



## Evaluation Plan Submission Coversheet

Indiana Code 20-28-11.5-8(d) requires each school corporation to submit its staff performance evaluation plan to the department and requires the IDOE to publish the plans on its website. This cover sheet aims to provide a reference for teachers, administrators, parents, and other stakeholders of the components of   performance evaluation plans for each school corporation required by [Indiana Code 20-28-11.5](#). The IDOE will not be “approving” plans using this document.

In the chart below, please reference the page number(s) in your document which clearly display compliance with the requirement. If the plan has multiple documents with duplicate page numbers, please refer to the documents by A, B, C, D etc with the page number following. For example: A-23, B-5, etc.

Your plan may include many other sections not listed below. This sheet is not exhaustive but should encapsulate the main components of your plan. Once completed, please attach this cover sheet to the evaluation plan document you will submit. The whole document, including this cover sheet, needs to be combined into one PDF for submission. All information must be included in **ONE** PDF as you will only be able to upload one document.

<b>School Corporation Name</b>	<b>School City of Mishawaka</b>		
<b>School Corporation Number</b>	<b>7200</b>		
<b>Annual Evaluations</b>			
<b>Requirement</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<input checked="" type="checkbox"/> Annual performance evaluations for each certificated employee	IC 20-28-11.5-4 (c) (1)	Plan and metrics to evaluate all certificated employees, including teachers, administrators, counselors, etc. Evaluators responsible for certificated employees	1

<b>Objective Measures of Student Achievement and Growth</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<input checked="" type="checkbox"/> Objective measures of student achievement and/or growth significantly inform all certificated employees evaluations.	IC 20-28-11.5-4 (c) (2)	Weighting of student achievement in final summative evaluation Protocol for including objective measures of student achievement and growth	4-5
<input checked="" type="checkbox"/> Student performance results from statewide assessments inform evaluations of employees whose responsibilities include teaching tested subjects.	IC 20-28-11.5-4 (c) (2)	Student and/or School Wide Growth data Other Statewide Assessments incorporated into evaluations	4-5
<input checked="" type="checkbox"/> Methods of assessing student growth in evaluations of employees who do not teach tested subjects.	IC 20-28-11.5-4 (c) (2)	Student Learning Objectives Other Student Learning Measures for non-tested subjects Student Learning Measures for Non-Teaching Staff School-wide learning measures/A-F	4-5
<input checked="" type="checkbox"/> Student assessment results from locally developed assessments and other test measures in evaluations for certificated employees.	IC 20-28-11.5-4 (c) (2)	Student Learning Objectives or other student learning measures School-wide learning measures/A-F	4-5

<b>Rigorous Measures of Effectiveness</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<input checked="" type="checkbox"/> Rigorous measures of effectiveness, including observations and other performance indicators.	IC 20-28-11.5-4 (c) (3)	Observation Rubrics allowing for detailed description at each level of performance for each indicator. <ul style="list-style-type: none"> <li>• Teacher</li> <li>• Other Certificated Staff</li> <li>• Principals</li> <li>• District-Level Certificated Staff</li> </ul> Other measures used for evaluations	1-4  Appendix A-G

Please note: If you obtained this document through any means other than through the Office of Educator Effectiveness and Leadership at the Indiana Department of Education (website or email), the document may be modified from its original version.

<b>Designation in Rating Category</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<input checked="" type="checkbox"/> A summative rating as either highly effective, effective, improvement necessary, or ineffective.	IC 20-28-11.5-4 (c) (4) and (6)	Definition of performance categories Summative scoring process that yields placement into each performance category	1;3-4
<input checked="" type="checkbox"/> A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4 (c) (4) and (6)	Description of modifying final summative rating for negative growth Definition of negative impact on student growth for classes not measured by statewide assessments	4; Appendix H
<input checked="" type="checkbox"/> All evaluation components, including but not limited to student performance data and observation results, factored into the final summative rating.	IC 20-28-11.5-4 (c) (4) and (6)	Process for determining summative rating Scoring Student Learning Measures Weights of evaluation components Process for tracking data and managing documentation	2-4

<b>Evaluation Feedback</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<input checked="" type="checkbox"/> Recommendations for improvement and the time in which improvement is expected.	IC 20-28-11.5-4 (c) (5) IC 20-28-11.5-4 (d)	Process for delivering feedback on evaluations Process for tying evaluation results to professional development	1-2; Appendix H

<b>Evaluators</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<input checked="" type="checkbox"/> Only individuals who have received training and support in evaluation skills may evaluate certificated employees.	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	Description of Evaluator Training Description of who will serve as evaluators Process for determining evaluators	2; Appendix H

Please note: If you obtained this document through any means other than through the Office of Educator Effectiveness and Leadership at the Indiana Department of Education (website or email), the document may be modified from its original version.

<input checked="" type="checkbox"/> Teachers acting as evaluators (which are optional) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	Description of who will serve as evaluators Process for determining evaluators	N/A
<input checked="" type="checkbox"/> All evaluators receive training and support in evaluation skills	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	Description of evaluator training	2; Appendix H

<b>Feedback and Remediation Plans</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<input checked="" type="checkbox"/> All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6	System for delivering summative evaluation results to employees	1-3; Appendix H
<input checked="" type="checkbox"/> Remediation plans assigned to teachers rated as ineffective or improvement necessary.	IC 20-28-11.5-6	Remediation plan creation and timeframe Process for tying evaluation results to professional development	2
<input checked="" type="checkbox"/> Remediation plans include the use of employee's license renewal credits.	IC 20-28-11.5-6	Description of how employee license renewal credits will be incorporated into remediation	2
<input checked="" type="checkbox"/> Means by which teachers rated as ineffective can request a private conference with the superintendent.	IC 20-28-11.5-6	Process for teachers rated as ineffective to request conference with superintendent	Appendix I

<b>Instruction Delivered by Teachers Rated Ineffective</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<input checked="" type="checkbox"/> The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective.	IC 20-28-11.5-7	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	Appendix I
<input checked="" type="checkbox"/> The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable.	IC 20-28-11.5-7	Description of how parents will be informed of situation	Appendix I

# School City of Mishawaka

## Staff Performance Evaluation Plan: A Framework for Integrated Teaching (FIT)

### OVERVIEW:

School City of Mishawaka (SCM) is required by Indiana law to conduct an annual performance evaluation of each certificated employee. For purposes of this document, the term “teacher” shall include all certificated employees as defined in I.C. 20-29-2-4.

Starting in the 2012-2013 school year, SCM evaluators will satisfy the mandatory annual evaluation requirement through the use of the SCM Teacher Evaluation Rubric, a copy of which is attached at Tab A. SCM will continue to refine this rubric in order to appropriately adapt it for use as part of the annual performance evaluation of certificated employees with a specialized assignment (e.g., principals, guidance counselors, librarians, school psychologists, etc.). Through the use of this rubric, each teacher will receive an annual designation placing the teacher in one of the following categories:

- A. **Highly Effective.** A highly effective teacher consistently exceeds expectations both in terms of student outcomes and instructional practice. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher’s students, in aggregate, have exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education (IDOE), which shall be published annually by August 1.
- B. **Effective.** An effective teacher consistently meets expectations both in terms of student outcomes and instructional practice. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective teacher’s students, in aggregate, have achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the IDOE, which shall be published annually by August 1.
- C. **Improvement Necessary.** A teacher who is rated as improvement necessary requires a change in performance before he/she meets expectations either in terms of student outcomes or instructional practice. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated improvement necessary have achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the IDOE, which shall be published annually by August 1.
- D. **Ineffective.** An ineffective teacher consistently fails to meet expectations both in terms of student outcomes and instructional practice. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher’s students, in aggregate, have achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the IDOE, which shall be published annually by August 1.

The evaluator will complete the SCM Evaluation Rubric and provide a copy of the evaluation to the teacher prior to the commencement of Spring Break. All evaluators will provide the

## School City of Mishawaka

### Staff Performance Evaluation Plan: A Framework for Integrated Teaching (FIT)

teacher with a copy of the SCM Teacher Evaluation Rubric within seven (7) days of the completion of the evaluation. The evaluation document must contain an explanation of the evaluator's recommendations for improvement, if any, and the time in which improvement is expected.

Those teachers receiving a rating of Highly Effective or Effective will not be formally evaluated again during the school year. However, teachers receiving a rating of Effective may request a second evaluation if the margin between the rating of Effective and Highly Effective was narrow (i.e., one or two categories). The evaluator will complete the second SCM Teacher Evaluation Rubric and provide a copy of the evaluation to the teacher prior to end of the school year only if the evaluator and teacher are in agreement that a second evaluation is warranted.

If a teacher receives a rating of Ineffective or Improvement Necessary, the evaluator and the teacher will develop a Remediation Plan of not less than forty-five (45) and not more than ninety (90) school days in length to correct deficiencies noted in the evaluation. The Remediation Plan must require the teacher to gain license renewal credits by engaging in professional development activities which will assist the teacher in achieving an effective rating on the next evaluation. The Remediation Plan must also list the evaluator's recommendations for improvement and the time in which improvement is expected. At the conclusion of the remediation period, the evaluator will complete another SCM Teacher Evaluation Rubric and provide the teacher with a copy of the evaluation.

SCM will provide evaluators with training regarding the completion of the SCM Teacher Evaluation Rubric, and in particular the appropriate collection/analysis of data and other relevant information, consistent with the requirements of Indiana law.

#### **THE OBSERVATION PROCESS:**

Evaluators will collect evidence/data throughout the school year and prepare the SCM Teacher Evaluation Rubric through the use of scheduled observations, unscheduled classroom observations, and such other information deemed relevant by the evaluator. Evaluators must conduct a minimum of four (4) observations prior to completing the SCM Teacher Evaluation Rubric. These observations must include at least one (1) scheduled observation and three (3) unscheduled classroom observations. The observations must take place at reasonable intervals to ensure that teachers have the opportunity to demonstrate growth prior to the completion of the SCM Teacher Evaluation Rubric.

Unscheduled classroom observations should not be less than ten (10) minutes in length. Ideally, the evaluator will have an opportunity to observe the teacher's instruction at the beginning of a class period, in the middle of a class period, and at the end of a class period through the use of unscheduled classroom observations. Following an unscheduled classroom observation, the evaluator will complete the SCM Classroom Snapshot form and provide the teacher with a copy of the form within seven (7) days of the date of the visit. As requested by the teacher, the evaluator and teacher may meet in order to discuss the SCM Classroom Snapshot form. Through the use of this form and other appropriate means of communication, the evaluator must provide the teacher with meaningful feedback,

## School City of Mishawaka

### Staff Performance Evaluation Plan: A Framework for Integrated Teaching (FIT)

including identified strengths and areas of improvement. A copy of the SCM Classroom Snapshot form is attached at Tab B.

Scheduled observations should not be less than forty (40) minutes in length and will occur during a predetermined observation window. Prior to a scheduled observation, the following actions shall take place:

- A. The evaluator and teacher shall meet to discuss the teacher's unit plans, subject plans, or other anticipated education related activities which will occur during a future one to two week window.
- B. The teacher will explain what will be taking place throughout the observation window and advise the evaluator as to what the evaluator should expect to observe during the scheduled observation.
- C. In particular, the evaluator and teacher shall discuss the specific state standards which the teacher anticipates will be covered during the observation window.
- D. The evaluator and teacher will discuss any areas of concern that either might have prior to the scheduled observation.
- E. After the scheduled observation, a post-observation conference shall take place within seven (7) calendar days of the scheduled observation. At the post-observation conference, the evaluator shall provide the teacher with meaningful written and/or oral feedback regarding the scheduled observation. This feedback must include identified strengths and areas for improvement.

#### **COMPLETION OF THE SCM TEACHER EVALUATION RUBRIC:**

Evaluators shall use the following guidelines to determine the placement of a teacher within a designated rating:

- A. **Highly Effective** – A teacher will be rated as **Highly Effective** when the following baseline criteria are met:
  1. Sixteen (16) or more competencies must be marked as **Highly Effective**.
  2. No more than four (4) competencies may be marked as **Improvement Necessary** and/or **Effective**, with no more than two (2) competencies marked as **Improvement Necessary**.
  3. No competencies may be marked as **Ineffective**.
- B. **Effective** – A teacher will be rated as **Effective** when the following baseline criteria are met:
  1. All twenty (20) competencies must be marked as **Highly Effective, Effective, and/or Improvement Necessary**, with no more than four (4) competencies identified as **Improvement Necessary**
  2. No competencies may be marked as **Ineffective**.
- C. **Improvement Necessary** – A teacher will be rated as **Improvement Necessary** when the following baseline criteria are met:
  1. Five (5) or more competencies must be marked as **Improvement Necessary and/or Ineffective**, with no more than four (4) competencies marked as **Ineffective**.
  2. If a teacher receives a rating of **Improvement Necessary**, the evaluator and the teacher will develop a Remediation Plan of not less than forty-five (45)

## School City of Mishawaka

### Staff Performance Evaluation Plan: A Framework for Integrated Teaching (FIT)

and not more than ninety (90) school days in length to correct deficiencies noted in the evaluation.

- D. **Ineffective** – A teacher will be rated as **Ineffective** teacher when the following baseline criteria are met:
1. Five (5) or more competencies must be marked as **Ineffective**.
  2. If a teacher receives a rating of **Ineffective**, the evaluator and the teacher will develop a Remediation Plan of not less than forty-five (45) and not more than ninety (90) school days in length to correct deficiencies noted in the evaluation.
- E. **Pursuant to I.C. 20-28-11.5-4 (c) (6), a teacher who negatively affects student achievement and growth cannot receive an overall rating of Highly Effective or Effective.** As required by law, a teacher’s negative affect on student achievement and growth will be defined as follows:
1. For classes measured by statewide assessments with growth model data, IDOE shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement. Cut levels will be published by August 1.
  2. For classes that are not measured by statewide assessments, negative impact on student growth shall be defined by SCM where data show a significant number of students across a teacher’s classes fail to demonstrate student learning or mastery of standards established by the state.

#### **ASSIGNMENT OF RATING FOR COMPETENCY 15 (STUDENT PROGRESS TOWARD GOALS):**

In order to assign a teacher a rating for **Competency 15 (Student Progress Toward Goals)**, evaluators must review and analyze objective measures of student achievement and growth. Teachers have a corresponding obligation to provide evaluators with the required evidence/data to substantiate student achievement and growth. The objective measures to be reviewed and analyzed **must** include:

1. Student assessment results from statewide assessments for teachers whose responsibilities include instruction in subjects measured in statewide assessments;
2. Methods for assessing student growth for teachers who do not teach in areas measured by statewide assessments; and
3. Student assessment results from SCM developed assessments and other test measures for teachers whose responsibilities may or may not include instruction in subjects and areas measured by statewide assessments.

## School City of Mishawaka

### Staff Performance Evaluation Plan: A Framework for Integrated Teaching (FIT)

Consistent with the legal principles set out above, evaluators shall assign a teacher a rating for **Competency 15** as follows:

50 Points	<p>These points will be assigned to each teacher within the building based upon the overall rating assigned to the school through the State Growth Model of P.L. 221 reporting as follows:</p> <ul style="list-style-type: none"> <li>↔ A Rating = 50 points</li> <li>↔ B Rating = 45 points</li> <li>↔ C Rating = 35 points</li> <li>↔ D Rating = 30 points</li> <li>↔ F Rating = 25 points</li> </ul>
40 Points	<p>These points will be assigned to each teacher based upon the evaluator's use and weighting of student measures which directly relate the assessments that most accurately measure student learning according to the following priority:</p> <ol style="list-style-type: none"> <li>1. Where a mandatory state assessment exists, the evaluator must use it as a measure of student learning. If that state assessment provides individual growth model data, the evaluator must use it as that teacher's primary measure of student learning.</li> <li>2. Where a state assessment does not exist, the evaluator must use an assessment developed or procured by SCM that is used for common grades or subjects as the measure of student learning.</li> <li>3. The evaluator may utilize class-specific, teacher-created assessments as a measure of student learning for evaluation purposes only where there is no state, SCM, or school assessment.</li> </ol>
10 Points	<p>Other evidence substantiating student growth and achievement which is obtained through principal observation, student survey, student portfolio reviews, collected work samples, etc.</p>

The rating structure for **Competency 15 (Student Progress Toward Goals)** would be:

90 to 100 Points	= Highly Effective
80 to 89 Points	= Effective
70 to 79 Points	= Improvement Necessary
Below 69 Points	= Ineffective

#### CONCLUSION:

The School City of Mishawaka Staff Performance Evaluation Plan may be modified over time as evaluators and teachers identify necessary refinements. School City of Mishawaka will update this evaluation plan in order to incorporate ongoing guidance from IDOE related to teacher evaluations. The School City of Mishawaka Staff Performance Evaluation Plan will always strive to maintain rigorous measures of teacher effectiveness.

Revised: March 7, 2012

SCHOOL CITY OF MISHAWAKA  
FIT TEACHER EVALUATION RUBRIC (GENERAL EDUCATION)

**APPENDIX A**

**DOMAIN A: PLANNING AND PREPARATION**

**1. Long-range Planning with Sequencing**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
There is no evidence of daily, weekly, or unit planning. There is no evidence of continuity across plans or long-term planning. There is no evidence that student results of work or tests are used to establish benchmark data.	There is evidence of inconsistent or sporadic planning of daily goals. There are no clear instructional goals and/or standards. Plans consist of little more than pages of texts or topics to be addressed. Unit planning is inadequate or weak. There is little evidence of using student growth data to guide planning.	There is evidence of consistent planning of daily instructional goals, strategies and methods of assessment. The teacher can provide a clear rationale for the unit design and sequence of units that defines what students will be able to know or do based upon standards and benchmark data.	There is evidence of strong daily, weekly, and unit planning with continuity across units focusing on key topics. The teacher provides a well-articulated rationale for sequencing with evidence of reflection on past plans and student performance in developing and modifying subsequent plans using the benchmark data and standards as guiding factors in the planning and teaching process.

**Comments:** \_\_\_\_\_

**2. Alignment with Indiana Standards and Common Core Standards**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The teacher is teaching from a textbook driven base with no evidence of consideration for or of adopted State Standards.	The evidence indicates that instructional content is inconsistently aligned with the adopted State Standards. Plans do not indicate that curriculum is adequately covered. Key topics or goals of standards by grade level and content level may be missing in plans.	The evidence indicates that instructional content is consistently aligned with adopted State Standards. The plans indicate that instructional goals of the curriculum are met based on student data results.	The evidence indicates that instructional content is consistently aligned with local and adopted State Standards. The teacher has developed an organizational planning tool to ensure that all instructional goals of the grade level/content area show mastery. Priorities are based on mastery data results by unit as evidenced by pre and post -test results or criterion-referenced tests.

**Comments:** \_\_\_\_\_

SCHOOL CITY OF MISHAWAKA

FIT TEACHER EVALUATION RUBRIC (GENERAL EDUCATION)

**3. Materials & Equipment: Use of Teaching Resources**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
<p>Planning did not ensure that instructional materials were ready and accessible prior to the beginning of the lesson. The teacher is usually not prepared for class; resulting in significant idle time and time off task. Classroom management results in wasted instructional time. The teacher uses technology that could enhance and enrich lessons sparingly.</p>	<p>Necessary instructional materials are often missing or not ready prior to the beginning of the lesson. For example, students may be sent to retrieve equipment or materials from other locations during the class period. The full period is not utilized for instruction based upon the lack of resources. The teacher sporadically uses technology resources that would enhance and enrich content lessons and support student learning.</p>	<p>The teacher is prepared for class with all necessary instructional materials and equipment readily accessible and functioning. The use of different technologies is planned and enhances instruction and supports student understanding of the lesson. The teacher uses technology and other instructional resources as tools for helping students apply concepts taught. The teacher follows-up on the use of technology and/or other resources with a discussion of how the taught concept can be applied in a real world setting.</p>	<p>Advanced planning ensures that lessons transition smoothly. All instructional materials, equipment, and resources are prepared ahead of class. The teacher has a well-organized system for managing materials (e.g., a filing system) to ensure that materials are available and easily accessible. Technology resources are used to enhance instruction and support student learning and application of skills and knowledge. The students are never idle due to the teacher's lack of preparedness and utilize opportunities to demonstrate understanding through the use of instructional resources and technologies.</p>

**Comment:** \_\_\_\_\_

**DOMAIN B: INSTRUCTION**

**4. Context of the Lesson**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
<p>Context of the lesson is not set. Instructional goals/objectives of the lesson are not stated. Directions and purpose of the lesson are not established prior to the beginning of instruction. Instruction is disorganized and lacks a flow or pattern that leads to student mastery.</p>	<p>The context of the lesson may be set, but expectations for learning are not clearly established. Instructional goals/objectives of the lesson may be stated, but are often confusing or unrelated to the lesson's activities. Lesson did not utilize or build upon prior knowledge of students.</p>	<p>Context of the lesson is set with references to prior knowledge/activities. Expectations for student learning are clearly stated. Instruction is purposeful.</p>	<p>The teacher sets context of lesson in a creative or attention getting way that engages students from the beginning through a variety of anticipatory set approaches. For example, the teacher may frame the context of the lesson in a key problem or question. Expectations for student learning are purposeful and clearly understood.</p>

**Comments:** \_\_\_\_\_

**SCHOOL CITY OF MISHAWAKA**

**FIT TEACHER EVALUATION RUBRIC (GENERAL EDUCATION)**

**5. Content Knowledge/ Presentation**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The teacher consistently makes content errors and does not correct content errors made by students. The teacher does not fully explain concepts or follow up on questions posed by students. The teacher continues with planned instruction even after it is obvious the students do not understand the content with the instruction being provided.	The teacher displays some errors or lack of depth in content, but has made some attempt to upgrade content knowledge. Attempts are made to explain content, but there is little follow-up to student questions. The teacher does not differentiate instruction by restating or rephrasing instruction in multiple ways to address student differences and increase understanding. Students are sometimes confused about key concepts.	The teacher displays solid content knowledge and can clearly explain relevancy of material to students. Content is stated clearly. Student questions are addressed by follow up attempts to present the material more effectively for different learning styles.	The teacher displays extensive content knowledge with evidence of pursuit of additional knowledge. The teacher models enthusiasm for the content area and provides relevant experiences to excite students about learning. Students are motivated to work collaboratively with others and use higher order thinking/processing skills to master the content. The teacher is creative and flexible in presentation and ensures that students understand before moving on. Instruction is presented efficiently and creates increased time for guided student practice of the concepts taught.

**Comments:** \_\_\_\_\_

**6. Appropriateness of the Lesson and Pacing**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The pacing is usually too slow, too rushed, or both with inappropriate use of instructional time. Students waste time by avoiding work. Most activities do not reflect developmentally appropriate practices. Students show a lack of interest in the lesson and do not engage.	The pacing is inconsistent. Opportunities for student engagement are limited with inconsistently applied use of instructional time. Frequent off-task behaviors are observed. Activities are not always developmentally appropriate. Teacher misses opportunities to provide ways to differentiate resulting in 25% or more of the students being off-task or disengaged.	The pacing consistently offers opportunities for active student engagement with the appropriate use of instructional time. Activities always reflect developmentally appropriate practices. At least 80% of the students are actively engaged with the material and the teacher throughout the lesson.	At least 95% of students are highly engaged in a variety of meaningful ways with instructional time being used to its maximum. Activities are based on developmentally appropriate practices that challenge students without overwhelming them. Activities consistently build on student prior knowledge related to the content topic.

**Comments:** \_\_\_\_\_

**SCHOOL CITY OF MISHAWAKA**  
**FIT TEACHER EVALUATION RUBRIC (GENERAL EDUCATION)**

**7. Effectiveness of Instructional Practices and Differentiation (Best Practices Applications)**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
<p>The evidence indicates limited knowledge and use of instructional strategies (i.e. relies heavily on one or two instructional strategies). The teacher rarely applies strategies of guided practice and checking for understanding. Teacher fails to recognize level of student understanding for content material taught. There is no evidence that the teacher implements strategies to raise the performance level of low achieving students through the use of differentiated methods for delivering content or modifications to student practice assignments. The teacher maintains practices of teacher-driven scaffolding techniques or uses the same techniques to respond to student expressed misunderstandings and confusion.</p>	<p>The evidence indicates some knowledge of effective instructional strategies by the teacher, but the strategies are inconsistently applied in order to address students' needs. Whole class instruction or individual seatwork is the normal methods used by the teacher with very little application of using small group or individual instructional strategies. The teacher rarely modifies methods for instructing students in concepts/content and rarely modifies methods used to determine student mastery.</p>	<p>The evidence indicates knowledge and consistent use of a variety of instructional strategies with the appropriate use of whole class, small group, and individualized instruction and accommodations used to meet the needs of struggling learners, culturally diverse and/or special needs student learners. The teacher is generally aware of the level of student understanding and ability to apply knowledge and skills from the lesson. The teacher uses that information to modify the delivery of content information to order to reach multiple levels of student understanding. The teacher does not give up on struggling students and finds multiple methods to share content and assess student understanding.</p>	<p>The evidence indicates the teacher has selected and applied a wide range of instructional strategies that address the learning styles, individual needs of at-risk and special needs learners and cultural diversity of all students. The teacher demonstrates an understanding multiple student learning styles and adapts teaching and assessment strategies to reach low as well as high performing students. The teacher demonstrates and understanding of the difference between means and ends and uses differentiated methods to help students comprehend and apply the content studied.</p>

**Comments:** \_\_\_\_\_

\_\_\_\_\_

SCHOOL CITY OF MISHAWAKA

FIT TEACHER EVALUATION RUBRIC (GENERAL EDUCATION)

**8. Questioning, Discussion, and Higher Order Thinking Skills Techniques**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
Teacher questioning techniques generally focus on student recall with no opportunity to assess students' understanding or encourage higher level thinking skills. Questions are primarily fact-oriented without providing students with an opportunity to apply knowledge. Teacher does not demonstrate patience or persistence for allowing students to think through difficult material.	Teacher questioning techniques are inconsistent in the opportunity to assess student understanding or encourage higher level thinking skills. Most questions focus on low-level thinking skills with little or no follow-up discussion. Students may be given opportunities to meaningfully practice and apply concepts, but instruction and assessment activities are still low level and teacher directed.	Teacher questioning techniques consistently provide the opportunity to assess most students' understanding and encourage higher level thinking skills. Students are encouraged to ask questions and demonstrate understanding through a variety of assessment options. Students are given meaningful opportunities to practice, apply, and demonstrate understanding.	Teacher questioning techniques are structured to assess student understanding and encourage higher level thinking skills. Students are guided through questions to construct their own meaning and connection with the material presented. Student discussion is encouraged. Students are encouraged to apply and build skills beyond expected lesson elements through extra credit or enrichment assignments.

**Comments:** \_\_\_\_\_  
\_\_\_\_\_

**DOMAIN C: TEACHER ASSIGNMENTS AND ASSESSMENT**

**9. Analysis of Students Assessment Results**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The evidence indicates that assessment results are not used to effect instructional planning. The teacher does not adjust instruction or plan intervention based on analysis of student work, daily or end of unit assessments. There is little or no evidence of effort made by the teacher to vary assessments or assignments to reflect desired goals and/or objectives. The teacher rarely or never assesses for mastery of material at the end of a lesson.	The teacher has difficulty probing student assessment results to guide instructional planning and intervention strategies. Evidence indicates that analysis of assessment results is sporadic and inconsistently applied toward modifying instruction. The teacher inconsistently checks for understanding. The teacher may get a "pulse" of the classes understanding but makes little or no attempts toward modifying instruction	The teacher demonstrates proficiency in using student assessment results in order to adjust or plan intervention strategies for group or individualized differentiation of instruction. The teacher uses a variety of methods to check for understanding and systematically assesses every student's mastery of the material taught through assessment results.	The teacher demonstrates exceptional skill in analyzing student assessment results on a regular basis. The teacher demonstrates skill in designing assessment strategies for diagnostic and prescriptive purposes. The teacher uses open-ended questions to expose common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking.

**Comments:** \_\_\_\_\_  
\_\_\_\_\_

**10. Meaningful Student Work Assignments Utilizing Student Interests and Experiences**

**SCHOOL CITY OF MISHAWAKA**

**FIT TEACHER EVALUATION RUBRIC (GENERAL EDUCATION)**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The evidence indicates that there is little meaningful student engagement in assignments and/or assessment activities. There is little or no effort made by the teacher to vary assessments to reflect desired goals and/or objectives. Lesson is not aligned with developmental level of students (too difficult or too easy). Students have few opportunities to meaningfully practice or apply concepts. Student interest and participation is generally low. There is little or no meaningful engagement of students in learning.	The evidence indicates inconsistent engagement of students in assessment activities and/or assignments. There is inconsistent effort by the teacher to vary assessments or assignments to reflect desired goals and/or objectives. Lessons are more teacher-directed than appropriate and lesson is not always accessible or challenging for students. Student interest and participation is inconsistent. There is inconsistent engagement of students in meaningful learning experiences.	There is evidence of consistently meaningful engagement of students in activities and/or assignments. There is consistent effort by the teacher to vary assessments and assignments to attain desired goals and/or objectives of the lesson or unit of instruction. Modifications to instruction and future lesson plans are modified based on student benchmark data. Student participation is consistently high based upon connections made to student interests and experiences.	There is evidence of consistently meaningful engagement of students in purposeful activities and/or assignments. The teacher uses a wide range of both formal and informal assignments and assessments that allow for systemic monitoring of student progress. The teacher encourages students' interests in learning by providing differentiated assignments and assessments. Student participation is consistently high due to consistent engagement of students in work that is meaningful and makes connections to student interests, experiences, and curiosities.

**Comments:** \_\_\_\_\_

**11. Quality of Feedback to Students**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
Written and/or verbal feedback is limited to the assignment of grades or corrections of responses. There is no direction provided for improvement in performance. Students are never informed of their assessment results prior to starting new material that will be based upon knowing the content just assessed. No review or reteaching occurs based upon assessment results.	Written and/or verbal feedback is minimal. Feedback does not adequately address individual student strengths or weaknesses. Re-direction is inconsistent or limited. Students are rarely informed of their assessment results prior to starting new materials that will be based upon knowing the content just assessed. Review and/or re-teaching rarely occurs.	Written and verbal feedback is appropriate, timely, and consistently addresses individual student strengths and weaknesses. Feedback provides good ideas of how each student can improve. The teacher checks for understanding throughout a unit and redirects students as needed. Assessment is used to determine student readiness to proceed to next unit.	Written and verbal feedback consistently addresses individual student strengths and weaknesses and encourages student self-reflection. Feedback is timely, fair, and demonstrates high expectations for all students. The teacher consistently checks for understanding throughout a lesson and unit and redirects as necessary to reinforce student comprehension and understanding. Assessment is used to determine student readiness for new material.

**Comments:** \_\_\_\_\_

**DOMAIN D: STUDENT MOTIVATION AND STUDENT BEHAVIOR**

**12. Expectations and Procedures**

**SCHOOL CITY OF MISHAWAKA**

**FIT TEACHER EVALUATION RUBRIC (GENERAL EDUCATION)**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
Explicit expectations and procedures for classroom and school safety are limited. Classroom and school rules are not enforced as evidenced by a general lack of control of the classroom with constant disruption of instructional time. Even with significant prompting, students frequently do not follow directions and are off-task. Classroom management is generally poor and wastes instructional time.	Explicit expectations and procedures for classroom and school safety are inconsistently enforced. The teacher has difficulty in managing student behavior in the classroom. Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed. Disruption of instructional time is frequent. The teacher may have to stop the lesson frequently to address disruptions and address problems.	Explicit expectations and procedures for classroom and school safety are clearly communicated and understood. The teacher has good classroom management skills. Disruption of instructional time is rare. Students are only idle for brief periods of time, such as during attendance. Almost all students are on-task and follow instructions of the teacher without much prompting.	Explicit expectations and procedures for classroom and school safety are consistently communicated and understood. Disruption of instructional time is generally prevented through planning, prior intervention and knowledge of students. There is evidence that students take ownership of their behavior and learning. Students know what they are supposed to be doing and when without prompting from the teacher. Students share responsibility for operations and routines and work well together to accomplish these tasks.

**Comments:** \_\_\_\_\_

**13. Student Interest and Engagement**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
Student interest and engagement is generally low. There is little or no meaningful engagement of students in learning. The teacher does little to capitalize on student interests to make lessons relevant. Students are generally afraid to take on challenges and risk failure due to frequently discouraging remarks from the teacher or peers.	Student interest and participation is inconsistent. There is inconsistent engagement of students in meaningful learning experiences. Student ideas and interests are rarely explored. Some students may be afraid to take on challenges and risk failure or be hesitant to ask for help when needed or give up tasks easily.	Student interest and engagement is consistently high. There is consistent engagement of students in meaningful learning experiences. Lessons are built on the linkage between student interests and relevant standards. The classroom is a safe place to take on challenges and risk failure. Students do not feel shy or uncomfortable about asking questions or answering a question incorrectly.	Student interest and participation is consistently high. There is consistent engagement of students in meaningful learning experiences and activities that have high relevancy to student interests and link to the State and Common Core Standards. Students are comfortable in taking risks as part of the learning process and demonstrate that they are excited about their work and understand why it is important.

**Comments:** \_\_\_\_\_

**14. Classroom Climate and Expectations for Student Success**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
--	--	--	---

SCHOOL CITY OF MISHAWAKA

FIT TEACHER EVALUATION RUBRIC (GENERAL EDUCATION)

<p>The classroom has a general negative climate as evidenced by a lack of mutual respect in student/teacher interactions. The teacher has low expectations for student performance and rarely or never sets high expectations for student performance in academics or behaviors. The teacher uses threat of punishment as the primary method for attempting to maintain classroom control. There is little effort given to celebrating or recognizing students for good work. Nor does the teacher provide words of praise or encouragement for positive behaviors. The teacher uses physical resources poorly (i.e. wall décor, student seating arrangement, clutter, etc.).</p>	<p>The classroom climate is not supportive of learning for all students. Attention is distributed inequitably. There is evidence of insensitivity to some students' needs. The teacher uses physical resources adequately (wall décor, student seating arrangements, clutter, etc.) but has not created a room atmosphere that encourages engaged or student-oriented learning. The teacher may set high expectations for some students but dismisses others as not capable of meeting high expectations. Teacher expectations are inconsistently provided and leave students with uncertainty and misunderstanding regarding expected performance. The teacher does not initiate any effort to make the classroom interesting or supportive of the learning process.</p>	<p>The classroom environment is supportive of the learning of all students. The teacher demonstrates sensitivity to all students. Interactions between students and the teacher demonstrate mutual respect. Students feel safe and encouraged to explore new ideas and content through engagement in problem-based learning strategies. The teacher sets high expectations for student performance and communicates them to the students. The students are able to demonstrate and share their understanding of the content being taught verbally and through work samples. The teacher uses physical resources skillfully (i.e. wall décor, student seating arrangements, lack of clutter, etc.).</p>	<p>The classroom environment is a consistent and supportive climate for student-centered learning. Opportunities are provided for students to take risks. Students are encouraged to openly share ideas and examine mistakes. On-going recognition of student success encourages students to respect individual and group differences. Interactions between students and the teacher are always mutually respectful. The teacher and students use physical resources optimally (i.e. wall décor, student seating arrangements, lack of clutter, etc.) to sustain a student-oriented learning atmosphere that supports problem-based, engaging learning strategies. The students participate in forming academic goals for themselves and analyze their progress and can clearly state teacher expectations for learning and appropriate classroom behaviors.</p>
---	---	--	--

**Comments:** \_\_\_\_\_

\_\_\_\_\_

SCHOOL CITY OF MISHAWAKA

FIT TEACHER EVALUATION RUBRIC (GENERAL EDUCATION)

**DOMAIN E: TEACHER IMPACT**

**15. Student Progress Toward Goals**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The teacher cannot demonstrate that there has been significant student progress toward the accomplishment of classroom or school/district communicated goals or course objectives in addition to the State Performance Standards and achievement benchmarks.	There is evidence of inconsistent student progress for most students toward accomplishment of classroom or school/district communicated goals and course objectives in addition to the State Performance Standards and benchmarks.	There is evidence of consistent student progress for at least 80% of students toward classroom or school/district, communicated goals and course objectives in addition to the State Performance Standards and benchmarks as well as toward individual student goals.	There is evidence of significant student growth in a variety of ways related to classroom or school/district communicated goals and course objectives in addition to the State Performance Standards and benchmarks and individual goals. The teacher is able to reflect on and analyze strategies to promote student growth.

**Comments:** \_\_\_\_\_

\_\_\_\_\_

**16. Contribution to Professional Climate**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
There is a general lack of involvement and visibility in school-wide activities (i.e. committees, programs, student activities, professional development, etc.). When involved, contributions are generally negative and non-supportive of trying new ideas and strategies for improved achievement and school effectiveness. The teacher works in isolation and never seeks opportunities to work with others to improve instructional practices. The teacher rejects or passively resists most suggestions for improving teacher performance.	There is inconsistent involvement and visibility in school-wide activities (i.e. committees, programs, student activities, professional development, etc.). Contributions, although not negative, are characterized by actions that demonstrate passive resistance to new ideas. The teacher maintains cordial relationships with colleagues to fulfill assigned duties that the corporation requires. The teacher inconsistently seeks assistance or opportunities to work with peers to address teaching weaknesses.	There is consistent involvement and visibility in school-wide activities (i.e. committees, programs, student activities, professional development, etc.) demonstrating a positive contribution. The teacher works positively with others to explore new ideas and strategies for effective instruction and enhanced student achievement. Supportive and cooperative characterize the teacher's relationships with colleagues. The teacher seeks opportunities to work collaboratively with others and engage others in growth through Professional Learning Communities.	There is consistent involvement and visibility as a leader in school-wide activities (i.e. committees, programs, student activities, professional development, etc.) demonstrating a significant contribution to the overall school climate in support of continuous improvement. This includes volunteer activities. Supportive and cooperative characterize the teacher's relationships with colleagues. The teacher takes initiative in assuming leadership among the faculty. The teacher goes above and beyond in collaborating with others, seeking leadership roles for Professional Learning Communities, and coaching peers.

**Comments:** \_\_\_\_\_

\_\_\_\_\_

**DOMAIN F: PROFESSIONAL GROWTH AND RESPONSIBILITIES**

**SCHOOL CITY OF MISHAWAKA**

**FIT TEACHER EVALUATION RUBRIC (GENERAL EDUCATION)**

**17. Alignment of Professional Development**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
There is no effort to engage in professional development for continued professional or personal growth.	The teacher engages in minimal professional development. There is little or no evidence that the teacher seeks to improve professional practices or knowledge and demonstrates a clear resistance to change.	The teacher seeks out opportunities for professional development aligned with school and district goals and teaching assignment. The teacher reflects on recently acquired areas of new knowledge or skills and seeks opportunities to apply them in the classroom setting. The teacher seeks opportunities to develop others such as through the supervision of student teachers or assisting peers.	The teacher seeks out opportunities for professional growth aligned with school and district goals and initiates opportunities to share with colleagues and seeks opportunities to apply newly acquired knowledge and skills in the classroom setting. Sharing with colleagues may be accomplished by engaging in professional presentations mentoring other teachers, conducting action research, supervising student teachers and more.

**Comments:** \_\_\_\_\_

**18. Teacher Record Keeping and Interaction with Parents/Guardians**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
Teacher records or reports are missing, submitted late, or in disorder resulting in omissions, frequent errors, and/or delays. Teacher records are incomplete and fail to accurately monitor student progress in acquiring course content knowledge. The teacher makes no effort to interact with parents/guardians other than through required written grade reports. Comments to parents are generic and non-specific regarding individual student progress. The teacher rarely posts information regarding student work on the district progress reporting system.	Teacher records and reports are inconsistent in quality and/or timeliness. Student progress information is incomplete and progress is inconsistently reported through the student progress reporting system and inconsistently provided to parents. The majority of interactions concern problems with student behavior or grades with little or no follow-up. The teacher does not invite parents/guardians to become involved in decisions concerning student learning. The teacher inconsistently posts student progress on the district progress reporting system.	Teacher records and reports are consistently submitted on time and accurately. Few errors exist in reported information. Interactions with parents/guardians are consistently of high professional quality. Areas of concern are addressed in a timely manner. There is consistent follow-up of parent/guardian contact. The teacher regularly invites parental involvement in student learning. The teacher consistently reports student progress at the end of each week.	Teacher's records and reports are always of high quality with exemplary accuracy and timeliness. Student reports clearly identify strengths and weaknesses. Interaction with parents/guardians is frequent and highly professional. The teacher frequently involves parents/guardians in supporting student learning, creating opportunities for positive relationships with families and homes. Parent/guardians are informed regularly of student successes. The teacher reports student progress regularly, every two to three days, as student work is completed.

**Comments:** \_\_\_\_\_

**SCHOOL CITY OF MISHAWAKA**

**FIT TEACHER EVALUATION RUBRIC (GENERAL EDUCATION)**

**19. Decision Making**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The teacher makes decisions based on limited understanding and/or application of professional standards. Decisions are made from a reference of what will work best for the teacher. Decisions are rarely or never made based upon student, school, or corporation needs.	The teacher's decisions are based on limited understanding and/or application of professional standards with some consideration for teachers and/or students. Decisions are infrequently made based upon what is best for students, the school, or corporation.	The teacher maintains an open mind and participates in team or departmental decision-making based on professional standards. The teacher seeks to improve professional practice through consensus building and collaboration to achieve shared goals.	The teacher takes a leadership role in team or department decision-making and helps ensure that such decisions are based on the highest professional standards. The teacher demonstrates leadership in working with others to reach agreement and shared commitment to decisions.

**Comments:** \_\_\_\_\_

**20. Advocacy and Professionalism**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The teacher does not work to ensure that all students receive a fair opportunity to succeed. The teacher accepts failure as par for the course and does not advocate for students or their needs. Students who are struggling or failing are given no opportunities for additional assistance. The teacher does not set an example of desired behaviors for students to emulate such as personal habits, attendance patterns, care of personal workspace and school property.	The teacher inconsistently works to ensure that all students receive a fair opportunity to succeed. The teacher accepts that some students will fail and provides assistance to only those students who ask. The teacher demonstrates behaviors that exemplify less than desirable professional traits such as personal habits, attendance patterns, care of personal workspace and school property.	The teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed. The teacher rejects the belief that there will be students prone to failure and seeks to provide most students with additional assistance. The teacher consistently demonstrates behaviors for students to copy relative to personal care and appearance, attendance, care of personal workspace and school property.	The teacher makes a particular effort to challenge negative attitudes and helps to ensure that all students receive a fair opportunity to succeed. The teacher is committed to the concept that "failure is not an option" for any student. The teacher willingly makes changes and takes affirming action to ensure student success. The teacher is highly consistent in providing exemplary behaviors for students and other staff members to emulate relative to personal care and appearance, attendance, care of personal workspace and school property.

**Comments:** \_\_\_\_\_

SCHOOL CITY OF MISHAWAKA  
FIT TEACHER EVALUATION RUBRIC (GENERAL EDUCATION)

**ADDITIONAL COMMENTS OR SUMMATIVE STATEMENTS FROM EVALUATOR:**

**TEACHER COMMENTS OR STATEMENTS: SEE ATTACHED.**

**OVERALL RATING:** \_\_\_\_\_

**It is recommended that:**

- the teacher's contract be continued for the 20\_\_\_\_/20\_\_\_\_ school year.
- the teacher be placed on a Remediation Plan of not more than ninety (90) and not less than forty-five (45) school days
- the teacher's contract not be continued for the 20\_\_\_\_/20\_\_\_\_ school year.
- the teacher's contract be cancelled immediately.

**Evaluator's Signature:** \_\_\_\_\_

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

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

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

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

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

The teacher's signature does not constitute agreement with the evaluation determination, but verifies that the evaluation has been reviewed with the teacher and received. The teacher may attach a statement to the evaluation that will be kept with the evaluation document in the teacher's personnel file.

REVISED: August 20,2012

SCHOOL CITY OF MISHAWAKA  
FIT TEACHER EVALUATION RUBRIC (SPECIAL EDUCATION)

APPENDIX B

**DOMAIN A: PLANNING AND PREPARATION**

**1. Long-range Planning with Sequencing**

<b>INEFFECTIVE</b>	<b>IMPROVEMENT NECESSARY</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
There is no evidence of daily, weekly, or unit planning. There is no evidence of continuity across plans or long-term planning. There is no evidence that student results of work or tests are used to establish benchmark data. The teacher fails to use multiple assessments to determine present level of performance (PLOP). Needs defined in PLOP are not aligned to goals. There is no evidence indicating that the plan of instruction is based upon IEP goals and/or that IEP's are being implemented across all settings.	There is evidence of inconsistent or sporadic planning of daily goals. There are no clear instructional goals and/or standards. Plans consist of little more than pages of texts or topics to be addressed. Unit planning is inadequate or weak. There is little evidence of using student growth data to guide planning. The teacher is inconsistent in the use of multiple assessments to determine PLOP. Needs defined in PLOP are seldom aligned to goals. There is limited evidence indicating that the plan of instruction is based upon IEP goals and/or that IEP's are being implemented across all settings.	There is evidence of consistent planning of daily instructional goals, strategies and methods of assessment. The teacher can provide a clear rationale for the unit design and sequence of units that defines what students will be able to know or do based upon standards and benchmark data. The teacher uses multiple assessments to determine PLOP. Needs defined in PLOP are usually aligned to goals. There is consistent evidence indicating that the plan of instruction is based upon IEP goals and/or that IEP's are being implemented across all settings.	There is evidence of strong daily, weekly, and unit planning with continuity across units focusing on key topics. The teacher provides a well-articulated rationale for sequencing with evidence of reflection on past plans and student performance in developing and modifying subsequent plans using the benchmark data and standards as guiding factors in the planning and teaching process. The teacher uses multiple assessments to determine PLOP. Needs defined in PLOP are always aligned to goals. There is irrefutable evidence indicating that the plan of instruction is based upon IEP goals and/or that IEP's are being implemented across all settings.

**Comments:** \_\_\_\_\_

**2. Alignment with Indiana Standards and Common Core Standards**

<b>INEFFECTIVE</b>	<b>IMPROVEMENT NECESSARY</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
The teacher is teaching from a textbook driven base with no evidence of consideration for or of adopted State Standards. IEP goals are seldom, if ever, aligned to state standards.	The evidence indicates that instructional content is inconsistently aligned with the adopted State Standards. Plans do not indicate that curriculum is adequately covered. Key topics or goals of standards by grade level and content level may be missing in plans. IEP goals are inconsistent in their alignment to state standards.	The evidence indicates that instructional content is consistently aligned with adopted State Standards. The plans indicate that instructional goals of the curriculum are met based on student data results. IEP goals are typically aligned to state standards.	The evidence indicates that instructional content is consistently aligned with local and adopted State Standards. The teacher has developed an organizational planning tool to ensure that all instructional goals of the grade level/content area show mastery. Priorities are based on mastery data results by unit as evidenced by pre and post -test results or criterion-referenced tests. IEP goals are always aligned to state standards.

**SCHOOL CITY OF MISHAWAKA**  
**FIT TEACHER EVALUATION RUBRIC (SPECIAL EDUCATION)**

**Comments:** \_\_\_\_\_

---

**3. Materials & Equipment: Use of Teaching Resources**

<b>INEFFECTIVE</b>	<b>IMPROVEMENT NECESSARY</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<p>Planning did not ensure that instructional materials were ready and accessible prior to the beginning of the lesson. The teacher is usually not prepared for class; resulting in significant idle time and time off task. Classroom management results in wasted instructional time. The teacher uses technology that could enhance and enrich lessons sparingly.</p>	<p>Necessary instructional materials are often missing or not ready prior to the beginning of the lesson. For example, students may be sent to retrieve equipment or materials from other locations during the class period. The full period is not utilized for instruction based upon the lack of resources. The teacher sporadically uses technology resources that would enhance and enrich content lessons and support student learning.</p>	<p>The teacher is prepared for class with all necessary instructional materials and equipment readily accessible and functioning. The use of different technologies is planned and enhances instruction and supports student understanding of the lesson. The teacher uses technology and other instructional resources as tools for helping students apply concepts taught. The teacher follows-up on the use of technology and/or other resources with a discussion of how the taught concept can be applied in a real world setting.</p>	<p>Advanced planning ensures that lessons transition smoothly. All instructional materials, equipment, and resources are prepared ahead of class. The teacher has a well-organized system for managing materials (e.g., a filing system) to ensure that materials are available and easily accessible. Technology resources are used to enhance instruction and support student learning and application of skills and knowledge. The students are never idle due to the teacher's lack of preparedness and utilize opportunities to demonstrate understanding through the use of instructional resources and technologies.</p>

**Comment:** \_\_\_\_\_

---

**DOMAIN B: INSTRUCTION**

**4. Context of the Lesson**

<b>INEFFECTIVE</b>	<b>IMPROVEMENT NECESSARY</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<p>Context of the lesson is not set. Instructional goals/objectives of the lesson are not stated. Directions and purpose of the lesson are not established prior to the beginning of instruction. Instruction is disorganized and lacks a flow or pattern that leads to student mastery. The teacher does not identify a</p>	<p>The context of the lesson may be set, but expectations for learning are not clearly established. Instructional goals/objectives of the lesson may be stated, but are often confusing or unrelated to the lesson's activities. Lesson did not utilize or build upon prior knowledge of students. The teacher</p>	<p>Context of the lesson is set with references to prior knowledge/activities. Expectations for student learning are clearly stated. Instruction is purposeful. The teacher typically identifies a relationship between the lesson and IEP goals.</p>	<p>The teacher sets context of lesson in a creative or attention getting way that engages students from the beginning through a variety of anticipatory set approaches. For example, the teacher may frame the context of the lesson in a key problem or question. Expectations for student learning are purposeful and</p>

SCHOOL CITY OF MISHAWAKA

FIT TEACHER EVALUATION RUBRIC (SPECIAL EDUCATION)

relationship between the lesson and IEP goals.	seldom identifies a relationship between the lesson and IEP goals.		clearly understood. The teacher always identifies a relationship between the lesson and IEP goals.
--	--	--	--

**Comments:** \_\_\_\_\_

**5. Content Knowledge/ Presentation**

<b>INEFFECTIVE</b>	<b>IMPROVEMENT NECESSARY</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
The teacher consistently makes content errors and does not correct content errors made by students. The teacher does not fully explain concepts or follow up on questions posed by students. The teacher continues with planned instruction even after it is obvious the students do not understand the content with the instruction being provided.	The teacher displays some errors or lack of depth in content, but has made some attempt to upgrade content knowledge. Attempts are made to explain content, but there is little follow-up to student questions. The teacher does not differentiate instruction by restating or rephrasing instruction in multiple ways to address student differences and increase understanding. Students are sometimes confused about key concepts.	The teacher displays solid content knowledge and can clearly explain relevancy of material to students. Content is stated clearly. Student questions are addressed by follow up attempts to present the material more effectively for different learning styles.	The teacher displays extensive content knowledge with evidence of pursuit of additional knowledge. The teacher models enthusiasm for the content area and provides relevant experiences to excite students about learning. Students are motivated to work collaboratively with others and use higher order thinking/processing skills to master the content. The teacher is creative and flexible in presentation and ensures that students understand before moving on. Instruction is presented efficiently and creates increased time for guided student practice of the concepts taught.

**Comments:** \_\_\_\_\_

**6. Appropriateness of the Lesson and Pacing**

<b>INEFFECTIVE</b>	<b>IMPROVEMENT NECESSARY</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
The pacing is usually too slow, too rushed, or both with inappropriate use of instructional time. Students waste time by avoiding work. Most activities do not reflect developmentally appropriate practices. Students show a lack of interest in the lesson and do not engage. There is no evidence of the use of a master schedule of service delivery.	The pacing is inconsistent. Opportunities for student engagement are limited with inconsistently applied use of instructional time. Frequent off-task behaviors are observed. Activities are not always developmentally appropriate. Teacher misses opportunities to provide ways to differentiate resulting in 25% or more of the students being off-task or disengaged. There is only slight evidence of the use of a master schedule of service	The pacing consistently offers opportunities for active student engagement with the appropriate use of instructional time. Activities always reflect developmentally appropriate practices. At least 80% of the students are actively engaged with the material and the teacher throughout the lesson. There is adequate evidence of the use of a master schedule of service delivery.	At least 95% of students are highly engaged in a variety of meaningful ways with instructional time being used to its maximum. Activities are based on developmentally appropriate practices that challenge students without overwhelming them. Activities consistently build on student prior knowledge related to the content topic. There is ample evidence of the use of a master schedule of service delivery.

SCHOOL CITY OF MISHAWAKA

FIT TEACHER EVALUATION RUBRIC (SPECIAL EDUCATION)

	delivery.		
--	-----------	--	--

**Comments:** \_\_\_\_\_

\_\_\_\_\_

**7. Effectiveness of Instructional Practices and Differentiation (Best Practices Applications)**

<b>INEFFECTIVE</b>	<b>IMPROVEMENT NECESSARY</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<p>The evidence indicates limited knowledge and use of instructional strategies (i.e. relies heavily on one or two instructional strategies). The teacher rarely applies strategies of guided practice and checking for understanding. Teacher fails to recognize level of student understanding for content material taught. There is no evidence that the teacher implements strategies to raise the performance level of low achieving students through the use of differentiated methods for delivering content or modifications to student practice assignments. The teacher maintains practices of teacher-driven scaffolding techniques or uses the same techniques to respond to student expressed misunderstandings and confusion. There is no evidence of the use of peer reviewed and/or research based strategies.</p>	<p>The evidence indicates some knowledge of effective instructional strategies by the teacher, but the strategies are inconsistently applied in order to address students' needs. Whole class instruction or individual seatwork is the normal methods used by the teacher with very little application of using small group or individual instructional strategies. The teacher rarely modifies methods for instructing students in concepts/content and rarely modifies methods used to determine student mastery. There is only slight evidence of the use of peer reviewed and/or research based strategies.</p>	<p>The evidence indicates knowledge and consistent use of a variety of instructional strategies with the appropriate use of whole class, small group, and individualized instruction and accommodations used to meet the needs of struggling learners, culturally diverse and/or special needs student learners. The teacher is generally aware of the level of student understanding and ability to apply knowledge and skills from the lesson. The teacher uses that information to modify the delivery of content information to order to reach multiple levels of student understanding. The teacher does not give up on struggling students and finds multiple methods to share content and assess student understanding. There is some evidence of the use of peer reviewed and/or research based strategies.</p>	<p>The evidence indicates the teacher has selected and applied a wide range of instructional strategies that address the learning styles, individual needs of at-risk and special needs learners and cultural diversity of all students. The teacher demonstrates an understanding multiple student learning styles and adapts teaching and assessment strategies to reach low as well as high performing students. The teacher demonstrates and understanding of the difference between means and ends and uses differentiated methods to help students comprehend and apply the content studied. There is ample evidence of the use of peer reviewed and/or research based strategies.</p>

**Comments:** \_\_\_\_\_

\_\_\_\_\_

SCHOOL CITY OF MISHAWAKA

FIT TEACHER EVALUATION RUBRIC (SPECIAL EDUCATION)

**8. Questioning, Discussion, and Higher Order Thinking Skills Techniques**

INEFFECTIVE	IMPROVEMENT NECESSARY	EFFECTIVE	HIGHLY EFFECTIVE
Teacher questioning techniques generally focus on student recall with no opportunity to assess students' understanding or encourage higher level thinking skills. Questions are primarily fact-oriented without providing students with an opportunity to apply knowledge. Teacher does not demonstrate patience or persistence for allowing students to think through difficult material.	Teacher questioning techniques are inconsistent in the opportunity to assess student understanding or encourage higher level thinking skills. Most questions focus on low-level thinking skills with little or no follow-up discussion. Students may be given opportunities to meaningfully practice and apply concepts, but instruction and assessment activities are still low level and teacher directed.	Teacher questioning techniques consistently provide the opportunity to assess most students' understanding and encourage higher level thinking skills. Students are encouraged to ask questions and demonstrate understanding through a variety of assessment options. Students are given meaningful opportunities to practice, apply, and demonstrate understanding.	Teacher questioning techniques are structured to assess student understanding and encourage higher level thinking skills. Students are guided through questions to construct their own meaning and connection with the material presented. Student discussion is encouraged. Students are encouraged to apply and build skills beyond expected lesson elements through extra credit or enrichment assignments.

**Comments:** \_\_\_\_\_

**DOMAIN C: TEACHER ASSIGNMENTS AND ASSESSMENT**

**9. Analysis of Students Assessment Results**

INEFFECTIVE	IMPROVEMENT NECESSARY	EFFECTIVE	HIGHLY EFFECTIVE
The evidence indicates that assessment results are not used to effect instructional planning. The teacher does not adjust instruction or plan intervention based on analysis of student work, daily or end of unit assessments. There is little or no evidence of effort made by the teacher to vary assessments or assignments to reflect desired goals and/or objectives. The teacher rarely or never assesses for mastery of material at the end of a lesson. The teacher fails to monitor progress on goals. Services are not implemented as identified in IEP's.	The teacher has difficulty probing student assessment results to guide instructional planning and intervention strategies. Evidence indicates that analysis of assessment results is sporadic and inconsistently applied toward modifying instruction. The teacher inconsistently checks for understanding. The teacher may get a "pulse" of the classes understanding but makes little or no attempts toward modifying instruction. The teacher at times fails to monitor progress on goals. Services are not always implemented as identified in IEP's.	The teacher demonstrates proficiency in using student assessment results in order to adjust or plan intervention strategies for group or individualized differentiation of instruction. The teacher uses a variety of methods to check for understanding and systematically assesses every student's mastery of the material taught through assessment results. The teacher consistently monitors progress on goals. Services are regularly implemented as identified in IEP's.	The teacher demonstrates exceptional skill in analyzing student assessment results on a regular basis. The teacher demonstrates skill in designing assessment strategies for diagnostic and prescriptive purposes. The teacher uses open-ended questions to expose common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking. The teacher always monitors progress on goals. Services are always implemented as identified in IEP's.

**Comments:** \_\_\_\_\_

**SCHOOL CITY OF MISHAWAKA**

**FIT TEACHER EVALUATION RUBRIC (SPECIAL EDUCATION)**

**10. Meaningful Student Work Assignments Utilizing Student Interests and Experiences**

<b>INEFFECTIVE</b>	<b>IMPROVEMENT NECESSARY</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
The evidence indicates that there is little meaningful student engagement in assignments and/or assessment activities. There is little or no effort made by the teacher to vary assessments to reflect desired goals and/or objectives. Lesson is not aligned with developmental level of students (too difficult or too easy). Students have few opportunities to meaningfully practice or apply concepts. Student interest and participation is generally low. There is little or no meaningful engagement of students in learning.	The evidence indicates inconsistent engagement of students in assessment activities and/or assignments. There is inconsistent effort by the teacher to vary assessments or assignments to reflect desired goals and/or objectives. Lessons are more teacher-directed than appropriate and lesson is not always accessible or challenging for students. Student interest and participation is inconsistent. There is inconsistent engagement of students in meaningful learning experiences.	There is evidence of consistently meaningful engagement of students in activities and/or assignments. There is consistent effort by the teacher to vary assessments and assignments to attain desired goals and/or objectives of the lesson or unit of instruction. Modifications to instruction and future lesson plans are modified based on student benchmark data. Student participation is consistently high based upon connections made to student interests and experiences.	There is evidence of consistently meaningful engagement of students in purposeful activities and/or assignments. The teacher uses a wide range of both formal and informal assignments and assessments that allow for systemic monitoring of student progress. The teacher encourages students' interests in learning by providing differentiated assignments and assessments. Student participation is consistently high due to consistent engagement of students in work that is meaningful and makes connections to student interests, experiences, and curiosities.

**Comments:** \_\_\_\_\_

**11. Quality of Feedback to Students**

<b>INEFFECTIVE</b>	<b>IMPROVEMENT NECESSARY</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
Written and/or verbal feedback is limited to the assignment of grades or corrections of responses. There is no direction provided for improvement in performance. Students are never informed of their assessment results prior to starting new material that will be based upon knowing the content just assessed. No review or reteaching occurs based upon assessment results.	Written and/or verbal feedback is minimal. Feedback does not adequately address individual student strengths or weaknesses. Re-direction is inconsistent or limited. Students are rarely informed of their assessment results prior to starting new materials that will be based upon knowing the content just assessed. Review and/or re-teaching rarely occur.	Written and verbal feedback is appropriate, timely, and consistently addresses individual student strengths and weaknesses. Feedback provides good ideas of how each student can improve. The teacher checks for understanding throughout a unit and redirects students as needed. Assessment is used to determine student readiness to proceed to next unit.	Written and verbal feedback consistently addresses individual student strengths and weaknesses and encourages student self-reflection. Feedback is timely, fair, and demonstrates high expectations for all students. The teacher consistently checks for understanding throughout a lesson and unit and redirects as necessary to reinforce student comprehension and understanding. Assessment is used to determine student readiness for new material.

**Comments:** \_\_\_\_\_

**DOMAIN D: STUDENT MOTIVATION AND STUDENT BEHAVIOR**

SCHOOL CITY OF MISHAWAKA

FIT TEACHER EVALUATION RUBRIC (SPECIAL EDUCATION)

**12. Expectations and Procedures**

<b>INEFFECTIVE</b>	<b>IMPROVEMENT NECESSARY</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
Explicit expectations and procedures for classroom and school safety are limited. Classroom and school rules are not enforced as evidenced by a general lack of control of the classroom with constant disruption of instructional time. Even with significant prompting, students frequently do not follow directions and are off-task. Classroom management is generally poor and wastes instructional time. There is no evidence of instruction related to behavior goals across all settings and/or the implementation of a positive behavior management plan.	Explicit expectations and procedures for classroom and school safety are inconsistently enforced. The teacher has difficulty in managing student behavior in the classroom. Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed. Disruption of instructional time is frequent. The teacher may have to stop the lesson frequently to address disruptions and address problems. There is slight evidence of instruction related to behavior goals across all settings and/or the implementation of a positive behavior management plan.	Explicit expectations and procedures for classroom and school safety are clearly communicated and understood. The teacher has good classroom management skills. Disruption of instructional time is rare. Students are only idle for brief periods of time, such as during attendance. Almost all students are on-task and follow instructions of the teacher without much prompting. There is adequate evidence of instruction related to behavior goals across all settings and/or the implementation of a positive behavior management plan.	Explicit expectations and procedures for classroom and school safety are consistently communicated and understood. Disruption of instructional time is generally prevented through planning, prior intervention and knowledge of students. There is evidence that students take ownership of their behavior and learning. Students know what they are supposed to be doing and when without prompting from the teacher. Students share responsibility for operations and routines and work well together to accomplish these tasks. There is ample evidence of instruction related to behavior goals across all settings and/or the implementation of a positive behavior management plan.

**Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**13. Student Interest and Engagement**

<b>INEFFECTIVE</b>	<b>IMPROVEMENT NECESSARY</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
Student interest and engagement is generally low. There is little or no meaningful engagement of students in learning. The teacher does little to capitalize on student interests to make lessons relevant. Students are generally afraid to take on challenges and risk failure due to frequently discouraging remarks from the teacher or peers.	Student interest and participation is inconsistent. There is inconsistent engagement of students in meaningful learning experiences. Student ideas and interests are rarely explored. Some students may be afraid to take on challenges and risk failure or be hesitant to ask for help when needed or give up tasks easily.	Student interest and engagement is consistently high. There is consistent engagement of students in meaningful learning experiences. Lessons are built on the linkage between student interests and relevant standards. The classroom is a safe place to take on challenges and risk failure. Students do not feel shy or uncomfortable about asking questions or answering a question incorrectly.	Student interest and participation is consistently high. There is consistent engagement of students in meaningful learning experiences and activities that have high relevancy to student interests and link to the State and Common Core Standards. Students are comfortable in taking risks as part of the learning process and demonstrate that they are excited about their work and understand why it is important.

**Comments:** \_\_\_\_\_

SCHOOL CITY OF MISHAWAKA  
FIT TEACHER EVALUATION RUBRIC (SPECIAL EDUCATION)

**14. Classroom Climate and Expectations for Student Success**

<b>INEFFECTIVE</b>	<b>IMPROVEMENT NECESSARY</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<p>The classroom has a general negative climate as evidenced by a lack of mutual respect in student/teacher interactions. The teacher has low expectations for student performance and rarely or never sets high expectations for student performance in academics or behaviors. The teacher uses threat of punishment as the primary method for attempting to maintain classroom control. There is little effort given to celebrating or recognizing students for good work. Nor does the teacher provide words of praise or encouragement for positive behaviors. The teacher uses physical resources poorly (i.e. wall décor, student seating arrangement, clutter, etc.).</p>	<p>The classroom climate is not supportive of learning for all students. Attention is distributed inequitably. There is evidence of insensitivity to some students' needs. The teacher uses physical resources adequately (wall décor, student seating arrangements, clutter, etc.) but has not created a room atmosphere that encourages engaged or student-oriented learning. The teacher may set high expectations for some students but dismisses others as not capable of meeting high expectations. Teacher expectations are inconsistently provided and leave students with uncertainty and misunderstanding regarding expected performance. The teacher does not initiate any effort to make the classroom interesting or supportive of the learning process.</p>	<p>The classroom environment is supportive of the learning of all students. The teacher demonstrates sensitivity to all students. Interactions between students and the teacher demonstrate mutual respect. Students feel safe and encouraged to explore new ideas and content through engagement in problem-based learning strategies. The teacher sets high expectations for student performance and communicates them to the students. The students are able to demonstrate and share their understanding of the content being taught verbally and through work samples. The teacher uses physical resources skillfully (i.e. wall décor, student seating arrangements, lack of clutter, etc.).</p>	<p>The classroom environment is a consistent and supportive climate for student-centered learning. Opportunities are provided for students to take risks. Students are encouraged to openly share ideas and examine mistakes. On-going recognition of student success encourages students to respect individual and group differences. Interactions between students and the teacher are always mutually respectful. The teacher and students use physical resources optimally (i.e. wall décor, student seating arrangements, lack of clutter, etc.) to sustain a student-oriented learning atmosphere that supports problem-based, engaging learning strategies. The students participate in forming academic goals for themselves and analyze their progress and can clearly state teacher expectations for learning and appropriate classroom behaviors.</p>

**Comments:** \_\_\_\_\_

SCHOOL CITY OF MISHAWAKA

FIT TEACHER EVALUATION RUBRIC (SPECIAL EDUCATION)

**DOMAIN E: TEACHER IMPACT**

**15. Student Progress Toward Goals**

<b>INEFFECTIVE</b>	<b>IMPROVEMENT NECESSARY</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
The teacher cannot demonstrate that there has been significant student progress toward the accomplishment of classroom or school/district communicated goals or course objectives in addition to the State Performance Standards and achievement benchmarks.	There is evidence of inconsistent student progress for most students toward accomplishment of classroom or school/district communicated goals and course objectives in addition to the State Performance Standards and benchmarks.	There is evidence of consistent student progress for at least 80% of students toward classroom or school/district, communicated goals and course objectives in addition to the State Performance Standards and benchmarks as well as toward individual student goals.	There is evidence of significant student growth in a variety of ways related to classroom or school/district communicated goals and course objectives in addition to the State Performance Standards and benchmarks and individual goals. The teacher is able to reflect on and analyze strategies to promote student growth.

**Comments:** \_\_\_\_\_

**16. Contribution to Professional Climate**

<b>INEFFECTIVE</b>	<b>IMPROVEMENT NECESSARY</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
There is a general lack of involvement and visibility in school-wide activities (i.e. committees, programs, student activities, professional development, etc.). When involved, contributions are generally negative and non-supportive of trying new ideas and strategies for improved achievement and school effectiveness. The teacher works in isolation and never seeks opportunities to work with others to improve instructional practices. The teacher rejects or passively resists most suggestions for improving teacher performance. The teacher generally fails to provide general education teachers with information related to IEP's and/or other important information.	There is inconsistent involvement and visibility in school-wide activities (i.e. committees, programs, student activities, professional development, etc.). Contributions, although not negative, are characterized by actions that demonstrate passive resistance to new ideas. The teacher maintains cordial relationships with colleagues to fulfill assigned duties that the corporation requires. The teacher inconsistently seeks assistance or opportunities to work with peers to address teaching weaknesses. The teacher at times fails to provide general education teachers with information related to IEP's and/or other important information.	There is consistent involvement and visibility in school-wide activities (i.e. committees, programs, student activities, professional development, etc.) demonstrating a positive contribution. The teacher works positively with others to explore new ideas and strategies for effective instruction and enhanced student achievement. Supportive and cooperative characterize the teacher's relationships with colleagues. The teacher seeks opportunities to work collaboratively with others and engage others in growth through Professional Learning Communities. The teacher consistently provides general education teachers with information related to IEP's and/or other important information.	There is consistent involvement and visibility as a leader in school-wide activities (i.e. committees, programs, student activities, professional development, etc.) demonstrating a significant contribution to the overall school climate in support of continuous improvement. This includes volunteer activities. Supportive and cooperative characterize the teacher's relationships with colleagues. The teacher takes initiative in assuming leadership among the faculty. The teacher goes above and beyond in collaborating with others, seeking leadership roles for Professional Learning Communities, and coaching peers. The teacher always provides general education teachers with information related to IEP's and/or other important information.

**Comments:** \_\_\_\_\_

SCHOOL CITY OF MISHAWAKA

FIT TEACHER EVALUATION RUBRIC (SPECIAL EDUCATION)

**DOMAIN F: PROFESSIONAL GROWTH AND RESPONSIBILITIES**

**17. Alignment of Professional Development**

<b>INEFFECTIVE</b>	<b>IMPROVEMENT NECESSARY</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
There is no effort to engage in professional development for continued professional or personal growth.	The teacher engages in minimal professional development. There is little or no evidence that the teacher seeks to improve professional practices or knowledge and demonstrates a clear resistance to change.	The teacher seeks out opportunities for professional development aligned with school and district goals and teaching assignment. The teacher reflects on recently acquired areas of new knowledge or skills and seeks opportunities to apply them in the classroom setting. The teacher seeks opportunities to develop others such as through the supervision of student teachers or assisting peers.	The teacher seeks out opportunities for professional growth aligned with school and district goals and initiates opportunities to share with colleagues and seeks opportunities to apply newly acquired knowledge and skills in the classroom setting. Sharing with colleagues may be accomplished by engaging in professional presentations mentoring other teachers, conducting action research, supervising student teachers and more.

**Comments:** \_\_\_\_\_

**18. Teacher Record Keeping and Interaction with Parents/Guardians**

<b>INEFFECTIVE</b>	<b>IMPROVEMENT NECESSARY</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
Teacher records or reports are missing, submitted late, or in disorder resulting in omissions, frequent errors, and/or delays. Teacher records are incomplete and fail to accurately monitor student progress in acquiring course content knowledge. The teacher makes no effort to interact with parents/guardians other than through required written grade reports. Comments to parents are generic and non-specific regarding individual student progress. The teacher rarely posts information regarding student work on the district progress reporting system. The teacher consistently fails to comply with Article 7 compliance timelines and/or policies and procedures related to special education services.	Teacher records and reports are inconsistent in quality and/or timeliness. Student progress information is incomplete and progress is inconsistently reported through the student progress reporting system and inconsistently provided to parents. The majority of interactions concern problems with student behavior or grades with little or no follow-up. The teacher does not invite parents/guardians to become involved in decisions concerning student learning. The teacher inconsistently posts student progress on the district progress reporting system. . The teacher periodically fails to comply with Article 7 compliance timelines and/or policies and procedures related to special education services.	Teacher records and reports are consistently submitted on time and accurately. Few errors exist in reported information. Interactions with parents/guardians are consistently of high professional quality. Areas of concern are addressed in a timely manner. There is consistent follow-up of parent/guardian contact. The teacher regularly invites parental involvement in student learning. The teacher consistently reports student progress at the end of each week. . The teacher seldom fails to comply with Article 7 compliance timelines and/or policies and procedures related to special education services.	Teacher's records and reports are always of high quality with exemplary accuracy and timeliness. Student reports clearly identify strengths and weaknesses. Interaction with parents/guardians is frequent and highly professional. The teacher frequently involves parents/guardians in supporting student learning, creating opportunities for positive relationships with families and homes. Parent/guardians are informed regularly of student successes. The teacher reports student progress regularly, every two to three days, as student work is completed. . The teacher never fails to comply with Article 7 compliance timelines and/or policies and procedures related to special education services.

SCHOOL CITY OF MISHAWAKA  
FIT TEACHER EVALUATION RUBRIC (SPECIAL EDUCATION)

**Comments:** \_\_\_\_\_

**19. Decision Making**

<b>INEFFECTIVE</b>	<b>IMPROVEMENT NECESSARY</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
The teacher makes decisions based on limited understanding and/or application of professional standards. Decisions are made from a reference of what will work best for the teacher. Decisions are rarely or never made based upon student, school, or corporation needs.	The teacher's decisions are based on limited understanding and/or application of professional standards with some consideration for teachers and/or students. Decisions are infrequently made based upon what is best for students, the school, or corporation.	The teacher maintains an open mind and participates in team or departmental decision-making based on professional standards. The teacher seeks to improve professional practice through consensus building and collaboration to achieve shared goals.	The teacher takes a leadership role in team or department decision-making and helps ensure that such decisions are based on the highest professional standards. The teacher demonstrates leadership in working with others to reach agreement and shared commitment to decisions.

**Comments:** \_\_\_\_\_

**20. Advocacy and Professionalism**

<b>INEFFECTIVE</b>	<b>IMPROVEMENT NECESSARY</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
The teacher does not work to ensure that all students receive a fair opportunity to succeed. The teacher accepts failure as par for the course and does not advocate for students or their needs. Students who are struggling or failing are given no opportunities for additional assistance. The teacher does not set an example of desired behaviors for students to emulate such as personal habits, attendance patterns, care of personal workspace and school property.	The teacher inconsistently works to ensure that all students receive a fair opportunity to succeed. The teacher accepts that some students will fail and provides assistance to only those students who ask. The teacher demonstrates behaviors that exemplify less than desirable professional traits such as personal habits, attendance patterns, care of personal workspace and school property.	The teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed. The teacher rejects the belief that there will be students prone to failure and seeks to provide most students with additional assistance. The teacher consistently demonstrates behaviors for students to copy relative to personal care and appearance, attendance, care of personal workspace and school property.	The teacher makes a particular effort to challenge negative attitudes and helps to ensure that all students receive a fair opportunity to succeed. The teacher is committed to the concept that "failure is not an option" for any student. The teacher willingly makes changes and takes affirming action to ensure student success. The teacher is highly consistent in providing exemplary behaviors for students and other staff members to emulate relative to personal care and appearance, attendance, care of personal workspace and school property.

**Comments:** \_\_\_\_\_

SCHOOL CITY OF MISHAWAKA  
FIT TEACHER EVALUATION RUBRIC (SPECIAL EDUCATION)

**ADDITIONAL COMMENTS OR SUMMATIVE STATEMENTS FROM EVALUATOR:**

**TEACHER COMMENTS OR STATEMENTS: SEE ATTACHED.**

**OVERALL RATING:** \_\_\_\_\_

**It is recommended that:**

- the teacher's contract be continued for the 20\_\_\_\_/20\_\_\_\_ school year.
- the teacher be placed on a Remediation Plan of not more than ninety (90) and not less than forty-five (45) school days
- the teacher's contract not be continued for the 20\_\_\_\_/20\_\_\_\_ school year.
- the teacher's contract be cancelled immediately.

**Evaluator's Signature:** \_\_\_\_\_

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

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

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

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

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

The teacher's signature does not constitute agreement with the evaluation determination, but verifies that the evaluation has been reviewed with the teacher and received. The teacher may attach a statement to the evaluation that will be kept with the evaluation document in the teacher's personnel file.

SCHOOL CITY OF MISHAWAKA  
TEACHER EVALUATION RUBRIC (GUIDANCE COUNSELORS)

**DOMAIN A:**

**1. Monitoring Student Achievement**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The counselor does not monitor academic achievement.	The counselor monitors student achievement but does not utilize data to enhance student success.	The counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration.	The counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.

**Comments:** \_\_\_\_\_

**2. Support of Appropriate Student Decision Making**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The counselor does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans.	The counselor rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans.	The counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor generally assists students in identifying short-term and long-term goals and in developing appropriate action plans.	The counselor encourages all students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists all students in identifying short-term and long-term goals and in developing appropriate action plans.

**Comments:** \_\_\_\_\_

**SCHOOL CITY OF MISHAWAKA**

**TEACHER EVALUATION RUBRIC (GUIDANCE COUNSELORS)**

**3. Support of Developmentally Appropriate Academic Preparation**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The counselor does not support students in academic preparation essential for a wide variety of post-secondary options.	The counselor rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of post-secondary options consistent with students' interests and abilities.	The counselor generally guides students in establishing challenging academic goals and understanding assessment results. The counselor generally assists students in applying knowledge of aptitudes and interests to goal setting and identification of post-secondary options consistent with students' interests and abilities.	The counselor consistently guides all students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of post-secondary options consistent with students' interests and abilities.

**Comment:** \_\_\_\_\_

**DOMAIN B: STUDENT ASSISTANCE SERVICES**

**4. Assistance to Students in Acquiring Appropriate Attitudes, Knowledge and Interpersonal Skills**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The counselor does not encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors.	The counselor rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors.	The counselor often encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors.	The counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models appropriate behaviors.

**Comments:** \_\_\_\_\_

**SCHOOL CITY OF MISHAWAKA**

**TEACHER EVALUATION RUBRIC (GUIDANCE COUNSELORS)**

**5. Students' Safety and Survival Skills**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The counselor does not explain the students' right to a safe and secure school environment, help students to differentiate situations that require peer support, adult assistance and professional help, assist students to identify school and community resources, or implement any prevention programming for students.	The counselor rarely explains the students' right to a safe and secure school environment, helps students to differentiate situations that require peer support, adult assistance and professional help, assists students to identify school and community resources, or implements any prevention programming for students.	The counselor often explains the students' right to a safe and secure school environment helps students to differentiate situations that require peer support, adult assistance and professional help, assists students to identify school and community resources, and implements prevention programming for students.	The counselor consistently explains the students' right to a safe and secure school environment, helps students to differentiate situations that require peer support, adult assistance and professional help, assists students to identify school and community resources, and implements prevention programming for students.

**Comments:** \_\_\_\_\_

**6. Individual Counseling, Group Counseling, Classroom Guidance, Consultation, Crisis Intervention, and Referrals.**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The counselor does not provide individual counseling, classroom guidance, consultation, crisis intervention, or referrals.	The counselor rarely addresses the diverse needs of students by providing individual counseling, classroom guidance, consultation, crisis intervention, or referrals as appropriate.	The counselor often addresses the diverse needs of students by providing individual counseling, classroom guidance, consultation, crisis intervention, or referrals as appropriate.	The counselor consistently addresses the diverse needs of students by providing individual counseling, classroom guidance, consultation, crisis intervention, or referrals as appropriate.

**Comments:** \_\_\_\_\_

**7. Understanding of Diversity, Ethnicity, and Culture.**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The counselor never takes a multicultural or diverse perspective into consideration when providing services to students.	The counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture.	The counselor takes a multicultural or diverse perspective into consideration when providing services to students.	The counselor consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.

**Comments:** \_\_\_\_\_

SCHOOL CITY OF MISHAWAKA

TEACHER EVALUATION RUBRIC (GUIDANCE COUNSELORS)

**8. Career Readiness Data Analysis**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The counselor rarely collaborates to analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The counselor often collaborates to analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The counselor consistently collaborates to analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.

**Comments:** \_\_\_\_\_

**DOMAIN C: CAREER DEVELOPMENT**

**9. Comprehensive Career Program Development**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The counselor does not facilitate age-appropriate career development.	The counselor rarely facilitates age-appropriate career development that is aligned with local, state, and national standards.	The counselor facilitates age-appropriate career development that is aligned with local, state, and national standards. Outside resources are occasionally used.	The counselor facilitates age-appropriate career development that is aligned with local, state, and national standards, utilizing outside resources (e.g., family, community, work force) to expand career knowledge and experiences.

**Comments:** \_\_\_\_\_

SCHOOL CITY OF MISHAWAKA

TEACHER EVALUATION RUBRIC (GUIDANCE COUNSELORS)

**10. Promotion of Student Understanding**

<p style="text-align: center;"><b>INEFFECTIVE</b></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><b>IMPROVEMENT NECESSARY</b></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><b>EFFECTIVE</b></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><b>HIGHLY EFFECTIVE</b></p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>The counselor does not help students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction. The counselor does not promote lifelong learning and employability skills. Data is not used.</p>	<p>The counselor rarely helps students understand the relationship between educational achievement and career success and rarely explains how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized.</p>	<p>The counselor helps all students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. The counselor promotes lifelong learning and employability skills. Some data is utilized.</p>	<p>The counselor helps all students understand the relationship between educational achievement and career success, explains how work can help students achieve personal success and satisfaction, and demonstrates knowledge of students' background, skills, and interests. Data utilized includes age-appropriate assessments, thereby increasing awareness of interests, abilities, aptitude, and values. The counselor uses this knowledge to meet students' needs and assist in career development, promoting lifelong learning and employability skills.</p>

**Comments:** \_\_\_\_\_

**11. Application of Strategies to Achieve Future Success and Satisfaction.**

<p style="text-align: center;"><b>INEFFECTIVE</b></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><b>IMPROVEMENT NECESSARY</b></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><b>EFFECTIVE</b></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><b>HIGHLY EFFECTIVE</b></p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>The counselor does not help students apply decision making skills to career awareness, career planning, course selection or career transitions. Students are not encouraged to use research and informational resources to obtain career information.</p>	<p>The counselor rarely helps students apply decision making skills to career awareness, career planning, course selection and career transitions. Students are rarely encouraged to use research and informational resources to obtain career information.</p>	<p>The counselor helps students apply decision making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.</p>	<p>The counselor consistently helps students apply decision making skills to career awareness, career planning, course selection and career transitions. The counselor provides students with appropriate information regarding career, academic, and military options, as well as the ramifications of their choices. Students and their parents are provided information concerning the college scholarship application process, as well as guidance concerning the submission of FASA forms. Students are encouraged to use multiple research and informational resources to obtain career information.</p>

**Comments:** \_\_\_\_\_

SCHOOL CITY OF MISHAWAKA

TEACHER EVALUATION RUBRIC (GUIDANCE COUNSELORS)

**DOMAIN D: PROFESSIONAL GROWTH AND RESPONSIBILITIES**

**12. Professional Goals**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
Professional goals are not established. The counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community.	Professional goals are sometimes established. The counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community.	Professional goals are developed and the counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community.	The counselor's professional goals are evidenced in improved personal, professional, and program development. He/she is an active member of one or more professional organizations or networks.

**Comments:** \_\_\_\_\_

**13. Adherence to Ethical Standards**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school.	The counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency with regard to following the law, policy, and procedure is questionable.	The counselor typically demonstrates professional conduct and integrity, seeks appropriate intervention services for student consultation and/or (clinical) supervision, abides by ethical and legal codes and seeks consultation and supervision as needed.	The counselor always demonstrates professional conduct and integrity, seeks appropriate intervention services for student consultation and/or (clinical) supervision, abides by ethical and legal codes and seeks consultation and supervision as needed.

**Comments:** \_\_\_\_\_

**14. Provision of Comprehensive Services**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The school counseling program is ineffective and the counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strengths and weakness.	The school counseling program serves some students but lacks data to support an analysis of effectiveness. The counselor is not demonstrating initiative to improve the school counseling program.	The school counseling program consistently enhances the academic, career, and personal/social development of most students in the school, as evidenced by at least some student outcome data. The counselor has demonstrated initiative to improve the school counseling program.	The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The counselor has consistently demonstrated initiative to improve the school counseling program.

**Comments:** \_\_\_\_\_

**SCHOOL CITY OF MISHAWAKA**

**TEACHER EVALUATION RUBRIC (GUIDANCE COUNSELORS)**

**DOMAIN E: TEACHER IMPACT**

**15. Student Progress Toward Goals**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The counselor cannot demonstrate that there has been significant student progress toward the accomplishment of department or school/district communicated goals or objectives.	There is evidence of inconsistent student progress for most students toward accomplishment of department or school/district communicated goals and objectives.	There is evidence of consistent student progress for at least 80% of students toward department or school/district communicated goals and objectives.	There is evidence of significant student growth in a variety of ways related to department or school/district communicated goals and objectives. The counselor is able to reflect on and analyze strategies to promote student growth.

**Comments:** \_\_\_\_\_

**16. Contribution to Professional Climate**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
There is a general lack of involvement and visibility in school-wide activities (i.e. committees, programs, student activities, professional development, etc.). When involved, contributions are generally negative and non-supportive of trying new ideas and strategies for improved achievement and school effectiveness. The counselor works in isolation and never seeks opportunities to work with others to improve instructional practices. The counselor rejects or passively resists most suggestions for improving professional performance.	There is inconsistent involvement and visibility in school-wide activities (i.e. committees, programs, student activities, professional development, etc.). Contributions, although not negative, are characterized by actions that demonstrate passive resistance to new ideas. The counselor maintains cordial relationships with colleagues to fulfill assigned duties that the corporation requires. The counselor inconsistently seeks assistance or opportunities to work with peers to address professional weaknesses.	There is consistent involvement and visibility in school-wide activities (i.e. committees, programs, student activities, professional development, etc.) demonstrating a positive contribution. The counselor works positively with others to explore new ideas and strategies for effective instruction and enhanced student achievement. Supportive and cooperative characterize the counselor's relationships with colleagues. The counselor seeks opportunities to work collaboratively with others and engage others in growth through Professional Learning Communities.	There is consistent involvement and visibility as a leader in school-wide activities (i.e. committees, programs, student activities, professional development, etc.) demonstrating a significant contribution to the overall school climate in support of continuous improvement. This includes volunteer activities. Supportive and cooperative characterize the counselor's relationships with colleagues. The counselor takes initiative in assuming leadership among the faculty. The counselor goes above and beyond in collaborating with others, seeking leadership roles for Professional Learning Communities, and coaching peers.

**Comments:** \_\_\_\_\_

SCHOOL CITY OF MISHAWAKA

TEACHER EVALUATION RUBRIC (GUIDANCE COUNSELORS)

**17. Alignment of Professional Development**

<p style="text-align: center;"><b>INEFFECTIVE</b></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><b>IMPROVEMENT NECESSARY</b></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><b>EFFECTIVE</b></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><b>HIGHLY EFFECTIVE</b></p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>There is no effort to engage in professional development for continued professional or personal growth.</p>	<p>The counselor engages in minimal professional development. There is little or no evidence that the counselor seeks to improve professional practices or knowledge and demonstrates a clear resistance to change.</p>	<p>The counselor seeks out opportunities for professional development aligned with school and district goals and his/her assignment. The counselor reflects on recently acquired areas of new knowledge or skills and seeks opportunities to apply them in the school setting. The counselor seeks opportunities to develop others such as through the supervision of student interns or assisting peers.</p>	<p>The counselor seeks out opportunities for professional growth aligned with school and district goals and initiates opportunities to share with colleagues and seeks opportunities to apply newly acquired knowledge and skills in the school setting. Sharing with colleagues may be accomplished by engaging in professional presentations mentoring other counselors, conducting action research, supervising student interns and more.</p>

**Comments:** \_\_\_\_\_

**18. Counselor Record Keeping and Interaction with Parents/Guardians**

<p style="text-align: center;"><b>INEFFECTIVE</b></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><b>IMPROVEMENT NECESSARY</b></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><b>EFFECTIVE</b></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><b>HIGHLY EFFECTIVE</b></p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>Counselor records or reports are missing, submitted late, or in disorder resulting in omissions, frequent errors, and/or delays. Counselor records are incomplete and fail to accurately monitor student progress. The counselor makes no effort to interact with parents/guardians other than through required written communications. Comments to parents are generic and non-specific regarding individual student progress.</p>	<p>Counselor records and reports are inconsistent in quality and/or timeliness. Student progress information is incomplete and progress is inconsistently provided to parents. The majority of interactions concern problems with student behavior or grades with little or no follow-up. The counselor does not invite parents/guardians to become involved in decisions concerning student learning.</p>	<p>Counselor records and reports are consistently submitted on time and accurately. Few errors exist in reported information. Interactions with parents/guardians are consistently of high professional quality. Areas of concern are addressed in a timely manner. There is consistent follow-up of parent/guardian contact. The counselor regularly invites parental involvement in student learning.</p>	<p>Counselor's records and reports are always of high quality with exemplary accuracy and timeliness. Student reports clearly identify strengths and weaknesses. Interaction with parents/guardians is frequent and highly professional. The counselor frequently involves parents/ guardians in supporting student learning, creating opportunities for positive relationships with families and homes. Parent/guardians are informed regularly of student successes.</p>

**Comments:** \_\_\_\_\_

SCHOOL CITY OF MISHAWAKA

TEACHER EVALUATION RUBRIC (GUIDANCE COUNSELORS)

**19. Decision Making**

<p style="text-align: center;"><b>INEFFECTIVE</b></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><b>IMPROVEMENT NECESSARY</b></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><b>EFFECTIVE</b></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><b>HIGHLY EFFECTIVE</b></p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>The counselor makes decisions based on limited understanding and/or application of professional standards. Decisions are made from a reference of what will work best for the counselor. Decisions are rarely or never made based upon student, school, or corporation needs.</p>	<p>The counselor's decisions are based on limited understanding and/or application of professional standards with some consideration for teachers and/or students. Decisions are infrequently made based upon what is best for students, the school, or corporation.</p>	<p>The counselor maintains an open mind and participates in team or departmental decision-making based on professional standards. The counselor seeks to improve professional practice through consensus building and collaboration to achieve shared goals.</p>	<p>The counselor takes a leadership role in team or department decision-making and helps ensure that such decisions are based on the highest professional standards. The counselor demonstrates leadership in working with others to reach agreement and shared commitment to decisions.</p>

**Comments:** \_\_\_\_\_

**20. Advocacy and Professionalism**

<p style="text-align: center;"><b>INEFFECTIVE</b></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><b>IMPROVEMENT NECESSARY</b></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><b>EFFECTIVE</b></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><b>HIGHLY EFFECTIVE</b></p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>The counselor does not work to ensure that all students receive a fair opportunity to succeed. The counselor accepts failure as par for the course and does not advocate for students or their needs. Students who are struggling or failing are given no opportunities for additional assistance. The counselor does not set an example of desired behaviors for students to emulate such as personal habits, attendance patterns, care of personal workspace and school property.</p>	<p>The counselor inconsistently works to ensure that all students receive a fair opportunity to succeed. The counselor accepts that some students will fail and provides assistance to only those students who ask. The counselor demonstrates behaviors that exemplify less than desirable professional traits such as personal habits, attendance patterns, care of personal workspace and school property.</p>	<p>The counselor works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed. The counselor rejects the belief that there will be students prone to failure and seeks to provide most students with additional assistance. The counselor consistently demonstrates behaviors for students to copy relative to personal care and appearance, attendance, care of personal workspace and school property.</p>	<p>The counselor makes a particular effort to challenge negative attitudes and helps to ensure that all students receive a fair opportunity to succeed. The counselor is committed to the concept that "failure is not an option" for any student. The counselor willingly makes changes and takes affirming action to ensure student success. The counselor is highly consistent in providing exemplary behaviors for students and other staff members to emulate relative to personal care and appearance, attendance, care of personal workspace and school property.</p>

**Comments:** \_\_\_\_\_

SCHOOL CITY OF MISHAWAKA  
TEACHER EVALUATION RUBRIC (GUIDANCE COUNSELORS)

**ADDITIONAL COMMENTS OR SUMMATIVE STATEMENTS FROM EVALUATOR:**

**TEACHER COMMENTS OR STATEMENTS: SEE ATTACHED.**

**OVERALL RATING:** \_\_\_\_\_

**It is recommended that:**

- the teacher's contract be continued for the 20\_\_\_\_/20\_\_\_\_ school year.
- the teacher be placed on a Remediation Plan of not more than ninety (90) and not less than forty-five (45) school days
- the teacher's contract not be continued for the 20\_\_\_\_/20\_\_\_\_ school year.
- the teacher's contract be cancelled immediately.

**Evaluator's Signature:** \_\_\_\_\_

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

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

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

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

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

The teacher's signature does not constitute agreement with the evaluation determination, but verifies that the evaluation has been reviewed with the teacher and received. The teacher may attach a statement to the evaluation that will be kept with the evaluation document in the teacher's personnel file.

SCHOOL CITY OF MISHAWAKA  
TEACHER EVALUATION RUBRIC (LIBRARIANS)

**APPENDIX D**

**DOMAIN A: PLANNING AND PREPARATION**

**1. Knowledge of Literature and Current Trends**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The librarian demonstrates little or no knowledge of literature and/or of current trends in practice and information technology.	The librarian demonstrates limited knowledge of literature and/or of current trends in practice and information technology. The librarian reads some professional journals to learn about current trends.	The librarian demonstrates thorough knowledge of literature and/or of current trends in practice and information technology. The librarian maintains a professional network to stay current with trends. This includes reading current professional journals, blogs, and using social media.	Drawing on extensive professional resources, the librarian demonstrates rich knowledge of literature and/or of current trends in practice and information technology. The librarian maintains a professional network to stay current with trends. This includes reading current professional journals, blogs, and using social media. The librarian shares this information and knowledge with staff and students.

**Comments:** \_\_\_\_\_

**2. Establishing and Successfully Implementing Goals**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The librarian has no clear goals for the media program or they are inappropriate to either the situation in the school or the age of the students.	The librarian's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students. The goals for the program are established but not communicated with appropriate stakeholders.	The librarian's goals for the media program are clear and appropriate to the situation in the school and the age of the students. The goals for the program are communicated with appropriate stakeholders.	The librarian's goals for the media program are highly appropriate to the situation in the school and the age of the students and have been developed following consultations with students and colleagues. The goals for the program are communicated with appropriate stakeholders, with regular assessments to determine if goals are being met.

**Comments:** \_\_\_\_\_

**SCHOOL CITY OF MISHAWAKA**  
**TEACHER EVALUATION RUBRIC (LIBRARIANS)**

**3. Evaluation Plan**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The librarian has no plan to evaluate the program or resists suggestions that such an evaluation is important.	The librarian has a rudimentary plan to evaluate the library program.	The librarian's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	The librarian's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. The librarian proactively responds to the evidence which is produced by the evaluation plan.

**Comment:** \_\_\_\_\_

**4. Knowledge of Resources**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The librarian demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the corporation, and in the larger community to enrich the school's program.	The librarian demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the corporation, and in the larger community to enrich the school's program.	The librarian shows evidence of appropriate knowledge of resources available for students and teachers in the school, in other schools in the corporation, and in the larger community to enrich the school's program.	The librarian shows evidence of exemplary knowledge of resources available for students and teachers in the school, in other schools in the corporation, and in the larger community to enrich the school's program.

**Comments:** \_\_\_\_\_

**5. Establishing a Culture for Investigation and Love of Literature**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The librarian conveys to students that the work of seeking information and reading literature is not worth the time and energy required.	The librarian goes through the motions of performing the work of the position but without any real commitment to it.	In most interactions with both students and colleagues, the librarian conveys the importance of seeking information and reading literature.	In all interactions with both students and colleagues, the librarian conveys the importance of seeking information and reading literature.

**Comments:** \_\_\_\_\_

SCHOOL CITY OF MISHAWAKA  
TEACHER EVALUATION RUBRIC (LIBRARIANS)

**6. Establishing and Maintaining Library Procedures**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
Library routines and procedures (e.g., circulation of materials, collection development policy, challenged materials form, student working independently within library) are either non-existent or inefficient, resulting in general confusion.	Library routines and procedures (e.g., circulation of materials, collection development policy, challenged materials form, student working independently within library) have been established but function sporadically.	Library routines and procedures (e.g., circulation of materials, collection development policy, challenged materials form, student working independently within library) have been established and function smoothly.	Library routines and procedures (e.g., circulation of materials, collection development policy, challenged materials form, student working independently within library) are seamless in their operation.

**Comments:** \_\_\_\_\_

**7. Organization of Physical Space**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The librarian makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	The librarian's efforts to make use of the physical environment are uneven, resulting in occasional confusion by users.	The librarian makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	The librarian makes highly effective use of the physical environment, resulting in excellent traffic flow, clear signage, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.

**Comments:** \_\_\_\_\_

SCHOOL CITY OF MISHAWAKA  
TEACHER EVALUATION RUBRIC (LIBRARIANS)

**8. Maintaining and Extending the Collection within Budget Limitations**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The librarian fails to adhere to corporation or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. There is no virtual presence. This is done without consultation with teaching colleagues or patron needs in mind.	The librarian is partially successful in attempts to adhere to corporation or professional guidelines in selecting materials and "weeding" the collection. A virtual presence is only somewhat maintained. This is done with limited consultation with teaching colleagues or patron needs in mind	The librarian adheres to corporation or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. A virtual presence is maintained. This is done with some consultation with teaching colleagues or patron needs in mind.	The librarian adheres to corporation or professional guidelines in selecting materials for the collection. The collection is periodically purged of outdated materials. A virtual presence, which is maintained and updated frequently by the librarian, is vibrant and well used. All processes occur after consultation with teaching colleagues and with patron needs in mind.

**Comments:** \_\_\_\_\_

**DOMAIN B: INSTRUCTION**

**9. Creating an Environment Conducive to Learning**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
Interactions between the librarian, students, classroom teachers, and other members of the school community are negative, inappropriate, or insensitive to students' learning needs, cultural and developmental differences and are characterized by sarcasm, put-downs or conflict.	Interactions between the librarian, students, classroom teachers, and other members of the school community are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to students' learning needs, and cultural and developmental differences.	Interactions between the librarian, students, classroom teachers, and other members of the school community are polite and respectful, reflecting warmth and caring, and are appropriate to students' learning needs and cultural and developmental differences.	Interactions between the librarian, students, classroom teachers, and other members of the school community are highly polite and respectful, reflecting genuine warmth, caring, and sensitivity to students' learning needs and cultural and developmental differences.

**Comments:** \_\_\_\_\_

**SCHOOL CITY OF MISHAWAKA**  
**TEACHER EVALUATION RUBRIC (LIBRARIANS)**

**10. Communication of Content Knowledge**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The librarian may deliver content that is factually inaccurate and/or explanations may be unclear or incoherent and fail to build student understanding of key concepts. The librarian continues planned instruction, even when it is obvious that students do not understand the content. The librarian does not emphasize main ideas and fails to use developmentally appropriate language.	The content of lessons occasionally lacks clarity and is not as well organized as it could be. The librarian may fail to restate or rephrase instruction in multiple ways to increase understanding. The librarian does not adequately emphasize main ideas and students are sometimes confused about key takeaways. Explanations sometimes lack developmentally appropriate language. The librarian does not always implement new and improved instructional strategies learned via professional development.	The content of lessons is clear, concise, and well organized. The librarian restates and rephrases instruction in multiple ways to increase understanding. The librarian emphasizes key points or main ideas in content and uses developmentally appropriate language and explanations. The librarian implements relevant instructional strategies learned via professional development.	The librarian fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding. The librarian effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest. Explanations spark student excitement and interest in the content. Students participate in learning content through collaboration during the lesson and ask higher order questions and make connections independently, demonstrating that they understand the content at a higher level.

**Comments:** \_\_\_\_\_

**11. Engagement of Students in Academic Content**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
Less than ½ of students are engaged by the content and many are off-task. The librarian only provides one way of engaging with content or may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content. The librarian does not differentiate instruction to target different learning modalities; most students do not have the requisite skills necessary to fully engage in the content and the librarian makes no effort to adjust instruction for these students. ELL and special education students are not provided with the necessary accommodations to engage in content.	Less than 3/4 of students are engaged by the content and many are off-task. The librarian may provide multiple ways of engaging students but perhaps not aligned to the lesson objective or mastery of content. The librarian misses some opportunities to differentiate instruction; some students may not have the requisite skills necessary to fully engage in the content and the librarian's efforts to adjust instruction for these students is limited or not always effective. Students may appear to actively listen but when it comes time for them to participate they are disinterested.	More than ¾ of students are engaged by the content and not off task. The librarian provides multiple ways of engaging with content, all aligned to the lesson objective, and sustains the attention of students by maintaining a dynamic presence. The librarian adjusts lessons accordingly to accommodate for student prerequisite skills and knowledge and all students are engaged. ELL and special education students are provided the appropriate accommodations to be engaged in content. Students work hard and are deeply active rather than passive/receptive.	The librarian provides ways to engage with content that significantly promote student mastery of the lesson objective. The librarian provides differentiated ways of engaging with content specific to individual student needs. Lesson progress at an appropriate pace so that students are never disengaged and students who finish early have something else meaningful to do. The librarian effectively integrates technology as a tool to engage students in academic content.

**Comments:** \_\_\_\_\_

SCHOOL CITY OF MISHAWAKA  
TEACHER EVALUATION RUBRIC (LIBRARIANS)

**PROFESSIONAL GROWTH AND RESPONSIBILITIES**

**12. Assisting in the Use of Technology in the Media Center**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The declines to assist students and teachers in the use of technology.	The librarian assists students and teachers in the use of technology when specifically asked to do so.	The librarian institutes some training sessions to assist students and teachers in the use of technology.	The librarian proactively institutes multiple training sessions for student and teachers in the use of technology.

**Comments:** \_\_\_\_\_  
 \_\_\_\_\_

**13. Collaborating with Teachers in the Design of Instructional Units and Lessons**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The librarian declines to collaborate with classroom teachers in the design of instructional lessons.	The librarian collaborates with classroom teachers in the design of instructional lessons.	The librarian not only collaborates with classroom teachers in the design of instructional lessons, but also initiates the collaboration.	The librarian not only collaborates with classroom teachers in the design of instructional lessons, but also initiates the collaboration and locates additional resources from outside of the school.

**Comments:** \_\_\_\_\_  
 \_\_\_\_\_

**14. Engaging Students in enjoying Literature and in Learning Multiple Literacy Skills**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and learning information skills because of uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.

**Comments:** \_\_\_\_\_  
 \_\_\_\_\_

**SCHOOL CITY OF MISHAWAKA**  
**TEACHER EVALUATION RUBRIC (LIBRARIANS)**

**DOMAIN C: LIBRARIAN IMPACT**

**15. Student Progress Toward Goals**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The librarian cannot demonstrate that there has been significant student progress toward the accomplishment of department or school/district communicated goals or objectives.	There is evidence of inconsistent student progress for most students toward accomplishment of department or school/district communicated goals and objectives.	There is evidence of consistent student progress for at least 80% of students toward department or school/district communicated goals and objectives.	There is evidence of significant student growth in a variety of ways related to department or school/district communicated goals and objectives. The librarian is able to reflect on and analyze strategies to promote student growth.

**Comments:** \_\_\_\_\_

**16. Contribution to Professional Climate**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
There is a general lack of involvement and visibility in school-wide activities (i.e. committees, programs, student activities, professional development, etc.). When involved, contributions are generally negative and non-supportive of trying new ideas and strategies for improved achievement and school effectiveness. The librarian works in isolation and never seeks opportunities to work with others to improve instructional practices. The librarian rejects or passively resists most suggestions for improving professional performance.	There is inconsistent involvement and visibility in school-wide activities (i.e. committees, programs, student activities, professional development, etc.). Contributions, although not negative, are characterized by actions that demonstrate passive resistance to new ideas. The librarian maintains cordial relationships with colleagues to fulfill assigned duties that the corporation requires. The librarian inconsistently seeks assistance or opportunities to work with peers to address professional weaknesses.	There is consistent involvement and visibility in school-wide activities (i.e. committees, programs, student activities, professional development, etc.) demonstrating a positive contribution. The librarian works positively with others to explore new ideas and strategies for effective instruction and enhanced student achievement. Supportive and cooperative characterize the librarian's relationships with colleagues. The librarian seeks opportunities to work collaboratively with others and engage others in growth through Professional Learning Communities.	There is consistent involvement and visibility as a leader in school-wide activities (i.e. committees, programs, student activities, professional development, etc.) demonstrating a significant contribution to the overall school climate in support of continuous improvement. This includes volunteer activities. Supportive and cooperative characterize the librarian's relationships with colleagues. The librarian takes initiative in assuming leadership among the faculty. The librarian goes above and beyond in collaborating with others, seeking leadership roles for Professional Learning Communities, and coaching peers.

**Comments:** \_\_\_\_\_

SCHOOL CITY OF MISHAWAKA  
TEACHER EVALUATION RUBRIC (LIBRARIANS)

**DOMAIN D: PROFESSIONAL GROWTH AND RESPONSIBILITIES**

**17. Alignment of Professional Development**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
There is no effort to engage in professional development for continued professional or personal growth.	The librarian engages in minimal professional development. There is little or no evidence that the librarian seeks to improve professional practices or knowledge and demonstrates a clear resistance to change.	The librarian seeks out opportunities for professional development aligned with school and district goals and his/her assignment. The librarian reflects on recently acquired areas of new knowledge or skills and seeks opportunities to apply them in the school setting. The librarian seeks opportunities to develop others such as through the supervision of student interns or assisting peers.	The librarian seeks out opportunities for professional growth aligned with school and district goals and initiates opportunities to share with colleagues and seeks opportunities to apply newly acquired knowledge and skills in the school setting. Sharing with colleagues may be accomplished by engaging in professional presentations, mentoring other librarians, conducting action research, supervising student interns and more.

**Comments:** \_\_\_\_\_

**18. Librarian Record Keeping and Interaction with Parents/Guardians**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
Librarian records or reports are missing, submitted late, or in disorder resulting in omissions, frequent errors, and/or delays. Librarian records are incomplete and fail to accurately monitor student progress. The librarian makes no effort to interact with parents/guardians other than through required written communications. Comments to parents are generic and non-specific regarding individual student progress.	Librarian records and reports are inconsistent in quality and/or timeliness. Student progress information is incomplete and progress is inconsistently provided to parents. The majority of interactions concern problems with student behavior or grades with little or no follow-up. The librarian does not invite parents/guardians to become involved in decisions concerning student learning.	Librarian records and reports are consistently submitted on time and accurately. Few errors exist in reported information. Interactions with parents/guardians are consistently of high professional quality. Areas of concern are addressed in a timely manner. There is consistent follow-up of parent/guardian contact. The librarian regularly invites parental involvement in student learning.	Librarian's records and reports are always of high quality with exemplary accuracy and timeliness. Student reports clearly identify strengths and weaknesses. Interaction with parents/guardians is frequent and highly professional. The librarian frequently involves parents/guardians in supporting student learning, creating opportunities for positive relationships with families and homes. Parent/guardians are informed regularly of student successes.

**Comments:** \_\_\_\_\_

**SCHOOL CITY OF MISHAWAKA**  
**TEACHER EVALUATION RUBRIC (LIBRARIANS)**

**19. Decision Making**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The librarian makes decisions based on limited understanding and/or application of professional standards. Decisions are made from a reference of what will work best for the librarian. Decisions are rarely or never made based upon student, school, or corporation needs.	The librarian's decisions are based on limited understanding and/or application of professional standards with some consideration for teachers and/or students. Decisions are infrequently made based upon what is best for students, the school, or corporation.	The librarian maintains an open mind and participates in team or departmental decision-making based on professional standards. The librarian seeks to improve professional practice through consensus building and collaboration to achieve shared goals.	The librarian takes a leadership role in team or department decision-making and helps ensure that such decisions are based on the highest professional standards. The librarian demonstrates leadership in working with others to reach agreement and shared commitment to decisions.

**Comments:** \_\_\_\_\_

**20. Advocacy and Professionalism**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The librarian does not work to ensure that all students receive a fair opportunity to succeed. The librarian accepts failure as par for the course and does not advocate for students or their needs. Students who are struggling or failing are given no opportunities for additional assistance. The librarian does not set an example of desired behaviors for students to emulate such as personal habits, attendance patterns, care of personal workspace and school property.	The librarian inconsistently works to ensure that all students receive a fair opportunity to succeed. The librarian accepts that some students will fail and provides assistance to only those students who ask. The librarian demonstrates behaviors that exemplify less than desirable professional traits such as personal habits, attendance patterns, care of personal workspace and school property.	The librarian works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed. The librarian rejects the belief that there will be students prone to failure and seeks to provide most students with additional assistance. The librarian consistently demonstrates behaviors for students to copy relative to personal care and appearance, attendance, care of personal workspace and school property.	The librarian makes a particular effort to challenge negative attitudes and helps to ensure that all students receive a fair opportunity to succeed. The librarian is committed to the concept that "failure is not an option" for any student. The librarian willingly makes changes and takes affirming action to ensure student success. The librarian is highly consistent in providing exemplary behaviors for students and other staff members to emulate relative to personal care and appearance, attendance, care of personal workspace and school property.

**Comments:** \_\_\_\_\_

SCHOOL CITY OF MISHAWAKA  
TEACHER EVALUATION RUBRIC (LIBRARIANS)

**ADDITIONAL COMMENTS OR SUMMATIVE STATEMENTS FROM EVALUATOR:**

**TEACHER COMMENTS OR STATEMENTS: SEE ATTACHED.**

**OVERALL RATING:** \_\_\_\_\_

**It is recommended that:**

- the teacher's contract be continued for the 20\_\_\_\_/20\_\_\_\_ school year.
- the teacher be placed on a Remediation Plan of not more than ninety (90) and not less than forty-five (45) school days
- the teacher's contract not be continued for the 20\_\_\_\_/20\_\_\_\_ school year.
- the teacher's contract be cancelled immediately.

**Evaluator's Signature:** \_\_\_\_\_

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

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

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

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

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

The teacher's signature does not constitute agreement with the evaluation determination, but verifies that the evaluation has been reviewed with the teacher and received. The teacher may attach a statement to the evaluation that will be kept with the evaluation document in the teacher's personnel file.

SCHOOL CITY OF MISHAWAKA  
TEACHER EVALUATION RUBRIC (SCHOOL SOCIAL WORKERS)

**APPENDIX E**

**DOMAIN A: PURPOSEFUL PLANNING**

**1. Utilizing Student, School, and Community Data to Plan.**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The school social worker does not monitor academic achievement. The social worker rarely or never uses school or community data when planning.	The school social worker monitors student achievement but does not utilize data to enhance student success. The social worker uses school or community data to formulate culturally competent, school-wide social work program goals, small group goals, OR individual student goals, but not all of the above.	The school social worker monitors student achievement and sometimes utilizes the data to enhance student success through collaboration. The social worker uses school or community data to formulate culturally competent, school-wide social work program goals, small group goals, AND individual student goals.	A Highly Effective school social worker fulfills the criteria for an Effective social worker <b>and additionally</b> has mapped community resources and incorporated such resources into the school social work plan.

**Comments:** \_\_\_\_\_

**2. Support of Appropriate Student Decision Making**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The school social worker does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The social worker does not assist students in identifying short-term and long-term goals or in developing appropriate action plans.	The school social worker rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The social worker rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans.	The school social worker generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The social worker generally assists students in identifying short-term and long-term goals and in developing appropriate action plans.	The school social worker encourages all students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The social worker assists all students in identifying short-term and long-term goals and in developing appropriate action plans.

**Comments:** \_\_\_\_\_

SCHOOL CITY OF MISHAWAKA  
TEACHER EVALUATION RUBRIC (SCHOOL SOCIAL WORKERS)

**3. Creation of Ambitious and Measureable Goals**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The school social worker rarely or never develops achievement goals for interventions OR goals are developed, but are extremely general and not helpful for planning purposes.	The school social worker develops annual student goals that are measurable. The goals typically do not align to Indiana School Social Work Standards; OR include benchmarks to help monitor student progress and inform interventions throughout the year.	The school social worker develops culturally competent student goals that are measurable, aligned to Indiana School Social Work Standards, AND include benchmarks to help monitor progress and inform interventions throughout the year.	A Highly Effective school social worker fulfills the criteria for an Effective social worker <b>and additionally</b> plans annual goals at the school-wide, targeted, and individual levels.

**Comment:** \_\_\_\_\_  
 \_\_\_\_\_

**4. Utilization of Standards Based Assessments and Interventions**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The school social worker rarely or never plans assessments and/or interventions that are evidence--based OR there is little to no evidence that the school social worker plans interventions at all.	The school social worker plans culturally competent interventions by utilizing information from school referral forms and student interviews. The social worker typically does not complete a thorough data search of relevant school/community data and conduct parent /guardian interviews prior to developing individual and/or group intervention strategies, OR utilize relevant research-based assessment tools.	Based on goals, the school social worker plans culturally competent interventions by identifying evidence-based strategies and practices specific to the identified need, determining a base-line measure from which to determine a measureable outcome, and allocating an appropriate amount of time in which to achieve the identified goal.	A Highly Effective school social worker fulfills the criteria for an Effective social worker <b>and additionally</b> plans well-designed progress monitoring assessments for each intervention. These plans include opportunities to assess periodic response to the intervention and adjustments to the intervention, both in terms of frequency and duration, to better meet the identified goal.

**Comments:** \_\_\_\_\_

SCHOOL CITY OF MISHAWAKA  
TEACHER EVALUATION RUBRIC (SCHOOL SOCIAL WORKERS)

---

**DOMAIN B: EFFECTIVE SCHOOL SOCIAL WORK SERVICES**

**5. Students' Safety and Survival Skills**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The school social worker does not explain the students' right to a safe and secure school environment, help students to differentiate situations that require peer support, adult assistance and professional help, assist students to identify school and community resources, or implement any prevention programming for students.	The school social worker rarely explains the students' right to a safe and secure school environment, helps students to differentiate situations that require peer support, adult assistance and professional help, assists students to identify school and community resources, or implements any prevention programming for students.	The school social worker often explains the students' right to a safe and secure school environment helps students to differentiate situations that require peer support, adult assistance and professional help, assists students to identify school and community resources, and implements prevention programming for students.	The school social worker consistently explains the students' right to a safe and secure school environment, helps students to differentiate situations that require peer support, adult assistance and professional help, assists students to identify school and community resources, and implements prevention programming for students.

**Comments:** \_\_\_\_\_

---

**6. Individual Counseling, Group Counseling, Classroom Guidance, Consultation, Crisis Intervention, and Referrals.**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The school social worker does not provide individual counseling, classroom guidance, consultation, crisis intervention, or referrals.	The school social worker rarely addresses the diverse needs of students by providing individual counseling, classroom guidance, consultation, crisis intervention, or referrals as appropriate.	The school social worker often addresses the diverse needs of students by providing individual counseling, classroom guidance, consultation, crisis intervention, or referrals as appropriate.	The school social worker consistently addresses the diverse needs of students by providing individual counseling, classroom guidance, consultation, crisis intervention, or referrals as appropriate.

**Comments:** \_\_\_\_\_

---

SCHOOL CITY OF MISHAWAKA

TEACHER EVALUATION RUBRIC (SCHOOL SOCIAL WORKERS)

**7. Understanding of Diversity, Ethnicity, and Culture.**

INEFFECTIVE <input type="checkbox"/>	IMPROVEMENT NECESSARY <input type="checkbox"/>	EFFECTIVE <input type="checkbox"/>	HIGHLY EFFECTIVE <input type="checkbox"/>
The school social worker never takes a multicultural or diverse perspective into consideration when providing services to students.	The school social worker sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture.	The school social worker takes a multicultural or diverse perspective into consideration when providing services to students.	The school social worker consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.

**Comments:** \_\_\_\_\_

**8. Progress Tracking and Recording for Purposes of Intervention Analysis**

INEFFECTIVE <input type="checkbox"/>	IMPROVEMENT NECESSARY <input type="checkbox"/>	EFFECTIVE <input type="checkbox"/>	HIGHLY EFFECTIVE <input type="checkbox"/>
The school social worker rarely or never tracks and records student progress in case notes.	The school social worker uses an effective system to track student progress and record student data. The social worker typically does not use the data to monitor and adjust the intervention OR does not conform to ethical codes and standards of practice such as maintaining the confidentiality of counseling sessions and case records.	The school social worker uses an effective progress monitoring system to systematically track and record student progress. The social worker uses this data to inform interventions, and conforms to ethical codes and standards of practice.	A Highly Effective school social worker fulfills the criteria for an Effective social worker <b>and additionally</b> uses school-wide, group, and individual data to understand the larger issues impacting sub-populations in the school community (e.g., disproportionality, the achievement gap, access to mental health services, etc.) in order to better advocate for students impacted by such issues.

**Comments:** \_\_\_\_\_

**9. Knowledge of Laws, Rules, and Policies Which Impact Students**

INEFFECTIVE <input type="checkbox"/>	IMPROVEMENT NECESSARY <input type="checkbox"/>	EFFECTIVE <input type="checkbox"/>	HIGHLY EFFECTIVE <input type="checkbox"/>
The school social worker demonstrates little knowledge of laws, rules and policies which impact students, families, and the school community. The social worker is unable to answer questions, contribute to school policy decisions, effectively counsel students and families,	The school social worker demonstrates limited knowledge of laws, rules, and policies which impact students, families, and the school community. The social worker is able to answer some questions but has insufficient knowledge to adequately counsel students and	The school social worker effectively uses knowledge of laws, rules, and policies which impact students, families, and the school community. The social worker is able to answer most questions, counsel students and parents effectively, and contribute to school policy decisions.	A Highly Effective school social worker fulfills the criteria for an Effective social worker <b>and additionally</b> works at the school and community level to advocate for changes in rules and policies that will positively impact the students and families within the school community.

SCHOOL CITY OF MISHAWAKA

TEACHER EVALUATION RUBRIC (SCHOOL SOCIAL WORKERS)

and/or advocate for students and families.	parents, contribute to school policy decisions and/or advocate for students and families.		
--	---	--	--

**Comments:** \_\_\_\_\_  
 \_\_\_\_\_

**10. Prevention Services**

INEFFECTIVE <input type="checkbox"/>	IMPROVEMENT NECESSARY <input type="checkbox"/>	EFFECTIVE <input type="checkbox"/>	HIGHLY EFFECTIVE <input type="checkbox"/>
The school social worker does not allocate time for prevention services, is not involved in school wide data review and analysis, is unaware of the implications of data analysis for student clients, and is unprepared to identify and implement prevention programs and practices.	The school social worker is prepared to allocate time for prevention services, and does so in a limited way with individual clients but is not involved in school wide data review and analysis, and is unprepared to identify and implement school wide prevention programs and practices.	The school social worker routinely provides culturally competent prevention services, is involved in school wide data review and analysis, and is prepared to identify and implement school wide prevention programs and practices.	A Highly Effective school social worker fulfills the criteria for an Effective social worker <b>and additionally</b> is aware of the implications of data analysis (e.g., disproportionality) and advocates for, as well as implements when appropriate, prevention strategies to address any barriers to student success.

**Comments:** \_\_\_\_\_  
 \_\_\_\_\_

**11. Assessment Services.**

INEFFECTIVE <input type="checkbox"/>	IMPROVEMENT NECESSARY <input type="checkbox"/>	EFFECTIVE <input type="checkbox"/>	HIGHLY EFFECTIVE <input type="checkbox"/>
The school social worker relies solely on a teacher or parent referrals to determine the school social work service	The school social worker relies primarily on a teacher or parent referral to determine the school social work	The school social worker completes a thorough needs assessment prior to beginning school social work services	A Highly Effective school social worker fulfills the criteria for an Effective social worker <b>and additionally</b> knows how to

SCHOOL CITY OF MISHAWAKA

TEACHER EVALUATION RUBRIC (SCHOOL SOCIAL WORKERS)

<p>provided to an individual or group of students. The social worker does not access student data, parent or student interviews, or community information prior to determining an appropriate intervention. The social worker is not familiar with, and/or does not utilize, assessment instruments to complete a thorough assessment prior to planning an intervention. The social worker does not use progress monitoring techniques to continually assess the response to the school social work intervention.</p>	<p>service provided to an individual or group of students. The social worker does access student data, parent or student interviews, or community information prior to determining an appropriate intervention. However, the social worker typically does not become familiar with, or choose to utilize, culturally competent assessment instruments to complete a thorough assessment prior to planning an intervention. The social worker does not typically serve on a multidisciplinary team to identify student strengths and needs, or use progress monitoring techniques to continually assess the response to school social work interventions.</p>	<p>utilizing a variety of culturally competent, assessment tools including (a) a teacher or parent referral identifying the behaviors that are preventing the student(s) from being successful, (b) student data, parent or student interviews/ social history, and, when appropriate, community information, (c) culturally appropriate assessment instruments, (d) serving on a multidisciplinary team to identify student strengths and needs, and (e) using progress monitoring techniques to continually assess the response to the school social work intervention. The social worker is competent to provide an initial assessment of child abuse, suicidal ideation, mental illness and/or behavioral concerns and is able to respond professionally to any crisis encountered in the school.</p>	<p>assess school-wide barriers to student and school success, such as an excessively high number of student suspensions and expulsions, in order to assist school leadership teams in planning school improvement.</p>
---	--	---	--

**Comments:** \_\_\_\_\_

**12. Intervention Services**

<p><b>INEFFECTIVE</b></p> <p><input type="checkbox"/></p>	<p><b>IMPROVEMENT NECESSARY</b></p> <p><input type="checkbox"/></p>	<p><b>EFFECTIVE</b></p> <p><input type="checkbox"/></p>	<p><b>HIGHLY EFFECTIVE</b></p> <p><input type="checkbox"/></p>
<p>The school social worker rarely or never responds to requests from the school community, the school, teachers and/or parents to provide interventions that would alleviate barriers to learning. The social worker has little knowledge of evidence-based interventions and does not access professional development to improve knowledge in this area. The social worker has little understanding of evidence-based frameworks of intervention such as Response to Intervention and Positive Behavioral Interventions and Supports and is unable to assist in implementation. The social worker does not work collaboratively with other school professionals to provide multi-disciplinary interventions to students</p>	<p>The school social worker typically responds to requests from the school community, the school, teachers and/or parents to provide interventions that would alleviate barriers to learning. However, the social worker typically does not utilize evidence-based interventions and supports and access professional development to improve knowledge and implementation in this area, demonstrate an understanding of evidence-based frameworks of intervention such as Response to Intervention and Positive Behavioral Interventions and Supports and provide assistance in school-wide implementation, or collaborate with other school professionals to provide multi-disciplinary interventions to</p>	<p>The school social worker typically responds to requests from the school community, the school, teachers and/or parents to provide interventions that would alleviate barriers to learning, utilizes evidence-based interventions and supports, accesses professional development on an ongoing basis to improve knowledge and implementation in this area, demonstrates an understanding of evidence-based frameworks of intervention such as Response to Intervention and Positive Behavioral Interventions and Supports, and provides assistance in school-wide implementation. The social worker collaborates with other school</p>	<p>A Highly Effective school social worker fulfills the criteria for an Effective social worker <b>and additionally</b> facilitates the provision of professional development to staff members, family, and the community on the social, emotional, behavioral and mental health barriers that students may be encountering, as well as strategies to be implemented in the home, community, and the classroom that have been determined to assist in overcoming such barriers.</p>

SCHOOL CITY OF MISHAWAKA

TEACHER EVALUATION RUBRIC (SCHOOL SOCIAL WORKERS)

evaluated by problem-solving teams.	students evaluated by problem-solving teams.	professionals to provide multi-disciplinary interventions to students evaluated by problem-solving teams.	
-------------------------------------	--	---	--

**Comments:** \_\_\_\_\_

**13. Referral Services**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
<p>The school social worker is unfamiliar with school community resources and rarely makes appropriate referrals to meet identified needs.</p> <p>The social worker has no recognized protocol for receiving or making referrals. Referrals from parents, staff, and/or the community are processed informally with little consideration for confidentiality. There is little formal documentation or follow-up to determine the outcomes of the referrals that are made by the social worker.</p>	<p>The school social worker typically responds to referrals from parents and staff and has a handful of resources to which students/parents are most often referred. The social worker typically does not consistently implement a recognized and confidential referral process, document all referrals, or routinely follow up on referrals to determine outcomes.</p>	<p>The school social worker responds promptly to referrals from parents, staff and the community for school social work services. The social worker knows many of the local community resources. The social worker has a recognized and confidential protocol for receiving or making referrals. Referrals are formally documented, including efforts to follow-up to determine the outcomes of those referrals.</p>	<p>A Highly Effective school social worker fulfills the criteria for an Effective social worker <b>and additionally</b> consistently maps community resources, developing relationships and partnerships with these community service providers in order to better meet the needs of the school community. The social worker makes an effort to advocate for, or develop, those resources which do not exist in the community but for which there is an identified need.</p>

**Comments:** \_\_\_\_\_

**14. School Social Work Skills**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
<p>The school social worker rarely demonstrates: (a) knowledge and skills related to the identification of social, emotional, behavioral and/or mental health barriers to student success, (b) the relationship skills of compassion, empathetic listening, effective communication, collaborative team building, consensus building, and leadership, (c) the organizational skills of time management, task completion and documentation, (d) knowledge of</p>	<p>The school social worker demonstrates some, but not all, of the following school social work skills and/or may not demonstrate them consistently: (a) knowledge and skills related to the identification of social, emotional, behavioral and/or mental health barriers to student success, (b) the relationship skills of compassion, empathetic listening, effective communication, collaborative team building, consensus building, and</p>	<p>The school social worker consistently demonstrates appropriate school social work skills, which include: (a) knowledge and skills related to the identification of social, emotional, behavioral and/or mental health barriers to student success, (b) the relationship skills of compassion, empathetic listening, effective communication, collaborative team building, consensus building, and leadership, (c) the organizational skills</p>	<p>A Highly Effective school social worker fulfills the criteria for an Effective social worker <b>and additionally</b> takes every opportunity to enhance his/her school social work skills by taking advantage of professional development and takes opportunities to share school social work skill and knowledge and skills by providing professional development to the school/professional community.</p>

SCHOOL CITY OF MISHAWAKA

TEACHER EVALUATION RUBRIC (SCHOOL SOCIAL WORKERS)

diversity and cultural competence, (e) knowledge and implementation of the Indiana School Social Work Standards or (f) ethical problem-solving skills.	leadership, (c) the organizational skills of time management, task completion and documentation, (d) knowledge of diversity and cultural competence, (e) knowledge and implementation of the Indiana School Social Work Standards or (f) ethical problem-solving skills.	of time management, task completion and documentation, (d) knowledge of diversity and cultural competence, (e) knowledge and implementation of the Indiana School Social Work Standards or (f) ethical problem-solving skills.	
--	--	--	--

**Comments:** \_\_\_\_\_

**SCHOOL CITY OF MISHAWAKA**

**TEACHER EVALUATION RUBRIC (SCHOOL SOCIAL WORKERS)**

**DOMAIN C: SCHOOL SOCIAL WORKER IMPACT**

**15. Student Progress Toward Goals**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The school social worker cannot demonstrate that there has been significant student progress toward the accomplishment of school/district communicated goals or objectives.	There is evidence of inconsistent student progress for most students toward accomplishment of school/district communicated goals and objectives.	There is evidence of consistent student progress for at least 80% of students toward school/district communicated goals and objectives.	There is evidence of significant student growth in a variety of ways related to school/district communicated goals and objectives. The school social worker is able to reflect on and analyze strategies to promote student growth.

**Comments:** \_\_\_\_\_

**16. Contribution to Professional Climate**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
There is a general lack of involvement and visibility in school-wide activities (i.e. committees, programs, student activities, professional development, etc.). When involved, contributions are generally negative and non-supportive of trying new ideas and strategies for improved achievement and school effectiveness. The school social worker works in isolation and never seeks opportunities to work with others to improve instructional practices. The social worker rejects or passively resists most suggestions for improving professional performance.	There is inconsistent involvement and visibility in school-wide activities (i.e. committees, programs, student activities, professional development, etc.). Contributions, although not negative, are characterized by actions that demonstrate passive resistance to new ideas. The school social worker maintains cordial relationships with colleagues to fulfill assigned duties that the corporation requires. The counselor inconsistently seeks assistance or opportunities to work with peers to address professional weaknesses.	There is consistent involvement and visibility in school-wide activities (i.e. committees, programs, student activities, professional development, etc.) demonstrating a positive contribution. The school social worker works positively with others to explore new ideas and strategies for effective instruction and enhanced student achievement. Supportive and cooperative characterize the social worker's relationships with colleagues. The social worker seeks opportunities to work collaboratively with others and engage others in growth through Professional Learning Communities.	There is consistent involvement and visibility as a leader in school-wide activities (i.e. committees, programs, student activities, professional development, etc.) demonstrating a significant contribution to the overall school climate in support of continuous improvement. This includes volunteer activities. Supportive and cooperative characterize the school social worker's relationships with colleagues. The social worker takes initiative in assuming leadership among the faculty. The social worker goes above and beyond in collaborating with others, seeking leadership roles for Professional Learning Communities, and coaching peers.

**Comments:** \_\_\_\_\_

**17. Alignment of Professional Development**

**SCHOOL CITY OF MISHAWAKA**

**TEACHER EVALUATION RUBRIC (SCHOOL SOCIAL WORKERS)**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
There is no effort to engage in professional development for continued professional or personal growth.	The school social worker engages in minimal professional development. There is little or no evidence that the social worker seeks to improve professional practices or knowledge and demonstrates a clear resistance to change.	The school social worker seeks out opportunities for professional development aligned with school and district goals and his/her assignment. The social worker reflects on recently acquired areas of new knowledge or skills and seeks opportunities to apply them in the school setting. The social worker seeks opportunities to develop others such as through the supervision of student interns or assisting peers.	The school social worker seeks out opportunities for professional growth aligned with school and district goals and initiates opportunities to share with colleagues and seeks opportunities to apply newly acquired knowledge and skills in the school setting. Sharing with colleagues may be accomplished by engaging in professional presentations mentoring other social workers, conducting action research, supervising student interns and more.

**Comments:** \_\_\_\_\_

\_\_\_\_\_

**18. Counselor Record Keeping and Interaction with Parents/Guardians**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
School social worker records or reports are missing, submitted late, or in disorder resulting in omissions, frequent errors, and/or delays. Social worker records are incomplete and fail to accurately monitor student progress. The social worker makes no effort to interact with parents/guardians other than through required written communications. Comments to parents are generic and non-specific regarding individual student progress.	School social worker records and reports are inconsistent in quality and/or timeliness. Student progress information is incomplete and progress is inconsistently provided to parents. The majority of interactions concern problems with student behavior or grades with little or no follow-up. The school social worker does not invite parents/guardians to become involved in decisions concerning student learning and/or behavior.	School social worker records and reports are consistently submitted on time and accurately. Few errors exist in reported information. Interactions with parents/guardians are consistently of high professional quality. Areas of concern are addressed in a timely manner. There is consistent follow-up of parent/guardian contact. The school social worker regularly invites parental involvement in student learning and/or behavioral issues.	School social worker records and reports are always of high quality with exemplary accuracy and timeliness. Student reports clearly identify strengths and weaknesses. Interaction with parents/guardians is frequent and highly professional. The social worker frequently involves parents/ guardians in supporting student learning, creating opportunities for positive relationships with families and homes. Parent/guardians are informed regularly of student successes.

**Comments:** \_\_\_\_\_

**19. Decision Making**

**SCHOOL CITY OF MISHAWAKA**

**TEACHER EVALUATION RUBRIC (SCHOOL SOCIAL WORKERS)**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The school social worker makes decisions based on limited understanding and/or application of professional standards. Decisions are made from a reference of what will work best for the social worker. Decisions are rarely or never made based upon student, school, or corporation needs.	The social worker's decisions are based on limited understanding and/or application of professional standards with some consideration for teachers and/or students. Decisions are infrequently made based upon what is best for students, the school, or corporation.	The school social worker maintains an open mind and participates in team or departmental decision-making based on professional standards. The social worker seeks to improve professional practice through consensus building and collaboration to achieve shared goals.	The school social worker takes a leadership role in team or school decision-making and helps ensure that such decisions are based on the highest professional standards. The social worker demonstrates leadership in working with others to reach agreement and shared commitment to decisions.

**Comments:** \_\_\_\_\_

**20. Advocacy and Professionalism**

<b>INEFFECTIVE</b> <input type="checkbox"/>	<b>IMPROVEMENT NECESSARY</b> <input type="checkbox"/>	<b>EFFECTIVE</b> <input type="checkbox"/>	<b>HIGHLY EFFECTIVE</b> <input type="checkbox"/>
The school social worker does not work to ensure that all students receive a fair opportunity to succeed. The social worker accepts failure as par for the course and does not advocate for students or their needs. Students who are struggling or failing are given no opportunities for additional assistance. The social worker does not set an example of desired behaviors for students to emulate such as personal habits, attendance patterns, care of personal workspace and school property.	The school social worker inconsistently works to ensure that all students receive a fair opportunity to succeed. The social worker accepts that some students will fail and provides assistance to only those students who ask. The social worker demonstrates behaviors that exemplify less than desirable professional traits such as personal habits, attendance patterns, care of personal workspace and school property.	The school social worker works within the context of a particular team or the school to ensure that all students receive a fair opportunity to succeed. The counselor rejects the belief that there will be students prone to failure and seeks to provide most students with additional assistance. The social worker consistently demonstrates behaviors for students to copy relative to personal care and appearance, attendance, care of personal workspace and school property.	The school social worker makes a particular effort to challenge negative attitudes and helps to ensure that all students receive a fair opportunity to succeed. The social worker is committed to the concept that "failure is not an option" for any student. The social worker willingly makes changes and takes affirming action to ensure student success. The social worker is highly consistent in providing exemplary behaviors for students and other staff members to emulate relative to personal care and appearance, attendance, care of personal workspace and school property.

**Comments:** \_\_\_\_\_

**ADDITIONAL COMMENTS OR SUMMATIVE STATEMENTS FROM EVALUATOR:**

SCHOOL CITY OF MISHAWAKA  
TEACHER EVALUATION RUBRIC (SCHOOL SOCIAL WORKERS)

**SOCIAL WORKER COMMENTS OR STATEMENTS: SEE ATTACHED.**

**OVERALL RATING:** \_\_\_\_\_

**It is recommended that:**

- the social worker's contract be continued for the 20\_\_\_\_/20\_\_\_\_ school year.**
- the social worker be placed on a Remediation Plan of not more than ninety (90) and not less than forty-five (45) school days**
- the social worker's contract not be continued for the 20\_\_\_\_/20\_\_\_\_ school year.**
- the social worker's contract be cancelled immediately.**

**Evaluator's Signature:** \_\_\_\_\_

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

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

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

**Social Worker's Signature:** \_\_\_\_\_

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

The social worker's signature does not constitute agreement with the evaluation determination, but verifies that the evaluation has been reviewed with the social worker and received. The social worker may attach a statement to the evaluation that will be kept with the evaluation document in the social worker's personnel file.

REVISED: October 9, 2012

## School Psychologist Professional Practice Rubric

### APPENDIX F

#### **Purpose of the Rubric**

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

- To provide a description of the *key roles and responsibilities* of a school psychologist. The activity examples are not intended to be exhaustive and additional examples may need to be considered based upon an individual school psychologist's assignment and responsibilities.
- To *inform* the personnel evaluation process of school psychologists.
- To assist school administrators' *recognition* of effective school psychologists and *support of ongoing professional development* for their school psychology staff.

#### **Development of the Rubric**

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

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

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

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

#### **Using the Rubric**

Key considerations for using the SPPPR include:

- The SPPPR is designed to be one measure, or piece of information, used in the personnel evaluation of school

psychologists. Additional information should be considered when making evaluation decisions.

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

## School Psychologist Professional Practice Rubric

### APPENDIX F

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

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.1: Utilizes appropriate assessment and data collection methods</p> <p>Part of the School Psychologist's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes</p> <p>Rating: _____.</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <p>-Applies evaluation data and findings to intervention, instruction, programming, and services through written reports, intervention plans, and meetings/conferences with parents and/or school staff.</p>	<p>School Psychologist uses assessment and data collection methods that are</p> <p>-Appropriate for the intended purpose,</p> <p>-Appropriate and individualized for the specific student's cultural, linguistic and disability background, or</p> <p>-Of sufficient variety for the intended purpose.</p>	<p>School Psychologist uses assessment and data collection methods that are</p> <p>-Appropriate for the student, and</p> <p>-Administered, scored, and interpreted correctly</p> <p>But are</p> <p>-Limited in variety for the intended purpose, or</p> <p>-Limited in individualization for the specific student(s).</p>	<p>School Psychologist uses assessment and data collection methods that are</p> <p>-Inappropriate for purpose and/or student, or</p> <p>-Are administered, scored, or interpreted incorrectly.</p>
<p>1.2: Contributes to school-wide assessment and data-based practices for academic, social-emotional, and behavioral domains.</p> <p>Part of the School Psychologist's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes; Indicate domain(s) in which this Employee is involved:</p> <p><input type="checkbox"/> Academic</p> <p><input type="checkbox"/> Social-Emotional</p> <p><input type="checkbox"/> Behavioral</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <p>-Serves as a member of school building level teams (e.g., school improvement team, intervention team, etc.),</p> <p>-Assists with collecting information for a needs assessment to guide the development and delivery of building/district school-wide programs,</p> <p>-Assists with or participates in building-based special education evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements, or</p> <p>-Assists with the development</p>	<p>School Psychologist contributes to school-wide assessment practices in a manner that meets the expectations of the role/school(s).</p> <p>Example activities include</p> <p>-Collects, or assists with collection, of student data to inform core curriculum and instructional practices, or</p> <p>-When needed, researches and helps select assessments for universal screening, or</p> <p>-Helps examine universal screening and/or benchmarking data, or</p> <p>-Applies data to curricular</p>	<p>School Psychologist is</p> <p>-Responsive to opportunities to contribute to school-wide assessment practices but contributions are <b>insufficient</b> to meet expectations of school(s)/role, and</p> <p>-Involved in continued professional growth and learning regarding school-wide practices.</p>	<p>School Psychologist</p> <p>-Lacks knowledge about school-wide assessment and data-based decision making practices,</p> <p>-Lacks knowledge about the collection and use of school-wide data, and/or</p> <p>-Fails to take advantage of opportunities to engage in school-wide assessment practices.</p>

**School Psychologist Professional Practice Rubric**  
**APPENDIX F**

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

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Rating: _____.	and/or delivery of staff professional development to support school-wide assessment practices.	decisions and/or instructional practices.		

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.3: Contributes to progress monitoring and data-based decisions regarding intervention practices for academic, social-emotional, and behavioral domains.</p> <p>Part of the School Psychologist's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes; Indicate domain(s) in which this Employee is involved:</p> <p><input type="checkbox"/> Academic <input type="checkbox"/> Social-Emotional <input type="checkbox"/> Behavioral</p> <p>Rating: _____.</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <p>-Consults team regarding intervention practices and programs to ensure effectiveness and guide continuous improvements, or</p> <p>-Conducts or helps to interpret supplemental diagnostic assessments to assist in intervention selection, or</p> <p>-Assists with the development and/or delivery of staff professional development to support intervention practices.</p>	<p>School Psychologist contributes to progress monitoring and data-based decisions regarding intervention practices in a manner that meets the expectations of the school(s)/role.</p> <p>Example activities include:</p> <p>-Collects, or assists with collection, of student progress monitoring data,</p> <p>-Helps select assessments for progress monitoring,</p> <p>-Summarizes progress monitoring data, or</p> <p>-Applies progress monitoring data to intervention practices and decisions about need for additional services/supports.</p>	<p>School Psychologist is</p> <p>-Responsive to opportunities to contribute to progress monitoring and data-based decisions regarding intervention practices but contributions are <b>insufficient</b> to meet expectations of school(s)/role, and</p> <p>-Involved in continued professional growth and learning regarding progress monitoring and data-based decision making practices.</p>	<p>School Psychologist</p> <p>-Lacks knowledge about data-based problem solving practices,</p> <p>-Lacks knowledge about the collection and use of progress monitoring data, and/or</p> <p>-Fails to take advantage of opportunities to engage in progress monitoring practices.</p>

## School Psychologist Professional Practice Rubric

### APPENDIX F

<p>1.4: Conducts special education evaluations to inform eligibility, service, and programming decisions.</p> <p>Part of the School Psychologist's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes</p> <p>Rating: _____.</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> <li>-Effectively communicates evaluation findings to school staff through written reports and conferences, and/or</li> <li>-Utilizes evaluation findings to inform accurate eligibility, placement, and service decisions.</li> </ul>	<p>School Psychologist conducts evaluations that are</p> <ul style="list-style-type: none"> <li>-Compliant with minimum requirements of Article 7,</li> <li>-Appropriate for the student being evaluated, and</li> <li>-Informative for instructional and/or programming purposes.</li> </ul>	<p>School Psychologist conducts evaluations that are</p> <ul style="list-style-type: none"> <li>-Compliant with minimum requirements of Article 7</li> </ul> <p>But are</p> <ul style="list-style-type: none"> <li>-Limited in appropriateness for the student being evaluated and/or</li> <li>-Limited in providing instructionally relevant information.</li> </ul>	<p>School Psychologist conducts evaluations that are</p> <ul style="list-style-type: none"> <li>-Not compliant with Article 7, and/or</li> <li>-Inappropriate for the student being evaluated.</li> </ul>
--	--	---	---	---

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.5: Completes evaluations in a timely manner.</p> <p>Rating: _____.</p>	Completed all in a timely manner	Few evaluations completed after compliance due dates for reasons outside the school psychologist's control	Few evaluations completed after compliance due dates for reasons within the school psychologist's control	Multiple evaluations completed past the compliance due dates
<p>1.6: Utilizes technology as part of data-based decision making practices.</p> <p>Rating: _____.</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> <li>-Utilizes technological tools and programs in innovative ways to meet the needs of school(s) and/or enhance job performance, or</li> <li>-Provides mentoring and coaching to colleagues regarding the use of technological tools and programs,</li> </ul>	<p>School Psychologist utilizes technology to meet the expectations of role and responsibilities.</p> <p>Example activities include using technological tools to:</p> <ul style="list-style-type: none"> <li>-helping collect or knowing how to access assessment data, and when appropriate,</li> <li>-score data,</li> <li>-summarize data,</li> <li>-graph data, and/or</li> <li>-share data and findings with others.</li> </ul>	<p>School Psychologist is</p> <ul style="list-style-type: none"> <li>-Involved in continued professional growth and learning regarding the use of technological tools and programs, and/or</li> <li>-Knowledge and skill with technological tools and programs is <b>insufficient</b> to meet expectations of role/school(s).</li> </ul>	<p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Lacks knowledge about the use of technological tools and programs,</li> <li>-Lacks the skills needed to use technological tools and programs, and/or</li> <li>-Fails to engage in professional growth and learning to gain needed knowledge and skills.</li> </ul>

**School Psychologist Professional Practice Rubric**  
**APPENDIX F**

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

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.1: Contributes to school-wide curricular and instructional practices for academic, social-emotional, and behavioral domains.</p> <p>Part of the School Psychologist's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes; Indicate domain(s) in which this Employee is involved:</p> <p><input type="checkbox"/> Academic <input type="checkbox"/> Social-Emotional <input type="checkbox"/> Behavioral</p> <p>Rating: _____.</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <p>-Serves as a member of school building level teams (e.g., school improvement team, intervention team, etc.), or</p> <p>-Participates in the development and/or delivery of staff professional development to support school-wide practices.</p>	<p>School Psychologist contributes to school-wide curricular and instructional practices in a manner that is consistent with the expectations of the role/school(s). Example activities include</p> <p>-Assists staff in learning and implementing new instructional strategies, approaches, or programs,</p> <p>-Assists in the collection of information about implementation integrity, or</p> <p>-Assists with student safety and bullying activities.</p>	<p>School Psychologist is</p> <p>-Responsive to opportunities to contribute to school-wide curriculum and instruction practices but contributions are <b>insufficient</b> to meet expectations of role/school(s), and</p> <p>-Involved in continued professional growth and learning regarding curriculum and instruction for academic, social-emotional, or behavioral domains.</p>	<p>School Psychologist</p> <p>-Lacks knowledge about curriculum and standards for academic, social-emotional, and behavioral domains</p> <p>-Lacks knowledge about instructional strategies and approaches for academic, social-emotional, and behavioral domains, and/or</p> <p>-Fails to take advantage of opportunities to engage in continued professional growth and learning.</p>

**School Psychologist Professional Practice Rubric**  
**APPENDIX F**

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

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.2: Contributes to intervention practices for academic, social-emotional, and behavioral domains.</p> <p>Part of the School Psychologist's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes; Indicate domain(s) in which this Employee is involved:</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> <li>-Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.),</li> <li>-Provides intervention services to individual students or small groups, or</li> <li>-Assists with the evaluation of intervention practices and programs to ensure effectiveness and help inform or guide continuous improvements, or</li> <li>-Assists with the development and/or delivery of staff professional development to</li> </ul>	<p>School Psychologist contributes to intervention practices in a manner that meets the expectations of the role/school(s).</p> <p>Example activities include</p> <ul style="list-style-type: none"> <li>- Researches and helps select intervention strategies and approaches for school(s),</li> <li>-Helps develop intervention plans for individual students or small groups of students, or</li> <li>-Applies progress monitoring data</li> </ul>	<p>School Psychologist is</p> <ul style="list-style-type: none"> <li>-Responsive to opportunities to contribute to intervention practices but contributions are <b>insufficient</b> to meet expectations of school(s)/role, and</li> <li>-Involved in continued professional growth and learning regarding intervention practices.</li> </ul>	<p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Lacks knowledge about intervention strategies and practices,</li> <li>- Fails to take advantage of opportunities to engage in continued professional growth and learning.</li> </ul>

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
-----------	----------------------	---------------	---------------------------	-----------------

**School Psychologist Professional Practice Rubric**  
**APPENDIX F**

<input type="checkbox"/> Academic <input type="checkbox"/> Social-Emotional <input type="checkbox"/> Behavioral  Rating: _____.	support intervention practices.	to intervention practices and decisions about need for additional services/supports.  -Assists staff in learning and implementing new intervention strategies, approaches, programs, or  -Assists in the collection of information about implementation integrity.		
2.3: Contributes to crisis response and intervention practices.  Part of the School Psychologist's role?  <input type="checkbox"/> No; Indicator Not Applicable to this Employee  <input type="checkbox"/> Yes  Rating: _____.	School Psychologist fulfills the criteria for Level 3 and additionally  -Aids in evaluation of crisis response and intervention practices to assess effectiveness and guide continuous improvements,  -Provides crisis intervention services to students, staff, and community,  -Assists with the development and/or delivery of staff professional development on crisis response and intervention, or  -Collaborates with community agencies to provide coordinated response and services to crisis situations.	School Psychologist contributes to crisis response and intervention practices in a manner that meets the expectations of the role/school(s).  Example activities include:  - Assists in the development of crisis response and intervention plans, or  -Participates in school-wide crisis response and intervention training.	School Psychologist is  -Responsive to opportunities to contribute to crisis response and intervention practices but contributions are <b>insufficient</b> to meet expectations of school(s)/role, and  -Involved in continued professional growth and learning regarding crisis response and intervention.	School Psychologist  -Lacks knowledge about crisis response and intervention practices.  - Fails to take advantage of opportunities to engage in continued professional growth and learning

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

**School Psychologist Professional Practice Rubric**  
**APPENDIX F**

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.4: Utilizes information about student background and characteristics to inform instruction, intervention, and service delivery decisions.</p> <p>Rating: _____.</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> <li>-Assists with the development and/or delivery of staff professional development on student diversity.</li> <li>-Provides mentoring and coaching to colleagues regarding issues of diversity and student learning, or</li> <li>-Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, addressing issues of disproportionality in special education identification or suspension/expulsion data.</li> </ul>	<p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Demonstrates an understanding of the influence of diversity factors through recommended strategies, interventions, and/or programming, or</li> <li>-Knowledge and skills meet the expectations of the role and school(s) population.</li> </ul>	<p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Is involved in continued professional growth regarding student diversity and academic, social-emotional, and behavioral outcomes</li> <li>But practices</li> <li>-Demonstrate limited application of this knowledge to instructional practices and programming/service delivery.</li> </ul>	<p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Lacks an understanding of the influence of factors such as culture, linguistic, socioeconomic status, gender or gender identity, national origin, religion, disability, health status on student learning and behavior.</li> <li>- Fails to take advantage of opportunities to engage in continued professional growth and learning.</li> </ul>

**School Psychologist Professional Practice Rubric**  
**APPENDIX F**

**DOMAIN 3: CONSULTATION AND COLLABORATION**

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>3.1: Engages in consultation and collaboration with school staff.</p> <p>Rating: _____.</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> <li>-Assists with the development and/or delivery of staff professional development on collaboration and consultation,</li> <li>-Provides mentoring and coaching to colleagues regarding consultation strategies, or</li> <li>-Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, designing a process for collaborative team meetings.</li> </ul>	<p>School Psychologist effectively engages in consultation and collaboration with school staff in a manner that meets the expectations of the role/school(s).</p> <p>Example activities include</p> <ul style="list-style-type: none"> <li>- Assists teachers with identifying concerns to target through intervention practices, or</li> <li>-Supports teachers with intervention implementation through coaching, providing feedback, modeling, etc., or</li> <li>-Works well with others as part of a team (e.g., intervention team, problem solving team, multidisciplinary team, case conference committee) and/or</li> <li>-Utilizes facilitation and conflict resolution skills and strategies.</li> </ul>	<p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Is involved in continued professional growth regarding consultation and collaboration strategies,</li> </ul> <p>However individual's practices</p> <ul style="list-style-type: none"> <li>-Demonstrate limited application of knowledge and skills to expected roles and responsibilities.</li> </ul>	<p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Lacks knowledge and skills about effective consultation strategies and practices, and/or</li> <li>- Fails to take advantage of opportunities to engage in continued professional growth and learning.</li> </ul>
<p>3.2: Engages in consultation and collaboration with parents and families.</p> <p>Rating: _____.</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> <li>- Provides additional resources or materials for families based on specific needs, or</li> <li>-Provides mentoring and coaching to colleagues regarding consultation strategies, or</li> <li>-Applies knowledge in innovative ways to assist students and</li> </ul>	<p>School Psychologist effectively engages in consultation and collaboration with parents and families in a manner that meets the expectations of the role/school(s).</p> <p>Example activities include:</p> <ul style="list-style-type: none"> <li>- Discusses parent concerns and provides suggestions for strategies to use at home,</li> <li>-Clearly explains assessment data</li> </ul>	<p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Is involved in continued professional growth regarding consultation and collaboration strategies,</li> </ul> <p>However individual's practices do not</p> <ul style="list-style-type: none"> <li>-Demonstrate application of this knowledge to expected roles and responsibilities</li> </ul>	<p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Lacks knowledge about effective consultation strategies and practices, and/or</li> <li>- Fails to take advantage of opportunities to engage in continued professional growth and learning.</li> </ul>

**School Psychologist Professional Practice Rubric  
APPENDIX F**

	families, or  - Conducts and/or assists with parent education sessions and trainings.	and intervention strategies,  -Explains school procedures for services such as special education, intervention, etc.  -Clearly explains evaluation findings following special education evaluation, and  -Answers questions clearly and comprehensively.		
--	---	--	--	--

**DOMAIN 3: CONSULTATION AND COLLABORATION, continued**

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

**School Psychologist Professional Practice Rubric**  
**APPENDIX F**

	agencies and providers	practices,  -Refers students and families to community providers for needed services, or  -Communicates with community providers in a clear and ethical manner.		
--	------------------------	---	--	--

**School Psychologist Professional Practice Rubric**  
**APPENDIX F**

**Domain 4: LEADERSHIP**

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>4.1: Seeks professional growth and learning opportunities to advance own knowledge and skill</p> <p>Rating: _____.</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> <li>-Reflects critically on own skills and identifies professional learning needs,</li> <li>-Shares newly learned knowledge and practices with colleagues and school staff, or</li> <li>-Seeks opportunities to provide professional learning sessions for colleagues and school staff.</li> </ul>	<p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Responds well to constructive feedback,</li> <li>-Utilizes feedback to identify areas for professional growth,</li> <li>-Initiates attendance at optional professional learning events,</li> <li>-Engages in professional reading of current research and practice, or</li> <li>-Demonstrates application of knowledge/skills addressed in attended professional learning events.</li> </ul>	<p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Attends mandatory professional learning events</li> </ul> <p>But does not</p> <ul style="list-style-type: none"> <li>-Respond to constructive feedback,</li> <li>-Demonstrate application of knowledge/skill addressed in professional learning events, or</li> <li>-Initiate attendance at optional professional learning events.</li> </ul>	<p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Fails to seek or take advantage of opportunities to engage in professional learning, and/or</li> <li>-Fails to respond to feedback from supervisor(s) regarding the need for professional learning.</li> </ul>
<p>4.2: Contributes to School and/or Profession of School Psychology</p> <p>Rating: _____.</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> <li>-Assumes leadership positions in professional organizations or school or district committees, or</li> <li>-Mentors school psychology practicum students and interns.</li> </ul>	<p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Contributes ideas and expertise to improve the functioning of the school, district, or cooperative,</li> <li>-Participates in activities focused on improving the procedures and practices of the school, district, or cooperative,</li> <li>-Maintains membership in professional organizations and participates in sponsored activities.</li> </ul>	<p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Responds to direct requests for involvement in activities outside the typical school day or professional advancement activities (e.g., team retreats, development of new procedures, etc.)</li> </ul> <p>But does not</p> <ul style="list-style-type: none"> <li>-Initiate involvement in such activities.</li> </ul>	<p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Rarely or never contributes ideas to improve school, district, or cooperative efforts,</li> <li>-Rarely participates in activities that occur outside the typical school day hours,</li> <li>-Little or no involvement in activities designed to advance the professional practice of school psychologists.</li> </ul>

**School Psychologist Professional Practice Rubric**  
**APPENDIX F**

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

**DOMAIN 5: CORE PROFESSIONALISM**

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

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

**School Psychologist Professional Practice Rubric  
APPENDIX F**

**Summary and Planning:**

<b>Domain/Number of Possible Indicators</b>	<b>Possible Points</b>	<b>Number of Indicators Determined Applicable to School Psychologist</b>	<b>Obtained Score</b>	<b>Comments</b>
Assessment, Data-based Decision Making, and Accountability/6	<b>24</b>			
Interventions and Instructional Support to Develop Academic, Social, and Life Skills/4	<b>16</b>			
Consultation and Collaboration/3	<b>12</b>			
Leadership/3	<b>12</b>			
Core Professionalism/4	<b>4</b>			
Total Number of Indicators - 20	<b>Total Possible Points  68</b>	<b>Total Indicators Rated</b>	<b>Total Points Possible for Indicators Rated</b>	

The following percentages apply when all 20 indicators have been rated. Score range of 62-68 corresponds approximately to 90% and higher, score range of 55-61 corresponds to 80-89%, score range of 48-54 corresponds to 70-79%, and score range of 47 and below corresponds to 68% and below.

**School Psychologist Professional Practice Rubric  
APPENDIX F**

<b>Strengths</b>	<b>Specific Growth Areas</b>

**Employee Signature:** \_\_\_\_\_

**Administrator Signature:** \_\_\_\_\_

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

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

**School Psychologist Professional Practice Rubric**  
**APPENDIX F**

Ratings have been discussed between administrator and school psychologist. Signature indicates that the rating and evaluation has been shared and discussed, but does not necessarily indicate agreement.

# Principal as Facilitator of Integrated Teaching Evaluation Rubric

**Competency Standard 1.0: Human Capital Manager:** The principal uses the role of human capital manager to drive improvements in building teacher effectiveness and student achievement.

<b>1.1: The principal effectively recruits, hires, assigns and retains instructional leaders.</b>			
Ineffective	Improvement Necessary	Effective	Highly Effective
The principal rarely considers a teacher's or support staff member's effectiveness when recruiting, hiring, assigning, or retaining effective instructional and building support staff. The principal does not consider corporation and/or school goals when making personnel decisions and recommendations.	The principal occasionally considers a teacher's or support staff member's effectiveness as the primary factor when recruiting, recommending for hire, assigning, or retaining effective instructional and service support staff. The principal occasionally considers corporation and/or school goals when making personnel decisions and recommendations.	The principal consistently considers a teacher's or support staff member's effectiveness as the primary factor when recruiting, recommending for hire, assigning, or retaining effective instructional and service support staff. The principal consistently considers corporation and/or school goals when making personnel decisions and recommendations.	The principal considers a teacher's or support staff member's effectiveness as the primary factor when recruiting, recommending for hire, assigning, or retaining effective instructional and service support staff and the effectiveness of the personnel process utilized throughout the corporation. The principal consistently considers corporation and/or school goals when making personnel decisions and recommendations.

Comments: \_\_\_\_\_

<b>1.2: The principal creates a professional development system for teachers and other personnel based on proficiencies and needs.</b>			
Ineffective	Improvement Necessary	Effective	Highly Effective
Professional development is typically "one size fits all" and there is little or no evidence of recognition of individual teacher or staff member development needs.	The principal is aware of the differentiated needs of teachers and other staff members, but professional development is only embedded in meetings at this time, rather than incorporating the use of collaboration, study teams, professional learning groups, etc.	Some effort has been made to differentiate and consider the need of the individual teacher or staff member when planning professional development assistance. The principal seeks to embed professional development to meet the needs of the individual.	The principal has developed a system of job-embedded professional development that differentiates training and implementation based on individual teacher and service support member needs. The principal uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective teachers and service support employees.

Comments: \_\_\_\_\_

# Principal as Facilitator of Integrated Teaching Evaluation Rubric

<b>1.3: The principal identifies and mentors emerging school leaders to assume key leadership responsibilities.</b>			
Ineffective	Improvement Necessary	Effective	Highly Effective
There is no evidence of effort to develop any leadership skills in others. Persons under the principal's direction are unable and/or unwilling to assume added responsibilities.	The principal has provided some training to an emerging school leader who has the potential to independently assume a leadership role.	The principal has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role or at a developing administrator level, with positive results.	The principal has identified and mentored more than one potential leader who has assumed an instructional leadership role or assumed an administrative position and/or administrative responsibilities.

Comments: \_\_\_\_\_  
 \_\_\_\_\_

<b>1.4: The principal provides evidence of delegation and trust in subordinate leaders.</b>			
Ineffective	Improvement Necessary	Effective	Highly Effective
The principal does not afford subordinates the opportunity or support to develop or to exercise independent judgment or shared decision making.	The principal sometimes delegates, but also maintains decision-making authority that could be delegated to others.	There is a clear pattern of delegated decisions, with authority to match responsibility at every level within the school. The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and school business.	The principal empowers teachers and service support staff in formal and informal ways. Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and special study groups or task forces. Service support employees exercise appropriate authority and assume leadership roles where appropriate. The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation and level of leadership.

Comments: \_\_\_\_\_  
 \_\_\_\_\_

# Principal as Facilitator of Integrated Teaching Evaluation Rubric

<b>1.5: The principal provides formal and informal feedback to the instructional and service support teams with the exclusive purpose of improving individual and organizational performance.</b>			
Ineffective	Improvement Necessary	Effective	Highly Effective
Formal feedback to the school employees is nonspecific. Informal feedback to teachers and service support personnel is rare, nonspecific, and not constructive.	The principal adheres to the corporation's personnel policies in providing formal feedback to the teachers and service support employees, although the feedback is just beginning to provide details that improve school performance.	The principal provides formal feedback to teachers and service support personnel that is consistent with the corporation's personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths and growth areas of the teachers and service support employees.	The principal uses a variety of creative ways to provide positive and corrective feedback to teachers and service support employees. The school reflects the principal's focus on accurate, timely, and specific recognition. The principal balances individual recognition with team and school-wide recognition. Corrective and positive feedback is linked to school and corporation goals and both the principal and individual employees can cite examples of where feedback is used to improve individual, school, and corporation performance.

Comments: \_\_\_\_\_

**Competency Standard 2.0 Instructional Leadership: The principal acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.**

<b>2.1: The principal demonstrates the use of student achievement data to make instructional leadership decisions.</b>			
Ineffective	Improvement Necessary	Effective	Highly Effective
The principal is unaware of or indifferent to student achievement data.	The principal is aware of state, corporation, and school results and has discussed those results with instructional staff, but has not linked specific decisions to the data.	The principal uses multiple data sources, including state, corporation, school, and classroom assessments, and has at least three years of data. The principal systematically examines data at the subscale level to find strengths and challenges. The principal empowers teaching staff to determine priorities from data. Data insights are regularly the subject of faculty meetings and	The principal can specifically document examples of decisions in teaching, assignment, curriculum, assessment and intervention that have been made on the basis of data analysis. The principal has coached and guided teachers to improve their data analysis skills.

## Principal as Facilitator of Integrated Teaching Evaluation Rubric

		professional development sessions.	
--	--	------------------------------------	--

Comments: \_\_\_\_\_  
 \_\_\_\_\_

<b>2.2: The principal demonstrates evidence of student improvement through student achievement results.</b>			
Ineffective	Improvement Necessary	Effective	Highly Effective
<p>The principal is indifferent to the data and blames poor achievement on the students, families, and/or other external forces. The principal does not believe that student achievement can improve. The principal has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.</p>	<p>Some evidence of improvement exists, but there is insufficient evidence of changes in teachers, instruction, and/or curriculum that will create the improvements necessary to achieve student performance goals.</p>	<p>The principal reaches the targeted performance goals of the school for student achievement. The average of the student population improves, as does the achievement of each group of students that has previously been identified as needing improvement.</p>	<p>A consistent record of improved student achievement exists on multiple indicators of student success for overall averages and for identified groups of historically disadvantaged students. Explicit use of previous data indicates that the principal has focused on improving performance. The principal aggressively identifies new challenges, even in areas of prior successes, moving proficient performance to the exemplary level. Where new challenges emerge, the principal highlights the need, creates effective interventions, and reports improved results.</p>

Comments: \_\_\_\_\_  
 \_\_\_\_\_

<b>2.3: The principal actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.</b>			
Ineffective	Improvement Necessary	Effective	Highly Effective
<p>The principal is perceived by stakeholders, teachers, instructional support staff, parents, Central Office administrators, and students, as being top-down oriented in all decisions related to the improvement in student achievement.</p>	<p>The principal rarely seeks and solicits feedback in matters related to the improvement in student achievement.</p>	<p>The principal frequently seeks input from various stakeholders in matters related to the improvement of student achievement.</p>	<p>The principal has a very open and support seeking attitude towards all stakeholders in the school corporation in regards to matters related to the improvement in student achievement. The principal regularly surveys staff and other school community groups in this area regarding their views.</p>

Comments: \_\_\_\_\_  
 \_\_\_\_\_

# Principal as Facilitator of Integrated Teaching Evaluation Rubric

**Competency Standard 3.0 Personal Behavior:** The principal models personal behaviors that set the tone for all student and adult relationships in the school.

<b>3.1: The principal models professional, ethical, and respectful behavior at all times and expects the same behavior from others.</b>			
Ineffective	Improvement Necessary	Effective	Highly Effective
The principal does not display and use common courtesy regularly or respectful professional responses when dealing with members of the school community.	On multiple occasions, the principal has not responded to school community members with acceptable levels of professionalism.	On a regular basis the principal has displayed appropriate and professional responses to members of the school community.	The principal is an exemplary model of appropriate professional behavior to all and encourages a positive and professional response from all members of the school community.

Comments: \_\_\_\_\_  
 \_\_\_\_\_

<b>3.2: The principal organizes time and projects for effective leadership.</b>			
Ineffective	Improvement Necessary	Effective	Highly Effective
Project management is haphazard or absent.	Projects are managed using lists of milestones and deadlines, but are infrequently updated. The impact of changes is rarely documented.	The use of organizational development tools is evident by supporting documentation provided by the principal. Project/Task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.	Personal organization allows the principal to consider innovations and be available to engage in leadership activities and collaborate with others at all levels. The principal applies project management to systems thinking throughout the school.

Comments: \_\_\_\_\_  
 \_\_\_\_\_

# Principal as Facilitator of Integrated Teaching Evaluation Rubric

**Competency Standard 4.0 Building Relationships:** The principal builds relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.

<b>4.1: The principal demonstrates effective communication with parents and the community.</b>			
Ineffective	Improvement Necessary	Effective	Highly Effective
<p>The principal does not identify groups and potential partners with the community. The principal fails to ensure that all parental and community involvement activities honor the cultures and traditions of the school community. The principal fails to interact with parents and community groups, such as the parent organizations, that have a critical role in developing support for the school and school programs.</p>	<p>The principal occasionally participates in school organizations but does not assume a leadership role in furthering communications. Initiative for communication more regularly comes from outside entities and not from the principal.</p>	<p>The principal assumes leadership roles in important school and local organizations such as serving on local Boards, chairing regular or special task force committees. The principal actively and effectively develops community trust in the school through individual parent contact, speaking engagements, community meetings, and other interpersonal approaches. The principal seeks out and creates new opportunities for meaningful partnerships or collaborative endeavors.</p>	<p>There is clear evidence of parent-centered and community-centered communication, including open forums such as PTA meetings, open houses, principal/community events, etc. The principal uses multiple communication medias to allow for one and two-way communication through newsletters, e-mails, web page messages, etc. Surveys are used to gather data to measure parental and community levels of empowerment and support for educational objectives. The principal uses relationships and school/community partnerships to affect school-wide improvement. The principal manages an ever broadening portfolio of partnerships and collaborations that support and help to advance the school improvement plan and the long range plan of the Corporation.</p>

Comments: \_\_\_\_\_

<b>4.2: The principal forges consensus for change and improvement throughout the school.</b>			
Ineffective	Improvement Necessary	Effective	Highly Effective
<p>The principal fails to forge consensus for change and fails to identify areas in which agreement and/or consensus is necessary. The principal rarely or never directs or develops a process for change and/or improvement.</p>	<p>The principal occasionally identifies areas in which consensus is needed but has yet to implement a process for change and/or improvement. The principal asks for feedback from stakeholders but is not year successful in securing cooperation.</p>	<p>The principal uses effective strategies to work toward a consensus for change and improvement. The principal directs change and improvement processes by identifying and securing the systems and allies necessary to support the process. The principal secures cooperation from key stakeholders in planning and implementing change and driving improvement.</p>	<p>The principal uses effective strategies to achieve a consensus for change and improvement. The principal guides others through change and addresses resistance to that change. The principal systematically monitors, implement, and sustains the success of strategies for change.</p>

# Principal as Facilitator of Integrated Teaching Evaluation Rubric

Comments: \_\_\_\_\_

<b>4.3: The principal understands the role of the principal in engaging the public in controversial issues.</b>			
Ineffective	Improvement Necessary	Effective	Highly Effective
The principal does not respond to conflict in a solution-oriented and/or respectful manner and attempts at consensus building around critical decisions are unsuccessful.	The principal employs a limited number of strategies to resolve conflicts and forge consensus within the school corporation community with varying degrees of success.	The principal employs a non-confrontational approach to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner. The principal frequently encourages open dialogue, considers diverse points of view, and often empowers and supports certified and non-certified staff in utilizing these conflict resolution practices.	The principal consistently employs a variety of strategies to resolve conflicts and forge consensus within the school community in a constructive and respectful manner. The principal consistently encourages open dialogue, considers diverse points of view, and empowers and supports certified and non-certified staff in utilizing these conflict resolution strategies.

Comments: \_\_\_\_\_

<b>4.4: The principal keeps the Superintendent and central office administrators informed on issues, needs, and the overall operations of the school.</b>			
Ineffective	Improvement Necessary	Effective	Highly Effective
The principal has little communication with the Superintendent and central office administrators outside of scheduled meetings.	The principal communicates with the Superintendent and central office administrators on an as needed basis beyond regularly scheduled meetings.	The principal communicates with the Superintendent and central office administrators periodically.	The principal communicates with the Superintendent and central office administrators regularly using face-to-face meetings, e-mails, weekly notes, and phone calls in order to share and provide updates of building programs and interests.

Comments: \_\_\_\_\_

<b>4.5: The principal encourages open communication and dialogue with the Superintendent and Central Office administrators.</b>			
Ineffective	Improvement Necessary	Effective	Highly Effective
The principal rarely seeks input from the Superintendent or Central Office administrators and tends to make unilateral decisions.	The principal seeks input and feedback from select Central Office administrators and usually to garner support for decisions already made by the principal.	The principal seeks input and feedback from all central office administrators and the Superintendent on a regular basis.	The principal had created an environment where input and feedback from all central office administrators, including the Superintendent, is sought and encouraged. The principal engages in open discussion with the Superintendent and central office

## Principal as Facilitator of Integrated Teaching Evaluation Rubric

		administrators on a consistent basis.
--	--	---------------------------------------

Comments: \_\_\_\_\_  
 \_\_\_\_\_

<b>4.6: The principal provides the Superintendent and Central Office administrators with written communications explaining issues or needs prior to Principal and Leadership Team meetings.</b>			
Ineffective	Improvement Necessary	Effective	Highly Effective
The principal rarely submits items for monthly administrative meeting agendas. Items submitted are limited to operational matters and provide insufficient background for understanding the issues.	The principal occasionally submits items for administrative agendas that include items related to student achievement and provides limited background information addressing the issues.	The principal regularly submits items for the agenda that focuses on student achievement issues and provides enough background material to allow the administrative team to make informed decisions.	The principal recommends and/or contributes items for the administrative agendas that focus on student achievement and provides complete and thorough background information needed for the administrative team to reach informed decisions.

Comments: \_\_\_\_\_  
 \_\_\_\_\_

**Competency Standard 5.0 Culture of Achievement:** The principal develops school-wide culture of achievement aligned to the School Corporation's and School's vision of success for every student.

<b>5.1: The principal empowers teachers to set high and demanding academic and behavior expectations for every student and ensures that students are consistently learning.</b>			
Ineffective	Improvement Necessary	Effective	Highly Effective
The principal does not work with the school team to gather and utilize data sources to analyze school and corporation strengths and weaknesses. Limited data is available and a lack of goal-setting is evident throughout the school. The principal does not establish clear expectations or provide the necessary support for the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.	The principal requests that the administrative team utilize data sources to analyze corporation and school strengths and weaknesses. Goals are established that may not be focused or measurable. General expectations are established and limited resources and occasional supports are provided to support the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.	The principal guides the administrative team in an annual analysis of school and corporation performance. Data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals. Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.	The principal leads and involves the school team in a comprehensive annual analysis of school and corporation performance. Multiple data sources are utilized to analyze the corporation's and school's strengths and weaknesses and a collaborative process is used to develop focused and results oriented goals. Clear expectations are established and the school education teams are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral

## Principal as Facilitator of Integrated Teaching Evaluation Rubric

			needs.
--	--	--	--------

Comments: \_\_\_\_\_  
 \_\_\_\_\_

<b>5.2: The principal establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.</b>			
Ineffective	Improvement Necessary	Effective	Highly Effective
The employees of the school corporation and school are unaware of the school academic goals and priorities and there is no apparent and definitive academic direction established by the principal.	The principal occasionally makes some reference to academic goals and school improvement priorities, but there is no establish written goals or formats for academic rigor or improvement approved by the Superintendent, the Superintendent's designee or the Board of School Trustees.	The principal has presented goals for the Superintendent and Boards approval that clearly articulate the academic rigor and academic priorities of the corporation's and school's programs. Approved goals are shared and available for the entire community.	The principal regularly reports on the progress of rigorous academic goals and the school's academic priorities that have been established through the school's goal process and presented to the superintendent and the Board of Trustees for approval. The monitoring of goals and regular revising and updating of such plans is an on-going process conducted by the principal and the school improvement team.

Comments: \_\_\_\_\_  
 \_\_\_\_\_

<b>5.3: The principal ensures that all students have full and equitable access to educational programs, curricula, and available supports.</b>			
Ineffective	Improvement Necessary	Effective	Highly Effective
The principal does not set expectations and resources are not allocated on the basis of any identified needs of students.	The principal establishes general expectations and resources are limited to students who are struggling academically or behaviorally.	The principal establishes clear expectations and provides resources that enable teachers to identify a majority of students' academic, social, emotional, and behavioral needs.	The principal establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs.

Comments: \_\_\_\_\_  
 \_\_\_\_\_

<b>5.4: The principal guides school staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning.</b>			
Ineffective	Improvement Necessary	Effective	Highly Effective
The principal does not set expectations or	The principal sets general expectations and	The principal sets clear expectations and	The principal sets clear expectations and

# Principal as Facilitator of Integrated Teaching Evaluation Rubric

provide support for teachers to regularly communicate with families on ways to support their children's learning at school and home.	provides occasional support for teachers to engage families in supporting their children's learning at school and home.	provides support for teachers to regularly engage families in supporting their children's learning at school and home.	provides resources to support teachers to consistently and regularly engage all families in supporting their children's learning at school and home.
--	---	--	--

Comments: \_\_\_\_\_

**Competency Standard 6.0: Organizational, Operational, and Resource Management - The principal leverages organizational, operational, and resource management skills to support school improvement and achieve desired educational outcomes.**

<b>6.1: The principal employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.</b>			
Ineffective	Improvement Necessary	Effective	Highly Effective
<p>Data is rarely used for decisions.</p> <p>The predominant decision making methodology is mandated from the principal or based on what is popular.</p>	<p>Some decisions are based on data, but others are the result of personal preference and tradition.</p>	<p>The pattern of decision-making reflects a clear reliance on state and corporation student achievement data as well as on curriculum, instruction, and leadership practices data.</p>	<p>Decision-making is neither by consensus nor by leadership mandate, but is consistently based on data. Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs. The principal can cite specific examples of practices that have been discontinued, and/or initiated based on data analysis. A variety of data sources, including qualitative and quantitative, are used. Data sources include state, corporation, school and classroom assessments. Inferences from data are shared widely outside the school community to identify and replicate the most effective practices.</p>

Comments: \_\_\_\_\_

**6.2: The principal demonstrates personal proficiency in technology implementation and utilization.**

## Principal as Facilitator of Integrated Teaching Evaluation Rubric

Ineffective	Improvement Necessary	Effective	Highly Effective
The principal has limited literacy with technology. There is little evidence of the principal taking a personal initiative to learn new technology.	The principal has mastered some, but not all, software required for proficient performance. The principal takes the initiative to learn new technology but rarely becomes proficient in its use.	The principal personally uses e-mail, word processing, spreadsheets, presentation software, and other software such as student data management systems. The principal utilizes technology within his/her daily responsibilities.	The principal creates new opportunities for technological learning and empowers the teaching team to use new technology initiatives. The principal serves as a model for technology implementation.

Comments: \_\_\_\_\_

### 6.3: The principal oversees the use of practices for the safe, efficient, and effective operation of the school's physical plant, equipment, and auxiliary services (e.g., food services and student transportation).

Ineffective	Improvement Necessary	Effective	Highly Effective
The principal has limited or no procedures in place to address the safety of students and staff in the event of a disaster. The principal pays little or no attention to the oversight of the safe and efficient operation of the school.	The principal has procedures in place to address the safety of students and staff in the event of a disaster. The principal attempts to provide a safe and efficient operation of the school's physical plant, equipment, and auxiliary services.	The principal ensures that there are procedures in place to address safety of students and staff in the event of a disaster. Periodic review of these procedures is in place. The principal provides opportunities for staff training in order to carry out their duties with respect to the school's physical plant, equipment, and auxiliary services.	The principal ensures there are procedures in place to address the safety of students and staff in the event of a disaster. Staff members have a working knowledge of procedures. The principal ensures staff is properly trained and competent to carry out their duties with respect to the school's physical plant, equipment, and auxiliary services. Monitoring steps are in place to measure operation efficiencies.

Comments: \_\_\_\_\_

### 6.4: The principal provides responsible fiscal stewardship.

Ineffective	Improvement Necessary	Effective	Highly Effective
The principal has little proficiency in sound budgetary practices.	The principal lacks proficiency in using budget to focus resources on school improvement priorities.	The principal leverages knowledge of the budgeting process, categories and funding sources to maximize all available dollars to achieve school improvement priorities.	The principal regularly saves fiscal resources of the school and reallocates those resources to help the school achieve its school improvement priorities. Results indicate the positive impact of reallocated resources in achieving school improvement priorities. The principal has established

## Principal as Facilitator of Integrated Teaching Evaluation Rubric

			processes to increase fiscal resources (e.g., grants, donations, and community resources).
--	--	--	--

Comments: \_\_\_\_\_  
 \_\_\_\_\_

<b>6.5: The principal demonstrates compliance with legal requirements.</b>			
Ineffective	Improvement Necessary	Effective	Highly Effective
The principal is unaware of the legal standards and Board Policy requirements.	The principal is not respectful of legal standards and/or Board Policy requirements.	The principal demonstrates an awareness of the legal standards and Board Policy requirements of the school corporation and adheres to those standards and requirements.	The superintendent demonstrates an understanding of the legal standards and Board Policy requirements of the corporation, and consistently adheres to those standards and requirements.

Comments: \_\_\_\_\_  
 \_\_\_\_\_

# Principal as Facilitator of Integrated Teaching Evaluation Rubric

---

Additional Comments or Summative Statements of Evaluator:

Administrator Comments or Statements (or Administrator Comments may be attached):

Overall Rating: \_\_\_\_\_ (See Scoring Grid for Rating Computation Detail)

It is recommended that:

- The principal's contract be continued for the 20\_\_\_/20\_\_\_ School Year.
- The principal be placed on a remediation Plan of not more than ninety (90) and not less than forty-five (45) school days.
- The principal's contract not be continued for the 20\_\_\_/20\_\_\_ School Year.
- The principal's contract be cancelled immediately.

Evaluator's Signature: \_\_\_\_\_

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

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

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

Superintendent's Signature (if not the Evaluator) \_\_\_\_\_

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

**Notation:** The evaluated principal's signature does not constitute agreement with the evaluation determination, but verifies that the evaluation has been reviewed with the principal and received. The evaluated principal may attach a statement to the evaluation that will be kept with the evaluation document in the evaluated principal's personnel file.

## APPENDIX H

### SCHOOL CITY OF MISHAWAKA SUGGESTED EVALUATION CALENDAR 2012-2013

#### August 2012

#### Prepare for 2012-2013 School Year

- Attend SCM Administrator Evaluation Update Session (Date TBD)
- Establish Tentative Schedule for Year
  - 4 Observations per teacher (1 Scheduled; 3 Unscheduled)
  - Scheduled = Not less than 40 minutes
  - Unscheduled = Not less than 10 minutes
  - Consider 3 teacher rotations for unscheduled observations
    - Beginning, middle, and end of period
  - Prioritize
    - Teachers with two years or fewer experience
    - Teachers with performance concerns
    - Teachers not evaluated recently under alphabetic cycle
  - Plan for a year-long process which provides teachers with opportunity to demonstrate growth prior to completion of FIT Rubric
- Schedule & Conduct Initial Pre-observation Conferences
  - Confirm 1-2 week observation window
  - Review anticipated education related activities to be observed
- Begin Data Collection Process for All Teachers
  - Scantron results, Acuity results, etc.
  - Grade distribution reports
  - Office referrals
  - Parental complaints
  - Note: teachers share in the burden of developing evidence of student growth & achievement

#### September 2012

#### Begin Scheduled and Unscheduled Observations

- Use SCM Observation and Conferencing Forms for Scheduled
  - Conduct post-observation conference within 7 calendar days of scheduled observation
  - Provide oral and/or written feedback regarding observation, including strengths & areas for improvement
- Use Snapshot Form for Unscheduled
  - Provide teachers with copy of Snapshot within 7 calendar days of unscheduled observation

- Meet to discuss as requested by the teacher
- Schedule & Conduct Next Pre-observation Conferences
- Continue Data Collection Process for All Teachers

**October 2012**

**Continue Scheduled and Unscheduled Observations**

- Schedule & Conduct Next Pre-observation Conferences
- Schedule & Conduct Necessary Post-observation Conferences
- Continue Data Collection Process for All Teachers

**November 2012**

**Continue Scheduled and Unscheduled Observations**

- Schedule & Conduct Next Pre-observation Conferences
- Schedule & Conduct Necessary Post-observation Conferences
- Continue Data Collection Process for All Teachers

**December 2012**

**Continue Scheduled and Unscheduled Observations**

- Schedule & Conduct Next Pre-observation Conferences
- Schedule & Conduct Necessary Post-observation Conferences
- Continue Data Collection Process for All Teachers
- Review Mid-year Progress
  - Consider revisions to tentative schedule
  - Initiate discussion with Central Office regarding concerns

**January 2013**

**Continue Scheduled and Unscheduled Observations**

- Schedule & Conduct Next Pre-observation Conferences
- Schedule & Conduct Necessary Post-observation Conferences
- Continue Data Collection Process for All Teachers

**February 2013**

**Continue Scheduled and Unscheduled Observations**

- Schedule & Conduct Next Pre-observation Conferences
- Schedule & Conduct Necessary Post-observation Conferences
- Continue Data Collection Process for All Teachers
- Begin Drafting of FIT Rubrics
  - Contact Central Office to discuss teachers projected to receive final rating of Improvement Necessary or Ineffective

## **March 2013**

### **Complete Scheduled and Unscheduled Observations**

- Schedule & Conduct Final Pre-observation Conferences
- Schedule & Conduct Final Post-observation Conferences
- Complete Data Collection Process for All Teachers
- Complete Drafting of FIT Rubrics
  - Incorporate A-F building rating received prior to start of 2012-2013 school year into Competency 15
  - Note: by law, a teacher who negatively affects student achievement and growth cannot receive an overall rating of Highly Effective or Effective
  - For classes not measured by statewide assessments, negative impact on student growth is present where data show a significant number of students across a teacher's classes fail to demonstrate student learning or mastery of standards established by the state
- Schedule & Conduct All Evaluation Conferences
  - Must be completed prior to **March 27, 2013**
  - Provide teacher with signed copy, maintain a signed copy for your file, and send signed original to Central Office

## **April 2013**

### **Begin Completion of Miscellaneous Remaining Tasks**

- Additional Evaluation Requested by Teacher Who Received Final Rating of Highly Effective or Effective
  - Evaluator Must Agree that Second Evaluation is Warranted
- Remediation Plans
  - Any teacher receiving a final rating of Improvement Necessary or Ineffective
  - Plan must provide not less than 45 and not more than 90 school days for correction of deficiencies noted in evaluation
  - Contract Central Office for assistance
  - Teacher must be involved in creation of plan

## **May 2013**

### **Complete Miscellaneous Remaining Tasks**

- Additional Evaluations
- Remediation Plans

**August 2013**

**Reconsider Completed Evaluations**

- IDOE Cut Levels to Be Published by August 1, 2013
  - By law, a teacher who negatively affects student achievement and growth cannot receive an overall rating of Highly Effective or Effective
  - For classes measured by statewide assessments with growth model data, the IDOE cut levels in growth result will by definition determine negative impact on growth and achievement
- Complete Revised FIT Rubrics as Needed
- Schedule & Conduct Additional Evaluation Conferences as Needed
- Create Additional Remediation Plans as Needed
- BEGIN TO DO IT ALL OVER AGAIN!!!

# APPENDIX I

---

## ADMINISTRATIVE ADDENDUM TO THE SCHOOL CITY OF MISHAWAKA STAFF PERFORMANCE EVALUATION PLAN: A FRAMEWORK FOR INTEGRATED TEACHING (FIT)

- A. Consistent with the terms of I.C. 20-28-11.5-6 (c), a teacher employed by School City of Mishawaka (“SCM”) who receives a final rating of Ineffective on his/her evaluation may file a request for a private conference with the Superintendent of Schools to discuss the evaluation by sending an email to [barkert@mishawaka.k12.in.us](mailto:barkert@mishawaka.k12.in.us). The teacher must request the private conference by no later than five (5) calendar days after the teacher’s receipt of the written evaluation. The Superintendent (or his designee) shall meet with the teacher and conduct the private conference by no later than seven (7) calendar days after the Superintendent’s receipt of the request. The teacher may be accompanied by a representative of the Mishawaka Education Association at the private conference. The Superintendent shall be entitled to ask the teacher’s evaluator and such other administrators as may be deemed appropriate to attend the private conference. At the private conference, the teacher will bear the burden of presenting reasons why the final rating of Ineffective as set out in the evaluation should not remain in place.
- B. Consistent with the terms of I.C. 20-28-11.5-7 (a)-(c), each building principal will meet with the Executive Director for Human Resources in order to review student class/course assignments upon the conclusion of the annual teacher evaluation process. Should the review of student class/course assignments disclose that a student will be instructed for two (2) consecutive years by two (2) consecutive teachers, each of whom was rated as ineffective in the school year immediately before the school year in which the student is placed in the respective teacher’s class, SCM shall consider:
1. Modifying any affected student’s class/course assignment accordingly;
  2. Modifying any affected teacher’s grade level/course assignment accordingly;
  3. Transferring any affected student to another SCM school, with the consent of the parent;
  4. Transferring the teacher in question to another SCM school; or
  5. Taking such other action as is practicable in order to resolve the situation.

SCM shall take the actions described above prior to the start of the second consecutive school year in question.

- C. Consistent with the terms of I.C. 20-28-11.5-7 (d), should it prove impossible for SCM to otherwise avoid the class/course assignment described in Paragraph B above, SCM will send written notice to the parents of any affected student indicating that the student will be placed in the classroom of a teacher who has been rated as Ineffective. SCM will send this notice via Certified Mail prior to the start of the second consecutive school year during which the student assignment will occur. As part of this notification process, SCM shall afford the parent the opportunity to request that the student be granted a transfer to another SCM school.