary, resulting in active intellectual engagement by each student in important and challenging content. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students have choice in how they complete tasks and may serve as resources for one another
Critical Attributes: -Learning tasks require only recall or have a single correct response or method. -The materials used ask students only to perform rote tasks. -Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. -Instructional materials used are unsuitable to the lesson and/or the students. -The materials used clash with students' cultures. -Few students are engaged in the lesson	Critical Attributes: -Learning tasks are a mix of those requiring thinking and recall. -Students have no choice in how they complete tasks. -The instructional groups partially serve the instructional purpose. -The materials and resources are partially aligned to the lesson objectives, only some of them requiring student thinking. -There is a discernible structure to the lesson, but it's not completely successful. -Some students are intellectually engaged in the lesson	Critical Attributes: -Most learning tasks demand higher-order thinking -Learning tasks have multiple correct responses or approaches. -There is a productive mix of different types of groupings, suitable to the lesson objectives. -Materials and resources support the learning goals and students' cultures. -The lesson has a clear structure. -Most students are intellectually engaged in the lesson	Critical Attributes: In addition to the characteristics of "proficient," -Students have choice in how they complete tasks. -Students modify a learning task to make it more meaningful or relevant to their needs. -Students suggest modifications to the grouping patterns used. -Students suggest modifications or additions to the materials being used. -Students have an opportunity for reflection and closure on the lesson. -All students are highly engaged in the lesson

Munster Title 1 Coordinator Effectiveness Rubric

3d Using Assessment in Instruction: Use of formative assessment for teachers to keep their fingers on the pulse of a lesson, monitor student understanding, and, where appropriate, engage students in self-assessment and monitoring of learning.

Unsatisfactory	Basic	Proficient	Distinguished
Assessment or monitoring of student learning is absent or minimal. Feedback is absent or of poor quality. There is no attempt to adjust the lesson because of assessment. Students are not aware of the assessment criteria and do not engage in self- assessment	Assessment is occasionally used to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is inaccurate or unspecific, and students are only partially aware of the assessment criteria used to evaluate their work. Questions/ Prompts/Assessments are not used to diagnose evidence of learning	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students are aware of the assessment criteria. Questions/Prompts/ Assessments are used to diagnose evidence of learning, and adjustment to instruction is made to address student misunderstandings	Assessment is fully integrated into the instruction, through student involvement in establishing the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Students are aware of and may contribute to the assessment criteria. Questions/Prompts/ Assessments are used regularly to diagnose evidence of learning, and instruction is adjusted and differentiated to address individual student misunderstandings
Critical Attributes: -The teacher gives no indication of what high quality work looks like. -Assessment is used only for grading. -The teacher makes no effort to determine whether students understand the lesson. -Feedback is only global. -The teacher does not ask students to evaluate their own or classmates' work	Critical Attributes: -The teacher requests global indications of student understanding. -Feedback to students is not uniformly specific, not oriented toward future improvement of work. -The teacher makes only minor attempts to engage students in self- or peer- assessment	Critical Attributes: -The teacher monitors student learning through a variety of means, including using specifically formulated questions to elicit evidence of student understanding, for at least groups of students. -Feedback includes specific and timely guidance on how students can improve their performance. -The teacher elicits evidence of individual student understanding once during the lesson. -Students are invited to assess their own work and make improvements	Critical Attributes: In addition to the characteristics of "proficient," -There is evidence that students have helped establish evaluation criteria. -Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. -The teacher makes frequent use of strategies to elicit information about individual student understanding. -Feedback to students is obtained from many sources, including other students. -Students monitor their own understanding, either on their own initiative or because of tasks set by the teacher

Munster Title 1 Coordinator Effectiveness Rubric

3e Demonstrating Flexibility and Responsiveness: Awareness and use of teachable moments to make minor and major adjustments to a lesson, and to incorporate student interests and questions into classroom activities.

Unsatisfactory

The teacher adheres to the instructional plan in spite of evidence of poor student understanding or students' lack of interest. The teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment

Critical Attributes

-The teacher ignores indications of student boredom or lack of understanding.
-The teacher brushes aside student questions.
-The teacher makes no attempt to incorporate student interests into the lesson.
-The teacher conveys to students that when they have difficulty learning, it is their fault.
-In reflecting on practice, the teacher does not indicate that it is important to reach all students

Basic

The teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon

Critical Attributes

-The teacher's efforts to modify the lesson are only partially successful
-The teacher makes perfunctory attempts to incorporate student questions and interests into the lesson
-The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them
-In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so

Proficient

The teacher promotes the successful learning of all students, making minor adjustments as needed to instructional plans and accommodating student questions, needs, and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies

Critical Attributes

-The teacher successfully makes a minor modification to the lesson.
-The teacher incorporates students' interests and questions into the heart of the lesson.
-The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.
-In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty

Distinguished

The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully makes a major adjustment to a lesson when needed. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community

Critical Attributes

In addition to the characteristics of "proficient,"
-The teacher successfully executes a major lesson readjustment when needed.
-The teacher seizes on a teachable moment to enhance a lesson.
-The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands, and that s/he has a broad range of approaches to use.
-In reflecting on practice, the teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students

Munster Title 1 Coordinator Effectiveness Rubric

Domain 4: Professional Responsibilities

4a Reflecting on Practice

Unsatisfactory	Basic	Proficient	Distinguished
Title 1 Coordinator does not reflect on practice, or the reflections are inaccurate or self-serving	Title 1 Coordinator's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved	Title 1 Coordinator's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Title 1 Coordinator makes some specific suggestions as to how the Title 1 Program might be improved	Title 1 Coordinator's reflection is highly accurate and perceptive, citing specific examples. Title 1 Coordinator draws on an extensive repertoire to suggest alternative strategies and their likely success

4b Preparing and Submitting Reports and Budgets

Unsatisfactory	Basic	Proficient	Distinguished
Title 1 Coordinator ignores teacher requests when preparing intervention strategies or does not follow established procedures. Inventories and reports are routinely late	Title 1 Coordinator's efforts to prepare reports are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time	Title 1 Coordinator honors teacher requests when preparing intervention strategies and follows established procedures. Inventories and reports are submitted on time	Title 1 Coordinator anticipates teacher needs when intervention strategies and follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time

4c Communication with the Larger Community

Unsatisfactory	Basic	Proficient	Distinguished
Title 1 Coordinator makes no effort to engage in outreach efforts to parents or the larger community	Title 1 Coordinator makes sporadic efforts to engage in outreach efforts to parents or the larger community	Title 1 Coordinator engages in outreach efforts to parents and the larger community	Title 1 Coordinator is proactive in reaching out to parents and establishing contacts outside of the school community

Munster Title 1 Coordinator Effectiveness Rubric

4d Participating in a Professional Community

Unsatisfactory	Basic	Proficient	Distinguished
Title 1 Coordinator's relationships with colleagues are negative or self-serving, and the coordinator avoids being involved in school and district events and projects	Title 1 Coordinator's relationships with colleagues are cordial, and the coordinator participates in school and district events and projects when specifically requested	Title 1 Coordinator participates actively in school and district events and projects and maintains positive and productive relationships with colleagues	Title 1 Coordinator makes a substantial contribution to school and district events and projects and assumes leadership with colleagues

4e Engaging in Professional Development

Unsatisfactory	Basic	Proficient	Distinguished
Title 1 Coordinator does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills	Title 1 Coordinator's participation in professional development activities is limited to those that are convenient or are required	Title 1 Coordinator seeks out opportunities for professional development based on an individual assessment of need	Title 1 Coordinator actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues

4f Showing Professionalism

Unsatisfactory	Basic	Proficient	Distinguished
Title 1 Coordinator displays dishonesty in interactions with colleagues, students, and the public; violates laws	Title 1 Coordinator is honest in interactions with colleagues, students, and the public; respects laws	Title 1 Coordinator displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws	Title 1 Coordinator can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring adherence to state and federal laws

Munster Title 1 Coordinator Effectiveness Rubric

Domain 5: Core Professionalism

5a Attendance

Meets Standard	Does Not Meet Standard
Individual has not demonstrated a pattern of unexcused absences	Individual demonstrates a pattern of unexcused absences

5b On-Time Arrival

Meets Standard	Does Not Meet Standard
Individual has not demonstrated a pattern of late arrivals in violation of school procedures.	Individual demonstrates a pattern of unexcused late arrivals in violation of school procedures.

5c Policies and Procedures

Meets Standard	Does Not Meet Standard
Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g., procedures for submitting discipline referrals, policies for appropriate attire, etc.)	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g., procedures for submitting discipline referrals, policies for appropriate attire, etc.)

5d Respect

Meets Standard	Does Not Meet Standard
Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner

School Town of Munster
Instructional Coach

Munster Instructional Coach Effectiveness Rubric

Domain 1: Planning and Preparation				
	Unsatisfactory	**Basic**	**Proficient**	**Distinguishe**
1a. Demonstrating knowledge of Content and Pedagogy General Examples	The instructional coach demonstrates little knowledge or familiarity with discipline specific pedagogy.	The instructional coach demonstrates basic familiarity with discipline specific pedagogy and trends in professional development.	The instructional coach demonstrates thorough knowledge and application of current research in discipline specific pedagogy and trends in professional development.	The instructional coach's knowledge and consistent application of current research in discipline specific pedagogy and trends in professional development is wide and deep.
1a. Specific Examples	Coach teaches a model lesson not grounded on domain-specific pedagogy and research-based practices. Teacher and coach do not have a conversation about lesson before or after instruction. Coach distributes resources at a faculty meeting with no connection to domain-specific pedagogy or research-based practices.	The instructional coach collaborates in the classroom, but does not support all aspects of a before, during, and after cycle of consultation with teachers or does not focus process on best practices in teaching and learning. Coach plans and presents a random research-based strategy to faculty with little or no interaction or connection with adult learners.	Coach plans with teacher to incorporate research-based practice, co-teachers, and models or collects evidence based on best practice, and reflects with teacher about effectiveness of best practice on student outcomes after the lesson. Coach plans and facilitates professional development (PLC meeting, grade-level meeting, and staff meeting) that demonstrates knowledge of effective practices for instruction and adult learning.	Coach creates, plans and facilitates opportunities for peer consultation (i.e., Instructional learning visits, PLCs, etc.) to extend before, during, and after cycle beyond individual teacher and coach to build capacity for deeper knowledge of teaching and learning. Coach designs and facilitates professional development that demonstrates extensive knowledge of instructional effective practices and transfers ownership of professional learning to teachers (i.e., teachers sharing successes and strategies, discussing effectiveness of strategies, using shared protocols).
1b. Demonstrating Knowledge of Students General Examples	Instructional coach demonstrates little or no knowledge of the needs of adult learners or needs of the staff when planning learning activities.	Instructional coach demonstrates basic knowledge of the staff and of adult learners when planning professional learning activities.	Instructional coach demonstrates thorough knowledge of adult learners and needs of the building staff when planning to meet with teachers or to provide professional development.	Instructional coach is deeply familiar with the needs of adult learners, individual teachers and the building in general and uses that knowledge to plan or to shape professional development as well as group or one-to-one support.
1b. Specific Examples	The instructional coach does not question or survey staff about professional development needs. Instructional coach provides resources to staff that are unrelated to the needs of students.	The instructional coach questions or surveys the staff to ascertain their needs, but does not fully integrate results into planning for professional support. The instructional coach presents professional development sessions to staff that are based on the needs of students as evidence by data that may be outdated or irrelevant.	The instructional coach develops and conducts a professional development needs survey for the staff, and uses the results, along with pertinent school data, to plan for professional support. The instructional coach uses current and relevant data (walk through, student achievement, common assessments, etc.) to plan professional development for staff or in work with individual teachers.	The instructional coach develops and conducts a professional development needs survey for the staff, and uses the results, along with pertinent school data, to collaboratively plan for professional support with staff. The instructional coach works with teachers to analyze all available student data in order to construct, implement and monitor a plan that addresses student needs.

Munster Instructional Coach Effectiveness Rubric

Domain 1: Planning and Preparation				
	Unsatisfactory	**Basic**	**Proficient**	**Distinguishe**
1c. Setting Instructional Outcomes General Examples	Instructional coach does not set clear objectives or they are inappropriate to the situation or the needs of the staff, and are not aligned to the strategic plan.	Instructional coach sets objectives that are rudimentary and are partially suitable to the situation and the needs of the staff. Objectives may be aligned to the strategic plan.	Instructional coach sets objectives that are clearly communicated and matched to the situation, the needs of individual teachers, and are aligned to the strategic plan.	Instructional coach's objectives are highly appropriate to the situation, to the needs of the staff, and are aligned to the strategic plan. They have been developed through consultation with administrators and colleagues and reflect effective practices in current research.
1c. Specific Examples	The instructional coach does not design professional growth goals for working with staff.	The instructional coach sets professional growth goals for working with staff that may not be consistent with the goals of the school and district.	Instructional coach works with the administrator to set clear, focused professional growth goals for working with the staff that are consistent with the goals of the school and district.	Instructional coach and teacher collaboratively set professional growth goals for individual teacher growth that are aligned with school and district goals.
1d. Demonstrating Knowledge of Resources General Examples	The instructional coach demonstrates little or no familiarity with resources to enhance knowledge.	The instructional coach demonstrates some familiarity with resources available in the school or district. The coach does not seek to extend his/her own knowledge beyond what is readily available.	The instructional coach is fully knowledgeable in locating resources available through the school, district, community, or externally (such as the internet) to enhance his/her own knowledge and provide support to teachers.	The instructional coach searches for evidence-base resources beyond the school, district, and community or externally to enhance his/her own learning and utilize in coaching and professional development.
1d. Specific Examples	The instructional coach has little or no knowledge of available resources to support coaching practice. The instructional coach does not provide resources for teachers.	The instructional coach uses outdated or irrelevant resources to support coaching practice. The instructional coach provides resources only when teachers request them.	The instructional coach knows where to find appropriate resources for improving coaching practice (i.e., networking, professional reading, conference participation). The instructional coach provides available resources to teachers to support the school, district, or individual teacher goals.	The instructional coach evaluates the appropriateness of resources based on the needs of the school or district. The instructional coach evaluates the appropriateness of available resources and seeks additional resources to support the school, district, or individual teacher goals.

Munster Instructional Coach Effectiveness Rubric

Domain 1: Planning and Preparation				
	Unsatisfactory	**Basic**	**Proficient**	**Distinguishe**
1e. Designing Coherent Instruction General Examples	The instructional coach does not consider learners or current resources in planning and creates or generates materials that are disorganized and do engage learners nor support transfer of knowledge and skills.	The instructional coach uses partial knowledge of content, learners and/or resources to create learning experiences that engage some of the learners and support partial transfer and adoption of skills.	The instructional coach gathers knowledge of content, learners and resources to create learning experiences that support transfer and adoption of skills for groups of learners. The organization and detail of learning materials enhance engagement.	The instructional coach gathers knowledge of content, learners, and resources to develop differentiated learning experiences that support teachers in integrating evidence-based practices into their teaching. The learning experiences are designed to allow learners to follow different pathways based on their level of prior knowledge.
1e. Specific Examples	The instructional coach provides a one-time demonstration of an instructional strategy with no plan for follow-up.	The instructional coach provides ongoing professional development sessions to support a year-long instructional focus but does not support individual teachers in implementation.	The instructional coach collaborates with leadership team to design a long-term instructional plan that includes professional development sessions and individual teacher support through the before, during and after cycle of consultation.	The instructional coach provides opportunities to involve all stakeholders in designing a long-term instructional plan that includes professional development sessions and individual teacher support though the before, during, and after cycle of consultation.
1f. Designing Student Assessments General Examples	The instructional coach does not create a plan or the plan is inappropriate to evaluate the professional development. The coach does not use assessment to plan future learning activities.	The instructional coach's evaluation plan is partially aligned to instructional outcomes but are not made clear. The coach uses a single type of assessment which limits planning for the future professional development and coaching support.	The instructional coach regularly plans for learner assessment, the criteria is clear and aligned with instructional outcomes. The instructional coach uses both formative and summative assessment to plan for future professional development and coaching support.	The instructional coach's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the professional development or coaching support on an ongoing basis.
1f. Specific Examples	The instructional coach does not design any evaluation for his or her professional development. The instructional coach shares an assessment with the teacher without regard to student learning objectives, standards, or learning outcomes.	The instructional coach designs an end-of-session evaluation for teachers, but does not use this data for future planning. The instructional coach collaborates with teachers to develop summative assessments with no follow-up to support instruction.	The instructional coach has a plan in place to implement changes for future professional development based on formative and end-of-session evaluations or through one- on-one coaching sessions. The instructional coach collaborates with teachers to develop a cycle of formative and summative assessments that are aligned with standards and learning outcomes and used to guide instruction.	The instructional coach has a plan in place to implement changes to future professional development based on formative and end-of-session evaluations or through one- on-one coaching sessions. The coach has a plan to monitor implementation of new learning. The instructional coach collaborates with teachers to develop differentiated formative and summative assessments that are aligned with standards and learning outcomes and used to guide instruction.

Munster Instructional Coach Effectiveness Rubric

Domain 2: The Environment				
	Unsatisfactory	**Basic**	**Proficient**	**Distinguishe**
2a. Creating an environment of Respect and Rapport General Examples	Interactions with building staff are negative, inappropriate, or insensitive to learners and are characterized by disparaging remarks or conflict. Staff resists support from the instructional coach.	Interactions with building staff are free of conflict but may involve insensitivity and/or lack of responsiveness to differing skill levels among learners. Some staff are reluctant to accept support from the instructional coach.	Interactions with building staff demonstrate general trust and respect. Staff seeks support from the instructional coach. The coach maintains a positive, confidential relationship with stakeholders and colleagues.	Interactions with the educational community are highly respectful and demonstrate deep understanding of building needs and levels of skill development. The coach contributes to the culture of the school where all staff feels valued and comfortable taking intellectual risks.
2a. Specific Examples	There is no evidence of teacher and instructional coach working together. Instructional coach does not maintain confidentiality with teachers or administrators.	Instructional coach solicits some teacher interactions, mostly in large group situations. Instructional coach shares general information about teacher practice to an administrator.	Teachers seek interaction with the instructional coach as opposed to coach approaching teachers. Instructional coach maintains confidentiality and models language and behaviors that demonstrate respect and rapport.	As a result of working with an instructional coach, teachers collaborate regularly demonstrating shared ownership of learning. Teachers maintain confidentiality and replicate the language and behaviors used by the coach to demonstrate respect and rapport in teacher-to-teacher interactions.
2b. Establishing a Culture for Learning General Examples	Instructional coach conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Instructional coach conveys that professional learning is done in isolation.	Instructional coach promotes a culture of professional inquiry in which teachers seek assistance in continually improving their instructional skills.	Instructional coach has established a culture of professional inquiry in which staff initiates learning activities (such as a professional learning community) to be undertaken with the support of the coach.
2b. Specific Examples	The instructional coach reports to principal about teacher weaknesses and needs. The instructional coach works in isolation and provides only resources with no connection to learning goals or outcomes.	The instructional coach works confidentially with teachers but is not viewed as a credible resource for instructional improvement. The instructional coach makes connections between resources and learning goals or outcomes, but provides limited opportunities for teachers to collaborate.	The instructional coach creates a culture where the teachers view the coach as a confidential and credible resource for instructional improvement. The instructional coach engages teachers in conversations tied to learning goals or outcomes and provides a variety of opportunities for teachers to collaborate on professional growth (e.g., book/article study, PLC, before, during and after coaching cycles, peer collaboration, etc.)	The number of teachers with whom the instructional coach works continues to increase. As a result of working with the instructional coach, teachers regularly engage in conversations tied to their own learning goals or outcomes and continually collaborate to make adjustments in instructional practice.

Munster Instructional Coach Effectiveness Rubric

Domain 2: The Environment				
	Unsatisfactory	**Basic**	**Proficient**	**Distinguishe**
2c. Managing Classroom Procedures General Examples	Ineffective management of the learning environment results in significant loss of time for professional learning. Routines are not established and learners are neither collaborative nor productive. The instructional coach does not have a clear procedure for staff to access support.	Inconsistent management of the learning environment results in the loss of time for professional learning. Routines may be established but not implemented consistently. Some learners are collaborative and productive. The instructional coach has established procedures for some types of support.	Effective management of all learning environments results in active learning. Routines are clearly established and most learners are collaborative and productive. The instructional coach has established clear procedures for staff to use in gaining access to all types of support.	The learning environment has been developed with participant input. Transitions are seamless and active learning is present. Routines are clearly established and all learners are collaborative and productive. Procedures for access to support are clear to all staff and have been developed following consultation with administrators and teachers.
2c. Specific Examples	There are no protocols in place and instructional coach makes no attempts to engage participants.	Instructional coach mentions protocols at the beginning of a session or meeting, but does not monitor the effectiveness of the protocols.	Instructional coach implements protocols to effectively manage professional development sessions or meetings with teachers and monitors effectiveness of the protocols.	Instructional coach and teachers collaboratively determine and implement protocols to effectively manage professional development sessions or meetings with teachers and collaboratively monitor the effectiveness of the protocols.
2d. Managing Student Behavior General Examples	Standards of conduct have not been established. Learner participation is not monitored. The instructional coach's response to staff is inconsistent or is disrespectful.	Standards of conduct have been established but not clearly communicated or consistently reinforced. The instructional coach inconsistently manages learner participation. The coach's response to staff may be inappropriate.	Standards of conduct have been established, communicated and reinforced. The instructional coach consistently manages learner participation. The coach's response to staff is appropriate and professional.	Standards of conduct have been developed with staff participation. The instructional coach consistently but subtly manages learner participation. The instructional coach's response to staff is highly effective and sensitive to the learner's needs.
2d. Specific Examples	There are no norms in place and teachers are disrespectful to the instructional coach or one another.	Instructional coach mentions norms at the beginning of a session or meeting, but does not monitor that participants adhere to them.	Instructional coach establishes norms to effectively manage professional development sessions or meetings with teachers and monitors the adherence of the norms.	Instructional coach and teachers collaboratively establish norms to effectively manage professional development sessions or meetings with teachers and hold each other accountable for adhering to the norms.

Munster Instructional Coach Effectiveness Rubric

Domain 2: The Environment				
	Unsatisfactory	**Basic**	**Proficient**	**Distinguishe**
2e. Organizing Physical Space General Examples	When in the position to control the physical space, the instructional coach does not organize the physical environment.	When in the position to control the physical space, the instructional coach organizes the physical environment to accommodate group size but does not align with the learning goals and/or desired outcomes.	When in the position to control the physical space, the instructional coach organizes the physical environment to align with the learning goals and desired outcomes of the session.	When in the position to control the physical space, the instructional coach and teachers collaboratively organize the physical environment to align with the learning goals and enhance the desired outcomes of the session.
2e. Specific Examples	Instructional coach chooses a space and/or arrangement which impede engagement and/or participation in discussions. Teacher and coach meet in the hallway between classes.	Instructional coach chooses an appropriate space and attempts to arrange the environment to promote interactive participation in the workshop or group collaborative discussion(s) with inconsistent results. The space selected by the coach for individual meetings with teachers is randomly chosen based on availability without consideration for privacy, comfort and/or resources.	Instructional coach chooses an appropriate space and arranges the environment to promote interactive participation in the workshop or group collaborative discussion(s). The space selected by the coach for individual meetings with teachers is private, comfortable and has access to necessary resources.	Instructional coach provides evidence to document that teachers emulate the model provided by the coach in group sessions and purposefully arrange the classroom environment to promote student interactive participation and/or collaborative discussion(s). The space used for individual meetings with teachers is mutually agreed upon and is private, comfortable and has access to necessary resources.

Munster Instructional Coach Effectiveness Rubric

Domain 3: Service Delivery				
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
3a. Communicating with Students General Examples	Communications are inappropriate for coaching interactions	Communications are sometimes inappropriate and inconsistent for coaching interactions	Communications are appropriate and consistent for coaching interactions and based on audience need	Communications include real time differentiation and delivery based on coaching needs
3a. Specific Examples	During a professional development session and/or co-teaching session, the instructional coach uses inaccurate instructional terminology and/or supporting inappropriate instructional strategies. Coach's spoken or written language contains errors in syntax and/or grammar.	During a professional development session and/or co-teaching session, the instructional coach uses accurate instructional terminology and/or appropriate instructional strategies without explaining the meaning and/or use. Coach's spoken or written language is correct but with limited vocabulary or not fully appropriate to the situation.	During a professional development session and/-or co-teaching session, the instructional coach engages in ongoing conversation with teachers using effective and appropriate instructional strategies and academic vocabulary. Coach's spoken or written language is clear and correct and uses vocabulary appropriate to the situation.	During a professional development session and/or co-teaching session, the coach uses a gradual release model and shows evidence that teachers are explaining to other teachers' research-based instructional strategies and relevant academic vocabulary. Coach's spoken or written language is clear, correct, appropriate, and expressive. There is evidence of academic vocabulary use by teachers.
3b. Using questioning and Discussion Techniques General Examples	The instructional coach asks low-level or inappropriate questions, eliciting limited participation and recitation instead of a discussion.	The instructional coach uses some effective questioning and discussion techniques and the audience is inconsistently engaged in discussions.	The instructional coach uses effective questioning and discussion techniques to probe more deeply and encourage metacognition.	The instructional coach facilitates a discussion using proven and effective questioning and discussion techniques and invites audience to deepen the reflective learning through metacognitive discourse.
3b. Specific Examples	The instructional coach only models the use of close ended questions as a primary strategy and does not use clarifying, probing, or reflective questions. The instructional coach's questions do not promote student thinking.	The instructional coach infrequently uses clarifying, probing, or reflective questions. The instructional coach's questions occasionally promote student thinking and may only have a single answer.	The instructional coach frequently poses clarifying, probing, or reflective questions that stimulate teacher participation and collegial sharing. The instructional coach models questioning and discussion techniques to promote students' higher order thinking.	Teachers and the instructional coach use clarifying, probing, or reflective questions during their interactions to guide inquiry about teaching practice. Over time, the students initiate higher level questioning and discussion techniques as modeled by the instructional coach.

Munster Instructional Coach Effectiveness Rubric

Domain 3: Service Delivery				
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
3c. Engaging Students in Learning General Examples	Activities, assignments, and materials are inappropriate for instructional outcomes or learner's current level of understanding. The learning session has no structure or is poorly paced.	Activities, assignments, and materials are somewhat appropriate for the instructional outcomes or learner's current level of understanding. The learning session has some structure but not consistently maintained.	Activities, assignments, and materials are consistently appropriate for the instructional outcomes and learner's current level of understanding. Learners are engaged and the structure for learning session is coherent and appropriate to the audience.	Throughout the lesson, learners are engaged and make contributions to the activities, materials, and assignments. The learning session is differentiated to meet the needs of all learners. Learners initiate self-reflection and course correction where necessary.
3c. Specific Examples	Instructional coach lectures for 45 minutes during a professional development activity using generic strategies and resources. The instructional coach provides whole or small group professional development, but does not work individually with teachers.	Instructional coach provides limited opportunities for participation and active engagement using strategies and resources that are relative to content but inconsistent with teacher needs. The instructional coach does not consistently collaborate and reflect with teachers before and after a classroom visit.	Instructional coach provides frequent opportunities for participation and active engagement using strategies and resources relative to content and consistent with teacher needs. The instructional coach collaborates and reflects with teachers before and after classroom visits.	The instructional coach provides ongoing opportunities for teachers to collaborate and/co-facilitate sustained professional nearing that extends past the professional learning session. The teacher initiates the before, during and after cycle with the coach and other teachers to plan for and reflect on lessons. Teachers initiate the ongoing collaboration with the instructional coach before, during and after classroom visits.
3d. Using Assessment in Instruction General Examples	The instructional coach does not share assessment tools when working with teachers and provides little or no feedback to learners during or after instruction.	The instructional coach shares limited assessment tools when multiple options are available and more appropriate. Feedback is inconsistent.	The instructional coach shares multiple, appropriate assessment measures. Feedback is consistent and timely.	The instructional coach facilitates and collaborates with teachers to develop common formative assessments and summative assessments. Feedback is consistent and timely.

3d. Specific Examples	The coach does not discuss the use of assessment to drive instruction. The coach and teacher do not use assessments to drive classroom practice. Feedback to students is non-existent The coach does not use a tool to evaluate the effectiveness of a PD session.	Teacher and instructional coach sporadically use formative assessments to analyze student learning. The coach and teacher use assessments inconsistently and ineffectively to drive classroom practice. Feedback to student is limited. The coach uses a tool for teachers to evaluate the effectiveness of a PD session, but inconsistently follows up.	Teacher and instructional coach develop formative assessments to consistently analyze student learning and communicate and share outcomes with students. The coach initiates dialogue in the after session with the teacher to reflect on effectiveness of the assessment to drive classroom practice. Students are aware of how assessments are used to evaluate their work. The coach uses a writing prompt at the end of a PD session to evaluate the effectiveness of the PD session and uses the results to plan next steps.	Instructional coach supports teacher in developing strategies that encourage student self-assessment. In collaboration with the instructional coach, the teacher uses information from the assessment, e.g., exit tickets to assess, plan and create lessons that move student learning forward. Students own the assessment results. The coach plans differentiated support for teachers based on data from PD sessions.

Munster Instructional Coach Effectiveness Rubric

Domain 3: Service Delivery				
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
3e. Demonstrating Flexibility and Responsiveness General Examples	The instructional coach focuses on an instructional design without alignment to adult learner needs or outcomes.	The instructional coach is invested in the success of adult learners; however, adjustments to instructional design are inconsistently made with partially successful results.	The instructional coach promotes the progress of all adult learners, making adequate adjustments to instructional design. The instructional coach accommodates adult questions, needs, and interests.	The instructional coach promotes the successful progress of all adult learners, making seamless adjustments to instructional design. The instructional coach accommodates learner questions and needs, using an extensive repertoire of instructional strategies and tools.
3e. Specific Examples	Instructional coach adheres to his/her plan, in spite of evidence of its inadequacy, inappropriateness, or irrelevancy. Instructional coach spends much of the time in the coaching office and responds only when teachers approach with specific needs.	Instructional coach makes modest adjustments resulting from teacher interactions when confronted with evidence of the need for change. Instructional coach works with the teachers but does not align the coaching work with the individual or school wide needs.	The instructional coach interacts regularly with teachers and elicits suggestions via a needs assessment and collaborative inquiry about teacher needs and plans accordingly for one-on-one and small group work. Instructional coach is cognizant of the needs of the building, provides opportunities to address those needs, and offers a variety of instructional strategies to address those needs.	Teachers initiate collaborative conversations with instructional coach who welcomes, extends, and adapts strategies to meet the changing needs of teachers via ongoing conversations about teacher needs and providing differentiated support in one-one and small group work. Using core standards, the teachers and instructional coach work together to identify future needs and build a professional development plan to address those needs.

Munster Instructional Coach Effectiveness Rubric

Domain 4: Professional Development/ Professional Responsibilities				
	Unsatisfactory	**Basic**	**Proficient**	**Distinguishe**
4a. Reflecting on Teaching and Student Learning General Examples	The instructional coach does not reflect on the effectiveness of his/her professional practice or his/her reflections are self-serving. The instructional coach does not consider that his/her practice could be improved.	The instructional coach consistently reflects on the effectiveness of his/her professional practice. The instructional coach is beginning to consider that his/her practice could improve.	The instructional coach reflects on the effectiveness of his/her professional practice. The instructional coach acknowledges a need for continuous improvement in practice and accepts suggestions from peers and administrators.	The instructional coach consistently reflects on the effectiveness of his/her professional practice, researching methods for improvement to build capacity across the system. The instructional coach demonstrates a growing level of sophistication and variety of coaching techniques over time, which results in observable professional growth among the teachers with whom they work.
4a. Specific Examples	The instructional coach decides to focus on an instructional strategy with no reflection on needs. The coach does not maintain personal notes indicating reflection on his/her practice. The instructional coach does not reflect on faculty meeting presentations offered throughout the year.	The instructional coach has a Specific impression that all teachers need more training on a specific instructional strategy. The coach's personal notes are inconsistent or indicate general coaching practice improvements. The instructional coach reflects on faculty meeting presentations throughout the year with the promoting of the administrator.	The instructional coach reflects through data analysis that most teachers are struggling with moving to independence with an instructional strategy, and decides to use more modeling of the strategy in individual coaching interactions or larger group professional development. The coach's internal reflections indicate several personal specific coaching practice improvements. The instructional coach reflects on faculty meeting presentations offered throughout the year and shares reflections with his/her administrator.	Teachers have self-reported to the instructional coach that there is no independent use of a focused instructional strategy and the coach validates through data analysis. The instructional coach then collaborates with teachers to problem solve and develop plans for regular implementation. The coach reflects on his/her personal notes regarding specific coaching practice improvements based on research, and evidence supports a resulting change in teacher practice. The instructional coach reflects on a faculty meeting presentation offered throughout the year and shares reflections with his/her administrator. The instructional coach and administrator use the reflections to establish goals for future faculty meetings.
4b. System for Managing Students' Data General Examples	The instructional coach does not have a method for maintaining coaching records or the records are disorderly, causing errors and confusion.	The instructional coach has a rudimentary or ineffective method for maintaining coaching records that is only partially effective.	The instructional coach has an effective system for maintaining coaching records that aligns with the school-wide strategic plan.	The instructional coach has an effective system for maintaining coaching records that aligns with the school-wide strategic plan and provides data for future coaching interactions.
4b. Specific Examples	The instructional coach does not document any work with teachers. The instructional coach does not maintain a daily coaching schedule.	The instructional coach has a system for documenting work with teachers but uses it inconsistently or ineffectively. The instructional coach maintains an incomplete or inaccurate coaching schedule.	The instructional coach has a systematic way to keep confidential records and log coaching interactions with teachers. The instructional coach maintains an accurate schedule and a system to facilitate scheduling with teachers.	The instructional coach uses the confidential records to identify trends and needs of teachers which drive professional development. The instructional coach maintains an accurate schedule and advocates to ensure staff needs remain first priority.

Munster Instructional Coach Effectiveness Rubric

Domain 4: Professional Development/ Professional Responsibilities				
	Unsatisfactory	**Basic**	**Proficient**	**Distinguishe**
4c. Communicating with Families General Examples	The instructional coach fails to communicate with stakeholders, e.g., school staff, administrators.	The instructional coach inconsistently communicates with stakeholders about instructional research, PD opportunities, the coaching process, instructional needs, etc.	The instructional coach consistently communicates in a timely manner with stakeholders about instructional research, PD opportunities, the coaching process, instructional needs etc. Information is presented in a way that is easily accessed and understood by stakeholders.	The instructional coach welcomes stakeholder input and clearly communicates information that is customized to the stakeholders resulting in the stakeholders' increasing initiation of communication that demonstrates ownership of common goals.
4c. Specific Examples	The instructional coach does not communicate with staff regarding evidence-based instructional strategies. The instructional coach does not communicate with administration or communicates confidential records with administration.	The instructional coach inconsistently communicates with some staff regarding evidence-based instructional strategies. When the administrator initiates, the coach communicates non-confidential information with the administrator.	The instructional coach consistently communicates with all staff regarding evidence-based instructional strategies. The instructional coach meets with administrators on a regular basis and shares non-confidential information.	The instructional coach develops and cultivates a system that produces a culture of open communication and collaboration among staff regarding evidence-based instructional strategies. The instructional coach advocates for a system of regular communication with the administrators and assists in implementation resulting in achievement of school-wide goals.
4d. Participating in Professional Community General Examples	The instructional coach avoids participating in a professional community, school and district events and projects. Interpersonal relationships with colleagues are negative or self-serving.	The instructional coach inconsistently participates in school and district events and projects. The instructional coach participates in professional learning communities with no follow-up or support to the members of the community. Relationships with colleagues are cordial to fulfill required duties.	The instructional coach volunteers to participate in school and district events and projects. The instructional coach takes a leadership role in Professional Learning Communities in the school. Professional relationships are consistently characterized by mutual support, cooperation, positivity, and respect.	The instructional coach leads school and district events and projects. The instructional coach researches and develops PLCs within the school and establishes a climate of professional inquiry in the school. The instructional coach cultivates a climate of mutual support, cooperation, positivity, and respect.
4d. Specific Examples	The instructional coach does not participate on building committees and participates in no school or district events. The instructional coach attends professional learning opportunities without being an active participant. A teacher reports that he/she is not willing to work with the instructional coach due to their professional relationship.	The instructional coach attends a school or district event. The instructional coach participates in professional learning without supporting implementation or further research. A teacher reports that he/she is uncomfortable working with the instructional coach although complies.	The instructional coach actively participates in school or district events. The instructional coach takes a leadership role in a PLC and supports teachers in implementing the content of the PLC. Teachers voluntarily report that the instructional coach has established a supportive and non-evaluative relationship.	The instructional coach leads a school or district even or project. The instructional coach builds capacity of teachers to establish and lead their own PLCs within the school community. The instructional coach has established a school-wide reputation based on respect, expertise, dependability and trust.

Munster Instructional Coach Effectiveness Rubric

Domain 4: Professional Development/ Professional Responsibilities				
	Unsatisfactory	**Basic**	**Proficient**	**Distinguishe**
4e. Growing and Developing Professionally General Examples	The instructional coach does not participate in professional learning activities and does not share knowledge with colleagues.	The instructional coach participates in professional learning activities that are convenient or required and makes limited contributions to the profession. The instructional coach is beginning to consider feedback from supervisors and colleagues.	The instructional coach seeks professional learning activities based on self-assessment to engage in continual learning, deepen professional knowledge and keep current with emerging instructional research. The instructional coach welcomes feedback from supervisors and colleagues.	The instructional coach seeks professional learning activities based on self-assessment to engage in continual learning and originates activities that contribute to the profession. The instructional coach asks for feedback from supervisors and colleagues to improve the system.
4e. Specific Examples	The instructional coach is not interested in accessing professional resources for personal growth such as professional organizations, blogs, listservs, journals etc. The instructional coach models an instructional strategy, but provides no opportunities for collegial feedback and reflection.	The instructional coach attends a professional learning workshop or reads professional journals but does not share the knowledge with colleagues. The instructional coach models an instructional strategy, then solicits collegial feedback, but does not consider this feedback for future sessions.	The instructional coach attends a local, regional or national education conference or workshop, reads professional journals, and develops a method to share knowledge with colleagues. The instructional coach models an instructional strategy and provides a template for collegial feedback and reflection. This feedback contributes to the instructional coach's personal professional growth.	The instructional coach takes a leadership role in, contributes to, or facilitates professional learning opportunities on a local, national and/or statewide level. The instructional coach and a team of teachers collaborate on a particular instructional strategy and invite colleagues to visit in order to provide objective feedback and reflection. This process contributes to the professional growth of all involved.
4f. Showing Professionalism General Examples	The instructional coach does not demonstrate ethics and professionalism and contributes to practices that are self-serving or illegal. The instructional coach fails to comply with school, district or state regulations.	The instructional coach is honest and well-intentioned in contributing to decisions in the school. The instructional coach is beginning to support stakeholders. The instructional coach needs reminders to comply with school, district, or state regulations.	The instructional coach consistently demonstrates ethical behavior and professionalism and complies fully and voluntarily with school, district and state regulations.	The instructional coach is proactive and assumes a leadership role in demonstrating the highest standards of ethical conduct and models compliance with school, district and state regulations.
4f. Specific Examples	The instructional coach is not discreet and does not maintain confidentiality. The coach makes decisions based on self-serving interests.	The instructional coach is inconsistently discreet and professional. The coach's decisions are based on limited though genuinely professional considerations.	The instructional coach is consistently discreet and professional, maintaining the norms of confidentiality. The coach maintains an open mind and participates in team and departmental decision making.	The instructional coach is considered to be the model for discretion and professionalism in the building and coaches others regarding professional behavior. The coach takes on a leadership role and helps to ensure that school decisions are based on highest professional standards.

Munster School Psychologist Effectiveness Rubric

Purpose of the Rubric

The School Psychologist Professional Practice Rubric (SPPPR) was developed for three key purposes:

To provide a description of the *key roles and responsibilities* of a school psychologist. The activity examples are not intended to be exhaustive and additional examples may need to be considered based upon an individual school psychologist's assignment and responsibilities.

To *inform* the personnel evaluation process of school psychologists.

To assist school administrators' *recognition of* effective school psychologists and *support of ongoing professional development* for their school psychology staff.

Development of the Rubric

The SPPPR was developed by a representative group of school psychologists and school administrators from across Indiana in collaboration with a workgroup of the Indiana Association of School Psychologists (IASP). Multiple stakeholders provided input and the rubric was piloted in 15 Indiana districts/cooperatives.

The Model for Comprehensive and Integrated School Psychological Services (National Association of School Psychologists [NASP], 2010) was utilized to develop the domains, indicators, and example activities. The SPPP was also developed to align with personnel evaluation materials and requirements of the Indiana Department of Education. The below resources were also utilized:

Harvey, V. S., & Struzziero, J. A. (2008). Professional development and supervision of school psychologists: From intern to expert (2nd ed.) Thousand Oaks, CA: Corwin Press.

Skalski, A. K. (2011, March/April). Should Student Achievement Data Be Considered in the Evaluation of School Psychologists? NASP Communiqué. www.nasponline.org

Using the Rubric

Key considerations for using the SPPPR include:

- The SPPPR is designed to be one measure, or piece of information, used in the personnel evaluation of school psychologists. Additional information should be considered when making evaluation decisions.
- The SPPPR should be used as a self-assessment by a school psychologist. The ratings could be shared with a supervisor and considered in the evaluation process to determine final ratings and areas for future professional growth.
- School psychologists should provide evidence, or artifacts, to support their self-ratings on the SPPPR. Examples include: student progress monitoring data, educational evaluation reports, examples of student work, surveys/feedback on interactions with families, school staff, and community partners.
- The SPPPR should be completed by a supervisor who is familiar with school psychology practices, professional best practices, and ethical principles. When possible, a credentialed school psychologist should be the evaluator or at a minimum serve as one level of review.
- The activities listed for the rating categories (Highly Effective, etc.) are examples. The list is not exhaustive and a rating at that level does not require evidence of each listed practice. A school psychologist may be involved in other activities that should be considered when selecting the appropriate rating.
- Supervisor ratings on the SPPPR will be more accurate and valid when based on first-hand knowledge of the school psychologists' job performance. Observations, review of provided evidence/artifacts and self-ratings, and input from other school staff would be informative.
- The final SPPPR ratings should be reviewed and discussed by the supervisor and school psychologist. Identifying areas of effectiveness and exemplary practice as well as areas in need of improvement are essential for supporting school psychological practices that enhance student academic and mental health outcomes.
- Scoring of the SPPPR should take into consideration the domains determined applicable to the individual school psychologist. Normative data has not been collected for the SPPPR so decisions about criteria and overall classifications of effectiveness should be ma

DOMAIN 1: ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY

School psychologists utilize their knowledge of data-based decision making and accountability, diversity in development and learning, as well as research and program evaluation to assist staff with effective decision making regarding student needs

Indicator	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
1.1: Utilizes appropriate assessment and data collection methods.	School Psychologist uses assessment and data collection methods that are -Inappropriate for purpose and/or student, or -Are administered, scored, or interpreted incorrectly.	School Psychologist uses assessment and data collection methods that are -Appropriate for the student, and -Administered, scored, and interpreted correctly But are -Limited in variety for the intended purpose, or -Limited in individualization for the specific student(s).	School Psychologist uses assessment and data collection methods that are -Appropriate for the intended purpose, -Appropriate and individualized for the specific student's cultural, linguistic, and disability background, and -Of sufficient variety for the intended purpose.	School Psychologist fulfills the criteria for Level 3 and additionally -Applies evaluation data and findings to intervention, instruction, programming, and services through written reports, intervention plans, and meetings/conferences with parents and/or school staff.
1.2: Contributes to school-wide assessment and data-based practices for academic, social-emotional, and behavioral domains.	School Psychologist -Lacks knowledge about school-wide assessment and data-based decision making practices, -Lacks knowledge about the collection and use of school-wide data, and/or -Fails to take advantage of opportunities to engage in school-wide assessment practices	School Psychologist is -Responsive to opportunities to contribute to school-wide assessment practices but contributions are **insufficient** to meet expectations of school(s)/role, and -Involved in continued professional growth and learning regarding school-wide practices	School Psychologist contributes to school-wide assessment practices in a manner that meets the expectations of the role/school(s). Example activities include -Collects, or assists with collection, of student data to inform core curriculum and instructional practices, -Researches and helps select assessment for universal screening, -Summarizes universal screening and/or benchmarking data, -Applies data to curricular decisions.	School Psychologist fulfills the criteria for Level 3 and additionally -Serves as member of school building level teams (e.g., school improvement team, intervention team, etc.), -Conducts a needs assessment to guide the development and delivery of building/district school-wide programs, -Conducts evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements, or -Assists with the development and/or delivery of staff professional development to support school-wide assessment practices.

DOMAIN 1: ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY, continued				
Indicator	**Unsatisfactory (1)**	**Basic (2)**	**Proficient (3)**	**Distinguished (4)**
1.3: Contributes to progress monitoring and data-based decisions regarding intervention practices for academic, social-emotional, and behavioral domains.	School Psychologist -Lacks knowledge about data-based problem solving practices, -Lacks knowledge about the collection and use of progress monitoring data, and/or -Fails to take advantage of opportunities to engage in progress monitoring practices.	School Psychologist is -Responsive to opportunities to contribute to progress monitoring and data-based decisions regarding intervention practices but contributions are **insufficient** to meet expectations of school(s)/role, and -Involved in continued professional growth and learning regarding progress monitoring and data-based decision making practices.	School Psychologist contributes to progress monitoring and data-based decisions regarding intervention practices in a manner that meets the expectations of the school(s)/role. Example activities include -Collects, or assists with collection, of student progress monitoring data, -Researches and helps select assessments for progress monitoring, -Summarizes progress monitoring data, and -Applies progress monitoring data to intervention practices and decisions about need for additional services/supports.	School Psychologist fulfills the criteria for Level 3 and additionally -Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.), -Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, -Conducts supplemental diagnostic assessments to assist in intervention selection, -Assists with the development and/or delivery of staff professional development to support intervention practices.
1.4: Conducts special education evaluations to inform eligibility, service, and programming decisions.	School Psychologist conducts evaluations that are -Not compliant with Article 7, and/or -Inappropriate for the student being evaluated.	School Psychologist conducts evaluations that are -Compliant with minimum requirements of Article 7, -Appropriate for the student being evaluated, and -Informative for instructional and/or programming purposes.	School Psychologist conducts evaluations that are -Compliant with minimum requirements of Article 7, -Appropriate for the student being evaluated, and -Informative for instructional and/or programming purposes.	School Psychologist fulfills the criteria for Level 3 and additionally -Effectively communicates evaluation findings to school staff through written reports and conferences and/or -Utilizes evaluation findings to inform accurate eligibility, placement, and service decisions.

DOMAIN 1: ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY, continued				
Indicator	**Unsatisfactory (1)**	**Basic (2)**	**Proficient (3)**	**Distinguished (4)**
1.5: Completes evaluations in a timely manner.	Multiple evaluations completed past the compliance due dates	Few evaluations completed after compliance due dates for reasons within the school psychologist's control	Few evaluations completed after compliance due dates for reasons outside the school psychologist's control	Completed all in a timely manner
1.6: Utilizes technology as part of data-based decision making practices.	School Psychologist -Lacks knowledge about the use of technological tools and programs, -Lacks the skills needed to use technological tools and programs, and/or -Fails to engage in professional growth and learning to gain needed knowledge and skills.	School psychologist is -Involved in continued professional growth and learning regarding the use of technological tools and programs, and/or -Knowledge and skill with technological tools and programs are **insufficient** to meet expectations of role/school(s).	School Psychologist utilizes technology to meet the expectations of role and responsibilities. Example activities include using technological tools to -collect assessment data, when appropriate, -score data, -summarize data, -graph data, and/or -share data and findings with others.	School Psychologist fulfills the criteria for Level 3 and additionally -Utilizes technological tools and programs in innovative ways to meet the needs of school(s) and/or enhance job performance, -Provides mentoring and coaching to colleagues regarding the use of technological tools and programs,

DOMAIN 2: INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS

School psychologists utilize their knowledge of intervention and instructional support, mental health, prevention, and response to assist with the development and delivery of services to students to improve learning and student outcomes.

Indicator	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
2.1: Contributes to school-wide curricular and instructional practices for academic, social-emotional, and behavioral domains.	School Psychologist -Lacks knowledge about curriculum and standards for academic, social-emotional, and behavioral domains -Lacks knowledge about instructional strategies and approaches for academic, social-emotional, and behavioral domains, and/or -Fails to take advantage of opportunities to engage in continued professional growth and learning.	School Psychologist is -Responsive to opportunities to contribute to school-wide curriculum and instruction practices but contributions are **insufficient** to meet expectations of role/school(s), and -Involved in continued professional growth and learning regarding curriculum and instruction for academic, social-emotional, or behavioral domains.	School Psychologist contributes to school-wide curricular and instructional practices in a manner that is consistent with the expectations of the role/school(s). Example activities include -Researches and helps select instructional strategies, approaches, or programs, -Assists staff in learning and implementing new instructional strategies, approaches, or programs, -Assists in the collection of information about implementation integrity. -Assists with student safety and bullying activities.	School Psychologist fulfills the criteria for level 3 and additionally -Serves as a member of school building level teams 9e.g., school improvement team, intervention team, etc.), -Conducts evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements, or -Assists with the development and/or delivery of staff professional development to support school-wide practices.
2.2: Contributes to intervention practices for academic, social-emotional, and behavioral domains.	School Psychologist -Lacks knowledge about intervention strategies and practices, - Fails to take advantage of opportunities to engage in continued professional growth and learning.	School Psychologist is -Responsive to opportunities to contribute to intervention practices but contributions are **insufficient** to meet expectations of school(s)/role and -Involved in continued professional growth and learning regarding intervention practices.	School Psychologist contributes to intervention practices in a manner that meets the expectations of the role/school(s). Example activities include - Researches and helps select intervention strategies and approaches for school(s), -Helps develop intervention plans for individual students or small groups of students, -Applies progress monitoring data to intervention practices	School Psychologist fulfills the criteria for Level 3 and additionally -Serves as a member of student level teams (e.g., intervention team, problem-solving team, etc.), -Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, or -Assist with the development and/or delivery of staff professional development to support

DOMAIN 2: INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS, continued				
Indicator	**Unsatisfactory (1)**	**Basic (2)**	**Proficient (3)**	**Distinguished (4)**
			and decisions about need for additional services/supports. -Assists staff in learning and implementing new intervention strategies, approaches, or programs, -Provides intervention services to individual students or small groups, or -Assists in the collection of information about implementation integrity.	Intervention services.
2.3: Contributes to crisis response and intervention practices.	School Psychologist -Lacks knowledge about crisis response and intervention practices. -Fails to take advantage of opportunities to engage in continued professional growth and learning.	School Psychologist is -Responsive to opportunities to contribute to crisis response and intervention practices but contributions are **insufficient** to meet expectations of school(s)/role, and -Involved in continued professional growth and learning regarding crisis response and intervention.	School Psychologist contributes to crisis response and intervention practices in a manner that meets the expectations of the role/school(s). Example activities include - Assists in the development of crisis response and intervention plans, -Participates in school-wide crisis response and intervention training, -Provides crisis intervention services to students, staff, and community.	School Psychologist fulfills the criteria for Level 3 and additionally -Conducts evaluation of crisis response and intervention practices to assess effectiveness and guide continuous improvements, or -Assists with the development and/or delivery of staff professional development on crisis response and intervention. -Collaborates with community agencies to provide coordinated response and services to crisis situations.

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

DOMAIN 3: CONSULTATION AND COLLABORATION School psychologists utilize their knowledge of school-wide practices to promote learning as well as consultation and collaboration to assist staff in creating and maintaining effective learning environments.				
Indicator	**Unsatisfactory (1)**	**Basic (2)**	**Proficient (3)**	**Distinguished (4)**
3.1: Engages in consultation and collaboration with school staff.	School Psychologist -Lacks knowledge and skills about effective consultation strategies and practices, and/or -Fails to take advantage of opportunities to engage in continued professional growth and learning.	School Psychologist -Is involved in continued professional growth regarding consultation and collaboration strategies, However, individual's practices -Demonstrate limited application of knowledge and skills to expected roles and responsibilities.	School Psychologist effectively engages in consultation and collaboration with school staff in a manner that meets the expectations of the role/school(s). Example activities include - Assists teachers with identifying concerns to target through intervention practices, -Supports teachers with intervention implementation through coaching, providing feedback, modeling, etc., -Works well with others as part of a team (e.g., intervention team, problem solving team, multidisciplinary team, case conference committee) and/or -Utilizes facilitation and conflict resolution skills and strategies.	School Psychologist fulfills the criteria for Level 3 and additionally -Assists with the development and/or delivery of staff professional development on collaboration and consultation. -Provides mentoring and coaching to colleagues regarding consultation strategies. -Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, designing a process for collaborative team meetings.

School Psychologist Professional Practice Rubric

3.2: Engages in consultation and collaboration with parents and families.	School Psychologist -Lacks knowledge about effective consultation strategies and practices, and/or -Fails to take advantage of opportunities to engage in continued professional growth and learning.	School Psychologist -Is involved in continued professional growth regarding consultation and collaboration strategies, However, individual's practices do not -Demonstrate application of this knowledge to expected roles and responsibilities.	School Psychologist effectively engages in consultation and collaboration with parents and families in a manner that meets the expectations of the role/school(s). Example activities include - Discusses parent concerns and provides suggestions for strategies to use at home, -Clearly explains assessment data and intervention strategies,	School Psychologist fulfills the criteria for Level 3 and additionally -Assists with the development and/or delivery of staff professional development on collaboration and consultation. -Provides mentoring and coaching to colleagues regarding consultation strategies.

DOMAIN 3: CONSULTATION AND COLLABORATION, continued				
Indicator	**Unsatisfactory (1)**	**Basic (2)**	**Proficient (3)**	**Distinguished (4)**
			-Explains school procedures for services such as special education, intervention, etc. -Clearly explains evaluation findings following special education evaluation, and -Answers questions clearly and comprehensively.	-Applies knowledge in innovative ways to assist students and families. -Conducts and/or assists with parent education sessions and trainings
3.3: Engages in consultation and collaboration with community agencies and providers.	School Psychologist -Lacks knowledge about effective consultation strategies and practices and/or -Fails to take advantage of opportunities to engage in continued professional growth and learning.	School Psychologist -Is involved in continued professional growth regarding consultation and collaboration strategies, However, individual's practices do not -Demonstrate application of this knowledge to expected roles and responsibilities	School Psychologist effectively engages in consultation and collaboration with community agencies in a manner that meets the expectations of the role/school(s). Example activities include -Contacts community providers to obtain information needed for instructional programming, -Clearly explains school procedures for services and practices, -Refers students and families to community providers for needed services, -Communicates with community providers in a clear and ethical manner.	School Psychologist fulfills the criteria for Level 3 and additionally -Assists with the development and/or delivery of staff professional development on collaboration and consultation. -Provides mentoring and coaching to colleagues regarding consultation strategies. -Applies knowledge in innovative ways to assist students, families, schools, and community, -Conducts professional development for community agencies and providers

Domain 4: LEADERSHIP

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

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

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

DOMAIN 5: CORE PROFESSIONALISM

School psychologists exhibit the minimum competencies expected in any employment situation. School psychologists also adhere to ethical standards, grow professionally, and participate as active stakeholders across school environments.

Indicator		**Meets Standard (1)**	**Does Not Meet Standard (0)**
5.1	Attendance	Individual has not demonstrated a pattern of unexcused absences as defined by local school policy and the relevant collective bargaining agreement.	Individual demonstrates a pattern of unexcused absences (those that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
5.2	Punctuality	Individual has not demonstrated a pattern of unexcused late arrivals, early departures for meetings, conferences, and/or school hours.	Individual has demonstrated a pattern of unexcused late arrivals or early departures.
5.3	Respect	Individual interacts with students, colleagues, parents/families, and community members in a respectful manner.	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/families, and community members in a respectful manner.
5.4	Policies and Procedures	Individual follows state, corporation, and school policies and procedures.	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures.

Speech & Language Pathologist (SLP) Rubric

	Unsatisfactory	Basic	Proficient	Distinguished
1a Knowledge of Content and Pedagogy GENERAL Examples	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
1a Specific Examples	SLP plans to focus only on articulation during the lesson, while language and fluency are documented areas of need. SLP plans to utilize only repetitive drill and practice instructional methodology during the speech/language support sessions.	SLP plans a lesson on phonemic awareness without linking the activities to literacy. SLP plans to focus on articulation of a specific speech sound at the sentence level, which is a documented area of need; however, the progress monitoring data indicates the student has not yet mastered the speech sound at the word level.	SLP plans to use an Augmentative/Alternative Communication (AAC) system consisting of voice output devices, picture communication board, and sign language for a lesson with a student who is non-verbal. In teaching students with both articulation and language disorders the SLP works on skills from each disorder area within a session	SLP researches speech/language journals to obtain information regarding evidence-based methodologies to reduce episodes of stuttering in adolescent student population on current caseload. SLP researches and creates a presentation to educate others about dialectal and phonemic difference in a specific student population.
1b Demonstrating Knowledge of Students General Examples	Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	Teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students. The teacher knows, for groups of students, their levels of cognitive development. The teacher is aware of the different cultural groups in the class.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.

	Unsatisfactory	Basic	Proficient	Distinguished
1b Specific Examples	SLP plans a lesson in which verbal responses are required, but does not provide an alternative means of communication (i.e., voice output communication aid, picture communication board, etc.) for a student who is non-verbal. The SLP prepares a language lesson, while student's documented area of need is fluency.	SLP plans the same articulation lesson for all ages of students. SLP is aware of student's past medical history of a traumatic brain injury (TBI), but does not consider this information when developing appropriate instructional outcomes (e.g., executive functioning skills, short-term memory, etc.)	SLP maintains a student information sheet in his/her logbook for each student containing information regarding special needs, medical issues, language proficiency, and culture. SLP plans a lesson containing visual supports (i.e., picture communication board, picture schedule, work system, etc.) to promote communication in students diagnosed with autism spectrum disorders (ASDs).	SLP administers a preference assessment in order to identify students' interests and incorporate the interests into speech/language lessons. SLP researches and creates a presentation to educate others about dialectal and phonemic difference in a specific student population.
1c Setting Instructional Outcomes General Examples	Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
1c Specific Examples	An articulation goal states "Student will increase articulation skills." Speech/language goals remain in student's IEP despite being mastered.	SLP uses the same language goal with all ages of students on his/her caseload. SLP composes a goal to address curricular vocabulary based on the results of a diagnostic assessment; however, the SLP does not consider the corresponding grade-level academic standards when developing the goal.	SLP uses assessment information and considers the corresponding grade-level academic standards when to developing IEP goals. The SLP sets instructional outcomes for the student who stutters based on the types of stuttered words or parts of words.	SLP consults with the student to review assessment data and academic curricular standards to develop IEP goals. SLP collaborates with other teachers to develop appropriate vocabulary and sentence structure and grammatical goals.
1d Demonstrating Knowledge of Resources General Examples	Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.	Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students.	Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.

	Unsatisfactory	Basic	Proficient	Distinguished
1d Specific Examples	When planning and preparing for a lesson on pronouns, the SLP utilizes only one set of commercially prepared cards and uses the cards in only one way. When asked by colleagues and/or students' parents about the availability of medical speech/language support services, the SLP replies, "I don't know of any services in this area and can't find out."	SLP implements an approach to treatment of language disorders that used to be prominent years ago with most students, while making only general connections to speech and language needs. SLP plans and prepares to use materials that are located only in the speech therapy room.	SLP independently conducts research regarding the use of augmentative/ alternative communication with students diagnosed with autism spectrum disorders to expand his/her knowledge in this area. SLP shares effective strategies to address stuttering in the regular education classroom/general education curriculum with colleagues.	SLP participated in an online course pertaining to speech/language acquisition for students with cochlear implants. The SLP then used this information to compose an in-service presentation for colleagues. SLP contacted the speech/language clinic at local college/university to obtain information regarding services in order to share with a parent regarding additional medical services.
1e Designing Coherent Instruction General Examples	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
1e Specific Examples	SLP plans and prepares a language lesson that has no clear scope and sequence. SLP does not review data to make instructional decisions regarding the progression of future speech/language instruction/lessons.	SLP plans and prepares an articulation lesson that provides the student with an opportunity for guided and independent practice of his/her target speech sound; however, the lesson does not have an introduction or closure. SLP creates instructional plans according to initial assessments, but the plans are not altered based on students' needs and frequent formative assessment.	SLP creates instructional plans that are instructionally sound, based on the diagnosed speech and language problem, and allow the student to make progress. SLP allots an appropriate amount of time to address all components of the speech/language lesson plan (i.e., introduction, opportunity for guided and independent practice of established speech/language support goals, and closure).	SLP creates instructional plans that are based on the academic standards and make direct connections to the diagnosed speech and language problem. The instructional plans establish speech carryover to the classroom. SLP collaborates with general education teachers to review instructional strategies and student data for effectiveness and adjusts instruction accordingly.

	Unsatisfactory	Basic	Proficient	Distinguished
1f Designing Student Assessment General Examples	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
1f Specific Examples	SLP has no evidence of formal or informal assessments. SLP has no evidence of data collection associated with a therapy session.	SLP collects baseline data before and after breaks in instruction to adjust instruction. SLP only considers progress monitoring data when planning and preparing for speech/language support sessions.	SLP consistently reviews student data and adjusts plans for instruction accordingly. SLP consistently collects assessment data from a variety of sources, including progress monitoring data, teacher input, parent input, diagnostic assessments, and classroom-based assessments. SLP uses the assessment data to plan for future speech/language	The SLP develops his/her student assessments directly from classroom assessments, particularly in reading, so that the assessments include student input so that the student can measure his progress toward his goals. SLP provides his/her students with data collection sheets to self-monitor progress towards goals in the general education curriculum.
2a Creating and Environment of Respect and Rapport General Examples	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.

	Unsatisfactory	Basic	Proficient	Distinguished
2a Specific Examples	SLP does not model how to interact and treat one another, and students often talk while others are talking or even push or take things from one another. SLP frequently raises his/her voice to students in order to manage a group of students. Student looks to SLP for reinforcement but SLP disregards the child's intent.	SLP occasionally discusses how to be polite, how to take turns, and other active listening models. SLP often has to redirect; SLP and students occasionally demonstrate politeness conventions ("please" "thank you"). Student looks to SLP for reinforcement and SLP inconsistently responds.	SLP demonstrates and discusses, and involves students in modeling how to be polite, how to take turns, how to show encouragement and respect to one another, and other active listening strategies. Students routinely work on tasks provided, while the SLP actively reinforces politeness conventions ("That was very polite of you."), taking a proactive stance in creating an environment of respect and rapport. Student looks to SLP for reinforcement and the SLP consistently responds.	SLP demonstrates and discusses, and involves students in modeling and self-regulating how to be polite, how to take turns, how to show encouragement and respect to one another, and other active listening strategies. Students routinely work together on tasks and remark and/or demonstrate kindness to and acceptance of one another ("your turn" "thank you" "you did a great job on that one!" "You can do it!"). Student looks to SLP for reinforcement and SLP adjusts quantity and speed of reinforcement based upon student's performance.
2b Establishing a Culture for Learning General Examples	The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.
2b Specific Examples	Students cannot explain why they attend speech therapy, even with prompting (when developmentally appropriate) The SLP occasionally states that speech and/or language problems must be corrected, and only provides correct speech models for the group as a whole or general feedback, such as "right" or "wrong." Based on preconceived opinions of a student's ability to communicate, the SLP has low expectations for progress.	Students sometimes can identify in general terms or when given choices why they attend speech therapy ("I come for my talking."). The SLP presents models and descriptions of corrections for speech and/or language problems but does not explain reasoning or purpose behind improvement of communication, and does not work to engage students' ability to self-correct (only SLP provides corrections). Based on preconceived opinions of a student's ability to communicate, the SLP has inconsistent expectations for progress.	Students routinely can identify or explain their individual speech and language goals, when given simple prompts or questions. The SLP teaches and consistently reinforces that having a speech and/or language problem is different for each student and that we respect each other's correct and incorrect responses in the group. SLP routinely provides individualized models of correct speech production, and elicits self-corrections from students; they discuss and practice direct connections of improved speech and language with classroom curriculum and practical or vocational situations with teacher direction. Based on educational background and experience regarding a student's ability to communicate, the SLP has consistent expectations for progress.	Students can independently state their own goals and objectives, in age-appropriate terms, and make statement(s) about progress or show evidence by data found in the room or speech folder(s). The SLP establishes opportunities for students to take responsibility for their communication through self-reflection and correction; they independently discuss and practice direct connections of improved speech and language with classroom curriculum and practical or vocational situations. Based on educational background and experience regarding a student's ability to communicate, the SLP has high expectations for progress.

	Unsatisfactory	Basic	Proficient	Distinguished
2c Managing Classroom Procedures General Examples	Much instructional time is lost through inefficient classroom routines and procedures. There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost through only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies are inconsistent, the result being some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time because of effective classroom routines and procedures. The teacher's management of instructional groups and the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized because of efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. Routines are well understood and may be initiated by students.
2c Specific Examples	Students sit unengaged in any activity while waiting for SLP to arrive or to start the lesson. Students squirm in their seats or otherwise do not pay attention while SLP completes routine task such as checking speech folders. Much instructional time is lost to speech books and stickers, or game set-up and play. Students need frequent instruction on rules and procedures; they are unable to state the classroom expectations and routines.	Students need SLP direction to complete routine activities such as sticker charts or getting folder ready for review. Students usually wait, but not always quietly, and without a task to keep them engaged while SLP is working with another student. SLP occasionally has to reinstruct during the session regarding routines with speech books, stickers, and turn-taking; one visual reminder (poster, list) is displayed to remind students of routines and rules.	SLP has materials organized and ready for use as group arrives. Students engage in routine or practice activities while waiting for SLP or another student to complete a task. SLP rarely has to reinstruct during the session regarding routines due to consistent implementation of distinct rules and procedures for the operation of the therapy sessions; classroom rules and expectations (visuals of a positive nature such as posters, lists) are posted for student reference.	Students can independently locate appropriate materials and can begin established therapy routines without SLP direction. Students independently remain engaged during sessions because they know the classroom procedures and expectations. SLP does not reinstruct during the session regarding routines due to consistent implementation of distinct rules and procedures for the operation of the therapy sessions; classroom rules and expectations (visuals of a positive nature such as posters, lists) are posted for student reference. Students were involved in developing rules and procedural operations for therapy sessions and can state these as well as identify the posted classroom expectations and rules.
2d Managing Student Behavior General Examples	There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

	Unsatisfactory	Basic	Proficient	Distinguished
2d Specific Examples	SLP misses opportunities to reinforce positive behavior, and works only to control negative behaviors when they occur. SLP does not know or follow behavior management systems in school(s) serviced. SLP does not enforce the use of universal health precautions; students sneeze on each other and materials without consequence.	SLP addresses both positive and unacceptable behavior but without alternative or replacement behavior for undesirable conduct; SLP feedback is inconsistent and vague such as "stop that." SLP is inconsistent with following the behavior management system in the school(s) serviced. SLP inconsistently reinforces the use of universal health precautions, such as use of tissues, hand sanitizers, etc.	The SLP implements specific procedures for when students go off task or are reluctant to do work. SLP follows the behavior management system in the school(s) serviced, and reinforces the system by reminding students and referring to the procedures in a positive manner ("You sat nicely and waited your turn."). SLP and students are consistent with use of universal health precautions, such as use of tissues, hand sanitizers, etc., since items are placed where students can easily reach them.	In addition to consistently addressing behaviors and following the behavior management system in the school(s) serviced, the SLP is proactive regarding behavior by arrangement of furniture and individuals; students provide praise or compliments to one another regarding positive behavior. SLP and students always use universal health precautions; students automatically follow precautions without reminders, and can remind others as necessary.
2e Organizing Physical Space General Examples	The physical environment is unsafe, or many students don't have access to learning resources. There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students, including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
2e Specific Examples	Unsafe transitions when moving to/from speech 'room' are noted (ex: students hop on stairs). There are potential safety hazards, such as electrical or plumbing items, in the room that are easily touched by the students and SLP takes no steps to correct these dangers. The SLP does not manage the physical space to provide for a conducive learning environment (Ex: the furniture is not of the appropriate size or function for the students; student cannot participate fully due to wheelchair arrangement).	SLP inconsistently corrects unsafe transitioning behavior (ex: remind students to hold onto the railing and take one step at a time). SLP, to the best of his/her ability has removed any potential safety hazards in the room and reinforces safety precautions through modeling and instruction to prevent harm. SLP and students know and practice evacuation procedures in case of fire, bomb scare, or other potential problem. SLP inconsistently attempts to manage the physical space (such as furniture or special equipment arrangement) but student's access for instruction is not optimal.	SLP has established and consistently enforces rules for transitioning in and out of therapy room, and SLP has addressed any potential safety hazards or equipment arrangement needs. SLP and students know and practice evacuation procedures (in case of fire, bomb scare…) and these procedures are clearly posted in room. SLP has organized the physical space so that furniture arrangement facilitates group interactions; there are no physical barriers to instruction. SLP has addressed any concerns and has appropriate solutions in place which students use as directed.	Students consistently follow and can explain transition rules. SLP is flexible in scheduling place of instruction if usual materials/place is unavailable or unsafe. SLP and students know and practice evacuation procedures in case of fire, bomb scare, or other potential problem; procedures are clearly posted in room and students can direct others regarding these procedures if necessary. Safe and appropriate physical space is consistently managed by the SLP; SLP has addressed any concerns and appropriate substitute solutions are in place that students use independently (ex: students may choose and use furniture/items that fit them best).

	Unsatisfactory	Basic	Proficient	Distinguished
3a Communicating with Students General Examples	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. The teacher's vocabulary is inappropriate to the age or culture of the students.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to\ follow. The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly. Teacher's explanation of content is well scaffold, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content and help explain concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
3a Specific Examples	Students are not aware of the skill they are working on; language used is not appropriate for age of students or cognitive ability (no attempts made to clarify instructions).	SLP may clarify the task when questions are asked by restating directions in the same manner; SLP may tell students they are working on categorization without explaining what categorization is to the students.	SLP uses multiple modalities to demonstrate tasks and explain relevant vocabulary (uses visuals along with verbal explanations to explain task); SLP clearly states skill that will be worked on during the session ("Today you are working on…").	SLP asks a student to explain a task to a peer; SLP all modalities when demonstrating/explaining tasks (SLP uses category cards with picture representations, paired with SLP verbal explanation and the physical demonstration of matching the cards into categories).
3b Using Questions and Discussion Techniques General Examples	Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
3b Specific Examples	SLP does not engage all students (some children appear to be off task). SLP only asks multiple choice questions or "what" questions.	SLP does ask a range of questions but relies on lower-level question (uses only concrete examples, no abstract, higher level thinking). SLP facilitates some peer interaction through discussion but does not allow students to develop their own questions for each other.	SLP engages most students by asking a variety of questions and allows students to develop their own questions (SLP uses who, what, where, when and why open-ended questions to elicit higher level thinking). SLP involves all students in discussions and uses prompting strategies to encourage all students to	Students initiate spontaneous extension of target skills through conversation. Adjustments in complexity are made as the students demonstrate success. SLP structures lessons and language usage to meet the students' needs.

	Unsatisfactory	Basic	Proficient	Distinguished
3c Engaging Students in Learning General Examples	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
3c Specific Examples	Therapy is limited to auditory information (no visuals or kinesthetic cues/prompting). SLP rushes through tasks without checking for understanding of the skills being taught.	SLP checks for understanding on an inconsistent basis. Students are able to recall prompts but not given opportunities to practice (can explain articulatory postures for production of target sound but not given opportunity to practice).	Students are observed giving multiple responses to practice and receive immediate corrective feedback. SLP provides direct instruction and checking for understanding while balancing an appropriate amount of feedback that engages all students.	Students are prompted to suggest learning ideas for different modifications to teach different skills (students are involved in creating their own learning tasks). Clear conclusion of lesson by educator and students. Students are able to restate what they have worked on or learned during session.
3d Using Assessment in Instruction General Examples	There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.

	Unsatisfactory	Basic	Proficient	Distinguished
3d Specific Examples	SLP administers the same test regardless of the reason for referral (uses Goldman Fristoe to assess language). SLP makes little or no effort to assess if students understand the skills being taught or modeled for them (little to no evidence of data collection).	SLP provides immediate feedback often about the student response, however, it is not always specific (SLP often says "good job"). Students are aware they are being assessed within the session but not aware of their progress with skills.	Clear evidence that a variety of assessments are used regularly with systematic monitoring of progress (oral responses, written responses, teacher observation, self-assessment). SLP provides examples of expected responses and uses other students to model accurate responses.	SLP often asks students to evaluate themselves or peers within the session and allows for peer feedback (peers assess sound productions of peer and offer suggestions to remediate). SLP consistently and effectively assists students in setting rigorous goals; self-assessing, monitoring and taking responsibility for their progress (promotes self-monitoring skills and carryover of skills into academic setting).
3e Demonstration Flexibility and Responsiveness General Examples	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
3e Specific Examples	SLP does not plan for transitions or provide closure between lesson/activities (jumps from one activity to another without explanation). SLP does not respond to student's information seeking questions in an appropriate manner and time (ignores student questions)	SLP is aware of student confusion but makes no attempts to clarify (SLP is aware students do not understand placement cues for sound production but does not clarify). SLP says, "I'll try to think of another way to approach this and get back to you."	SLP provides answers to students' information seeking questions in an appropriate manner and time and answers the question. SLP says, "That's an interesting idea; let's see how it fits." (In response to language activity).	SLP incorporates school and community events into therapy session (pragmatic lesson relating to upcoming dance-appropriate behavior, assembly-vocabulary, and appropriate behavior). SLP consistently reviews skills to ensure understanding of concepts related to individual needs (figurative language, perspective taking).
4a Reflecting on Teaching General Examples	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.

4a Specific Examples	SLP rarely or never assesses the lesson's effectiveness, and the degree to which outcomes are met. SLP offers no suggestions for how a lesson could be improved.	SLP inconsistently assesses a lesson's effectiveness, and the degree to which outcomes are met. SLP offers global suggestions about how a lesson could be improved.	SLP consistently assesses the lesson's effectiveness, and the degree to which outcomes are met and can cite evidence to support the judgment. SLP offers specific suggestions for lesson improvement.	SLP Consistently and effectively assesses the lesson effectiveness, both during and following instruction. SLP offers extensive suggestions during instruction and makes adaptions as needed.

	Unsatisfactory	Basic	Proficient	Distinguished
4b Maintaining Accurate Records General Examples	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.
4b Specific Examples	SLP does not abide by mandated timelines (overdue IEPs, ERs, and RRs); No evidence of data collection from lessons; does not complete progress reports as indicated in IEP.	SLP abides by mandated timelines. Minimal data collection is evident. Progress reports are completed on time but lack specificity on student progress toward goals.	SLP meets all timelines. Consistent data collection is evident for progress monitoring. Progress reports include specific student data toward annual goals.	SLP develops and shares with colleagues protocols that assist with organizing and maintaining data collection. Students contribute to collection of data as appropriate to their abilities.
4c Communicating with Families General Examples	Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program. Information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
4c Specific Examples	SLP fails to respond to the parent's/guardian's inquiries regarding the instructional program or the student and/or contacts are inappropriate in content and insensitive to cultural differences.	SLP responds inconsistently to the parent's/guardian's inquiries in regard to the instructional program and/or with general information not specific to the individual student. SLP tries to incorporate cultural differences but does not do so consistently.	SLP consistently initiates responses to families to inform the parent/guardian about the student and the instructional program. SLP contacts are consistently culturally appropriate.	SLP develops a system for communication with families beyond mandated time frames to further provide information to families. Time frame for notes and type of communication is determined with parent input. SLP is highly sensitive to cultural needs.

	Unsatisfactory	Basic	Proficient	Distinguished
4d Participating in the Professional Community General Examples	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked to do so.	Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
4d Specific Examples	SLP is negative or self-serving in attitude and relationships with colleagues. SLP refuses to participate in activities which promote professional communities with colleagues.	Work with others is inconsistently characterized by openness, courteous and genuine behaviors. Self-serving behaviors are sometimes noted to promote self. The SLP will attend required meetings but actual participation in the content and discussion is minimal.	SLP is open to sharing expertise and materials with colleagues. SLP volunteers for professional community opportunities and actively participates in the content, discussion and outcomes determined.	SLP takes a leadership position in supporting colleague's growth through mentoring or leadership within professional communities. SLP offers to provide graduate externship experiences.
4e Growing and Developing Professionally General Examples	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. Teacher finds limited ways to contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
4e Specific Examples	SLP does not actively participate in any professional organizations or seek to grow in skills which will support students' instruction.	SLP politely attends district workshops and professional development days, and makes minimal use of the materials received. SLP only attends mandatory in-services but does not actively seek self-skill growth opportunities.	SLP actively seeks trainings reflective of current caseload needs and/or school district needs to meet the needs of the students. Actively uses feedback to develop skills and improve own practice.	SLP makes a substantial contribution to school, district or program events and projects and assumes a leadership role with colleagues. SLP initiates ideas with the supervisors to determine professional development opportunities which will support program and collegial growth.

	Unsatisfactory	Basic	Proficient	Distinguished
4f Showing Professionalism General Examples	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.	Teacher is honest in interactions with colleagues, students, and the public. Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school. Teacher's decisions and recommendations are based on limited but genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision making. Teacher complies fully with school and district regulations.	Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
4f Specific Examples	SLP displays unprofessional behaviors (dress, language, interactions) SLP does not adhere to professional responsibilities, such as being tardy to work, meeting timelines, and keeping student schedule timelines.	SLP displays inconsistencies in professional behaviors. SLP inconsistently adheres to professional responsibilities, such as being tardy to work, meeting timelines, and keeping student schedule timelines.	SLP demonstrates professional behaviors at all times. SLP consistently adheres to professional responsibilities, such as being tardy to work, meeting timelines, and keeping student schedule timelines.	SLP demonstrates leadership in advocating for children and families. SLP promotes speech/language profession by initiating a leadership role within the program.

Appendix A

Appendix A –

Teacher Remediation Plan – If a teacher received a rating of *ineffective* or *improvement necessary*, the evaluator and the teacher shall develop a remediation plan of not more than 90 school days in length to correct the deficiencies noted in the evaluation. The remediation plan must require the use of the teacher's license renewal credits in professional development activities intended to help the teacher improve. The *Professional Development Plan* form (Form 4 is an optional form that can be used.)

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

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

IDOE Reports –The school corporation, annually, shall provide the IDOE with disaggregated results of performance evaluations including the number of teachers placed in each performance category to the IDOE.

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

Tenure Categories

A. Probationary Teacher (IC 20-28-6-7.5) – A teacher who: is in the teacher's first or second year of full-time teaching in a classroom; and has not at any time before July 1, 2012, entered into a teaching contract for further service with the school corporation

B. Established Teacher (IC 20-28-6-8) – A teacher who served under contract before July 1, 2012 and entered into another contract before July 1, 2012 for further service with the school corporation.

C. Professional Teacher (IC 20-28-6-7.5) – A teacher who is not a probationary teacher and enters into a state approved contract.

Contract Cancellation Grounds

A contract with a teacher may be canceled immediately for any of the following reasons:

1. Immorality
2. Insubordination, which means a willful refusal to obey the state school laws or reasonable rules adopted for the governance of the school building or the school corporation.
3. Repeated ineffective performance, as determined by the school corporation
4. Neglect of duty
5. A conviction of an offense listed in IC 20-28-5-8(c).
6. Other good and just cause.

In addition to the reasons set forth above, a probationary teacher's contract may be canceled for any reason relevant to the school corporation's interest.

Appendix B
Forms

Evaluation Form 1

Pre-Observation Form - Teacher

Note: This form may be used in conjunction with a pre-conference, but can also be exchanged without a pre-conference prior to the observation.

School: _____ Observer: _____

Teacher: _____ Grade/Subject: _____

Date and Period of Scheduled Observation: _____

Dear Teacher:

In preparation for your formal observation, please answer the questions below and attach any requested material.

1. What are the learning outcomes for this lesson? What do you want the students to understand?

2. What standards will you target during this class?

3. How does this learning "fit" in the sequence of learning for this class?

4. Briefly describe the students in this class, including those with special needs.

5. How will you engage the students in learning? What will you do? What will the students do? Provide any worksheets or other materials the students will be using.

6. How will you differentiate instruction for different individuals or groups of students in the class?

7. How will you know whether the students have learned what you intend?

8. Is there anything that you would like me to specifically observe during the lesson?

9. Is there anything you would like me to know about this class in particular?

Post-Observation Form - Evaluator

The primary post-observation document should simply be a copy of the observation notes taken in the classroom along with ratings provided by the evaluator. The post-observation documentation will be provided through the online observation program, Standards for Success.

Evaluation Form 2

Post-Observation Form - Teacher

School: _____ Observer: _____

Teacher: _____ Grade/Subject: _____

Date of Observation: _____

Dear Teacher:

In preparation for our post-conference, please complete this questionnaire and bring it with you when we meet. Your honesty is appreciated and will help us to have a productive conversation about your performance and areas for improvement.

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding? If there are no samples, what helped you gauge the students' levels of engagement and understanding?

3. Comment on the classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

4. Did you depart from your plan? If so, how, and why?

5. Comment on the different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?

6. If you had a chance to teach this lesson again to the same group of students, what would you do differently?

Evaluation Form 3

Mid-Year Check-In Form

School: _____

Teacher: _____

Date: _____

Summative Evaluator: _____

Grade/Subject: _____

Note: Mid-year check-in conferences are **mandatory** if a teacher is in jeopardy of being rated as *ineffective* or *improvement necessary* based on prior observations, or has been rated *ineffective* or *needs improvement* on an evaluation within the past 5 years. This conference is also mandatory for any teacher with less than 3 total years of teaching experience at the School Town of Munster. This conference is optional for any other teachers, but can be helpful for evaluators to assess what information still needs to be collected, and for teachers to understand how they are performing thus far. It should be understood that the mid-year rating is only an assessment of the first part of the year and does not necessarily correspond to the end-of-year rating. If there has not yet been enough information to give a mid-year rating, write N/A.

Number of Formal Observations Prior to Mid-Year Check-in: _____

Number of Informal Observations Prior to Mid-Year Check-in: _____

Domain 1: Planning & Preparation	**Mid-Year Assessment of Domain 1**
1a. Demonstrating knowledge of content and pedagogy. 1b. Demonstrating knowledge of students. 1c. Setting instructional outcomes 1d. Demonstrating knowledge of resources 1e. Designing coherent instruction 1f. Designing student assessment	
Mid-Year Rating (Circle One)	**4 – Distinguished** **3 – Proficient** **2 – Basic** **1 – Unsatisfactory**

Domain 2: Classroom Environment	Mid-Year Assessment of Domain 2
2a. Creating an environment of respect and rapport 2b. Establishing a culture for learning 2c. Managing classroom procedures 2d. Managing student behavior 2e. Organizing physical space	
Mid-Year Rating (Circle One)	**4 – Distinguished** **3 – Proficient** **2 – Basic** **1 – Unsatisfactory**

Domain 3: Instruction	Mid-Year Assessment of Domain 3
3a. Communicating with students 3b. Using questioning and discussion techniques. 3c. Engaging students in learning 3d. Using assessment in instruction 3e. Demonstrating flexibility and responsiveness	
Mid-Year Rating (Circle One)	**4 – Distinguished** **3 – Proficient** **2 – Basic** **1 – Unsatisfactory**

Domain 4: Professional Responsibilities	Mid-Year Assessment of Domain 4
4a. Reflecting on teaching 4b. Maintaining accurate records 4c. Communicating with families 4d. Participating in a professional community 4e. Growing and developing professionally 4f. Demonstrating professionalism.	
Mid-Year Rating (Circle One)	**4 – Distinguished** **3 – Proficient** **2 – Basic** **1 – Unsatisfactory**

Core Professionalism	Mid-Year Assessment
Attendance On-time arrival Policies and Procedures Respect **Mid-Year Rating (Circle One)**	**Meets Standards** **Does Not Meet Standards**

Evaluation Form 4

Professional Development Plan

Using relevant student learning data, evaluation feedback and previous professional development, establish at least 3 areas of professional growth below. Each of your goals is important but you should rank your goals in order of priority. On the following pages, complete the growth plan form for each goal.

Goal	Achieved?
1.	
2.	
3.	

Name			
School			
Grade Level(s)		**Grade Level(s)**	
Date Developed		**Date Completed**	
Primary Evaluator Approval		Primary Evaluator Signature	
Teacher Signature		Teacher Signature	

Professional Growth Goal 1						
Overall Goal: Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to the Teacher Effectiveness Rubric: (ex: Competency 3b: Using questioning and discussion techniques)	Action Steps and Data: Include detailed steps and the data you will use to determine whether each benchmark is met	Benchmarks and Data: Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.				Evidence of Achievement: How do you know that your goal has been met?
	Action Step 1	__/ /_____	__/ /_____	__/ /_____	__/ /_____	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/ /_____	__/ /_____	__/ /_____	__/ /_____	
		Data:	Data:	Data:	Data:	

Professional Growth Goal 2						
Overall Goal: Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to the Teacher Effectiveness Rubric: (ex: Competency 3b: Using questioning and discussion techniques)	Action Steps and Data: Include detailed steps and the data you will use to determine whether each benchmark is met	Benchmarks and Data: Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.				Evidence of Achievement: How do you know that your goal has been met?
	Action Step 1	__/ /_____	__/ /_____	__/ /_____	__/ /_____	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/ /_____	__/ /_____	__/ /_____	__/ /_____	
		Data:	Data:	Data:	Data:	

Professional Growth Goal 3						
Overall Goal: Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to the Teacher Effectiveness Rubric: (ex: Competency 3b: Using questioning and discussion techniques)	Action Steps and Data: Include detailed steps and the data you will use to determine whether each benchmark is met	Benchmarks and Data: Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.				Evidence of Achievement: How do you know that your goal has been met?
	Action Step 1	__/ /_____	__/ /_____	__/ /_____	__/ /_____	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/ /_____	__/ /_____	__/ /_____	__/ /_____	
		Data:	Data:	Data:	Data:	

Evaluation Form 5

Final Summative Rating

School: _____

Teacher: _____

Grade/Subject: _____ Date:_____

Summative Evaluator: _____

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

Number of Formal Observations:_____

Number of Informal Observations:_____

Domains 1-4 Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1		%	
Domain 2		%	
Domain 3		%	
Domain 4		%	
Domains 1 – 4 Total Weighted Score		100%	
Domain 5: Core Professionalism (meets or does not meet standards)			
Final Teacher Effectiveness Rating			

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

If the teacher *Meets Standards* in Domain 5 (Core Professionalism), deduct 0 points. The final teacher score remains the same as in the previous step. If the teacher *Does Not Meet Standards*, deduct 1 point from the score calculated in the previous step.

Final Teacher Effectiveness Score, Domains 1-5: _____

Assign the appropriate ratings and then multiple the weights to calculate the final rating:

Final Teacher Evaluation Rating

Measure	Rating (1-4)	GROUP 1 Weights	Weighted Rating
Teacher Effectiveness Score		100%	
School-wide Learning Measure		0%	

Use the following formula to calculate by hand:

1. Rating * % Weight = Weighted Rating
2. Sum of Weighted Ratings = Final Summative Score

Final Summative Evaluation Score: _____

Per IC 20-28-11.5-4 (c)(6), teachers who have negatively affected student growth will receive a final summative rating no higher than "Improvement Necessary." If the growth measure is 1, the final Score may not be higher than a score of two (2).

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

Ineffective	Improvement Necessary	Effective	Highly Effective

1.0 → 1.75 → 2.5 → 3.5 → 4.0

Note: Borderline points always round up.

Final Summative Rating:

☐ Ineffective ☐ Improvement Necessary ☐ Effective ☐ Highly Effective

Tenure Category:

Current School Year	**Next School Year**
☐ Probationary Teacher	☐ Probationary Teacher
☐ Established Teacher	☐ Established Teacher
☐ Professional Teacher	☐ Professional Teacher

Teacher Signature

I have met with my evaluator to discuss the information on this form and have received a copy.

Signature:_____ Date:_____

Evaluator Signature:

I have met with this teacher to discuss the information on this form and provided a copy.

Signature_____ Date:_____

Evaluation Form 6
Assessment Analysis

Grade Level/Subject:_____

Teacher(s):_____

Content Skills Assessment Analysis

Question	**Skill or Content addressed by the Question including Standards**	**DOK Level** 1 = Recall 2= Skill/Concept 3= Strategic Thinking 4=Extended Thinking	Action Verb(s) 1: List, define, label 2: Estimate, compare, modify, predict 3: Critique, construct, formulate, hypothesize 4: Design, connect, synthesize, analyze, prove	**Question Format** open ended, multiply choice, matching, essay, etc.
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