

**Franklin Township Community School Corporation**

**GPS**



**The Teacher Evaluation Process of the  
Franklin Township Community School Corporation  
Indianapolis, Indiana**

## **Acknowledgements**

The Franklin Township Community School Corporation's Growth for Professional Staff (GPS), formerly known as the Teacher Appraisal System, is the result of two years of work by the original committee, followed by two years of implementation, and two years of review, revision and re-implementation. The work reflected in this document is result of a collaborative effort of professional educators focused on supporting and impacting professional practice in a positive manner to increase student learning.

### **Teacher Appraisal System Committee (2003-2005)**

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Beth Borland, Teacher  
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## Mission

*Our mission is to instill in all students a passion for lifelong learning and to inspire each one to contribute as a responsible citizen to the future of our interconnected world*

## Core Values

We believe that...

- all people have inherent worth and bring unique gifts and talents to our community.
- all people with a passion for learning who accept responsibility for their choices improve the quality of life.
- our community's strengths lie in the foundation provided by families and our willingness to embrace diversity.
- consistently engaging in honest communication creates an informed trusting community in which education thrives.
- learning is positively impacted when people actively participate in an environment that is nurturing and respectful.
- our children's opportunities rely upon their skills to compete in an interconnected, interdependent world.
- challenging ourselves commits us to change and fosters continuous growth.

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## Rationale for the Growth for Professional Staff Evaluation Process

The Growth for Professional Staff process is intended to support and impact professional practice in a positive manner to increase student learning. This system is based on research that teachers have a predictable and powerful impact on student learning and can ensure profound learning experiences in which all students flourish. They commit to and encourage professional learning, develop effective interpersonal skills, and establish an environment in which learning is enhanced.

In these schools:

Teachers

- ◆ Authentically collaborate with others to increase the success of all students
- ◆ Increase instructional effectiveness to best meet the needs of students
- ◆ Continuously host conversations with others to focus on professional learning
- ◆ Develop a sense of fellowship and community that makes learning together fun and productive
- ◆ Use the classroom as a laboratory for learning
- ◆ Set individual and/or team goals based focused on increasing student learning

Administrators

- ◆ Are partners in supporting learning
- ◆ Engage teachers and teacher teams in conversations about their learning, their goals, their reflections, their progress over time, and their evidence of their learning—all reflected in terms of positively impacting student learning
- ◆ Monitor progress teachers and teacher teams are making in achieving their goals
- ◆ Assist teachers and teacher teams in discovering the most current research on learning
- ◆ Keep the staff focused on professional learning

Our Disposition Toward Change:

People are more willing to change  
*if they are very aware of the purpose for the change*  
*when they see the value of the changes to be made*  
*when they fully understand the changes expected*  
*when they find ways to contribute to the expected changes*  
*when their individual needs are met*  
*when they collaborate with others*  
*when they are supported and facilitated*  
*when they own the processes for change*  
*when they are reflective in their practice*  
*when they monitor their progress and that of their students*  
*when they celebrate successes*  
*when fear is removed*

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## **The Franklin Township Community School Corporation's Growth for Professional Staff Evaluation Process**

The Franklin Township Community School Corporation's Growth for Professional Staff (GPS) is comprised of three specific phases. Each addresses professional growth for teachers. The three sections are New Teacher Phase, Professional Teacher Status, and Teacher Support Phase.

The New Teacher Phase is for all teachers who are new to FTCSC, regardless of previous years of experience. This phase supports the IMAP for beginning teachers and defines professional expectations for all Franklin Township teachers. Professional practice is defined in a series of rubrics focused on four professional domains. New teachers will focus on Domain 1 (Instruction) and Domain 4 (Classroom Practices and Culture). Teachers with experience prior to employment in FTCSC, will explore all four domains with support from a veteran colleague. The New Teacher Phase is intended to last for two years for teachers with no prior teaching experience and one year for experienced teachers new to Franklin Township. Teachers will move into the Professional Teacher status upon successful completion of this phase.

Professional Teacher Status of GPS is utilized by the vast majority of FTCSC teachers who work diligently each day to impact student learning in a positive manner. These teachers are analytical in their approach to increasing student learning and work collaboratively with their colleagues in that endeavor, while understanding the importance of how a positive classroom and school climate with high expectations impacts students. Individual teachers or teachers in collaborative teams, design and implement goals focused on improving student learning.

These teacher designed goals are aligned with clearly articulated district and school goals focused on improving student learning. Due to the alignment and depth of these goals, the timeline for successful completion may often extend beyond one school year. Success is based on:

- 1) clearly defined student learning goal emanating from the district and school improvement plan;
- 2) specific steps toward the achievement of that goal;
- 3) frequent monitoring of progress toward that goal; and
- 4) reflective practice through the process—monitoring and adjusting professional practice in an effort to achieve the goal; and
- 5) sharing insights and celebrating accomplishments and discoveries.

While the primary purpose of this process is to increase student learning, in some cases well-thought out and carefully implemented professional plans may not achieve the desired goal. This result is not failure, but an opportunity for growth in professional knowledge, providing the opportunity for refinement and future goal setting.

The Teacher Support Phase is for teachers, previously in the Professional Teacher portion of GPS whose professional practice has diminished to a point, often times in a singular area, where professional support is essential. There are three clearly defined steps in this phase including:

- Administrative Support;
- Collegial Support; and
- Intensive Support

In the Administrative Support Phase, the principal notifies the teacher in writing of the specific area(s) in need of attention. The four domain rubrics defining professional practice serve as the resource to clearly define the area and professional practice expected from the teacher. At this time the goal setting portion of the Professional Teacher portion of GPS is suspended, so the teacher, working collaboratively with the principal, can fully focus on the area(s) of interest. Resulting professional behavior aligned with the rubric and identified by the principal, returns the teacher to the Professional Teacher portion of GPS.

Insufficient progress results in the teacher moving to Collegial Support. This step expands support to include teaching colleagues who, along with the principal, can serve as resources to support the teacher. The four domain rubrics of professional practice continue to serve as a guide for acceptable professional practice. Sufficient progress in this area results in the return to the Professional Teacher Status, while insufficient improvement results in the teacher moving to the Intensive Support step of the Teacher Support Phase. At this level a more comprehensive support team is put into place in an effort to better assist the teacher in meeting professional expectations. Sufficient progress at this step results in the teacher returning to the Professional Teacher Status, while insufficient progress results in a recommendation for non-renewal of the regular teaching contract. Classroom Walk Throughs for non-evaluative purposes are suspended during all steps of the Teacher Support Phase.

Teachers in their first or second year of employment in FTCSC placed in the Teacher Support Phase may require greater assistance and guidance than is provided through that phase. In those cases, Domain 1 (Instruction) and Domain 4 (Classroom Practices and Culture) rubrics will be used to focus professional expectations; however, unsatisfactory performance in Domain 2 (Professional Growth and Responsibility) and Domain 3 (Interpersonal Skills) may result in a new teacher being placed in the Teacher Support Phase. The principal will enlist the mentor, in the case of a teacher with no teaching experience, and/or a colleague selected by the teacher to provide additional support. Teachers in the New Teacher Support Phase are transitioned into the Teacher Support Phase receive only the Administrative Support and Collegial Support phases of assistance.

There may be times when a teacher in any portion of the GPS has unacceptable behavior. If this should occur, there are provisions for moving the teacher immediately to Intensive Support Phase of GPS. Also, in cases of state statute or criminal law violations, the teacher may be suspended pending due process.

## The FTCSC Growth for Professional Staff at a Glance

New Teacher Phase	Professional Teacher Status	Teacher Support Phase
<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>a) Beginning Teachers (those still working on IMAP)</li> <li>b) Experienced Teachers new to FTCSC</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>a) Teachers who have successfully completed two or more years of teaching experience in Franklin Township Community School Corporation</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>a) New teachers to FTCSC who need additional support beyond the mentor</li> <li>b) Teachers, previously in Professional Teacher status, who need additional support and guidance to meet FTCSC performance expectations</li> </ul>
<p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>a) Beginning Teachers               <ol style="list-style-type: none"> <li>1. To support Indiana's IMAP for beginning teacher state requirements.</li> <li>2. Acclimate teachers to professional expectations in FTCSC</li> </ol> </li> <li>b) New Experienced Teachers               <ol style="list-style-type: none"> <li>1. To acclimate teachers to the GPS program</li> <li>2. Acclimate teachers to professional expectations in FTCSC</li> </ol> </li> </ul>	<p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>a) To increase student learning through professional practice</li> </ul>	<p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>a) To provide teachers in need of specific assistance the opportunity to develop competency in area(s) that must be remediated for continued employment</li> <li>b) To provide due process for disciplinary action</li> </ul>
<p><b>What:</b></p> <ul style="list-style-type: none"> <li>a) Beginning Teachers               <ol style="list-style-type: none"> <li>1. IMAP</li> <li>2. Focus on Domains 1 (Instruction) &amp; 4 (Classroom Practice &amp; Culture)</li> </ol> </li> <li>b) Experienced Teachers new to FTCSC               <ol style="list-style-type: none"> <li>1. GPS Orientation Year</li> <li>2. Orientation to the expectations of Franklin Township</li> </ol> </li> </ul>	<p><b>What:</b></p> <ul style="list-style-type: none"> <li>a) Teachers will participate in SMART goal setting focused on improving student learning</li> <li>b) Individuals working alone or with colleagues, who adjust professional practice to positively impact student learning</li> </ul>	<p><b>What:</b></p> <ul style="list-style-type: none"> <li>a) Awareness of specific need and the urgency to address the concern</li> <li>b) Specific assistance plan(s) designed collaboratively with the principal and colleagues</li> <li>c) To provide increasing levels of support for teachers not demonstrating effective levels of performance</li> </ul>
<p><b>Method:</b></p> <ul style="list-style-type: none"> <li>a) Beginning Teachers               <ol style="list-style-type: none"> <li>1. Follow state IMAP requirements</li> <li>2. Attend IMAP informational meetings set up by Franklin Township</li> <li>3. Self assess on Franklin Township's key beginning teacher indicators from Domain 1 &amp; Domain 4</li> </ol> </li> <li>b) Experienced Teachers               <ol style="list-style-type: none"> <li>1. Introduction to GPS via professional development meetings</li> <li>2. Paired with professional colleague in subject area/grade level</li> <li>3. Choose GPS goal for second year in district</li> </ol> </li> </ul>	<p><b>Method:</b></p> <ul style="list-style-type: none"> <li>a) Create a SMART Goal</li> <li>b) Peer Reflection Review</li> <li>c) Teacher-Administrator Review</li> </ul>	<p><b>Method:</b></p> <ul style="list-style-type: none"> <li>a) Administrative Support               <ol style="list-style-type: none"> <li>1. Receive direct guidance by Principal</li> </ol> </li> <li>b) Collegial Support               <ol style="list-style-type: none"> <li>1. Continued support and guidance from principal with additional support from teaching colleagues</li> </ol> </li> <li>c) Intensive Support               <ol style="list-style-type: none"> <li>1. All the above with expanded assistance team (Note: Not available to teachers transitioning from the New Teacher Phase.)</li> </ol> </li> </ul>

## The New Teacher Phase

Goal: This phase supports the IMAP for beginning teachers and defines professional expectations for all teachers new to Franklin Township.

Process:

1. One observation each 9-week grading period is required to be performed by an administrator of all new teachers during the first two years of employment. The new teacher will fill out the pre-observation form and return it to the designated administrator prior to the observation date. The first grading period observation should be scheduled with the teacher. The administrator will observe one full lesson or period. A post-observation conference is required to be held following each observation and the evaluation form is to be completed.
2. The New Teacher will successfully complete the IMAP portfolio and submit it by the required deadline. In addition, the New Beginning Teacher will attend all IMAP professional development meetings.
3. The New Teacher who has successfully completed the IMAP process will work with a subject area/grade level mentor to walk through the GPS process.
4. Upon administrative concern, the new teacher will move to Teacher Support. (See Teacher Support Phase)
5. At the beginning of the second year of employment in Franklin Township for a new teacher with more than two or more years of teaching experience, will move to professional status upon the recommendation of the administrator.

Timeline:

New Beginning Teacher (IMAP) – Year 1:

1. Follow IMAP timeline throughout the year.
2. Grading Period 1: Administrator observation and attend IMAP meeting
3. Grading Period 2: Administrator observation and attend IMAP meeting
4. Grading Period 3: Administrator observation and attend IMAP meeting
5. Grading Period 4: Administrator observation and attend IMAP meeting

New Beginning Teacher (IMAP)– Year 2

1. Continue to follow IMAP timeline throughout the year
2. Grading Period 1: Administrator observation
3. Grading Period 2: Administrator observation
4. Grading Period 3: Administrator observation
5. Grading Period 4: Administrator observation
6. May 1: IMAP portfolio due!

New Teacher (who has successfully completed the IMAP process) – Year 1:

1. Grading Period 1 (within three weeks of starting): Choose a mentor who is in the Professional Status from the same subject area/grade level.
2. Shadow and observe mentor teacher through his/her GPS process.
3. Grading Period 1: Administrator observation and attend GPS professional meeting
4. Grading Period 2: Administrator observation
5. Grading Period 3: Administrator observation and attend GPS professional meeting
6. Grading Period 4: Administrator observation

New Teacher (who has successfully completed the IMAP process) – Year 2:

1. Choose a GPS project and meet GPS deadlines throughout the year
2. Grading Period 1: Administrator observation
3. Grading Period 2: Administrator observation
4. Grading Period 3: Administrator observation

5. Grading Period 4: Administrator observation

IMAP: See Professional Standards Board website for more information on subject area requirements.

Forms:

- Pre-Observation Form (Teacher) Page 11
- Beginning Teacher Evaluation (1<sup>st</sup> and 3<sup>rd</sup> 9-weeks): Classroom Practices and Culture (Teacher) Page 12
- Beginning Teacher Evaluation (2<sup>nd</sup> and 4<sup>th</sup> 9-weeks): Instruction (Teacher) Page 13
- Reflective Questions for the Post-Observation Conference (All) Page 14
- Pre-Observation Form (School Counselor) Page 15
- Beginning Teacher Evaluation (School Counselor) Page 16
- Pre-Observation Form (Media Specialist) Page 17
- Beginning Teacher Evaluation (1<sup>st</sup> and 3<sup>rd</sup> 9-weeks): Classroom Practices and Culture (Media Specialist) Page 18
- Beginning Teacher Evaluation (2<sup>nd</sup> and 4<sup>th</sup> 9-weeks): Instruction (Media Specialist) Page 19

Resources:

- Instruction Rubric (Domain 1): Page 36
- Professional Growth and Responsibility Rubric (Domain 2): Page 41
- Interpersonal Skills Rubric (Domain 3): Page 45
- Classroom Practices and Culture Rubric (Domain 4): Page 49
- Media Specialist Rubric: Page 51
- School Counselor Rubric: Page 68
- IMAP
- Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching* (2007; 2<sup>nd</sup> Edition)

**Franklin Township Community Schools Corporation  
Pre-Observation Form**

This form is to be completed by the teacher and submitted to the principal prior to the classroom observation. The principal will review this form prior to the observation to provide the context for the lesson. This form will be the basis for conversation during the post-observation conference.

Name \_\_\_\_\_ Date \_\_\_\_\_

Teaching Assignment \_\_\_\_\_ School \_\_\_\_\_

Observation Appointment \_\_\_\_\_ Post Observation Appointment \_\_\_\_\_

State Standard(s) to be taught:

What Domain(s) [I and/or IV] will be your focus?

What is the learning objective?

What will the students be doing during your lesson?

What will you be doing?

How will student learning be assessed?

Additional information or observation request:

**Franklin Township Community Schools Corporation**

**Beginning Teacher Evaluation**

**Domain IV: Classroom Practices and Culture**

1<sup>st</sup> 9 Weeks \_\_\_\_\_

3<sup>rd</sup> 9 Weeks \_\_\_\_\_

Displays effective classroom management techniques, which enable students to learn self-control and self-discipline.	Creates a positive learning environment where students feel secure and respected.
Completes seamless transitions between learning activities.	Plans lessons in advance that show evidence of differentiation as appropriate.
Additional comments from principal:	Comments from the beginning teacher:

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Franklin Township Community Schools Corporation**  
**Beginning Teacher Evaluation**  
**Domain I: Instruction**

2<sup>nd</sup> 9 Weeks \_\_\_\_\_

4<sup>th</sup> 9 Weeks \_\_\_\_\_

<p>Content Knowledge: Exhibits a broad knowledge of the subject area and integrates a variety of subject areas when applicable.</p>	<p>Assessment: Utilizes a variety of assessments that align with Standards.</p>
<p>Curriculum: Uses the curriculum maps to meet State Standards.</p>	<p>Pedagogy: Utilizes a variety of research-based strategies.</p>
<p>Additional comments from principal:</p>	<p>Comments from the beginning teacher:</p>

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Franklin Township Community Schools Corporation  
Reflective Questions for Post Observation Conference**

Teacher Name \_\_\_\_\_

Date \_\_\_\_\_

Teaching Assignment \_\_\_\_\_

Observed By \_\_\_\_\_

Was the learning objective clear?

If you were to do this lesson again,

- What would you do differently?
  
- What would you do the same?

In general, how is your teaching experience progressing? What are areas of concern and celebration?

For personal use of teacher

**Franklin Township Community Schools Corporation**  
**Pre-Observation Form (School Counselor)**

This form is to be completed by the counselor and submitted to the principal prior to the conference. The principal will review this form prior to the observation to provide context. This form will be the basis for conversation during the post-observation conference.

Name \_\_\_\_\_ Date \_\_\_\_\_

Teaching Assignment \_\_\_\_\_ School \_\_\_\_\_

Observation Appointment \_\_\_\_\_ Post Observation Appointment \_\_\_\_\_

What Domain(s) from the School Counselor rubric will be your focus?

What is the learning objective?

What will the students be doing during your lesson or other student outcome?

What will you be doing?

How will the success of this activity be assessed?

Additional information or observation request:

**Franklin Township Community Schools Corporation**  
**Beginning Teacher Evaluation (School Counselor)**

1<sup>st</sup> 9 Weeks \_\_\_\_\_

2<sup>nd</sup> 9 Weeks \_\_\_\_\_

3<sup>rd</sup> 9 Weeks \_\_\_\_\_

4<sup>th</sup> 9 Weeks \_\_\_\_\_

<p>Communication: Models good communication and conflict resolution skills.</p>	<p>Problem Solving: Utilizes problem solving strategies to meet students' academic and social needs.</p>
<p>Professional and ethical behavior: Consistently follows through on tasks/Upholds the highest ethical standards in all situations.</p>	<p>Counseling Skills: Demonstrates appropriate counseling strategies.</p>
<p>Additional comments from principal:</p>	<p>Comments from the beginning teacher:</p>

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Franklin Township Community Schools Corporation**  
**Pre-Observation Form (Media Specialist)**

This form is to be completed by the media specialist and submitted to the principal prior to the conference. The principal will review this form prior to the observation to provide context. This form will be the basis for conversation during the post-observation conference.

Name \_\_\_\_\_ Date \_\_\_\_\_

Teaching Assignment \_\_\_\_\_ School \_\_\_\_\_

Observation Appointment \_\_\_\_\_ Post Observation Appointment \_\_\_\_\_

What Domain(s) from the Media Specialist rubric will be your focus?

What is the learning objective?

What is the planned student learning outcome?

What will you be doing to accomplish this outcome?

How will the success of this activity be assessed?

Additional information or observation request:

**Franklin Township Community Schools Corporation**  
**Beginning Teacher Evaluation (Media Specialist)**  
**Domain IV: Classroom Practices and Culture**

1<sup>st</sup> 9 Weeks \_\_\_\_\_

3<sup>rd</sup> 9 Weeks \_\_\_\_\_

<p>Displays effective classroom management techniques, which enable students to learn self-control and self-discipline.</p>	<p>Creates a positive learning environment where students feel secure and respected.</p>
<p>Completes seamless transitions between learning activities.</p>	<p>Plans lessons in advance that show evidence of differentiation as appropriate.</p>
<p>Additional comments from principal:</p>	<p>Comments from the beginning teacher:</p>

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Franklin Township Community Schools Corporation**  
**Beginning Teacher Evaluation (Media Specialist)**  
**Domain I: Instruction**

2<sup>nd</sup> 9 Weeks \_\_\_\_\_

4<sup>th</sup> 9 Weeks \_\_\_\_\_

<p>Content Knowledge: Exhibits a broad knowledge of the subject area and integrates a variety of subject areas when applicable.</p>	<p>Assessment: Utilizes a variety of assessments that align with Standards.</p>
<p>Curriculum: Uses the curriculum maps to meet State Standards.</p>	<p>Pedagogy: Utilizes a variety of research-based strategies.</p>
<p>Additional comments from principal:</p>	<p>Comments from the beginning teacher:</p>

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## The Professional Teacher Status

**Goal:**

Professional Teacher Status of Growth for Professional Staff is utilized by the vast majority of FTCS teachers who work diligently each day to impact student learning in a positive manner. These teachers are analytical in their approach to increasing student learning and work collaboratively with their colleagues in that endeavor, while understanding the importance of how a positive classroom and school climate with high expectations impacts students. Teachers, in collaborative professional relationships, design and implement goals focused on improving student learning.

**Process:**

These teacher-designed goals are aligned with clearly articulated district and school goals focused on improving student learning. Due to the alignment and depth of these goals, the timeline for successful completion may often extend beyond one school year. Success is based on:

- 1) clearly defining student learning goals derived from the district and school improvement plan;
- 2) taking specific steps toward the achievement of the student learning goal;
- 3) utilizing data to frequently monitoring of progress toward the goal;
- 4) monitoring, reflecting on and adjusting professional practice in an effort to achieve the goal;
- 5) sharing insights and celebrating accomplishments and discoveries.

While the primary purpose of this process is to increase student learning, in some cases well-thought out and implemented professional plans may not achieve the desired goal. This result is not a professional failure, but an opportunity for growth in professional knowledge and the opportunity for refinement and future goal setting.

**Timeline:**

Step	Suggested Deadlines	REQUIREMENT	Resources	Date Task Completed
1	By the first Friday in May	Professional Reflection Process Form: SMART Goal Section	<ul style="list-style-type: none"> <li>• SMART Goal Resource Form</li> <li>• Self-Assessment Rubric</li> </ul>	
2	By last Friday in August	Professional Reflection Process Form: SMART Goal Administrator Signature		
3	By the last Friday in September	Professional Reflection Process Form: Peer Review Section #1	<ul style="list-style-type: none"> <li>• Collegial Conversation Prompts</li> </ul>	
4	By the last Friday in November	Professional Reflection Process Form: Peer Review Section #2	<ul style="list-style-type: none"> <li>• Collegial Conversation Prompts</li> </ul>	
5	By the last Friday in February	Professional Reflection Process Form: Peer Review Section #3	<ul style="list-style-type: none"> <li>• Collegial Conversation Prompts</li> </ul>	
6	By the last Friday in April	Professional Reflection Process Form: End of Year Administrator Review	<ul style="list-style-type: none"> <li>• Self-Assessment Rubrics</li> </ul>	
7	May	CELEBRATIONS! Share Fairs will be hosted at each school	<ul style="list-style-type: none"> <li>• On-line Resources</li> </ul>	

**Forms:**

- SMART Goal (Optional): Page 22
- SMART Goal Setting Resource (Optional): Page 23
- Professional Reflection Process (Required): Page 25
- Collegial Conversation Prompts (Optional): Page 27

**Student Learning Data**

It is important to utilize data to drive instruction. Teachers are encouraged to identify student needs based upon data and to then create SMART goals.

Student Data can be formative and/or summative. Examples of student data that professional educators may select could include:

- ISTEP+ Data
- End of Course Assessments/Core 40
- Advanced Placement
- SAT
- ACT
- Surveys
- DIBELS/Wireless Generation
- Chapter/Unit Tests
- Common Assessments
- Pre/Post Testing
- Student performance on project based learning
- Scored and averaged rubrics
- Portfolios
- Action Research
- Authentic Student Work
- PHELPS Assessment – Kindergarten
- Assessor Test Results – FCHS
- Class questionnaires
- Acuity

Professional goals focus on how to positively impact student learning in FTCSC.

**S Strategic**

What goal are you considering and why? What data source(s) will you use to establish this goal?  
How does the goal relate to the district strategic plan and the school PL221 improvement plan?

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**M Measurable**

What student learning evidence/data will you use to document your progress in achieving your goal?  
How will you collect student learning data as evidence?

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**A Attainable**

Is your goal attainable within one or more years? What resources will you need? What challenges do you anticipate? Which colleagues will provide support for you?

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**R Results Oriented**

What are your desired outcomes in terms of student learning? What data can be used as evidence to determine your success?

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**T Timely**

What will be your tentative timeline for the implementation of your plan? What periodic benchmarks will you set for yourself to determine your progress?

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**Elementary - Primary**

All of my first grade students will meet or exceed their End of the Year (EOY) DIBELS Benchmark goals in Nonsense Word Fluency by the end of the school year. I will measure individual growth of my students using the mCLASS Benchmark assessments. Interventions will be put in place for students that I will progress monitor to measure individual gains throughout the school year. I will also differentiate instruction using the Scott Foresman readers and MY SIDEWALKS. The end of the year data reports will document student performance.

**Elementary - Upper**

My goal is for every child to hit the End of the Year (EOY) 4<sup>th</sup> grade Oral Reading Fluency target of at least 119 words per minute. I will use the fresh reads from the Scott Foresman reading series to increase ORF DIBELS scores. I will create literacy work stations during reading instruction where students can partner together for practice. The DIBELS Benchmark assessments will be charted by each student and progress monitoring will take place for students who qualify. I will use the DIBELS Individual Student Performance Profile to monitor progress with students and the end of the year report to document success.

**INTERMEDIATE SCHOOL:**

**Fifth Grade Resource**

Students will strengthen independent writing and editing abilities.

1. Implement creative writing journals to encourage free writing; at least 10 complete sentences per entry.
2. Motivate students to incorporate vivid language through mini-lessons or brainstorming in small group instruction.
3. Students will participate in editing workshop where students will draft/revise/re-write/publish their writing independently. (Teacher prompting if necessary)
4. Utilize four-square writing for methods, daily language review to aide in editing skills and quarterly writing prompts to monitor growth.

**Fifth Grade Teacher**

To improve by 10 points student goal-setting abilities, I will set aside four times per year with my homeroom students to monitor, evaluate, and reset student individual goals. I will use a meta-cognition self-assessment that uses a rubric scoring once at first of year and again at the end to document student growth in their own awareness of their thinking processes.

I want to keep the emphasis of my teaching on the process of learning and the art of communication. This is based on my dedication to brain research and curriculum development. \*\*\*\*\* and \*\*\*\*\* are the peers helping me with my goal. With this goal I will have data to support what I do with children. That creates higher level thinking students.

**6<sup>th</sup> Grade Teacher**

I will have a minimum of three class projects in language arts this school year that promote diversity. I chose this goal because our township population is becoming more diverse with each passing year (data source is school website and census information). I also believe that what we promote/encourage in school has a positive impact on the township population. Evidence/data will be pictures of student work and copies of student writing. I believe my goal is very attainable; my Professional Learning Plan support team is my professional learning community at Kitley and also my wife (Lisa), a co-chair of the World Cultures Club at FCHS. Desired outcomes for this goal are a greater acceptance of various cultures among our student population.

## **6<sup>th</sup> Grade Social Studies Teacher**

In accordance with our school initiative to increase vocabulary recognition and comprehension of required standards-based vocabulary words, I will increase my student's recognition and comprehension of 6<sup>th</sup> grade standards-based social studies vocabulary words. I will achieve this goal by quizzing students orally throughout the school day, using vocabulary words more frequently in daily lessons, and having students relate words to their lives for better recognition. Student's comprehension and recognition will increase by 50% on all vocabulary tests given every two weeks.

## **Fifth Grade Language Arts**

To increase student's reading comprehension by placing the focus on the ability to determine the main idea of a reading passage, students will be given a pre-test at the beginning of October, and then will be given a post-test in May in order to measure any growth. A five point gain overall would prove to be successful. In order to attain growth bi-weekly lessons will be implemented to focus precisely on this skill. Lessons will also be included across the curriculum.

## **Middle School**

Our PL221 plan includes a focus on Mathematical Problem Solving so my goal will be to increase student ISTEP+ scores on Indiana Standard 7: Problem Solving. I will expect each student to make positive gains using the ISTEP+ Fall and Spring scores to measure student growth. Each week during the school year, students will be given an ISTEP+ aligned mathematical problem to solve. Students will also be partnered for support and encouraged to work together. The weekly challenges will embed higher order thinking skills along with standards based instruction.

## **HIGH SCHOOL:**

In the summer SEAM conference we were told that students need feedback on their homework. Teachers must not put a grade on the paper or students will not read the feedback. I will collect at least one assignment per unit of study for my pre-calculus classes and give written feedback to each student. I am going to keep the data for each unit and compare this with last year's classes and see if there is any difference/improvement. I hope to see at least a 10% shift in grades upward.

I will "use multiple representation and explanations for concepts that capture key ideas and link them to students' prior learning" based on the Franklin Township TAS Goal of Domain I-Instruction. I will strive to implement and reap the rewards of Marzano's Classroom Instruction That Works- Research-based Strategies for Increasing Student Achievement in my PreAP English 10 and College Prep 11 courses. According to Marzano's study, my students should have a 45% gain in the identification of similarities and differences from each lesson incorporating this particular strategy.

I will be addressing the problem of childhood obesity with freshman Physical Education students by developing, organizing, and implementing "pre" and "post" health and fitness assessments this school year. My goal is to use the "pre" assessments to make curricular changes that will improve health and fitness levels of our students and decrease body fat percentage by 3%.

**Franklin Township Community School Corporation  
Growth for Professional Staff  
Professional Reflection Process**

Name: \_\_\_\_\_ School Year: \_\_\_\_\_

School: \_\_\_\_\_ Grade/Department: \_\_\_\_\_

SMART Goal: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SMART Goal reviewed with administrator prior to last Friday in August.

Administrator \_\_\_\_\_ Date: \_\_\_\_\_

**Peer Review #1**

Based on your data, what challenges do you currently face?

What two things are you are going to do before our next meeting to positively address this challenge?

What support do you need?

Peer \_\_\_\_\_ Date: \_\_\_\_\_  
*Please complete this peer review by the last Friday in September.*

**Peer Review #2**

Based on your data, what challenges do you currently face?

What two things are you are going to do before our next meeting to positively address this challenge?

What support do you need?

Peer \_\_\_\_\_ Date: \_\_\_\_\_  
*Please complete this peer review by the last Friday in November.*

SMART Goal reviewed with administrator prior to second Friday in December.

Administrator \_\_\_\_\_ Date: \_\_\_\_\_

**Peer Review #3**

Based on your data, what challenges do you currently face?

What two things are you are going to do before our next meeting to positively address this challenge?

What support do you need?

Peer \_\_\_\_\_ Date: \_\_\_\_\_

*Please complete this peer review by the last Friday in February.*

**End of the Year Administrator Review**

Using student learning data, share the status of your SMART Goal.

What successes and/or lessons learned do you have to share?

How has this experience impacted future goal setting efforts? (If SMART Goal is continued to the following school year, describe what strategies will be utilized to increase student learning.)

What additional support is needed?

Planning my next steps...

\_\_\_\_ Next year I plan to continue my work in this area as I expand this goal.

\_\_\_\_ Next year I plan to create a new goal.

\_\_\_\_ I'm still thinking about what I would like to focus on for next year.

Administrator \_\_\_\_\_ Date: \_\_\_\_\_

Teacher \_\_\_\_\_ Date: \_\_\_\_\_

*Please complete the Administrative Review by the last Friday in April.*

You are encouraged to have guided conversations with your colleagues and administrators. Use the following prompts to guide your written reflection on the Peer Reflection and the Administration Review documents.

- My progress toward achieving my goal is...
- The data I have compiled at this point is...
- I have learned through evaluations from my students that...
- The challenges have been...
- I have discovered...
- I am proud of...
- I am excited about...
- In order to reach my goal I must...
- Unexpected results were...
- My students have improved in...
- A new strategy I have tried is...
- An adjustment might be...
- I know my students are achieving because...
- New ways I have used data are...
- Some examples that show student achievement are...
- I need additional support to...
- Colleagues assisted me by...
- I communicate student achievements to my parents by...
- Students know they are achieving because...
- Working as a team helped me to...

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## The Teacher Support Phase

The Teacher Support Phase is for teachers, previously in the Professional Teacher portion of GPS whose professional practice has diminished to a point, often times in a singular area, where professional support is essential. There are three clearly defined steps in this phase including:

- Administrative Support;
- Collegial Support; and
- Intensive Support

In the Administrative Support Phase, the principal notifies the teacher in writing of the specific area(s) in need of improvement. The four domain rubrics defining professional practice serve as the resource to clearly define the area and level of professional practice expected from the teacher. At this time the goal-setting portion of the Professional Teacher portion of GPS is suspended, so the teacher, working collaboratively with the principal, can fully focus on the area(s) of interest. Resulting professional behavior aligned with the rubric and identified by the principal returns the teacher to the Professional Teacher portion of GPS.

Insufficient progress results in the teacher moving to Collegial Support. This step expands the support to include teaching colleagues who, along with the principal, can serve as resources to support the teacher. The four domain rubrics of professional practice continue to serve as a guide for acceptable professional practice. Sufficient progress in this area results in the teacher returning to the Professional Teacher Phase, while insufficient improvement results in the teacher moving to the Intensive Support step of the Professional Teacher Support Phase. At this level a more comprehensive support team is put into place in an effort to more fully assist the teacher in meeting professional expectations. Sufficient progress at this step results in the teacher returning to the Professional Teacher Status, while insufficient progress results in a recommendation for non-renewal of the regular teaching contract. Classroom Walk Throughs for non-evaluative purposes are suspended during all steps of the Teacher Support.

Teachers in their first or second year of employment in FTCSC placed in the Teacher Support Phase may require greater assistance and guidance than is provided through that phase. In those cases, Domain 1 (Instruction) and Domain 4 (Classroom Practices and Culture) rubrics will be used to focus professional expectations; however, unsatisfactory performance in Domain 2 (Professional Growth and Responsibility) and Domain 3 (Interpersonal Skills) may result in a new teacher being placed in the Teacher Support Phase. The principal will enlist the mentor, in the case of a teacher with no teaching experience, and/or a colleague selected by the teacher to provide additional support. Teachers in the New Teacher Support Phase are transitioned into the Teacher Support Phase receive only the Administrative Support and Collegial Support phases of assistance.

There may be times when a teacher in any portion of the GPS has unacceptable behavior. If this should occur, there are provisions for moving the teacher immediately to Intensive Support Phase of GPS. Also, in cases of state statute or criminal law violations, the teacher may be suspended pending due process.

### **Administrative Support**

The Administrative Support Phase of the Teacher Support section of the GPS, is to enhance communication between the building administrator and classroom teacher regarding FTCSC performance expectations. The singular goal of this process is to clearly communicate expectations and provide the necessary support to return the teacher to professional status or New Teacher Status for teachers in their first two years of service to FTCSC.

The process is as follows:

- The administrator notifies the teacher that he/she is moving into the Administrative Support of the Teacher Support Phase of GPS. The notification is in writing and includes the reasons for movement into Administrative Support. The flow chart defining the Teacher Support Phase is explained to the teacher.
- At the initial meeting, the principal and the teacher will design a plan which includes:
  1. an established a time line
  2. a teacher support system
  3. evidence required to demonstrate proficiency
  4. teacher selects colleague(s) and those selections will provide feedback and guidance and not serve in an evaluative role
- When improvement to meet FTCSC professional expectations is noted, the administrator shares with the teacher in conference as well as in written form that the professional expectations have been met and the teacher is returned to Professional Teacher Status. The teacher can elect to continue to pursue the goal previously established or design another goal. No materials are placed in the teacher's personnel file as a result of this level of intervention.
- If improved performance is not noted by the administrator, the teacher is notified in a conference and in writing that the teacher is placed in the Collegial Support Phase of the Teacher Support. The flow chart defining the Teacher Support Phase is explained to the teacher.

### **Collegial Support**

The Collegial Support Phase of the Teacher Support section of GPS, is focused on expanding the number of resources in an effort to more fully assist the teacher in meeting professional expectations for educators in FTCSC. The process follows a very similar format as the Administrative Support Phase, while expanding the amount of support to assist the teacher.

- At the conclusion of the Administrative Support Phase, the administrator notifies the teacher that he/she is moving into the Collegial Support of the Teacher Support Phase of GPS. The notification is in writing and includes the reasons for movement into Collegial Support. The flow chart defining the Teacher Support Phase is explained to the teacher.
- At the initial meeting, the principal and the teacher will review the previous plan (listed below) adjusting strategies and expanding the support system.
  1. timeline established, including the next meeting date
  2. teacher action plan
  3. support system (Note: The principal may also recommend possible resources.)
  4. evidence required to demonstrate proficiency
- When improvement to meet FTCSC professional expectations is noted, the administrator shares with the teacher in conference as well as in written form that the professional expectations have been met and the teacher is returned to Professional Teacher Status. The teacher can elect to continue to pursue the goal previously established or design another goal. A written summary, including the development of the plan and corresponding information is placed in the teacher's personnel file as a permanent record of this level of intervention.
- If improved performance is not noted by the administrator, the teacher is notified in a conference and in writing that the teacher is placed in the Intensive Support Phase of the Teacher Support. The flow chart defining the Teacher Support Phase is explained to the teacher.
- Special note: Non-permanent teachers only participate in the first two phases of Teacher Support—Administrative Support and Collegial Support. If professional expectations are not met at the conclusion of the Collegial Support Phase, the teacher will be recommended for non-renewal of the teaching contract.

### **Intensive Support**

The Intensive Support Phase of Teacher Support is the most comprehensive level of support the school corporation provides to a teacher in need of improvement. This level of support is for a teacher who has not yet met professional expectations or fails to participate in either Administrative Support or Collegial Support. This level of support must be completed within the time frame established in IC.20-28-7 and will not last longer than one school year.

- At the conclusion of the Collegial Support Phase, the administrator notifies the teacher that he/she is moving into the Intensive Support of the Teacher Support Phase of GPS. The notification is in writing and includes the reasons for movement into Intensive Support. The flow chart defining the Teacher Support Phase is explained to the teacher.
- This level of support differs from Collegial Support in the severity of possible consequences, urgency, the level of resources and structured format.
- At the initial meeting, the principal, teacher, and the Intensive Support Team will review the previous plan (listed below) adjusting strategies and expanding the support system.
  1. timeline established, including the meeting dates and date for resolution
  2. teacher action plan
  3. support system (Note: The principal may also recommend possible resources.)
  4. evidence required to demonstrate proficiency
- When improvement to meet FTCSC professional expectations is noted, the administrator shares with the teacher in conference as well as in written form that the professional expectations have been met and the teacher is returned to Professional Teacher Status. The teacher can elect to continue to pursue the goal previously established or design another goal.
- If improved performance is not noted by the administrator, the teacher is notified in a conference and in writing that the teacher is being recommended for non-renewal of the semi-permanent/permanent teaching contract.

### **Forms:**

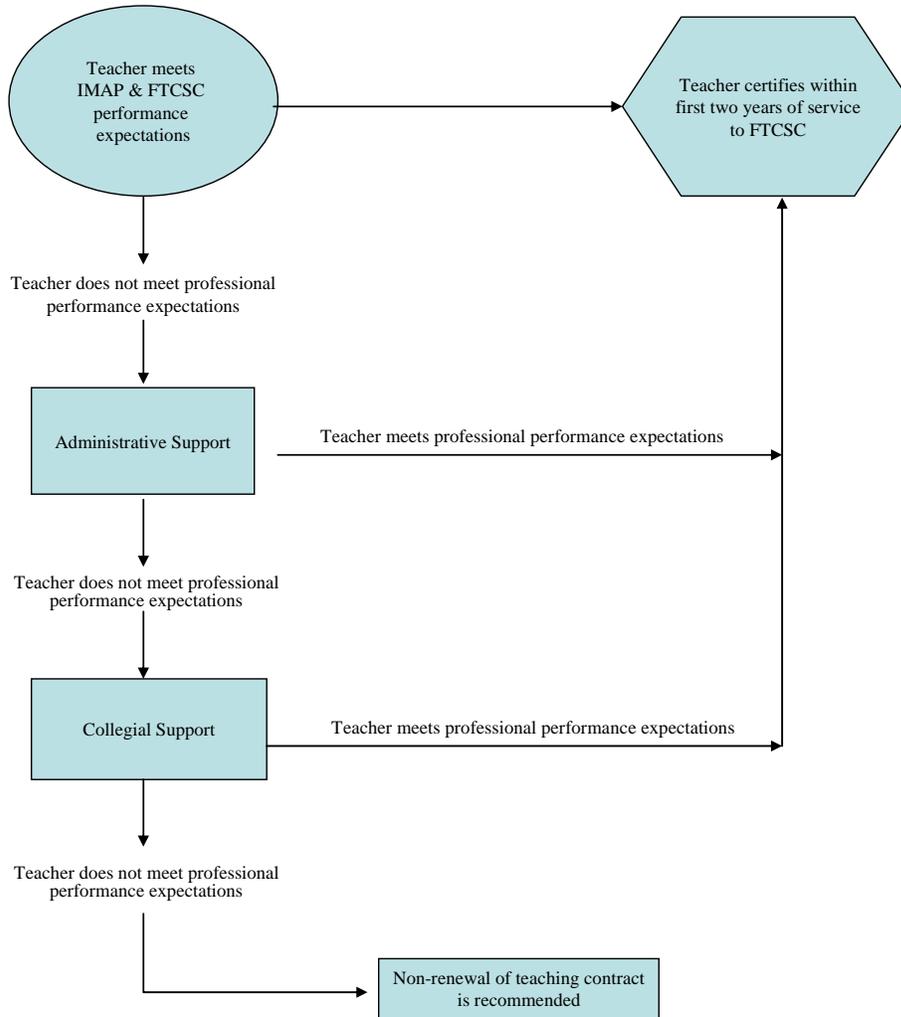
- Notification of placement in Administrative Support: Page 33
- Teacher Support Phase Plan: Page 34

### **Resources:**

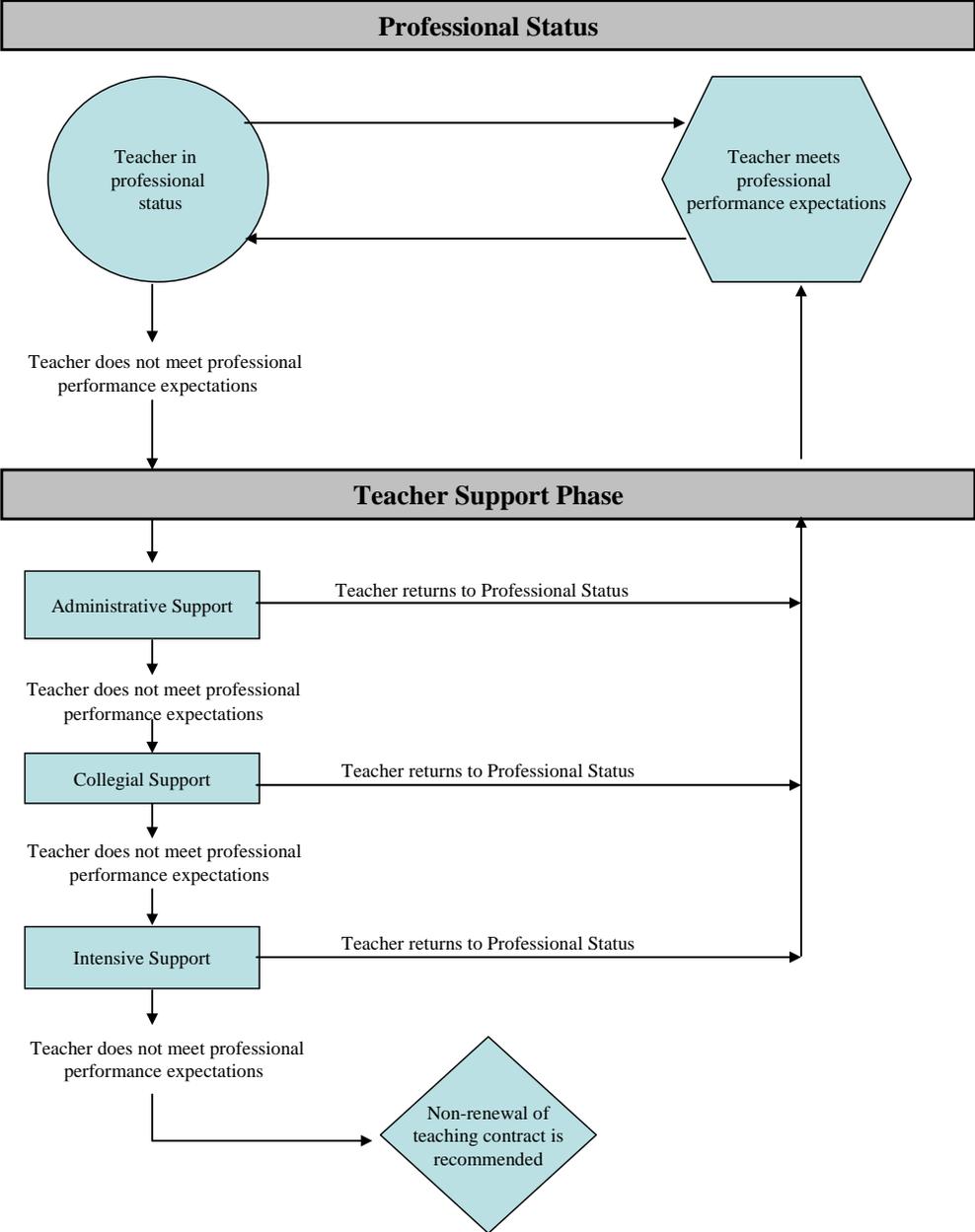
- Flow chart describing New Teacher Support process for non-permanent teachers: Page 31
- Flow chart describing Teacher Support process for semi-permanent and permanent teachers: Page 32

**Franklin Township Community School Corporation  
Growth for Professional Staff**

**Teacher Support Phase: Non-Permanent Teachers**



**Franklin Township Community School Corporation  
Growth for Professional Staff: Semi-Permanent/Permanent**



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FRANKLIN TOWNSHIP COMMUNITY SCHOOL CORPORATION

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**TO:** Teacher's Name  
**FROM:** Principal's Name  
**SUBJECT:** Placement in the Administrative Support of Teacher Support  
**DATE:** 11/10/2009

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The Growth for Professional Staff (GPS) evaluation process for educators in Franklin Township includes a three (two) step intervention process for semi-permanent and permanent (non-permanent) teachers. This phase, according to GPS "is for teachers whose professional practice has diminished to a point, often times in a singular area, where professional support is essential."

Utilizing the rubric that defines professional practice, the area(s) where you are not meeting professional expectations is (are):

*(List areas from rubric here)*

At this time the goal setting portion of the Professional Teacher portion of GPS is suspended including classroom walk throughs, so we can fully focus on the area(s) of interest listed above. Resulting behavior identified as meeting professional expectations and aligned with the rubric, as evaluated by me, returns you immediately to the Professional Teacher portion of GPS.

Should there be insufficient progress, you will be moved to Collegial Support. Please refer to the flow chart attached to this memo and the Growth for Professional Staff document for additional information regarding Collegial Support and the Teacher Support Phase of the GPS. **Please be aware that you can have Franklin Township Education Association (FTEA) representation available at all meetings related to your performance and the Teacher Support Phase.**

It is important to note, that no documentation of this level of support will be placed in your personnel file should you return to professional status following full implementation of Administrative Support and the primary focus of this level of intervention is to call to your attention the area(s) in need of appropriate and prompt professional action and to fully support you in meeting those expectations.

**Franklin Township Community School Corporation  
Teacher Support Phase Plan**

Teacher \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Assignment \_\_\_\_\_

Principal \_\_\_\_\_

Level of Support (Circle One): Administrative Support   Collegial Support   Intensive Support

Support Team Members and positions \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

This plan is collaboratively developed with the teacher, administrator, and if appropriate, the Support Team.

1. The domain(s) and criteria in which the teacher has been designated as in need of assistance and support. (Principal)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Describe previous support utilized to address this area(s). (Teacher, Principal, Support Team)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. List strategies, including colleagues not on the Support Team, that will support improvement efforts by the teacher. (Teacher, Principal, Support Team)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. List a timeline for support activities, including ongoing meetings to discuss progress. (Teacher, Principal, Support Team)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Describe documentation that will be used to determine successful improvement in the identified areas regarding the teacher's job-related performance. (Teacher, Principal, Support Team)

\_\_\_\_\_

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Initial Conference:

Principal \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ Date \_\_\_\_\_

My principal and I have collaborated on the development of this plan and I understand the contents of it and the seriousness of these actions.

Final Conference of this phase:

Principal \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ Date \_\_\_\_\_

Has this plan been successfully completed? If not, what are the next steps:

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## Domain I – Instruction

Impact teachers guarantee profound learning experiences in which all students flourish. To achieve this goal, these teachers use the following areas to create meaningful instructional strategies modified by assessment data.

- A. curriculum
- B. content knowledge
- C. instruction/pedagogy
- D. assessment

### A. Curriculum

#### Knowledge

The impact teacher...

- has a deep understanding of the state standards and the corresponding skills, the strategic plan, and the district-approved curriculum.
- understands the processes of reading, writing, and problem-solving related to their subject area.
- understands the performance standards related to the subject areas.
- understands the goal-setting process.

#### Dispositions

The impact teacher...

- values real world applications as an integral part of the curriculum
- appreciates the integration and influence of the state standards, the strategic plan, and the curriculum on student learning.
- strongly believes in the importance of reflection and dialogue related to developing and modifying the curriculum.
- 

#### Performance Standards

The teacher...

Impact	Proficient	Emerging	Unsatisfactory
maps, aligns, and articulates the state standards and the corresponding skills, the strategic plan, and the district-approved curriculum.	intentionally uses the curriculum maps to meet state standards.	uses the curriculum maps to meet standards with help and direction.	ignores the curriculum maps and follows the textbook only.
ensures that the content area performance standards are taught.	purposefully plans lessons around the performance standards.	inconsistently plans lessons around the performance standards.	does not connect the performance standards to the lessons being taught.
ensures that reading, writing, and problem solving are pervasive in the curriculum.	competently integrates reading, writing, and problem-solving in the curriculum.	intermittently uses reading, writing, and problem-solving in the curriculum.	does not incorporate reading, writing, or problem-solving in the curriculum.

shares curricular reflections with the learning community.	thoughtfully shares curricular reflections with the learning community when asked.	simplistically shares curricular reflections with the learning community because of lack of confidence or experience.	never shares curricular reflections with the learning community.
investigates and discovers with the students the relationship between the content and the students' world.	relates content to the students' world.	presents content without consistent connection to the students' world.	presents instruction that is static, unengaging, and irrelevant to the students' world.
actively discovers new ways to communicate effectively.	communicates effectively.	communicates ineffectively.	communicates ineffectively hindering student performance.
creates opportunities for recognition and celebration that promotes self confidence.	frequently provides appropriate recognition and celebration that promotes self-confidence.	inconsistently provides some recognition without regard to student self-confidence.	uses no recognition or celebration of student successes.
encourages student input and active participation.	allows for student input and participation.	desires student participation but is ineffective in achieving the students' input.	directs the lesson which lends to passive student participation.
discovers the connection between assessment, diagnostic data, and lesson planning.	correlates assessment and diagnostic data to lesson planning.	uses formal assessment but rarely correlates the data to lesson planning.	does not use ongoing informal assessment in the classroom to modify instruction.
creatively discovers opportunities to use time more effectively.	manages time effectively.	is overwhelmed by the tasks to be accomplished in the time allocated.	impedes instruction by poor time management.

## B. Content Knowledge

### Knowledge

The impact teacher...

- understands the major concepts, assumptions, issues, and processes of inquiry and ways of knowing that are central to the disciplines(s) taught.
- understands how students' conceptual frameworks and their misconceptions for an area of knowledge influences their learning.
- relates content knowledge to other subject areas.

### Dispositions

The impact teacher...

- realizes the content knowledge is complex and ever-changing and seeks to keep abreast of new ideas and understandings in the field.
- has enthusiasm for the discipline and understands connections to everyday life.
- commits to continuous learning and passionately engages in professional discourse about subject matter knowledge and children's learning.
- appreciates multiple perspectives.

### Performance Standards

The teacher...

<b>Impact</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
creates interdisciplinary learning experiences that cause students to apply knowledge, skills, and methods of inquiry from several subjects.	frequently uses interdisciplinary learning experiences that cause students to apply knowledge, skills, and methods of inquiry from several subjects.	rarely creates learning experiences that connect other subject areas and expects students to apply knowledge, skills, and methods of inquiry from several subjects.	does not create learning experiences that connect other subject areas and expects students to apply knowledge, skills, and methods of inquiry.
uses multiple representations and explanations for concepts that capture key ideas and links them to students' prior learning.	uses some representations and explanations for concepts that capture key ideas and links them to students' prior learning.	sometimes uses some representations and explanations for concepts that capture key ideas.	does not build upon prior knowledge or authentic applications for student learning.
commands the vocabulary and terminology unique to the subject area.	competently presents the vocabulary and terminology unique to the subject area.	is still learning the vocabulary and terminology unique to the subject area.	relies heavily on simple fact based work presenting only one point of view.
creatively engages students in discovering differing viewpoints, theories, ways of knowing, and methods of inquiry in teaching concepts and standards.	represents and uses differing viewpoints, theories, ways of knowing, and methods of inquiry in teaching concepts and standards.	occasionally uses viewpoints and theories in teaching concepts and standards.	relies heavily on simple fact based work presenting only one point of view.

## C. Pedagogy

### Knowledge

The impact teacher uses goal oriented lesson planning and current researched-based strategies such as:

- finding similarities and differences.
- summarizing and note taking.
- reinforcing effort and providing recognition.
- utilizing homework, practice, and non-linguistic representation.
- cooperative learning.
- setting, clear, measurable objectives and providing feedback.
- generating and testing hypotheses.
- questioning, cues, and advanced organizers.
- modeling skills.
- reflecting on teaching and learning the correlation between assessment data and improved instruction.

### Dispositions

The impact teacher...

- is sensitive to student learning needs, styles, and preferences.
- values effective communication.
- values the art and craft of teaching.
- believes that the student must actively participate in shaping learning experiences.

### Performance Standards

The teacher...

<b>Impact</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
thoughtfully uses the standards, strategic plan, and curriculum maps to align instruction.	aligns instruction with the standards.	is learning about the standards, strategic plan, and curriculum maps and the potential to instruction.	instruction lacks congruence with the standards, the strategic plan, or the curriculum maps.
plans and implements goal-oriented lessons.	plans and implements effective lessons.	haphazardly plans and implements lessons.	has no clearly defined structure or goals to the lesson.
utilizes current research-based strategies.	utilizes some research-based strategies.	with help, simplistically uses some research-based strategies often returning to past practice.	presents instruction in one mode without considering current research strategies.

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**D. Assessment****Knowledge**

The impact teacher understands...

- assessments must be aligned with standards, objectives, and goals.
- a variety of authentic assessments such as formal and informal, summative and formative, portfolio/treasure chests, homework data, standardized tests, projects, pre/post testing instruments, and question/answer strategies.
- a variety of feedback methods such as reflections, observations, rubrics, student-led conferences, and oral/written responses.

**Dispositions**

The impact teacher...

- values the necessity of multiple authentic assessments.
- is receptive to innovative and effective ways to assess student learning.
  
- believes in the diverse assessment needs of students.
- is committed to the importance of constructive, frequent, timely, and reciprocal feedback.

**Performance Standards**

The teacher...

<b>Impact</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
aligns assessments with standards, objectives, and goals.	intentionally uses assessments that are aligned with standards, objectives, and goals.	thoughtlessly uses assessments that are potentially aligned with lesson objectives and goals.	does not coordinate assessments with standards, objectives, and goals.
designs and utilizes a variety of authentic assessments.	use many authentic assessments.	uses "prepared" assessments unrelated to curriculum maps, learning or instruction.	uses only one style of testing.
powerfully modifies instruction based on data from authentic assessments.	regularly modifies instruction based on data from authentic assessments.	uses data only to evaluate and audit students not to modify instruction.	does not see the connection between data and instruction.
provides insightful, constructive, frequent, timely, and reciprocal feedback.	provides constructive, frequent, timely, and reciprocal feedback.	inconsistently provides feedback through summative tests or assessments.	gives feedback that is unclear, untimely, and inadequate.

**Domain II – Professional Growth and Responsibility**

**The impact teacher commits to personal growth and encourages and supports others in achieving goals.**

- A. professional responsibility**
- B. continuing education**
- C. self-reflection and goal setting**
- D. collaboration**

**A. Professional Responsibility**

**Knowledge**

The impact teacher...

- is aware of issues and opportunities for professional endeavors.
- understands the need for teacher leadership.
- understands the strategies that support adult learning.

**Dispositions**

The impact teacher...

- believes teachers are professionals.
- is committed to improvements in the profession.
- has the willingness to address the needs of the school and district.

**Performance Standards**

The teacher...

<b>Impact</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
leads school improvement measures such as grant writing and peer coaching.	assists in school improvement measures such as grant writing and peer coaching.	dispassionately participates in school improvement.	sabotages school improvement measures.
fosters the growth of the teaching profession through activities such as mentoring.	encourages growth in the teaching profession.	neither discourages nor encourages growth of the teaching profession.	discourages others from professional involvement and improvement.

## B. Continuing Education

### Knowledge

The impact teacher understands...

- current educational research, issues, and laws.
- the components of a professional portfolio
- the connection of technology to professional development.

### Dispositions

The impact teacher...

- is passionate about professional growth and development.

### Performance Standards

The teacher...

<b>Impact</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
models lifelong learning by continuously seeking new learning opportunities.	displays respect for lifelong learning by capitalizing on learning.	does not make an effort to learn and develop new skills.	resists learning and developing new skills.
intentionally leads or volunteers for professional learning opportunities.	participates willingly in professional learning opportunities.	rarely participates in professional learning opportunities.	consistently avoids professional learning opportunities.
uses current educational research and classroom action research to guide practice.	uses current educational research and occasionally uses classroom action research to guide practice.	is unaware of current educational research and classroom action research to invoke positive changes.	resists current educational research and does not use classroom action research to invoke positive changes.
actively participates in professional organizations.	is a member of professional organizations.	unaware of opportunities offered through professional organizations.	is not a member of any professional organization.
utilizes technology for professional development and leads initiatives for district growth in this area.	utilizes technology for professional development.	with guidance, can use technology for professional development.	is resistant to the use of technology for professional growth.
creates and uses professional portfolios to enhance learning.	creates a professional portfolio and sometimes uses the insights gained to enhance student learning.	may complete basic required portfolio but does not know how to use it to improve student performance.	does not use or see the connection between their professional portfolios and their efforts to enhance student performance.

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### C. Self-Reflection and Goal Setting

#### Knowledge

The impact teacher understands...

- the process of action research and strategies for goal-achievement.
- the power of self-reflection.

#### Dispositions

The impact teacher...

- values high standards, reflective practices, and goal-setting.

#### Performance Standards

The teacher...

<b>Impact</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
utilizes action research and other data in redirecting practices.	frequently uses action research and other data in redirecting practices.	seldom uses action research and other data in redirecting practices.	does not utilize action research and other data in redirecting practices.
intentionally reflects, self-assesses and creates goal-driven action plans to improve instruction.	reflects, self-assesses and sometimes create action plans which are goal driven.	sometimes makes the connection between reflections and goal-setting to improve instruction.	does not make the connections between reflection and goal setting to improve instruction.
continuously explores and implements new ideas gained through self-reflection.	implements new ideas gained through self-reflection.	infrequently uses self-reflection to gain new ideas for student learning.	does not use self-reflection to gain new ideas for student learning.

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**D. Collaboration****Knowledge**

The impact teacher...

- understands the importance of dynamics of collaboration.

**Dispositions**

The impact teacher...

- respects opinions and perspectives of others.
- believes that all individuals including self have a powerful voice.

**Performance Standards**

The teacher...

<b>Impact</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
reflects on teaching and genuinely shares insights with the learning community.	reflects on teaching and shares insights with the learning community.	occasionally reflects on teaching and sometimes shares insights with the learning community.	prefers to work alone and does not provide insights to share with the learning community.
collaborates with colleagues to improve instruction and promote continuous learning.	collaborates with colleagues to improve instruction and sometimes promotes continuous learning.	infrequently collaborates with colleagues to improve instruction.	does not collaborate with colleagues in order to improve instruction and continue learning.
willingly, purposefully, and enthusiastically participates in school and district initiatives.	frequently participates in school and district initiatives.	meets the minimum requirements for participation in school and district initiatives.	does not meet minimum requirements for participation in school and district initiatives.
thoughtfully contributes time, talents, expertise, and ideas to the school community.	contributes time, talents, expertise and ideas to the school community.	occasionally contributes time, talents, expertise and ideas to the school community.	does not contribute any time, talents, expertise and ideas to the school community.

**Domain III – Interpersonal Skills**

**The impact teacher addresses, acts upon, and responds to the individual needs of their students and masters the skills necessary to work well with others to improve all aspects of student development.**

- A. interpersonal traits**
- B. knowledge of students**
- C. organization**

**A. Interpersonal Traits**

**Knowledge**

The impact teacher understands...

- the importance of treating others fairly, compassionately, and respectfully.
- the value of ethical behavior and how it influences relationships.
- the importance of strong written and oral communication skills.

**Dispositions**

The impact teacher...

- is concerned about all aspects of students' cognitive, emotional, social, and physical well being and is alert to signs of difficulties.
- is willing to consult with other adults regarding the education and well-being of students.
- values the worth of all people.
- values fairness, equity, patience, and honesty in themselves and others.
- is optimistic and passionate about their influence.
- is a self-starter, initiator, and risk taker.
- is open to new possibilities and embraces change.

**Performance Standards**

The teacher...

<b>Impact</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
voluntarily participates in collegial activities.	participates in collegial activities when asked.	reluctantly participates in collegial activities.	does not participate in collegial activities or establish relationships with colleagues.
is a strong advocate for students using personal involvement that enhances student achievement.	is an advocate for students.	possesses a limited ability to serve as a student advocate.	is not a student advocate and is unaware of the personal and academic needs of students.
consistently displays an appropriate sense of humor.	displays an appropriate sense of humor.	occasionally displays an appropriate sense of humor.	uses an inappropriate sense of humor (often sarcastic).
is always reliable and dependable.	is frequently reliable and dependable.	is inconsistently reliable and dependable.	unreliable and infrequently dependable.
always exhibits a positive attitude and is supportive and	often exhibits a positive attitude and is supportive and	rarely exhibits a positive attitude.	is uncooperative, unpleasant, unsupportive and has

pleasant.	pleasant.		an irritable attitude.
voluntarily assumes initiative and embraces growth.	assumes initiative and is willing to grow.	doesn't assume initiative but is willing to grow.	does not assume initiative or embrace growth.

## B. Knowledge of Students

### Knowledge

The impact teacher...

- understands how students construct knowledge, acquire skills, and develop habits of the mind.
- has a deep understanding of research-based instructional strategies that promote student learning.
- understands how students' physical, social, emotional, moral and cognitive development in any one domain affects the performance of others.
- recognizes the unique developmental progressions of each student.
- understands the ranges of individual variation within the physical, social emotional, moral and cognitive domains.
- identifies levels of readiness in learning and understands how development in any one domain affects the performance of others.
- identifies differences in approaches to learning and performance, including different learning styles and multiple intelligences.
- understands exceptionalities in learning.
- recognizes the basic process and complexity of second language acquisition.
- understands how students' learning is influenced by their individual experiences, talent and interest.
- has the ability and willingness to motivate students

### Dispositions

The impact teacher...

- appreciates individual variation within each area of development, respects the diverse talents and interests of all learners, and commits to help students to develop self-confidence and confidence.
- believes that all students can learn at high levels and persists in helping all students achieve success.
- values diversity, respects students' varied talents and perspectives, and commits to the pursuit of individual excellence.
- values the potential of each student.
- empathizes with the students' struggles and challenges them to achieve.

**Performance Standards**

The teacher...

<b>Impact</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
accesses a variety of appropriate services and/or resources.	accesses appropriate services and resources within the school and community.	occasionally accesses appropriate services and resources within the school and community.	does not access appropriate services or resources available.
designs and uses research-based instruction creatively and continuously seeking new strategies.	uses research-based instruction.	inconsistently uses research-based instruction.	does not use research-based instruction.
supports ESL students.	uses strategies to support ESL students.	with help, uses strategies to assist ESL students.	ignores the needs of ESL students.
capitalizes on students' diverse perspectives.	acknowledges students' diverse perspectives.	rarely acknowledges students' diverse perspectives.	ignores diverse perspectives.
is alert to and responsive to student distress.	recognizes and responds to student distress.	recognizes student distress.	unaware and unresponsive to student distress.
Consistently motivates students.	recognizes the need for motivating students, but does not use consistently.	recognizes the need for motivating students, but does not apply.	believes motivation is the student's responsibility.

**C. Organization**

**Knowledge**

The impact teacher...

- understands how to accurately and equitably assess and grade students to provide feedback.
- knows efficient record keeping strategies.
- knows time management strategies.

**Dispositions**

The impact teacher...

- values order and organization as a means of efficiency.

**Performance Standards**

The teacher...

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<b>Impact</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
creates routines for handling materials and supplies smoothly with little loss of instruction time.	usually handles materials and supplies competently with little loss of instruction time.	is sometimes disorganized when dispersing materials and supplies resulting in some loss of instructional time.	spends instructional time organizing materials and supplies.
maintains accurate records of attendance, grades, and behavior.	maintains accurate records of attendance grades but sporadically documents behavioral concerns.	does not make a concerted effort to maintain accurate timely attendance grades rarely documents behavioral concerns.	does not maintain (keep) accurate records or documentation of behavioral concerns.
organizes physical space to maximize student learning.	provides an organized physical space where students can learn.	thoughtlessly organizes the physical space with little regard for student learning.	does not utilize physical space and the resulting disorganization interferes with student learning.
uses time wisely to balance the accomplishment of personal and professional goals.	frequently balances time to accomplish both personal and professional goals.	does not balance time in order to accomplish personal and professional goals.	consistently uses professional time inappropriately in order to complete personal business and is not able to accomplish required tasks.

**Domain IV – Classroom Practices and Culture**

**The impact teacher creates an environment in which all students are profoundly learning.**

**A. classroom culture**

**B. monitoring and managing student behavior**

**A. Classroom Culture**

**Knowledge**

The impact teacher...

- knows classroom management strategies that motivate and inspire students to learn.
- knows the dynamics of effective interpersonal relationships.
- knows time managements strategies.

**Dispositions**

The impact teacher...

- possesses democratic values and positive attitudes toward students, school, and learning.
- intuitively senses personal responsibility for the safety and security of students.

**Performance Standards**

The teacher...

<b>Impact</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
has effective classroom management techniques, which enable students to learn self-control, and self discipline.	consistently redirects inappropriate student behavior and uses appropriate classroom management techniques which enable students to learn self-control.	sometimes corrects inappropriate behavior and is sporadic in classroom management and the students show a lack of self-control.	does not correct or redirect inappropriate student behavior resulting in students remaining off track.
models a genuine, caring attitude, interpersonal relationships, and individual differences.	displays a caring attitude and positive interpersonal relationships as well as recognizes individual differences.	displays neutral attitudes and selectively develops interpersonal relationships and ignores student differences.	displays a negative attitude toward students and discriminates against individual differences.
creates a classroom environment where students show respect and sensitivity to each other.	creates an environment where there is a mutual respect for others.	is aware that respectful behavior has positive connections to learning but does not have the skills to create the relationships.	allows or promotes an environment where students are disrespectful to each other and to adults.
exhibits democratic values and encourages positive attitudes toward school learning.	respects democratic values and structures activities which encourage freedom of speech and equity.	controls activities and infrequently allows for freedom of speech and rarely takes into consideration fairness and equity.	totally structures activities which discourage freedom of speech, fairness, and equitable practices.

creates a positive learning environment where students feel safe, secure, and respected.	establishes a learning environment where students feel safe, secure, and respected.	is unaware or selectively corrects behavior which may cause students to feel insecure or unsafe.	allows or ignores behaviors such as harassment or bullying in the classroom causing students to feel insecure and unsafe.

## B. Monitoring and Managing Student Behavior

### Knowledge

The impact teacher...

- knows skills and strategies of student behavior management to maintain dignity and respect.
- knows skills and strategies to develop self-monitoring and self-discipline.

### Dispositions

The impact teacher...

- values self-monitoring and self-discipline
- believes that by effectively planning the instruction day and engaging students, misbehaviors are diminished.

### Performance Standards

The teacher...

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Impact	Proficient	Emerging	Unsatisfactory
plans lessons in advance which include exceptional styles of learning.	frequently plans lessons in advance that incorporate various activities adapted for different ways of learning.	plans in advance but does not consider using varied activities for adapting for different styles of learning.	consistently fails to plan in advance and the lessons do not make allowances for different styles of learning.
intervenes in an effective way to stop and redirect inappropriate behavior.	intervenes to stop and redirect inappropriate behavior and gives alternatives to misbehavior.	usually intervenes to stop and redirect inappropriate behavior but does not provide an alternative choice for the misbehavior.	does not intervene or redirect and allows misbehavior to take control of the class. The teacher is demoralizing to the students.
utilizes seamless transitions to enhance instruction.	works to ensure that transitions between activities are effective.	is aware of transition time between activities and begins to interfere with time management leading to acting out and behavior.	spends excessive time between transitions resulting in loss of instructional time and exacerbates management issues.
instills intrinsic values in students for self-monitoring.	provide a variety of strategies to the student to help them monitor their own behavior.	provides the structure for monitoring and discipline.	does not provide students with strategies for self-monitoring.
is acutely and intuitively aware of students' actions and interactions.	responsibly supervises students.	usually is responsible for the supervision of students but sometimes leaves them unsupervised.	Is irresponsible in supervision of students and consistently leaves students unattended.

## Media Specialists

### Domain I – Instruction (Media Specialists)

Impact teachers guarantee profound learning experiences in which all students flourish. To achieve this goal, these teachers use the following areas to create meaningful instructional strategies modified by assessment data.

- A. curriculum**
- B. content knowledge**
- C. instruction/pedagogy**

#### A. Curriculum

##### Knowledge

The impact teacher...

- has a deep understanding of the state standards and the corresponding skills, the strategic plan, and the district-approved curriculum.
- understands the processes of reading, writing, and problem-solving related to their subject area.
- understands the performance standards related to the subject areas.
- understands the goal-setting process.

##### Dispositions

The impact teacher...

- values real world applications as an integral part of the curriculum
- appreciates the integration and influence of the state standards, the strategic plan, and the curriculum on student learning.
- strongly believes in the importance of reflection and dialogue related to developing and modifying the curriculum.
- 

##### Performance Standards

The teacher...

<b>Impact</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
ensures that the Information Literacy Skills are taught.	purposefully plans lessons around Information Literacy Skills.	inconsistently plans lessons around Information Literacy Skills.	does not connect the Information Literacy Skills to the lessons being taught.
ensures that reading, and problem solving are pervasive in the curriculum.	competently integrates reading, and problem-solving in the curriculum.	intermittently uses reading, and problem-solving in the curriculum.	does not incorporate reading or problem-solving in the curriculum.
shares curricular reflections with the learning community.	thoughtfully shares curricular reflections with the learning community when asked.	simplistically shares curricular reflections with the learning community because of lack of confidence or experience.	never shares curricular reflections with the learning community.

investigates and discovers with the students the relationship between the content and the students' world.	relates content to the students' world.	presents content without consistent connection to the students' world.	presents instruction that is static, unengaging, and irrelevant to the students' world.
actively discovers new ways to communicate effectively.	communicates effectively.	communicates ineffectively.	communicates ineffectively hindering student performance.
encourages active participation.	allows for participation.	desires student participation but is ineffective in achieving the students' input.	directs the lesson which leads to passive student participation.
creatively discovers opportunities to use time more effectively.	manages time effectively.	is overwhelmed by the tasks to be accomplished in the time allocated.	impedes instruction by poor time management.

## B. Content Knowledge

### Knowledge

The impact teacher...

- understands the major concepts, assumptions, issues, and processes of inquiry and ways of knowing that are central to the disciplines(s) taught.
- understands how students' conceptual frameworks and their misconceptions for an area of knowledge influences their learning.
- relates content knowledge to other subject areas.

### Dispositions

The impact teacher...

- realizes the content knowledge is complex and ever-changing and seeks to keep abreast of new ideas and understandings in the field.
- has enthusiasm for the discipline and understands connections to everyday life.
- commits to continuous learning and passionately engages in professional discourse about subject matter knowledge and children's learning.
- appreciates multiple perspectives.

### Performance Standards

The teacher...

<b>Impact</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
creates interdisciplinary learning experiences that cause students to apply knowledge, skills, and methods of inquiry from several	frequently uses interdisciplinary learning experiences that cause students to apply knowledge, skills, and methods of inquiry from several	rarely creates learning experiences that connect other subject areas and expects students to apply knowledge, skills, and methods of inquiry	does not create learning experiences that connect other subject areas and expects students to apply knowledge, skills, and methods of

subjects.	subjects.	from several subjects.	inquiry.
commands the vocabulary and terminology unique to the subject area.	competently presents the vocabulary and terminology unique to the subject area.	is still learning the vocabulary and terminology unique to the subject area.	relies heavily on simple fact based work presenting only one point of view.

### C. Pedagogy

#### Knowledge

The impact teacher uses goal oriented lesson planning and current researched-based strategies such as:

- finding similarities and differences.
- summarizing and note taking.
- reinforcing effort and providing recognition.
- utilizing homework, practice, and non-linguistic representation.
- cooperative learning.
- setting, clear, measurable objectives and providing feedback.
- generating and testing hypotheses.
- questioning, cues, and advanced organizers.
- modeling skills.
- reflecting on teaching and learning the correlation between assessment data and improved instruction.

#### Dispositions

The impact teacher...

- is sensitive to student learning needs, styles, and preferences.
- values effective communication.
- values the art and craft of teaching.
- believes that the student must actively participate in shaping learning experiences.

#### Performance Standards

The teacher...

<b>Impact</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
thoughtfully uses the standards, strategic plan, to align instruction	aligns instruction with the standards	is learning about the standards	instruction lacks congruence with the standards
plans and implements goal-oriented lessons.	plans and implements effective lessons.	haphazardly plans and implements lessons.	has no clearly defined structure or goals to the lesson.
utilizes current research-based strategies.	utilizes some research-based strategies.	with help, simplistically uses some research-based strategies often returning to past practice.	presents instruction in one mode without considering current research strategies.

**Domain II – Professional Growth and Responsibility (Media Specialists)**

**The impact teacher commits to personal growth and encourages and supports others in achieving goals.**

- E. professional responsibility**
- F. continuing education**
- G. self-reflection and goal setting**
- H. collaboration**

**A. Professional Responsibility**

**Knowledge**

The impact teacher...

- is aware of issues and opportunities for professional endeavors.
- understands the need for teacher leadership.
- understands the strategies that support adult learning.

**Dispositions**

The impact teacher...

- believes teachers are professionals.
- is committed to improvements in the profession.
- has the willingness to address the needs of the school and district.

**Performance Standards**

The teacher...

<b>Impact</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
leads school improvement measures such as grant writing and peer coaching.	assists in school improvement measures such as grant writing and peer coaching.	dispassionately participates in school improvement.	sabotages school improvement measures.
fosters the growth of the teaching profession through activities such as mentoring.	encourages growth in the teaching profession.	neither discourages nor encourages growth of the teaching profession.	discourages others from professional involvement and improvement.

**B. Continuing Education**

**Knowledge**

The impact teacher understands...

- current educational research, issues, and laws.
- the connection of technology to professional development.

**Dispositions**

The impact teacher...

- is passionate about professional growth and development.

**Performance Standards**

The teacher...

<b>Impact</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
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models lifelong learning by continuously seeking new learning opportunities.	displays respect for lifelong learning by capitalizing on learning.	does not make an effort to learn and develop new skills.	resists learning and developing new skills.
intentionally leads or volunteers for professional learning opportunities.	participates willingly in professional learning opportunities.	rarely participates in professional learning opportunities.	consistently avoids professional learning opportunities.
uses current educational research and classroom action research to guide practice.	uses current educational research and occasionally uses classroom action research to guide practice.	is unaware of current educational research and classroom action research to invoke positive changes.	resists current educational research and does not use classroom action research to invoke positive changes.
actively participates in professional organizations.	is a member of professional organizations.	unaware of opportunities offered through professional organizations.	is not a member of any professional organization.
utilizes technology for professional development and leads initiatives for district growth in this area.	utilizes technology for professional development.	with guidance, can use technology for professional development.	is resistant to the use of technology for professional growth.

### C. Self-Reflection and Goal Setting

#### Knowledge

The impact teacher understands...

- the process of action research and strategies for goal-achievement.
- the power of self-reflection.

#### Dispositions

The impact teacher...

- values high standards, reflective practices, and goal-setting.

#### Performance Standards

The teacher...

Impact	Proficient	Emerging	Unsatisfactory
intentionally reflects, self-assesses and creates goal-driven action plans to improve instruction.	reflects, self-assesses and sometimes create action plans which are goal driven.	sometimes makes the connection between reflections and goal-setting to improve instruction.	does not make the connections between reflection and goal setting to improve instruction.
continuously explores and implements new ideas gained through	implements new ideas gained through self-reflection.	infrequently uses self-reflection to gain new ideas for student	does not use self-reflection to gain new ideas for student

self-reflection.		learning.	learning.
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## D. Collaboration

### Knowledge

The impact teacher...

- understands the importance of dynamics of collaboration.

### Dispositions

The impact teacher...

- respects opinions and perspectives of others.
- believes that all individuals including self have a powerful voice.

### Performance Standards

The teacher...

Impact	Proficient	Emerging	Unsatisfactory
reflects on teaching and genuinely shares insights with the learning community.	reflects on teaching and shares insights with the learning community.	occasionally reflects on teaching and sometimes shares insights with the learning community.	prefers to work alone and does not provide insights to share with the learning community.
collaborates with colleagues to improve instruction and promote continuous learning.	collaborates with colleagues to improve instruction and sometimes promotes continuous learning.	infrequently collaborates with colleagues to improve instruction.	does not collaborate with colleagues in order to improve instruction and continue learning.
willingly, purposefully, and enthusiastically participates in school and district initiatives.	frequently participates in school and district initiatives.	meets the minimum requirements for participation in school and district initiatives.	does not meet minimum requirements for participation in school and district initiatives.
thoughtfully contributes time, talents, expertise, and ideas to the school community.	contributes time, talents, expertise and ideas to the school community.	occasionally contributes time, talents, expertise and ideas to the school community.	does not contribute any time, talents, expertise and ideas to the school community.

**Domain III – Interpersonal Skills (Media Specialists)**

**The impact teacher addresses, acts upon, and responds to the individual needs of their students and masters the skills necessary to work well with others to improve all aspects of student development.**

- D. interpersonal traits**
- E. knowledge of students**
- F. organization**
- G. Supervision of Media Center Staff**

**A. Interpersonal Traits**

**Knowledge**

The impact teacher understands...

- the importance of treating others fairly, compassionately, and respectfully.
- the value of ethical behavior and how it influences relationships.
- the importance of strong written and oral communication skills.

**Dispositions**

The impact teacher...

- is concerned about all aspects of students' cognitive, emotional, social, and physical well being and is alert to signs of difficulties.
- is willing to consult with other adults regarding the education and well-being of students.
- values the worth of all people.
- values fairness, equity, patience, and honesty in themselves and others.
- is optimistic and passionate about their influence.
- is a self-starter, initiator, and risk taker.
- is open to new possibilities and embraces change.

**Performance Standards**

The teacher...

<b>Impact</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
voluntarily participates in collegial activities.	participates in collegial activities when asked.	reluctantly participates in collegial activities.	does not participate in collegial activities or establish relationships with colleagues.
is a strong advocate for students using personal involvement that enhances student achievement.	is an advocate for students.	possesses a limited ability to serve as a student advocate.	is not a student advocate and is unaware of the personal and academic needs of students.
consistently displays an appropriate sense of humor.	displays an appropriate sense of humor.	occasionally displays an appropriate sense of humor.	uses an inappropriate sense of humor (often sarcastic).
is always reliable and dependable.	is frequently reliable and dependable.	is inconsistently reliable and dependable.	unreliable and infrequently dependable.

always exhibits a positive attitude and is supportive and pleasant.	often exhibits a positive attitude and is supportive and pleasant.	rarely exhibits a positive attitude.	is uncooperative, unpleasant, unsupportive and has an irritable attitude.
voluntarily assumes initiative and embraces growth.	assumes initiative and is willing to grow.	doesn't assume initiative but is willing to grow.	does not assume initiative or embrace growth.

## B. Knowledge of Students

### Knowledge

The impact teacher...

- understands how students construct knowledge, acquire skills, and develop habits of the mind.
- has a deep understanding of research-based instructional strategies that promote student learning.
- understands how students' physical, social, emotional, moral and cognitive development in any one domain affects the performance of others.
- recognizes the unique developmental progressions of each student.
- understands the ranges of individual variation within the physical, social emotional, moral and cognitive domains.
- identifies levels of readiness in learning and understands how development in any one domain affects the performance of others.
- identifies differences in approaches to learning and performance, including different learning styles and multiple intelligences.
- understands exceptionalities in learning.
- recognizes the basic process and complexity of second language acquisition.
- understands how students' learning is influenced by their individual experiences, talent and interest.
- has the ability and willingness to motivate students

### Dispositions

The impact teacher...

- appreciates individual variation within each area of development, respects the diverse talents and interests of all learners, and commits to help students to develop self-confidence and confidence.
- believes that all students can learn at high levels and persists in helping all students achieve success.
- values diversity, respects students' varied talents and perspectives, and commits to the pursuit of individual excellence.
- values the potential of each student.
- empathizes with the students' struggles and challenges them to achieve.

## B. Performance Standards

The teacher...

Impact	Proficient	Emerging	Unsatisfactory
accesses a variety of appropriate services and/or resources.	accesses appropriate services and resources within the school and community.	occasionally accesses appropriate services and resources within the school and community.	does not access appropriate services or resources available.

designs and uses research-based instruction creatively and continuously seeking new strategies.	uses research-based instruction.	inconsistently uses research-based instruction.	does not use research-based instruction.
supports ESL students.	uses strategies to support ESL students.	with help, uses strategies to assist ESL students.	ignores the needs of ESL students.
capitalizes on students' diverse perspectives.	acknowledges students' diverse perspectives.	rarely acknowledges students' diverse perspectives.	ignores diverse perspectives.
is alert to and responsive to student distress.	recognizes and responds to student distress.	recognizes student distress.	unaware and unresponsive to student distress.
Consistently motivates students.	recognizes the need for motivating students, but does not use consistently.	recognizes the need for motivating students, but does not apply.	believes motivation is the student's responsibility.

### C. Organization

#### Knowledge

The impact teacher...

- knows efficient record keeping strategies.
- knows time management strategies.

#### Dispositions

The impact teacher...

- values order and organization as a means of efficiency.

#### Performance Standards

The teacher...

Deleted: ¶

<b>Impact</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
creates routines for handling materials and supplies smoothly with little loss of instructional time.	usually handles materials and supplies competently with little loss of instructional time.	is sometimes disorganized when dispersing materials and supplies resulting in some loss of instructional time.	spends instructional time organizing materials and supplies.
maintains accurate records of attendance	maintains accurate records of attendance	does not make a concerted effort to	does not maintain (keep) accurate records

and behavior.	but sporadically documents behavioral concerns.	maintain accurate timely attendance rarely documents behavioral concerns.	or documentation of behavioral concerns.
organizes physical space to maximize student learning.	provides an organized physical space where students can learn.	thoughtlessly organizes the physical space with little regard for student learning.	does not utilize physical space and the resulting disorganization interferes with student learning.
uses time wisely to balance the accomplishment of personal and professional goals.	frequently balances time to accomplish both personal and professional goals.	does not balance time in order to accomplish personal and professional goals.	consistently uses professional time inappropriately in order to complete personal business and is not able to accomplish required tasks.
Consistently works with teachers to schedule media center space to assure multi-class usage operates smoothly.	Frequently works with teachers to schedule media center space to assure multi-class usage operates smoothly.	Works with teachers to schedule media center space to assure multi-class usage operates smoothly.	Seldom works with teachers to schedule media center space to assure multi-class usage operates smoothly.

#### D. Supervision of Media Center Support Staff

##### Knowledge

The impact media specialist...

- understands the importance of treating support staff fairly, compassionately, and respectfully.
- recognizes the benefits of a skilled support staff.

##### Dispositions

The impact media specialist...

- models ethical and efficient work habits.
- monitors the media center support staff's effectiveness.

##### Performance Standards

The media specialist...

<b>IMPACT</b>	<b>PROFICIENT</b>	<b>EMERGING</b>	<b>UNSATISFACTORY</b>
Always treats media center support staff with respect and fairness, and discusses possible program changes	Always treats media center support staff with respect and fairness	Generally treats media center support staff with respect and fairness	Seldom treats media center support staff with respect and fairness
Ensures proper training for skills appropriate to job responsibilities and encourages staff input	Ensures proper training for skills appropriate to job responsibilities	Attempts to train staff, but results are inconsistent	Does not train staff

Actively monitors organization of support staff's time and job responsibilities	Regularly monitors organization of support staff's time and job responsibilities	Occasionally monitors organization of support staff's time and job responsibilities	Inconsistently monitors support staff
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**Domain IV – Classroom Practices and Culture (Media Specialists)**

**The impact teacher creates an environment in which all students are profoundly learning.**

**C. classroom culture**

**D. monitoring and managing student behavior**

**A. Classroom Culture**

**Knowledge**

The impact teacher...

- knows classroom management strategies that motivate and inspire students to learn.
- knows the dynamics of effective interpersonal relationships.
- knows time managements strategies.

**Dispositions**

The impact teacher...

- possesses democratic values and positive attitudes toward students, school, and learning.
- intuitively senses personal responsibility for the safety and security of students.

**Performance Standards**

The teacher...

<b>Impact</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Unsatisfactory</b>
has effective classroom management techniques, which enable students to learn self-control, and self discipline.	consistently redirects inappropriate student behavior and uses appropriate classroom management techniques which enable students to learn self-control.	sometimes corrects inappropriate behavior and is sporadic in classroom management and the students show a lack of self-control.	does not correct or redirect inappropriate student behavior resulting in students remaining off track.
models a genuine, caring attitude, interpersonal relationships, and individual differences.	displays a caring attitude and positive interpersonal relationships as well as recognizes individual differences.	displays neutral attitudes and selectively develops interpersonal relationships and ignores student differences.	displays a negative attitude toward students and discriminates against individual differences.
creates a classroom environment where students show respect and sensitivity to each other.	creates an environment where there is a mutual respect for others.	is aware that respectful behavior has positive connections to learning but does not have the skills to create the relationships.	allows or promotes an environment where students are disrespectful to each other and to adults.

exhibits democratic values and encourages positive attitudes toward school learning.	respects democratic values and structures activities which encourage freedom of speech and equity.	controls activities and infrequently allows for freedom of speech and rarely takes into consideration fairness and equity.	totally structures activities which discourage freedom of speech, fairness, and equitable practices.
creates a positive learning environment where students feel safe, secure, and respected.	establishes a learning environment where students feel safe, secure, and respected.	is unaware or selectively corrects behavior which may cause students to feel insecure or unsafe.	allows or ignores behaviors such as harassment or bullying in the classroom causing students to feel insecure and unsafe.

## B. Monitoring and Managing Student Behavior

### Knowledge

The impact teacher...

- knows skills and strategies of student behavior management to maintain dignity and respect.
- knows skills and strategies to develop self-monitoring and self-discipline.

### Dispositions

The impact teacher...

- values self-monitoring and self-discipline
- believes that by effectively planning the instruction day and engaging students, misbehaviors are diminished.

### Performance Standards

The teacher...

Deleted: ¶

Impact	Proficient	Emerging	Unsatisfactory
plans lessons in advance which include exceptional styles of learning.	frequently plans lessons in advance that incorporate various activities adapted for different ways of learning.	plans in advance but does not consider using varied activities for adapting for different styles of learning.	consistently fails to plan in advance and the lessons do not make allowances for different styles of learning.
intervenes in an effective way to stop and redirect inappropriate behavior.	intervenes to stop and redirect inappropriate behavior and gives alternatives to misbehavior.	usually intervenes to stop and redirect inappropriate behavior but does not provide an alternative choice for the misbehavior.	does not intervene or redirect and allows misbehavior to take control of the class. The teacher is demoralizing to the students.
utilizes seamless transitions to enhance instruction.	works to ensure that transitions between activities are effective.	is aware of transition time between activities and begins to interfere with time management leading to acting out and behavior.	spends excessive time between transitions resulting in loss of instructional time and exacerbates management issues.
instills intrinsic values in students for self-	provide a variety of strategies to the student	provides the structure for monitoring and	does not provide students with strategies

monitoring.	to help them monitor their own behavior.	discipline.	for self-monitoring.
is acutely and intuitively aware of students' actions and interactions.	responsibly supervises students.	usually is responsible for the supervision of students but sometimes leaves them unsupervised.	Is irresponsible in supervision of students and consistently leaves students unattended.

**Domain V – Media Specialists**

**The impact teacher creates an environment in which all students are profoundly learning.**

- A. Collection Development**
- B. Processing**
- C. Fiscal Responsibility**
- D. Technology Integration**

**A. Collection Development**

**Knowledge**

The impact media specialist...

- has a thorough understanding of relevant curriculum.
- knows how to select current materials available to support curriculum.
- is cognizant of student reading preferences and abilities.

**Dispositions**

The impact media specialist...

- Analyzes collection's appropriateness continuously
- Systematically discards materials that no longer meet local needs
- Proactively researches new formats for patron use
- Selects new materials to support curriculum and encourage student academic and recreational reading

**Performance Standards**

The media specialist...

<b>IMPACT</b>	<b>PROFICIENT</b>	<b>EMERGING</b>	<b>UNSATISFACTORY</b>
Researches review sources before selecting resources to enrich and support curriculum	Selects resources to enrich and support curriculum	Inconsistently considers curricular needs when selecting resources	Disregards selection criteria and curriculum needs
Selects factually accurate and interesting resources to develop reading, viewing, listening and	Selects resources to develop reading, viewing, listening and thinking skills	Sometimes selects resources to assist develop reading, viewing, listening and thinking skills	Disregards reading abilities and skills of patrons

thinking skills			
Consistently selects resources that meet recreational and age appropriate interests of students	Usually selects resources that meet recreational and age appropriate interests of students	Occasionally selects resources that meet recreational and age appropriate interests of students	Ignores age appropriateness of materials
Actively seeks reading level information to select materials appropriate for varied ability levels	Selects resources appropriate to varied ability levels	Randomly selects resources of varied ability levels	Selects resources with no regard to patrons' abilities
Selects resources representative of diverse viewpoints in a pluralistic and multicultural society	Usually considers diversity when selecting resources	Selects only mainstream viewpoints	selects resources using only personal viewpoints
Follows a multi-year comprehensive assessment and weeding plan	Actively assesses and weeds at least one area of the collection each year	No consistent weeding practice	Does not weed
Meets with department/grade level representatives and interested parties to coordinate weeding and suggested purchases consistent with corporation selection criteria	Encourages students and staff to suggest resources which will be considered based on corporation selection criteria	Accepts suggestions from students and staff for new resources	Discourages suggestions from patrons
Consistently selects resources for special programs (such as AR) based on the same criteria	Frequently considers resources for special programs (such as AR) based on the same selection criteria	Occasionally considers resources for special programs (such as AR) based on the same selection criteria	Disregards local selection criteria in special programs

<b>IMPACT</b>	<b>PROFICIENT</b>	<b>EMERGING</b>	<b>UNSATISFACTORY</b>
Consistently works with teachers to schedule media center space to assure multi-class	Frequently works with teachers to schedule media center space to assure multi-class usage	Works with teachers to schedule media center space to assure multi-class usage operates smoothly.	Seldom works with teachers to schedule media center space to assure multi-class usage operates smoothly.

usage operates smoothly.	operates smoothly.		
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**B. Processing**

**Knowledge**

The impact media specialist...

- Understands MARC cataloging
- Understands patrons' thought processes in order to enhance MARC records for efficient local use

**Dispositions**

The impact media specialist...

- Processes materials quickly and efficiently

**Performance standards**

The media specialist...

<b>IMPACT</b>	<b>PROFICIENT</b>	<b>EMERGING</b>	<b>UNSATISFACTORY</b>
Catalogs and processes all materials for circulation in a timely manner.	Catalogs and processes most materials for circulation in a timely manner.	Catalogs and processes materials for circulation infrequently.	Catalogs and processes materials for circulation once a year.
Always edits MARC records for accuracy and processes resources for patron's ease of use	Usually edits MARC records for accuracy and processes resources for patron's ease of use	Seldom edits MARC records for patron's ease of use	Never reviews MARC records for patron's ease of use
Consistently utilizes MARC cataloging format, even when creating original cataloging	Frequently utilizes MARC cataloging format, even when creating original cataloging	Erratically utilizes MARC cataloging format, even when creating original cataloging	Ignores standard MARC cataloging procedures

**C. Fiscal Responsibility**

**Knowledge**

The impact media specialist...

- Understands local print, non-print, and equipment needs
- Understands local budgeting and purchasing procedures
- Is aware of additional funding opportunities

**Dispositions**

The impact media specialist...

- Uses local resources wisely
- Follows local purchasing procedures
- Seeks additional funding as needed

**Performance standards**

The impact media specialist...

<b>IMPACT</b>	<b>PROFICIENT</b>	<b>EMERGING</b>	<b>UNSATISFACTORY</b>
Actively assesses the collection for changing curricular needs to define purchase decisions	Assesses the collection for changing curricular needs to define purchase decisions	Seldom assesses the collection for changing curricular needs to define purchase decisions	Makes purchase decisions with no thought to curricular needs
Always encumbers corporation funds in a timely fashion	Usually encumbers corporation funds in a timely fashion	Infrequently encumbers corporation funds in a timely fashion	Funds are lost due to late purchase requests
Routinely seeks additional funding sources (examples: grants or book fairs)	Occasionally seeks additional funding sources (examples: grants or book fairs)	Does not seek additional funding sources, but accepts those offered	Declines to use additional funding opportunities
Always completes requisition paperwork accurately and efficiently	Typically completes requisition paperwork accurately and efficiently	Usually completes requisition paperwork accurately	Does not complete requisition paperwork accurately or efficiently
Routinely assesses AV instructional equipment needs and recommends purchases to the building principal	Frequently assesses AV instructional equipment needs and recommends purchases to the building principal	Infrequently assesses AV instructional equipment needs and recommends purchases to the building principal	Neither assess AV instructional equipment needs nor recommends purchases to the building principal

**D. Technology Integration**

**Knowledge**

The impact media specialist...

- a. Knows all aspects of media center circulation/management programs
- b. Knows statewide, county, and local research databases
- c. Understands local technology needs

**Dispositions**

The impact media specialist...

- Encourages patron use of appropriate electronic sources and equipment
- Provides working access to and instruction of electronic resources

**Performance standards**

The media specialist...

<b>IMPACT</b>	<b>PROFICIENT</b>	<b>EMERGING</b>	<b>UNSATISFACTORY</b>
Comfortably maintains a circulation program that adequately supports media center operations	Maintains a circulation program that adequately supports media center operations and student	Is still learning the system and how to best utilize its capabilities	Leaves system operations totally to support staff

and student access	access		
Seeks opportunities to collaborate with teachers and train students and staff to efficiently use the OPAC and databases	Willingly trains staff and classes of students to efficiently use the OPAC and databases when asked	Assists students and staff to use the OPAC and databases when approached	Does not train students and staff to use the OPAC and databases
Attends conferences and training to stay current on emerging equipment and impactful programs and advocates for the acquisitions of those that will enhance student learning	Stays current on equipment and programs that would benefit media center patrons	Investigates new equipment and programs when requested	Not interested in new technology
Exhibits leadership qualities by actively encouraging classroom integration of technology and information literacy skills	Sometimes encourages classroom integration of technology and information literacy skills	Seldom encourages classroom integration of technology and information literacy skills	Does not encourage classroom integration of technology and information literacy skills

## School Counselors

### Domain I - Interpersonal Skills (School Counselors)

- A. Communication
- B. Counseling Skills
- C. Organization
- D. Ethics / Professional Behavior

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#### A. Communication

##### Knowledge

##### The impact counselor understands...

- The importance of communicating effectively with students, parents, staff & administration in a positive way that benefits all involved
- The value of effective collaboration and how it enables a task to be completed successfully
- The importance of strong written and oral communication skills

##### Dispositions

##### The impact counselor...

- Is concerned about ensuring that relevant information is passed on to intended people in order to improve communicative climate of the school.
- Shares information in a calm, positive way to ensure all feel safe & secure in a normal and crisis situation
- Is willing to consult with others in order to ensure the well being of others
- Realizes he or she must be precise with oral and written communication
- Communicates information to authorities when the situation arises in an effective, efficient manner

##### Performance Standards

##### The Counselor...

Impact	Proficient	Emerging	Unsatisfactory
Always communicates relevant information with appropriate people			
Always exhibits a positive attitude and is supportive & pleasant			
Is positive & calming in a stressful situation			
Models good communication and conflict resolution skills			
Models a genuine, caring attitude			
Consistently creates a positive, safe atmosphere through communication			
Always consults with all involved in a			

situation to ensure that everyone knows what is going on			
Ensures oral and written communication is kept confidential			
Always reports situation to authorities in a timely manner			
Always takes a client's rights to confidentiality into consideration when relaying information to other people			

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**B. Counseling Skills**

**Knowledge**

**The impact counselor ...**

- Understands the importance of considering a client's diverse, social and cultural background as well as special needs
- Uses varied counseling theories that best suit a client's situation
- Determines needs and develops strategies in normal and crisis situations
- Effectively applies principles of human growth and development
- Understands the importance of client confidentiality

**Disposition**

**The impact counselor..**

- Values the worth of all people
- Practices positive interpersonal relations and uses appropriate counseling skills
- Demonstrates effective counseling skills with individuals
- Demonstrates effective group counseling skills
- Develops & implements effective intervention strategies
- Demonstrates effect assessment skills
- Integrates research into practice
- Uses appropriate crisis intervention strategies
- Can handle crisis situations with a calm demeanor to ensure that all involved feel safe & secure
- Ensures student is safe by making appropriate calls to authorities when situation arises – Statement is repetitive. I would eliminate
- Can Appropriately advocate for students' needs

**Performance Standards**

**The Counselor...**

Impact	Proficient	Emerging	Unsatisfactory
Always accepting of all individuals no matter their cultural background or diversity of needs			

Always motivating others to do their best			
Always practices effective counseling strategies			
Continually tries different techniques to best meet a client's needs			
Knows when to ask for additional assistance and/or suggest outside resources to a family			
Always responds appropriately in a crisis situation			
Is always looking for new research based interventions			

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**C. Organization**

**Knowledge**

**The impact counselor...**

- Is organized and uses time management strategies effectively
- Performs daily tasks in a timely manner
- Can manage a crisis situation and still get priority tasks completed
- Is efficient with keeping records including CPS reports, Cumulative files, college applications
- Is a self starter, initiator
- Integrates technology strategies into making the counseling program more effective

**Disposition**

**The impact counselor...**

**Performance Standards**

**The Counselor...**

Impact	Proficient	Emerging	Unsatisfactory
Always on time and prepared for meetings			
Consistently follows through on promised tasks			
Maintains accurate records and notes			
Utilizes student database to keep track of parent phone calls and to obtain records for a student such as attendance, grades, etc.			

Ensures notes, letters, etc. are kept confidential			
Able to prioritize tasks when faced with many changes in schedule			
Creates a routine for daily tasks realizing this routine may change			

Add: Responds to phone calls, emails and student requests within 24 hours (one school day)

**D. Professional/ Ethical Behavior**

**Knowledge**

**The impact counselor...**

- Is professional when dealing with parents, students, staff & administrators
- Adheres to the professional code of ethics
- Shows appreciation for diversity & similarity

**Disposition**

**The impact counselor...**

- Believes all people are worthy and shows acceptance for all regardless of culture or needs
- Is optimistic and passionate about their influence on others
- Is open to new possibilities and embraces change
- Recognizes ethical dilemmas and responds appropriately
- Recognizes personal competency limits and seeks appropriate consultation
- Protects and advocates for the rights of students, families and school personnel
- Follows appropriate legal guidelines
- Seeks appropriate consultation with ethical and legal questions
- Demonstrates a professional identity and strives for continued professional growth
- Is ethical in providing academic, career and personal/social programs
- Respects the legal rights of students (such as child abuse statues)
- Respects the privacy of individuals (e.g., Federal Education & Privacy Act)
- Respects the student's right of choice and responsibility for decisions

**Performance Standards**

**The Counselor...**

Impact	Proficient	Emerging	Unsatisfactory
Always professional when dealing with parents, students & teachers			

Is a strong advocate for students and their rights			
Knows when to ask for help to ensure a situation is dealt with correctly			
Always considers the legal and ethical side of situations			
Always upholds the highest ethical standards			
Always ensures the safety of students by reporting suspected abuse			

**Domain II -School/Counselor Relationship**

- A. Leadership Role**
- B. Accessing School/Community Resources**
- C. Program Development**
- D. Professional Development**

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**A. Leadership Role**

**Knowledge**

**The impact counselor...**

- Understands the importance of the school counselor as a leadership role
- Values proactive approaches that link families and community resources - eliminate
- Models and is engaged in continual professional development – eliminate
- Serves as liaison between parent, teacher, student and school

**Disposition**

**The impact counselor...**

- Values continual school improvement
- Is optimistic and passionate about their influence on others
- Is open to new possibilities and embraces change
- Believes all students deserve assistance with academic, post-secondary, social and emotional development
- Values diverse educational opportunities and assists students in thoroughly exploring
- Believes all students deserve a quality education and opportunities to participate in co-curricular and extra-curricular activities
- Is accepting of diverse learning and teaching styles
- Understands they are an important link between administration, teacher, parent and student.
- Utilizes referral list for families to access outside resources as needed – move to II.B.
- Uses and analyzes data for the improvement and development of the school, and the individual student.

**Performance Standards**

**The Counselor...**

Impact	Proficient	Emerging	Unsatisfactory
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Is involved in school improvement efforts			
Embraces “thinking out of the box” for positive change			
Is sought out by school personnel, parents and students to problem solve.			

**B. Accessing School/ Community Resources**

**Knowledge**

**The impact counselor...**

- Values proactive approaches that link families and community resources
- Is aware of facilities in the community that can help with student academic, social and/or emotional development.

**Disposition**

**The impact counselor...**

- Believes all students deserve assistance with academic, post-secondary, social and emotional development
- Believes all students deserve a quality education and opportunities to participate in co-curricular and extra-curricular activities
- Utilizes referral list for families to access outside resources as needed

**Performance Standards**

**The Counselor...**

Impact	Proficient	Emerging	Unsatisfactory
Is proactive in obtaining resources for families			
Continually stays updated on outside resources and counseling agencies			
Encourages family to seek outside help when needed in a professional way			
Provides students with information about college & financial assistance			
Ensures McKinney Vento Act resources are utilized when needed			
Uses School Social Worker when needed			

**C. Program Development**

**Knowledge**

**The impact counselor...**

- Uses effective instructional techniques to reach all groups and individual students and parents
- Develops programs for facilitating optimum (PK-12) development

- Implements programs that are developmentally appropriate
- Evaluates success of programs and makes change accordingly

**Disposition**

**The impact counselor...**

- Develops developmentally appropriate life skill and post-secondary focused guidance programs
- Utilizes the school student assistance team (SOS in elementary and FIT at H.S. level) to ensure students have a plan of action for success
- Exposes students to future life possibilities
- Assists students in setting educational, behavioral and/or post-secondary goals

**Performance Standards**

**The Counselor...**

Impact	Proficient	Emerging	Unsatisfactory
Ensures school student assistance team is effective & utilized in proper way			
Encourage teachers to use proper procedures for testing and referring students for testing			
Intentionally reflects, self assesses, and makes changes with programs as needed			Does not make the connections between reflection and change
Continuously explores and implements new ideas gained through self reflection	Implements new ideas gained through self reflection	Infrequently uses self-reflection to gain new ideas for student learning	Does not use self-reflection to gain new ideas for student learning
Encourages students to make goals for their future			
Requests program evaluative feedback from colleagues, students and parents.			

**D. Professional Development**

**Knowledge**

**The impact counselor...**

- Models and is engaged in continual professional development

**Disposition**

**The impact counselor...**

- Is open to new possibilities and embraces change

**Performance Standards**

**The Counselor...**

Impact	Proficient	Emerging	Unsatisfactory
Embraces professional learning by attending workshops, classes,			

and reading journals			
Continually updating self on counseling resources from the state and national level			
Member a counseling organization			
Models continued learning by sharing articles and ideas with others			

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## LEGAL REQUIREMENTS

The GPS was designed to provide teachers with the opportunity to grow professionally and to have direct input into the appraisal process. This system, however, does not eliminate or supplant the requirements as set out in Indiana Code. Administrators are charged by the superintendent to manage and direct on behalf of the public, the operations and activities of the school corporation to the full extent authorized by law.

As such, the administrators of the school district will have the responsibility to apprise the Superintendent of Schools when a teacher is not complying with the law. The areas are: immorality, insubordination, neglect of duty, substantial inability to perform teaching duties (semi-permanent only), incompetency (permanent only), justifiable decrease in the number of teaching positions, conviction for various sex-related offenses, good and just cause, and cancellation is in the best interest of the school corporation (semi-permanent only).

The following definitions apply:

Immorality – [Immorality is] not essentially confined to a deviation from sex morality; it may be such a course of conduct as offends the morals of the community and is a bad example to youth whose ideals a teacher is supposed to foster and to elevate. (Fiscus v Board of School Trustees of Central School District of Green County, 509 N.E. 2d 1137 (Ind. App. 1987)).

Insubordination – The Indiana legislature defines insubordination as: “a willful refusal to obey the state school laws or reasonable rules prescribed for the government of the school corporation.”

Incompetency – wanting in practical efficiency and discipline. (Harrison-Washington Community Schools v Bales, 450 N.E. 2d 559 (Ind. App.1983))

Neglect of Duty –

Substantial inability to perform teaching duties –

Justifiable decrease in the number of teaching positions –

Good and just cause – any ground which is put forward in good faith, and which is not arbitrary, irrational, unreasonable, or irrelevant to the school board’s task of building up and maintaining an efficient school system. (Board of School Trustees, School City of Peru v Moore 33 N.E. 2d 114 (Ind. 1941))

Best interest of the school -

The Master Agreement between the Board of Education and The Franklin Township Education Association contains the due process procedures in regards to teacher dismissal as outline in Indiana Code. Please refer to the Master Agreement Appendix K.

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### Administrative Procedures

Whenever possible, an administrator will perform the following actions if s/he believes there is a violation of the code requirements.

- Document the incident.
- Inform the teacher of the incident and state the reason for concern and discuss potential remedies for the situation.
- Monitor for future violations.
- Second incident of the similar type will be a written reprimand that will be reported to the superintendent and placed into the personnel file.
- It is possible that the incident could lead to the cancellation of the teaching contract according to Indiana Code.

When it is necessary for an administrator to issue an oral or written reprimand or warning, or conduct an investigation, the administrator will handle the situation confidentially and with professionalism. Reprimands shall not be conducted in the presence of students, parents, or other teachers (except the Association Representative who shall be present unless excluded by the teacher). Likewise, when it is necessary for a teacher to register a complaint to an administrator, the teacher will handle the situation confidentially and with professionalism.

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## Glossary of Terms

### Vocabulary:

IMAP-Indiana Mentoring and Assessment Program

New Beginning Teacher – teacher with zero to one year of teaching experience

New Experienced Teacher – teacher with two or more years experience

GPS Orientation – plan to acclimate any teacher new to Franklin Township