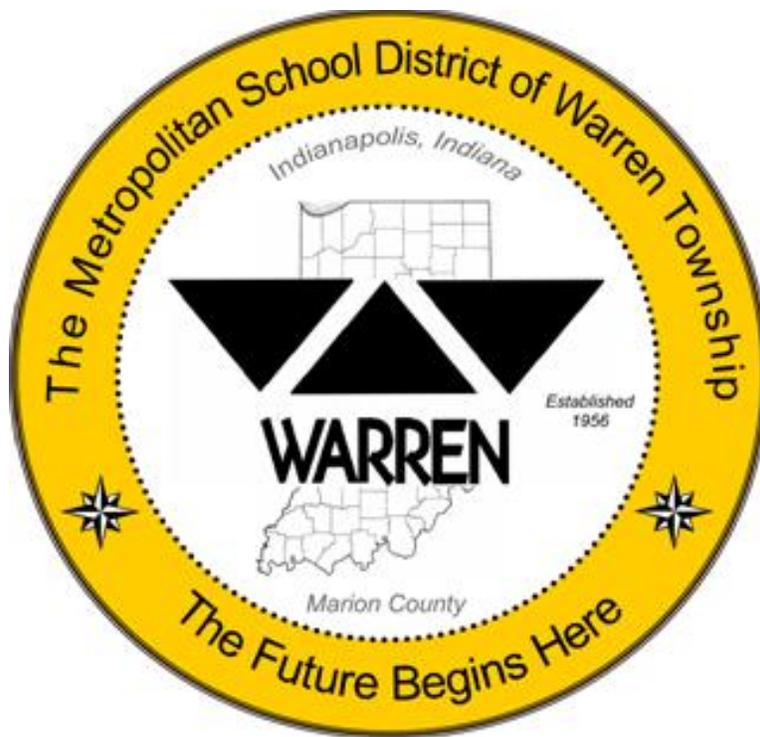


# MSD of Warren Township

## Teacher Effectiveness Assessment Model



Updated

November 2012

# Teacher Evaluation Assessment Model

## Table of Contents

Introduction	3
Team Committee Members	3
Components of Certificated Employee Evaluation	4
Provisional Status Certified Employees	8
Teacher Evaluation Process and Timeline	10
Assistance Sequence (Problem Solving)	12
Assistance Sequence (Intensive Intervention)	13
Appendix A (Effectiveness Rubrics)	15
Teacher Effectiveness Rubric	16
Media Specialist Effectiveness Rubric	28
School Counselor Effectiveness Rubric	42
Speech & Language Pathologist Effectiveness Rubric	48
School Psychologist Effectiveness Rubric	57
Appendix B (Student Learning Targets)	70
Appendix C (New Teacher Orientation)	77
Appendix D (Assistance Worksheet – Problem Solving)	80
Appendix E (assistance Worksheet – Intensive Intervention)	82
Appendix F (Final Evaluation Scoring Sheet)	84
Appendix G (Effective Lesson Design)	87
Appendix H (Types of Student Engagement)	89
Appendix I (Depth of Knowledge Levels)	91
Appendix J (8-Step Instructional Process)	93
Appendix K (Certified Employee Response Form)	95
Appendix L (Observation Forms)	97

## MSD of Warren Township Teacher Evaluation Handbook

### Overview:

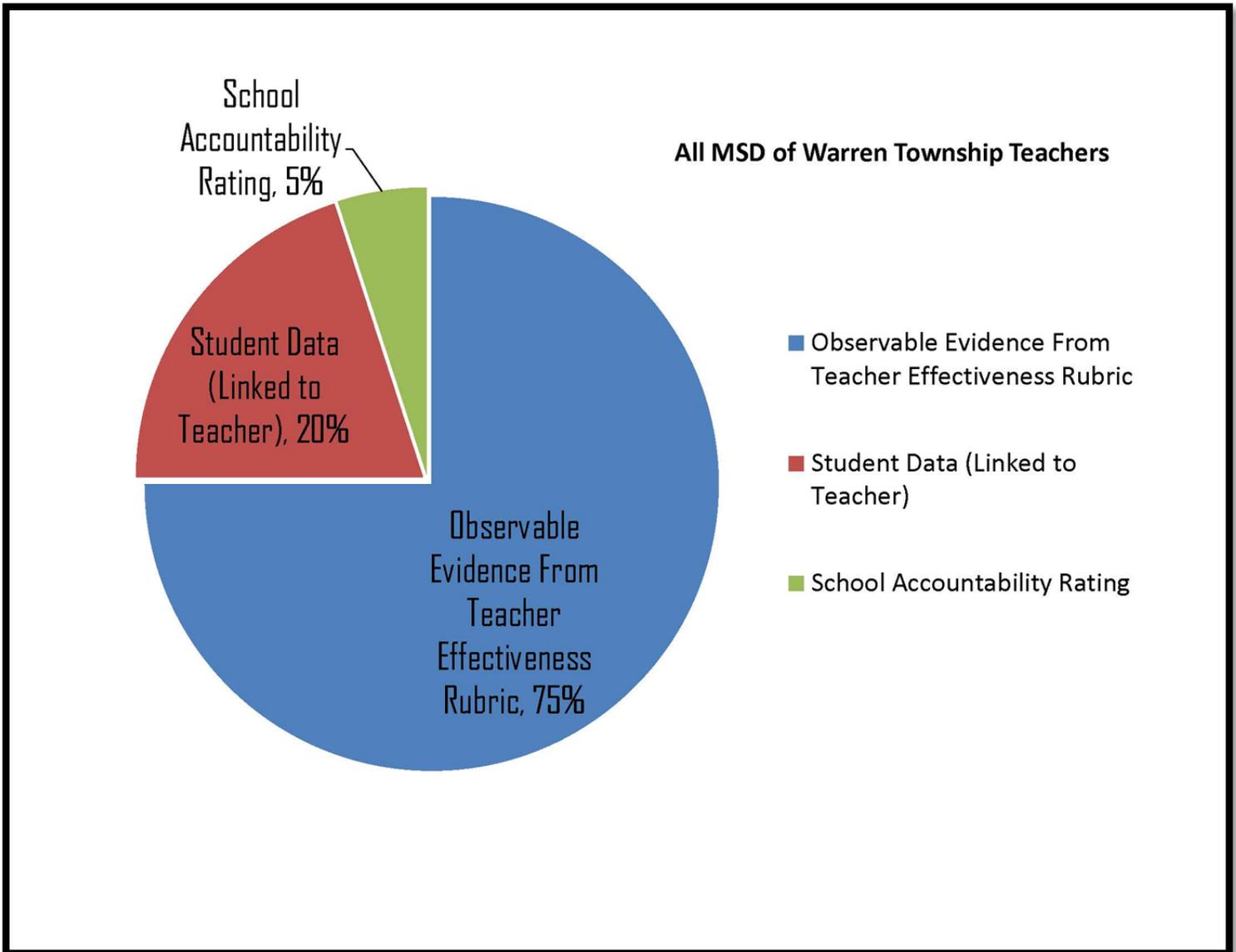
The teacher evaluation process was revisited in the MSD of Warren Township during the 2011-2012 school year due to the direction the Indiana General Assembly provided during the 2011 Legislative Session. The Indiana DOE selected the MSD of Warren Township as a “pilot” district to revise their current evaluation document (GOTE) to meet the requirements of SEA1.

### 2011 – 2012 GOTE Revision Committee Members

Julie	Aldrich	Teacher	Raymond Park Intermediate Academy
John	Barnes	Teacher	Warren Central High School
Hugh	Boger	Teacher	Brookview Elementary
Deborah	Bova	Teacher	Raymond Park Intermediate Academy
Jackie	Boyden	Teacher	Lakeside Elementary
Emily	Brown	Associate Principal	Warren Central High School
Tony	Burchett	Assistant to the Superintendent	Warren Education Community Center
Dena	Cushenberry	Deputy Superintendent	Warren Education Community Center
Jenny	Duguid	Teacher	Warren Central High School
Judy	Edwards	Uniserve Director	ISTA
Cindy	Frey	Assistant Director	Walker Career Center
Laura	Garmire	Interventionist	Stonybrook Intermediate Academy
Timothy	Hanson	Principal	Brookview Elementary
Kathy	Hench	Literacy Coach	Grassy Creek Elementary
Carol	Hooks	Teacher	Warren Central High School
Jennifer	Jensen	Teacher	Warren Central High School
Roberta	Kuonen	Teacher	Warren Central High School
Robin	LeClaire	Principal	Eastridge Elementary
Timothy	Mankin	Principal	Creston Middle School
Kate	Miller	Teacher	Stonybrook Middle School
Margee	Pumphrey	Compliance Monitor	Warren Education Community Center
Mary	Rehlander	Assistant Superintendent	Warren Education Community Center
Amy	Royse	Director of Special Education	Warren Education Community Center
Ryan	Russell	Principal	Raymond Park Intermediate Academy
Janie	Smith	Teacher	Creston Intermediate Academy
Michelle	Stierwalt	Teacher	Lowell Elementary
Terry	Troxell	Uniserve Director	ISTA
Mike	Wallpe	Associate Superintendent	Warren Education Community Center

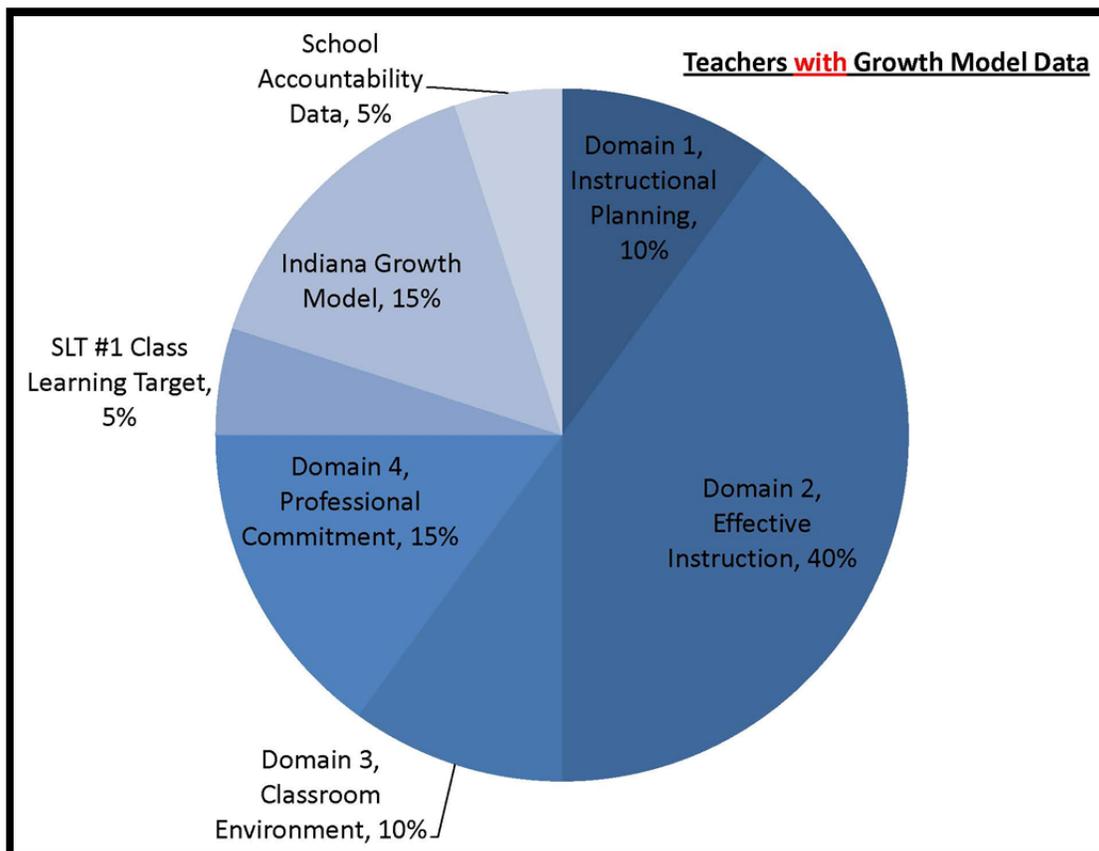
The teacher evaluation process in the MSD of Warren Township contains many components:

Domain 1 – Instructional Planning	Teacher Effectiveness Rubric
Domain 2 – Effective Instruction	
Domain 3 – Classroom Environment	
Domain 4 – Professional Commitment	
Student Achievement/Growth Data	Student Learning Target(s) / Indiana Growth Model
School Performance/Growth Data	School Accountability Score / Letter Grade
Professionalism	Meets Expectation or Does Not Meet Expectation



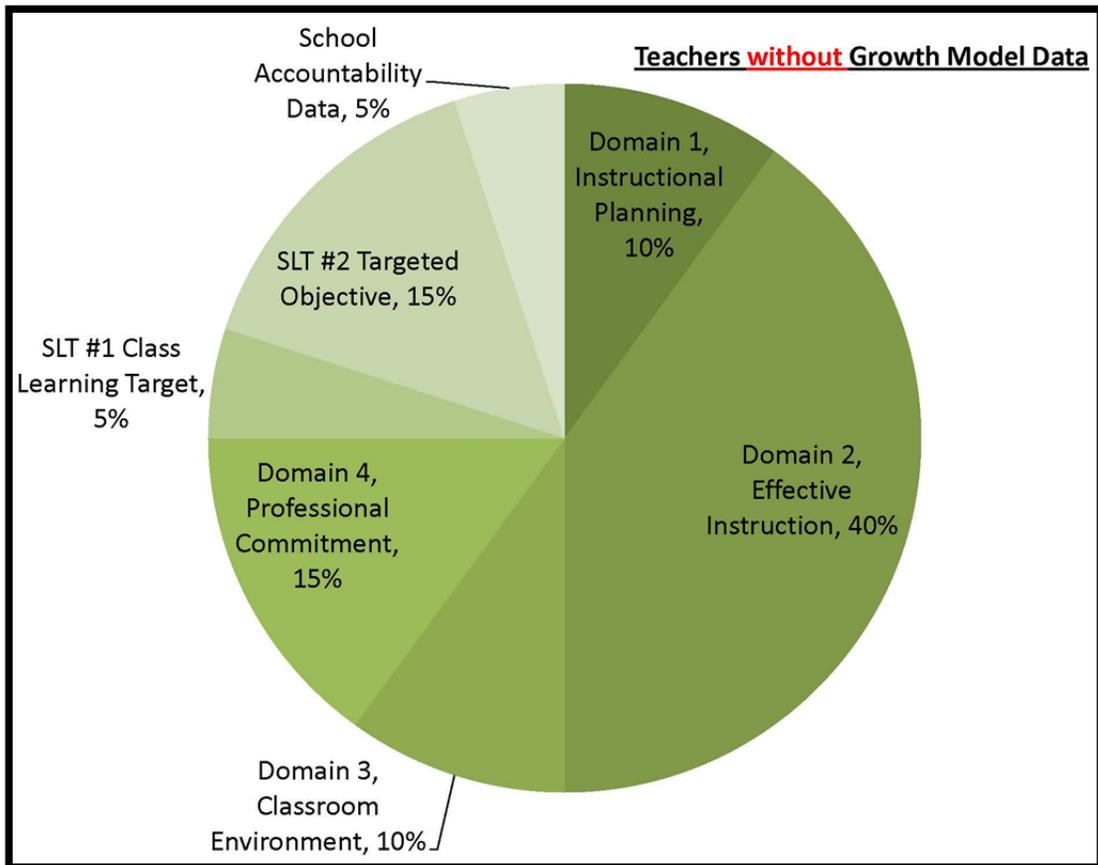
## Teachers with Growth Model Data

Category	Weight
<u>Domain 1</u> Instructional Planning	10%
<u>Domain 2</u> Effective Instruction	40%
<u>Domain 3</u> Classroom Environment	10%
<u>Domain 4</u> Professional Commitment	15%
Teacher Achievement Data (SLT #1 Class Learning Target)	5%
Teacher Growth Data (Indiana Growth Model)	15%
School Accountability Data	5%
<b><u>TOTAL</u></b>	<b>100%</b>



## Teachers without Growth Model Data

Category	Weight
<u>Domain 1</u> Instructional Planning	10%
<u>Domain 2</u> Effective Instruction	40%
<u>Domain 3</u> Classroom Environment	10%
<u>Domain 4</u> Professional Commitment	15%
Teacher Achievement Data (SLT #1 Class Learning Target)	5%
Teacher Growth Data (SLT #2 Targeted Objective)	15%
School Accountability Data	5%
<b><u>TOTAL</u></b>	100%



## **Determining Each Teacher’s Effectiveness Rating and Categorical Placement**

Each MSD of Warren Township certificated employee will receive summative ratings in each category from the following sources:

Domain 1 – Instructional Planning Domain 2 – Effective Instruction Domain 3 – Classroom Environment Domain 4 – Professional Commitment	Summative scoring obtained by evaluators’ classroom observations and evidence submission processes using the Teacher Effectiveness Rubric (Appendix A)
Student Achievement/Growth Data	Score obtained from Student Learning Target(s) and/or the Indiana Growth Model. (Appendix B)
School Performance/Growth Data	Score obtained from the Indiana Schools A-F Accountability System. The school’s assigned summative score will automatically be inputted into this category.
Professionalism	Certificated employees will be classified as either “Meets Expectations” or “Does Not Meet Expectations,” Professionalism is expected; therefore, only a “Does Not Meet Expectations” classification will impact an employee’s score. If any teacher is rated as “Does Not Meeting Expectations” one categorical deduction will be taken from their final score.

## **Provisional Status Certified Employees**

**Introduction:** Provisional Status certified employees are provided additional opportunities and support in becoming effective teachers as defined by the Teacher Effectiveness Rubric.

### **Teachers who are considered Provisional in Status:**

Provisional status is typically a two-year process that applies to the following teachers:

- A. A teacher in his/her first and second regular contract in MSDWT.
- B. A former or current MSDWT certified employee who is reentering the teaching profession after having been out of the classroom for a period of five years or more.

**Provisional Status Sequence of Events:** Within the two-year time frame for the complete Provisional Evaluation, teachers and building administrators will pursue the series of events in this sequence:

### **First Year**

#### **Orientation**

The building administrator will meet with the teacher in the first six weeks to orient the teacher to the evaluation process and to the Teacher Effectiveness Rubric. Both parties will sign the orientation document found in Appendix C.

The Teacher Evaluation Process for Provisional Status Employees and its results provide the building administrator with an important source of information for making an employment decision. However, the building administrator may consider additional information as well, such as work, attitude, and cooperation in making employment decisions. Please reference the Teacher Effectiveness Rubric found in Appendix A to consider and/or include these areas for evaluation.

#### **Outcomes of The First Year Provisional Status:**

There are only two possible employment outcomes for first year provisional status employees, regardless of the evaluation categorical placement of the employee:

- A. The building administrator recommends to the superintendent that the teacher be offered a contract for a second year of employment; or
- B. The building administrator recommends to the superintendent that the teacher's contract not be continued beyond the first year.

During the first two years of employment with the school district, state law provides for a probationary status that allows a teacher's contract to be canceled for "any reason considered relevant to the school corporation's interest."

## **Second Year**

The building administrator will meet with the second year teacher to review that teacher's previous year's evaluation. During this conference, the building administrator will review the procedures and timelines as well as clearly identify areas for the teacher to focus on to increase effectiveness.

For the first semester of the second year of the evaluation process, a conference between the teacher and the building administrator will take place by December 31. At this conference, the teacher and administrator will review the teacher's effectiveness as defined by the Teacher Effectiveness Rubric.

## **Outcomes of Provisional Evaluation**

There are only two possible employment outcomes for 2<sup>nd</sup> year provisional status employees:

1. The building administrator will recommend to the superintendent that the teacher be offered a contract for a third year of employment; or
2. The building administrator will recommend to the superintendent that the teacher's contract not be continued beyond the second year.

**IMPORTANT NOTE: There are factors other than a teacher's performance on the Warren TEAM that may affect decisions about continuing employment, including reasons identified by State Law and/or RIF language within the collective bargaining agreement.**

## **Teacher Evaluation Process**

**Introduction:** The Teacher Evaluation process encourages the improvement of instruction through collaboration between teachers and building administrators. The focus of teacher evaluation is directed toward continuous improvement through on-going professional development and support.

The high quality of instruction that lies at the heart of our school corporation's commitment to academic excellence depends upon consistent implementation of professional behaviors. These behaviors are captured in the corporation's Teacher Effectiveness Rubric (Appendix A).

### **ALL CERTIFIED EMPLOYEES PARTICIPATE IN ANNUAL EVALUATIONS**

#### **Overview of the Teacher Evaluation Sequence of Events:**

The Teacher Evaluation process is intended to engage teachers and their evaluators in a professional dialogue that encourages growth and improvement.

All certified employees will take part in a beginning of the year evaluation conference within the first six weeks of the school year. During this conference, the teacher effectiveness rubric will be discussed, and up to two Student Learning Targets will be chosen by the teacher and approved by the building administrator or evaluator as specific goals upon which to focus instruction.

#### **Teacher Evaluation Procedures and Timeline:**

##### **1. Initial Teacher Evaluation Conference (first 6 weeks of school year)**

- The evaluator and the teacher will discuss the information relating to student achievement/growth data, school accountability data and teacher attendance. The evaluator will share the final categorical rating earned by the teacher that will include the information shared at the end of the previous school year conference.
- The evaluator and the teacher will finalize achievement/growth Student Learning Targets (See Appendix B). The teacher and the evaluator will exchange ideas, discuss areas for improvement, and examine strategies that might be used to create improvement in the identified areas.
- The building administrator will review the Teacher Effectiveness Rubric with the teacher.

##### **2. Series of Multiple Observations (Anytime during the school year)**

- The building administrator will conduct frequent classroom observations to collect data and provide feedback. The following will serve as a guideline for teachers and evaluators: <sup>10</sup>

### **Year 1 Staff**

- A minimum of 2 announced with in person feedback and 4 unannounced per year. One announced needs to occur 1<sup>st</sup> semester.
- A minimum of 10 walk-through visits with shared feedback. One every 3 weeks.
- A minimum of 16 observations total
- A minimum of 2 hrs. 50 min. of observation time in the classroom

### **Year 2+ Staff (with a previous year rating of 3 or higher)**

- A minimum of 1 announced per year with in person feedback and a minimum of 1 unannounced per semester.
- A minimum of 10 walk-through visits with shared feedback. One every 3 weeks.
- A minimum of 13 observations total
- A minimum of 1 hr. 50 min. of observation time in the classroom

### **Year 2+ Staff (with a previous year rating of 2 or lower) \***

- A minimum of 2 announced with in person feedback and 6 unannounced per year. One announced needs to occur 1<sup>st</sup> semester.
- A minimum of 10 walk-through visits with shared feedback. one Every 3 weeks.
- A minimum of 18 observations total
- A minimum of 3 hrs. 20 min. of observation time in the classroom

\*Additional observational minutes will be guided by the problem solving or intensive intervention plan.

A midyear meeting is required for teachers who are performing in the bottom two categories. (Improvement necessary or Ineffective)

A **walk-through** is a minimum of 5 minutes in length.

An **unannounced** is a minimum of 15 minutes in length.

An **announced** is a minimum of 30 minutes in length.

### **End of School Year Evaluation Conference**

By the end of the school year, the teacher and evaluator will meet to review, summarize, and assess the teacher's performance and overall effectiveness as defined by the Teacher Effectiveness Rubric. Teacher/Student Data, School Accountability Data, and Attendance Data will be discussed in the final evaluative conference the following September. The evaluator and teacher will discuss and sign the end of the school year evaluation worksheet which will not yet include student achievement/growth data, school accountability ratings or updated teacher attendance. This worksheet will be completed but not final until the applicable data is available.

**It is important to note that there may be times when a teacher has unacceptable performance. If this should occur, there are provisions within The Warren TEAM for moving the teacher into the Assistance Sequence. Additionally, in cases where there appear to be violations of state statute or criminal laws, the teacher may be suspended pending due process.**

## **Assistance Sequence**

### **For All Certificated Employees**

#### **1. PROBLEM SOLVING**

**Introduction:** Problem Solving is the primary form of assistance within the teacher evaluation process. The building administrator initiates the Problem Solving portion of the Assistance Sequence when/if:

1. The teacher is not meeting the expectations of the Building Leader.

Or

2. The teacher has been evaluated in the previous school year as Improvement Necessary.

#### **Sequence of Events:**

The building administrator defines and discusses the difficulties with the teacher during a confidential meeting. The building administrator will present a worksheet (Appendix D) detailing the following components:

- a. Specific areas where the teacher is not meeting the building leader's expectations.
- b. Direction(s) and suggestions for improvement.
- c. The teacher and the building administrator develop a plan and a timeline (not to exceed 90 school days) for resolving the difficulties.
- d. The building evaluator will keep professional notes of the teacher's progress.

The process should include clear, open, frequent and direct communication between the teacher and the building administrator. The building administrator monitors the teacher's progress according to the plan and timeline that they developed.

There are three possible outcomes to the Problem Solving portion of the Assistance Sequence:

1. If the building administrator determines that the difficulties have been resolved, then the Problem Solving process ends.
2. If the building administrator determines that the difficulties have not been resolved, then the building administrator clearly communicates this to the teacher and the process moves to the Intensive Intervention portion of the Assistance Sequence.

3. If the building administrator determines that the problem is severe, including violations of policies/laws recognized by the Board of Education and/or State Statute, s/he may recommend to the superintendent that the teacher's contract should be cancelled or non-renewed.

**Note: Any teacher entering any portion of the Assistance Sequence should seek the assistance the assistance of the Warren Education Association.**

**ADDITIONAL NOTE: If it appears that the teacher has violated a State Law, the Warren TEAM process may be suspended by the superintendent pending due process.**

## **INTENSIVE INTERVENTION**

**Introduction:** Intensive Intervention is a rigorous form of assistance within the teacher evaluation process. The purpose of this process is to bring structured intensive intervention to problems that a teacher has not been able to resolve. The building administrator initiates the Intensive Intervention portion of the Assistance Sequence when/if:

1. The building administrator determines that Problem Solving did not resolve the performance difficulties.
- Or
2. The teacher has been evaluated in the previous school year as Ineffective.

### **Sequence of Events:**

The teacher will meet with the building administrator. The building administrator will present a worksheet (Appendix E) detailing the following components:

- a. Review the teacher evaluation process including the Teacher Effectiveness Rubric, and to learn which particular areas of the teacher's performance do not meet the building administrator's expectations.
- b. To set an overall timeline (not to exceed 90 school days) during which the building administrator believes Intensive Intervention can be completed. This timeline includes dates for observations using the Teacher Effectiveness Rubric.
- c. The building administrator, as a result of this initial meeting, will provide a written description of the problems identified and suggestions of resources and/or strategies that the teacher can utilize to pursue improvement.

- d. The building administrator requests in writing to the appropriate associate superintendent that an **Intensive Intervention Assistance Team (IIAT)** be established.
- e. The associate superintendent will meet with the building administrator to discuss the focus of the IIAT.
- f. The associate superintendent will meet with the teacher and a representative of the Warren Education Association to explain the purpose and to discuss the composition of the IIAT.
- g. The IIAT will be appointed by the associate superintendent, who ensures that the IIAT develops a plan and timetable to work with this teacher.
- h. The IIAT will meet with the building administrator to review the specific areas where improved performance is required and with the teacher to discuss recommendations to improve the teacher's performance to successfully meet the building administrator's expectations.
- i. Periodic meetings will be held during Intensive Intervention to review the progress of the teacher. The building administrator will provide feedback regarding the extent of progress and may make suggestions about strategies/resources to use to provide assistance to the teacher. The teacher will indicate the efforts that have been made in all areas to meet expectations. Documentation of the meetings and efforts undertaken by the IIAT will be maintained by the team.
- j. If the teacher chooses not to cooperate with the IIAT, the team will notify the associate superintendent immediately.
- k. With the completion of the timeline for improvement, there are only two possible outcomes:
  - (1) The building administrator determines that the teacher meets the building administrator's performance expectations. The teacher's performance will continue to be reviewed by the teacher effectiveness rubric.
  - (2) The building administrator determines that the teacher does not meet the building administrator's expectations. The building administrator informs the superintendent that he or she is recommending the Board of Education cancel or not renew the contract of the teacher.

**Teachers who enter any form of formal assistance will not be permitted to transfer to another school in the MSD of Warren Township under typical circumstances.**

**NOTE: In the event that a teacher who is involved in Intensive Intervention is transferred to another school in MSDWT, the associate superintendent may change the membership of the IIAT to ensure that the teacher receives appropriate assistance for his/her assignment.**

**If the teachers contract is recommended for cancelation or nonrenewal the evaluation process is completed. The teacher is encouraged to seek the assistance of the Warren Education Association or legal counsel of their choice to determine the options available.**

# Appendix A

## **Effectiveness Rubrics**

- Teacher Effectiveness Rubric
- Media Specialist Effectiveness Rubric
- School Counselor Effectiveness Rubric
- Speech & Language Pathologist Rubric
- School Psychologist Rubric

# **Teacher Effectiveness Rubric**

# MSD of Warren Township Teacher Effectiveness Rubric

## **Domain 1 – Instructional Planning**

Proficiency 1.1 - Create Objective-Driven Lesson Plans and Assessments

Proficiency 1.2 - Track Student Data and Analyze Progress

Proficiency 1.3 - Utilize Assessment Data to Plan

## **Domain 2 – Effective Instruction**

Proficiency 2.1 – Develop Student Understanding and Mastery of Lesson Objectives

Proficiency 2.2 – Demonstrate and Clearly Communicate Content Knowledge

Proficiency 2.3 – Engage Students in Academic Content

Proficiency 2.4 - Check for Understanding

Proficiency 2.5 - Modify Instruction As Needed

Proficiency 2.6 - Develop Higher Level of Understanding through Rigorous Instruction and Work

Proficiency 2.7 - Maximize Instructional Time

## **Domain 3 – Classroom Environment**

Proficiency 3.1 – Create Classroom Culture of Respect and Collaboration

Proficiency 3.2 – Set High Expectation for Academic Success

Proficiency 3.3 – Physical Environment

## **Domain 4 – Professional Commitment**

Proficiency 4.1 – Contribute to School Culture

Proficiency 4.2 – Collaborate with Peers

Proficiency 4.3 – Seek Professional Skills and Knowledge

Proficiency 4.4 – Advocate for Student Success

Proficiency 4.5 – Engage Families in Student Learning

Proficiency 4.6 – Teacher Attendance and Absence Reporting

## **Professionalism**

## Domain 1 (Instructional Planning)

### Proficiency 1.1 Create Objective-Driven Lesson Plans and Assessments

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <p>Plans for a variety of differentiated instructional strategies and consistently incorporates resources and supports anticipating where these will be needed to enhance instruction</p>	<p>Teacher plans daily lessons by:</p> <ul style="list-style-type: none"> <li>Identifying lesson objectives that are aligned to state content standards and/or common core standards</li> <li>Creating Standard-Based units with the end in mind</li> <li>Allocating an instructionally appropriate amount of time for each unit</li> <li>Matching instructional strategies, as well as, meaningful and relevant activities/assignments to the lesson objectives</li> <li>Aligning plans with district approved instructional calendars</li> <li>Incorporating resources, supports and specialized assistance and services as appropriate</li> <li>Designing lessons that address the aspects of the effective lesson plan (See Appendix G)</li> </ul>	<p>Teacher plans daily lessons by:</p> <ul style="list-style-type: none"> <li>Identifying lesson objectives that are aligned to state content standards and/or common core standards</li> <li>Matching instructional strategies and activities/assignments to the lesson objectives</li> </ul> <p><b>Teacher Inconsistently:</b> Plans Standard-Based units with the end in mind</p> <ul style="list-style-type: none"> <li>Aligns plans with district approved instructional calendars</li> <li>Allocates an instructionally appropriate amount of time for each unit</li> </ul>	<p>Teacher rarely or never plans daily lessons, revises plans for current student needs, OR daily lessons are planned but are thrown together at the last minute/ lacking meaningful objectives/instructional strategies and/or assignments</p> <p>Teacher rarely or never aligns plans with district approved instructional calendars</p>

### Proficiency 1.2 Track Student Data and Analyze Progress

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <p>Uses daily checks for understanding for additional data points</p> <p>Updates Student Records beyond expectations</p> <p>Uses data analysis of student progress to drive lesson planning for the following day</p>	<p>Teacher uses an effective data tracking system for:</p> <ul style="list-style-type: none"> <li>Recording student assessment/ progress data</li> <li>Analyzing student progress towards mastery and planning future lessons/units accordingly</li> <li>Maintaining a grading system aligned to student learning goals</li> <li>Updating student records (TEMS) as grade level appropriate</li> </ul>	<p>Teacher uses an effective data tracking system for:</p> <ul style="list-style-type: none"> <li>Recording student assessment/ progress data</li> <li>Maintaining a grading system</li> </ul> <p><b>Teacher Inconsistently:</b> Uses data to analyze student progress towards mastery or to plan future lessons/units</p> <ul style="list-style-type: none"> <li>Has grading system that appropriately aligns with student learning goal</li> </ul>	<p>Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system</p>

Notes: The "Effective Lesson Plan" Format is identified in Appendix G

Proficiency 1.3 – Utilize Assessment Data to Plan			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <p>Teacher incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding</p> <p>Teacher incorporates a variety of informal assessments/checks for understanding, as well as, summative assessments where necessary and uses all assessments to directly inform instruction</p>	<p>Teacher uses assessment data to formulate:</p> <p>Achievement goals, lesson plans and/or unit plans</p> <p>Assessments that measure progress towards mastery and inform instruction</p>	<p>Teacher uses assessment data to formulate:</p> <p>Achievement goals, lesson plans and/or unit plans, but not all of the above</p> <p><b>Teacher Inconsistently:</b></p> <p>Designs assignments that are meaningful or relevant</p> <p>Plans formative assessments to measure progress towards mastery or inform instruction</p>	<p>Teacher rarely or never uses assessment data when planning</p> <p>Teacher rarely or never designs and/or plans assessments to measure progress</p>

## Domain 2 Effective Instruction

### Proficiency 2.1 – Develop student understanding and mastery of lesson objectives

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as, some of the following:</p> <p>Students can explain what they are learning and why it is important, beyond simply repeating the stated objective</p> <p>Teacher effectively engages prior knowledge of students in connecting to lessons. Students demonstrate through work or comments that they understand this connection</p>	<p>Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson</p> <p>Objective is written and/or explained in a student-friendly manner and/or explained to students in easy- to-understand terms</p> <p>Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students (anticipatory set)</p> <p>Lesson is well-organized to move students towards mastery of the objective</p> <p>Teacher delivers instruction utilizing the elements of effective lesson plan design</p>	<p>Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or be measurable</p> <p>Objective is stated, but not in a student-friendly manner that leads to understanding</p> <p>Lesson generally does not build on prior knowledge of students, or students fail to make this connection</p> <p>Organization of the lesson may not always be connected to mastery of the objective</p>	<p>Lesson objective is missing more than one component. It may not be clear what students are learning or will be able to do by the end of the lesson</p> <p>There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students</p> <p>There may be no effort to connect objective to prior knowledge of students</p> <p>Lesson is disorganized and does not lead to mastery of objective</p>

*Note: It is understood that the objective will not be shared one hundred percent of the time; however, it is expected that students understand what they are learning and the relevance thereof.*

### Proficiency 2.2 – Demonstrate and Clearly Communicate Content Knowledge

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

Proficiency 2.3 – Engage students in academic content

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <p>Almost all students are on task and authentically engaged</p> <p>Teacher provides ways to engage with content that significantly promotes student mastery of the objective</p> <p>Teacher provides differentiated ways of engaging with content specific to individual student needs</p> <p>Teacher progresses the lesson at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do</p> <p>Technology is seamlessly integrated to not only engage students but to also support student learning outcomes.</p>	<p>Almost all students are on task</p> <p>Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective</p> <p>Teacher uses multiple ways of engaging with content to reflect different learning modalities or intelligences</p> <p>Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged</p> <p>Students with accommodations have the appropriate supports to be engaged in content</p> <p>Students work hard and are deeply active rather than passive/receptive (See Appendix H)</p> <p>Teacher effectively integrates technology as a tool to engage students in academic content as available and appropriate</p> <p>Teacher incorporates different ways to organize learners in classes for effective learning including large group, small flexible groups and individual applications as appropriate</p>	<p>Many students are on task</p> <p>Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content</p> <p>Teacher may miss opportunities to provide ways of differentiating content for student engagement</p> <p>Some students may not have the prerequisite skills necessary to fully engage in content, and teacher's attempt to modify instruction for these students is limited or not always effective</p> <p>Students with accommodations are sometimes given appropriate supports to be engaged in content</p> <p>Students may appear to actively listen, but when it comes time for participation are disinterested in engaging</p> <p>Teacher seldom incorporates different ways to organize learners in classes for effective learning including large group, small flexible groups and individual applications as appropriate.</p>	<p>Some students are on task</p> <p>Teacher may only provide one way of engaging with content, OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content</p> <p>Teacher does not differentiate instruction to target different learning modalities</p> <p>Most students do not have the prerequisite skills necessary to fully engage in content, and teacher makes no effort to adjust instruction for these students</p> <p>Students with accommodations are not provided with the necessary supports to engage in content</p> <p>Students do not actively listen and are overtly disinterested in engaging</p> <p>Teacher rarely or never incorporates different ways to organize learners in classes for effective learning including large group, small flexible groups and individual applications as appropriate</p>

**Proficiency 2.4 Check for Understanding**

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

**Proficiency 2.5 - Modify Instruction As Needed**

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>For Level 4, much of the Level 3 evidence is observed during the year, as well, as some of the following:</p> <p>Teacher anticipates student misunderstandings and preemptively addresses them</p> <p>Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement</p>	<p>Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students</p> <p>Teacher responds to misunderstandings with effective scaffolding techniques</p> <p>Teacher doesn't give up but continues to try to address misunderstanding with different techniques if the first try is not successful</p> <p>Teacher varies his/her role as instructor, facilitator, coach or audience as deemed appropriate</p>	<p>Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students</p> <p>Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective</p> <p>Teacher may persist in using a particular technique for responding to a misunderstanding even when it is not succeeding</p> <p>Teacher occasionally varies his/her role as instructor, facilitator, coach or audience as deemed appropriate</p>	<p>Teacher rarely or never attempts to adjust instruction based on checks for understanding and any attempts at doing so frequently fail to increase understanding for students</p> <p>Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques</p> <p>Teacher repeatedly uses the same technique to respond to misunderstandings even when it is not succeeding</p> <p>Teacher rarely or never varies his/her role as instructor, facilitator, coach or audience as deemed appropriate</p>

Proficiency 2.6 - Develop Higher Level of Understanding through Rigorous Instruction and Work			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as, some of the following:</p> <p>Lesson is accessible and challenging to all students</p> <p>Students are able to answer higher-level questions with meaningful responses</p> <p>Students pose higher-level questions to the teacher and to each other</p> <p>Teacher insists and motivates students to identify exemplary models and revise their work to meet the higher standard</p> <p>Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments)</p> <p>Teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems and developing original work</p>	<p>Lesson is accessible and /or challenging to almost all students</p> <p>Teacher frequently develops higher-level understanding through effective questioning</p> <p>Teacher's lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding</p> <p>Teacher provides opportunities to meaningfully practice, apply, and demonstrate evidence of learning</p> <p>Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks</p>	<p>Lesson is not always accessible and/or challenging for students</p> <p>Some questions used may not be effective in developing higher-level understanding (too complex or confusing)</p> <p>Teacher's lesson pushes some students forward, but misses other students due to lack of differentiation based on students' levels of understanding</p> <p>While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate</p> <p>Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying</p>	<p>Lesson is not aligned with developmental level of students (may be too challenging or too easy)</p> <p>Teacher rarely uses questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts</p> <p>Teacher's lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' levels of understanding</p> <p>Teacher's lesson is almost always teacher-directed. Students have few opportunities to meaningfully practice or apply concepts</p> <p>Teacher gives up on students easily and does not encourage them to persist through difficult tasks</p>

**Proficiency 2.7 - Maximize Instructional Time**

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

Notes: (1) See types of Engagement Chart (Appendix H) (2) See Depth of Knowledge Chart (Appendix I)

## Domain 3 Classroom Environment

### Proficiency 3.1 – Create Classroom Culture of Respect and Collaboration

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as, some of the following:</p> <p>Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance</p> <p>Students reinforce positive character and behavior and discourage negative behavior amongst themselves</p> <p>Teacher advocates for respect, responsiveness, understanding, and acceptance of individuals regardless of race, gender, ethnic origin, culture, religion, socio-economic background or exceptionality</p>	<p>Students are respectful of their teacher and peers</p> <p>Teacher gives opportunities for students to collaborate and support each other in the learning process</p> <p>Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior</p> <p>Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions</p> <p>Teacher establishes and implements a variety of classroom procedures, disciplinary interventions, and motivational techniques that foster a safe and orderly environment which gives students a sense of responsibility for their own actions</p> <p>Teacher demonstrates respect, responsiveness, understanding, and acceptance of individuals regardless of race, gender, ethnic origin, culture, religion, socio-economic background or exceptionality</p>	<p>Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms</p> <p>Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together</p> <p>Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both</p> <p>Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others</p> <p>Teacher implements minimal classroom procedures, disciplinary interventions, and motivational techniques that foster a safe and orderly environment which gives students a sense of responsibility for their own actions</p> <p>Teacher demonstrates respect, understanding, and acceptance of individuals regardless of race, gender, ethnic origin, culture, religion, socio-economic background or exceptionality</p>	<p>Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior</p> <p>Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention</p> <p>Teacher rarely or never praises positive behavior</p> <p>Teacher rarely or never addresses negative behavior</p> <p>Teacher does not implement classroom procedures, disciplinary interventions and motivational techniques that foster a safe and orderly environment which gives students a sense of responsibility for their own actions</p> <p>Teacher fails to consistently demonstrate respect, understanding, and acceptance of individuals regardless of race, gender, ethnic origin, culture, religion, socio-economic background or exceptionality</p>

### Proficiency 3.2 – Set High Expectation for Academic Success

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

*Note: Posting/Sharing student work is an example of how a teacher can celebrate student work.*

**Proficiency 3.3 – Physical Environment**

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <p>Consistently exceed expectations in organizing, allocating and coordinating the materials, equipment, and physical atmosphere of the classroom to support effective instruction</p>	<p>Teacher almost always organizes, allocates and coordinates the materials, equipment, and physical atmosphere of the classroom to support effective instruction</p> <p>Teacher ensures a physical environment to maintain safe day to day operations</p>	<p>Teacher inconsistently organizes, allocates and coordinates the materials, equipment, and physical atmosphere of the classroom to support effective instruction</p> <p>Teacher may fail to ensure a physical environment to maintain safe day to day operations</p>	<p>Teacher rarely organizes, allocates and coordinates the materials, equipment, and physical atmosphere of the classroom to support effective instruction</p> <p>Teacher repeatedly fails to ensure a physical environment to maintain safe day to day operations</p>

## Domain 4 Professional Commitment

### Proficiency 4.1 – Contribute to School Culture

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <p>Seek out leadership roles</p> <p>Go above and beyond in dedicating time for students and peers outside of class</p>	<p><b>Teacher will:</b></p> <p>Contribute ideas and expertise to further the school's mission and initiatives</p> <p>Dedicate time, when needed, to helping students and peers outside of class</p>	<p><b>Teacher will:</b></p> <p>Contribute occasional ideas and expertise to further the school's mission and initiatives</p> <p><b>Teacher Inconsistently:</b></p> <p>Dedicates time to help students and peers efficiently outside of class</p>	<p>Teacher rarely or never contributes ideas aimed at improving school efforts</p> <p>Teacher dedicates little or no time outside of class towards helping students and peers</p>

*Note: Teacher can help students and peers in a variety of ways beyond just face to face contact.*

### Proficiency 4.2 – Collaborate with Peers

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <p>Go above and beyond in seeking out opportunities to collaborate</p> <p>Coach peers through difficult situations</p> <p>Take on leadership roles within collaborative groups such as Professional Learning Communities</p>	<p><b>Teacher will:</b></p> <p>Seek out and participate in regular opportunities to work with and learn from others</p> <p>Ask for assistance, when needed, and provide assistance to others in need</p>	<p><b>Teacher will:</b></p> <p>Participate in occasional opportunities to work with and learn from others</p> <p>Ask for assistance when needed</p> <p><b>Teacher inconsistently:</b></p> <p>Provides other teachers with assistance when needed OR works with others</p>	<p>Teacher rarely or never participates in opportunities to work with others</p> <p>Teacher does not work cooperatively with peers</p>

### Proficiency 4.3 – Seek Professional Skills and Knowledge

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <p>Regularly share newly learned knowledge and practices with others</p> <p>Seek out opportunities to lead professional development sessions</p>	<p><b>Teacher will:</b></p> <p>Actively pursue opportunities to improve knowledge and practice</p> <p>Seek out ways to implement new practices into instruction, where applicable</p> <p>Welcome constructive feedback to improve practices</p>	<p><b>Teacher will:</b></p> <p>Attend all mandatory professional development opportunities</p> <p><b>Teacher Inconsistently:</b></p> <p>Participates in opportunities to improve knowledge and practice</p> <p>Seeks out ways to implement new practices into instruction</p> <p>Accepts constructive feedback well</p>	<p>Teacher rarely or never attends professional development opportunities</p> <p>Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning</p>

*Note: Professional Development can take a variety of forms not limited to attending workshops.*

### Proficiency 4.4 – Advocate for Student Success

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <p>Make changes and take risks to ensure student success</p>	<p><b>Teacher will:</b></p> <p>Display commitment to the education of all students</p> <p>Attempt to remedy (or remove) obstacles around student achievement</p> <p>Advocate for students' individualized needs</p>	<p><b>Teacher will:</b></p> <p>Display an inconsistent commitment to the education of all students</p> <p><b>Teacher Inconsistently:</b></p> <p>Advocates for students' needs</p>	<p>Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs</p>

**Proficiency 4.5 – Engage Families in Student Learning**

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

*Note: The expectation is that a prompt response is considered to be within one school day.*

**Proficiency 4.6 – Teacher Attendance & Absence Reporting**

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>At level 4 teacher fulfills the criteria for Level 3 and additionally:</p> <p><b>Teacher will:</b></p> <p>Be absent for no more than the equivalent of <b>2.5</b> school days per year.</p>	<p><b>Teacher will:</b></p> <p>Be absent for no more than the equivalent of <b>3.0 to 5.5</b> school days per year.</p> <p>When absent, proper notification is provided and appropriate lesson plans are left for a guest teacher.</p>	<p><b>Teacher will:</b></p> <p>Be absent for no more than the equivalent of <b>6.0-9.5</b> school days per year.</p> <p><b>Teacher Inconsistently:</b></p> <p>Provides proper notification when absent and provides detailed lesson plans for a guest teacher.</p>	<p>Teacher is absent from school more than <b>10</b> days per school year.</p> <p>Teacher consistently fails to report their absences per school policy and provide lesson plans for guest teachers.</p>

Note: Absences that qualify under Family Medical Leave Act or Bereavement will not be calculated into proficiency 4.6

Research has shown that teacher absence negatively impacts student achievement:  
Resources

Miller, R. T., Murnane, R.J., & Willet, J.B. (2007). *Do Teacher Absences Impact Student Achievement? Longitudinal Evidence from One Urban School District*. Cambridge: National Bureau of Economic Research.

Speas, C. M. (2010). *Teacher Absences: Types, Frequency, and Impact on Student Achievement*. Raleigh: E&R Report No. 09.37.

Bayard, S.R. 2003. "A Study of the Relationship between Teacher Absenteeism, Teacher Attributes, School Schedule and Student Achievement." Boca Raton: Florida Atlantic University.

**Professionalism**

Meets Expectations	Fails To Meet Expectations
<b>Expectations</b>	
<ul style="list-style-type: none"> <li>• Uses good judgment in school situations and settings.</li> <li>• Models a positive, respectful, and professional attitude and demeanor in appearance, language, and behavior with all stakeholders.</li> <li>• Adheres to district and school policies and procedures including: maintaining and finalizing all educational records (report cards, attendance, special education paperwork, etc.) in a fair, accurate, and timely manner.</li> <li>• Advocates and models safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.</li> <li>• Works collaboratively with learners and their families to support learner development and achievement, including parent-teacher conferences at mutually convenient times.</li> </ul>	

# **Media Specialist Effectiveness Rubric**

# MSD of Warren Township Media Specialist Effectiveness Rubric

## **Domain 1 – Purposeful Planning**

Proficiency 1.1 - Demonstrating knowledge of literature & current trends

Proficiency 1.2 - Establishing & successfully implementing goal

Proficiency 1.3 - Demonstrating knowledge of resources, both within and beyond the school & district

Proficiency 1.4 - Developing & implementing a plan to evaluate the program

Proficiency 1.5 - Establishing a culture for investigation & love of literature

Proficiency 1.6 - Establishing & maintaining library procedures

Proficiency 1.7 - Organize physical space

Proficiency 1.8 - Maintaining & extending the library collection

## **Domain 2 – Effective Instruction**

Proficiency 2.1 – Creating an environment conducive to learning

Proficiency 2.2 – Demonstrate and clearly communicate content knowledge

Proficiency 2.3 – Engage students in academic content

Proficiency 2.4 - Check for understanding

Proficiency 2.5 - Modify instruction as needed

Proficiency 2.6 - Maximize instructional time

Proficiency 2.7 - Assisting students in the use of technology in the Media Center

Proficiency 2.8 - Collaborating with teachers in the design of instructional units & lessons

Proficiency 2.9 - Engaging students in enjoying literature & in learning multiple literacy skills

## **Domain 3 – Leadership**

Proficiency 3.1 – Contribute to school culture

Proficiency 3.2 – Collaborate with peers

Proficiency 3.3 – Establish, evaluating, & maintaining library procedures

Proficiency 3.4 - Advocate for students success

Proficiency 3.5 - Preparing & submitting reports & budgets

Proficiency 3.6 - Communicating with the larger community

Proficiency 3.7 - Participating in a professional community

Proficiency 3.8 - Seek professional skills & knowledge

## **Domain 4 – Core Professionalism**

Proficiency 4.1 – Attendance

Proficiency 4.2 – On-time arrival

Proficiency 4.3 – Policies & procedures

Proficiency 4.4 – Respect

## **Professionalism**

As you read through and become familiar with this document, it is important that each media specialist becomes his/her own advocate by gathering artifacts/documentation that will support the media specialist's progress toward any proficiency.

### Domain 1 (Purposeful Planning)

#### Proficiency 1.1 Demonstrating knowledge of literature & current trends

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Drawing on extensive professional resources, school librarian demonstrates rich understanding of literature and of current trends in information technology.</p> <p><i>- Librarian maintains a network of professional contacts and resources to stay current with trends (this includes reading current journals, blogs, and using social media) and shares with staff and students.</i></p>	<p>School librarian demonstrates thorough knowledge of literature and of current trends in practice and information technology.</p> <p><i>- Librarian maintains a professional network to stay current with trends. This includes reading current journals, blogs, and using social media.</i></p>	<p>School librarian demonstrates limited knowledge of literature and current trends in practice and information technology.</p> <p><i>- Librarian reads journals to learn about current trends.</i></p>	<p>School librarian demonstrates little or no knowledge of literature and of current trends in practice and information technology.</p>

#### Proficiency 1.2 Establishing & successfully implementing goal

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>School librarian's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues</p> <p><i>-The goal for the program is communicated with appropriate stakeholders with regular assessments to determine if goal is being met.</i></p>	<p>School librarian's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.</p> <p><i>-The goal for the program is communicated with appropriate stakeholders.</i></p>	<p>School 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.</p> <p><i>- The goal for the program is established by not communicated with appropriate stakeholders.</i></p>	<p>School 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.</p>

#### Proficiency 1.3 – Demonstrating knowledge of resources, both within and beyond the school & district

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>School librarian shows evidence of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.</p>	<p>School librarian shows evidence of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.</p>	<p>School librarian demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.</p>	<p>School librarian demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.</p>

**Proficiency 1.4 Developing & implementing a plan to evaluate the program**

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
School 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 of the evaluation.	School 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.	School librarian has a rudimentary plan to evaluate the library program.	School librarian has no plan to evaluate the program or resists suggestions that such an evaluation is important.

**Proficiency 1.5 Establishing a culture for investigation & love of literature**

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
In interactions with both students and colleagues, the school librarian conveys the essential nature of seeking information and reading literature.	In interactions with both students and colleagues, the school librarian conveys the importance of seeking information and reading literature.	School librarian goes through the motions of performing the work of the position, but without any real commitment to it.	School librarian conveys that the work of seeking information and reading literature is not worth the time and energy required.

**Proficiency 1.6 Establishing & maintaining library procedures**

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are seamless in their operation.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established and function smoothly.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established but function sporadically.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are either non-existent or inefficient, resulting in general confusion.

**Proficiency 1.7 Organize physical space**

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
School librarian makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.	School 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.	School librarian's efforts to make use of the physical environment are uneven, resulting in occasional confusion by users.	School 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.

Proficiency 1.8 Maintaining & extending the library collection			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
School librarian adheres to district or professional guidelines in selecting materials for the collection. The collection is periodically purged of outdated materials. A virtual collection is maintained and updated frequently by the librarian is vibrant and well-used. All processes are done in consultation with teaching colleagues or patron needs in mind.	School librarian adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated materials. A virtual collection is maintained by the librarian. This is done in some consultation with teaching colleagues or patron needs in mind.	School librarian is partially successful in attempts to adhere to district or professional guidelines in selecting materials and in weeding the collection. A virtual presence may not be maintained. This is done in limited consultation with teaching colleagues or with patron needs in mind.	School librarian fails to adhere to district 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 with patron needs in mind.

## Domain 2 Effective Instruction

### Proficiency 2.1 – Creating an environment conducive to learning

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Interactions among the school librarian, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' learning needs, cultures and levels of development.	Interactions between the school librarian, students, and the classroom teachers, are polite and respectful, reflecting general warmth and caring, and are appropriate to the learning needs, cultural and developmental differences among students.	Interactions between the school librarian, students, and the classroom teachers are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to learning needs, cultural and developmental differences among students.	Interactions between the school librarian, students, and the classroom teachers are negative, inappropriate, or insensitive to students' learning needs, cultural and developmental differences and are characterized by sarcasm, put-downs or conflict.

### Proficiency 2.2 – Demonstrate and Clearly Communicate Content Knowledge

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>School librarian is highly effective at demonstrating and clearly communicating content knowledge to students.</p> <p>At Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> <li>-Librarian fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding.</li> <li>-Librarian effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest.</li> <li>-Explanations spark student excitement and interest in the content.</li> <li>-Students participate in each others' learning of content through collaboration during the lesson.</li> <li>-Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level.</li> </ul>	<p>School librarian is effective and demonstrating and clearly communicating content knowledge to students. Librarian demonstrates content knowledge and delivers content that is factually correct.</p> <ul style="list-style-type: none"> <li>-Content is clear, concise and well-organized.</li> <li>-Librarian restates and rephrases instruction in multiple ways to increase understanding.</li> <li>-Librarian emphasizes key points or main ideas in content.</li> <li>-Librarian uses developmentally appropriate language and explanations.</li> <li>-Librarian implements relevant instructional strategies learned via professional development.</li> </ul>	<p>School librarian needs improvement at demonstrating and clearly communicating content knowledge to students. Librarians delivers content that is factually correct.</p> <ul style="list-style-type: none"> <li>-Content occasionally lacks clarity and is not as well organized as it could be.</li> <li>-Librarian may fail to restate or rephrase instruction in multiple ways to increase understanding.</li> <li>-Librarian does not adequately emphasize main ideas, and students are sometimes confused about key takeaways.</li> <li>-Explanations sometimes lack developmentally appropriate language.</li> <li>-Librarian does not always implement new and improved instructional strategies learned via professional development.</li> </ul>	<p>School librarian is ineffective at demonstrating and clearly communicating content knowledge to students.</p> <ul style="list-style-type: none"> <li>-Librarian may deliver content that is factually incorrect.</li> <li>-Explanations may be unclear or incoherent and fail to build student understandings of key concepts.</li> <li>-Librarian continues with planned instruction, even when it is obvious that students are no understanding content.</li> <li>-Librarian does not emphasize main ideas, and students are often confused about content.</li> <li>-Librarian fails to use developmentally appropriate language.</li> </ul>

Proficiency 2.3 – Engage students in academic content			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Librarian is highly effective at engaging students in academic content</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> <li>- Librarian provides ways to engage with content that significantly promotes student mastery of the objective</li> <li>- Librarian provides differentiated ways of engaging with content specific to individual student needs</li> <li>- The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do</li> <li>- Librarian effectively integrates technology as a tool to engage students in academic content</li> </ul>	<p>Librarian is effective at engaging students in academic content</p> <ul style="list-style-type: none"> <li>- More than 3/4 of students are actively engaged in content at all times and not off-task</li> <li>- Librarian provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective</li> <li>- Librarian sustains the attention of the class by maintaining a dynamic presence</li> <li>- Ways of engaging with content reflect different learning modalities or intelligences</li> <li>- Librarian adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged</li> <li>- ELL and IEP students have the appropriate accommodations to be engaged in content</li> <li>- Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)</li> </ul>	<p>School librarian needs improvement at checking for understanding.</p> <ul style="list-style-type: none"> <li>- Librarian sometimes checks for understanding of content, but misses several key moments</li> <li>- Librarian mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly</li> <li>- Librarian may not use a variety of methods to check for understanding when doing so would be helpful</li> <li>- Librarian may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content</li> <li>- Librarian sometimes allows students to "opt-out" of checks for understanding without cycling back to these students</li> <li>- Librarian may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning</li> </ul>	<p>Librarian is ineffective at engaging students in academic content</p> <ul style="list-style-type: none"> <li>- Fewer than 1/2 of students are engaged in content and many are off-task</li> <li>- Librarian may only provide one way of engaging with content OR Librarian may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content</li> <li>- Librarian does not differentiate instruction to target different learning modalities</li> <li>- Most students do not have the prerequisite skills necessary to fully engage in content and Librarian makes no effort to adjust instruction for these students</li> <li>- ELL and IEP students are not provided with the necessary accommodations to engage in content</li> </ul>

Proficiency 2.4 Check for understanding

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>School librarian is highly effective at checking for understanding.</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> <li>- Librarian checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof)</li> <li>- Librarian uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking</li> </ul>	<p>School librarian is effective at checking for understanding.</p> <ul style="list-style-type: none"> <li>- Librarian checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate "pulse" of the class's understanding</li> <li>- Librarian gains enough information during checks for understanding to modify the lesson and respond accordingly</li> <li>- Librarian uses a variety of methods to check for understanding</li> <li>- Librarian uses wait time effectively both after posing a question and before helping students think through a response</li> <li>- Librarian doesn't allow students to "opt-out" of checks for understanding and cycles back to these students</li> <li>- Librarian systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)</li> </ul>	<p>School librarian needs improvement at checking for understanding.</p> <ul style="list-style-type: none"> <li>- Librarian sometimes checks for understanding of content, but misses several key moments</li> <li>- Librarian mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly</li> <li>- Librarian may not use a variety of methods to check for understanding when doing so would be helpful</li> <li>- Librarian may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content</li> <li>- Librarian sometimes allows students to "opt-out" of checks for understanding without cycling back to these students</li> <li>- Librarian may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning</li> </ul>	<p>School librarian is ineffective at checking for understanding.</p> <ul style="list-style-type: none"> <li>- Librarian rarely or never checks for understanding of content, or misses nearly all key moments</li> <li>- Librarian rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson</li> <li>- Librarian frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer</li> <li>- Librarian frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students</li> <li>- Librarian rarely or never assesses for mastery at the end of the lesson</li> </ul>

Proficiency 2.5 - Modify instruction as needed

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>School librarian is highly effective at modifying instruction as needed.</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> <li>- Librarian anticipates student misunderstandings and preemptively addresses them</li> <li>- Librarian is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement</li> </ul>	<p>School librarian is effective at modifying instruction as needed.</p> <ul style="list-style-type: none"> <li>- Librarian makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students</li> <li>- Librarian differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs</li> <li>- Librarian responds to misunderstandings with effective scaffolding techniques</li> <li>- Librarian doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful</li> </ul>	<p>School librarian needs improvement at modifying instruction as needed.</p> <ul style="list-style-type: none"> <li>- Librarian may attempt to make adjustments based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students</li> <li>- Librarian may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective</li> <li>- Librarian may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding</li> </ul>	<p>School librarian is ineffective at modifying instruction as needed.</p> <ul style="list-style-type: none"> <li>- Librarian rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students</li> <li>- Librarian only responds to misunderstandings by using teacher-driven scaffolding techniques</li> <li>- Librarian repeatedly uses the same techniques to respond to misunderstandings, even when it is not succeeding</li> </ul>

Proficiency 2.6 - Maximize instructional time			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>School librarian is highly effective at maximizing instructional time.</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as the following:</p> <ul style="list-style-type: none"> <li>- All students are on-task and follow instructions of Librarian without much prompting</li> </ul>	<p>School librarian is effective at maximizing instructional time.</p> <ul style="list-style-type: none"> <li>- Routines, transitions, and procedures are well-executed.</li> <li>- Almost all students are on-task and follow instructions of librarian without much prompting</li> <li>- Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson</li> </ul>	<p>School librarian needs improvement at maximizing instructional time.</p> <ul style="list-style-type: none"> <li>- Routines, transitions, and procedures are in place.</li> <li>- Significant prompting from the librarian is necessary for students to follow instructions and remain on-task</li> <li>- Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and Librarian may have to stop the lesson frequently to address the problem</li> </ul>	<p>School librarian is ineffective at maximizing instructional time.</p> <ul style="list-style-type: none"> <li>- There are few or no evident routines or procedures in place.</li> <li>- Even with significant prompting, students frequently do not follow directions and are off-task</li> <li>- Disruptive behaviors and off-task conversations are common and frequently cause the librarian to have to make adjustments to the lesson</li> <li>- Classroom management is generally poor and wastes instructional time</li> </ul>
Proficiency 2.7 - Assisting students in the use of technology in the Media Center			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>School librarian proactively initiates sessions to assist students and teachers in the use of technology.</p>	<p>School librarian institutes sessions to assist students and teachers in the use of technology.</p>	<p>School librarian assists students and teachers in the use of technology when specifically asked to do so.</p>	<p>School librarian declines to assist students and teachers in the use of technology.</p>
Proficiency 2.8 - Collaborating with teachers in the design of instructional units & lessons			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>School librarian initiates collaboration with classroom teachers in the design of instructional lessons, locating additional resources from sources outside of the school.</p>	<p>School librarian initiates collaboration with classroom teachers in the design of instructional lessons.</p>	<p>School librarian collaborates with classroom teachers in the design of instructional lessons.</p>	<p>School librarian declines to collaborate with classroom teachers in the design of instructional lessons.</p>
Proficiency 2.9 - Engaging students in enjoying literature & in learning multiple literacy skills			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Students are highly engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.</p>	<p>Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.</p>	<p>Only some students are engaged in enjoying literature and in learning information skills because of uneven design of activities, grouping strategies, or partially appropriate materials.</p>	<p>Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.</p>

### Domain 3 Leadership

#### Proficiency 3.1 – Contribute to school culture

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
School librarian seeks out leadership roles within the school, aimed at improving school efforts. Librarian goes above and beyond in dedicating time for students and peers outside of class.	School librarian contributes ideas and expertise aimed at improving school efforts. Librarian dedicates time efficiently, when needed, to helping students and peers outside of class.	School librarian will rarely contribute ideas and expertise aimed at improving school efforts. Librarian rarely dedicates time outside of class to helping students and peers.	School librarian never contributes ideas aimed at improving school efforts. Little or no time outside of class is dedicated to helping students and peers.

#### Proficiency 3.2 – Collaborate with peers

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
School librarian will go above and beyond in seeking out opportunities to collaborate. Librarian will coach peers through difficult situations and take on leadership roles within collaborative groups such as Professional Learning Communities.	School librarian will seek out and participate in regular opportunities to work with and learn from others. Librarian will ask for assistance, when needed, and provide assistance to others in need.	School librarian will participate in occasional opportunities to work with and learn from others and ask for assistance when needed. Librarian will not seek to provide other teachers with assistance when needed or will not regularly seek out opportunities to work with others.	School librarian rarely or never participates in opportunities to work with others. Librarian works in isolation and is not a team player.

#### Proficiency 3.3 – Establish, evaluating, & maintaining library procedures

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Library assistants, students, or parent/community volunteers work independently and contribute to the success of the library. -The librarian will proactively evaluate procedures.	Library assistants, students, or parent/community volunteers are clear as to their roles.	Library assistants, students, or parent/community volunteers are partially successful.	Library assistants, students, or parent/community volunteers are confused as to their role.

**Proficiency 3.4 – Advocate for students success**

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
School librarian will display commitment to the education of the students in the school, not just his/her own students. Librarian will make changes and take risks to ensure student success and advocate for students' individualized needs.	School librarian will display commitment to the education of his/her students. Librarian will attempt to remedy obstacles around student achievement and will advocate for students' individualized needs.	School librarian will display commitment to the education of his/her students. School librarian will not advocate for students' needs.	School librarian rarely or never displays commitment to the education of his/her students. Librarian accepts failure as par for the course and does not advocate for students' needs.

**Proficiency 3.5 – Preparing & submitting reports & budgets**

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
School librarian anticipates student and teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.	School librarian honors student and teacher requests (if appropriate) when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	School librarian's efforts to prepare budgets are partially successful, responding sometimes to student and teacher requests (if appropriate) and following procedures. Inventories and reports are sometimes submitted on time.	School librarian ignores student and teacher requests (if appropriate) when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.

**Proficiency 3.6 – Communicating with the larger community**

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
School librarian proactively reaches out to parents and establishes contacts with other libraries or businesses, coordinating efforts for mutual benefit.	School librarian engages in outreach efforts to parents and the larger community.	School librarian makes sporadic efforts to engage in outreach to parents or the larger community.	School librarian makes no effort to engage in outreach to parents or the larger community.

Proficiency 3.7 – Participating in a professional community			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
School librarian makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. Librarian participates and develops leadership roles in a wider professional community that includes local, state, or national events.	School librarian participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. Librarian will participate in a wider professional community that includes local, state, or national contacts.	School librarian's relationships with colleagues are cordial, and the librarian participates in school and district events when specifically requested.	School librarian's relationships with colleagues are negative or self-serving, and the librarian avoids being involved in school and district events and projects.

Proficiency 3.8 – Seek professional skills & knowledge			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
School librarian actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as sharing newly learned knowledge and practices with others and seeking out opportunities to lead professional development sessions.	School librarian actively pursues opportunities to improve knowledge and practice and seeks out ways to implement new practices where applicable. Constructive feedback to improve practices is welcomed.	School librarian's participation in professional development activities is limited to those that are mandatory.	School librarian does not participate in professional development activities, and shows little or no interest in new ideas, programs, or classes to improve teaching and learning.

### Domain 4 Core Professionalism

#### Proficiency 4.1 – Attendance & Absence Reporting

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><i>At level 4 teacher fulfills the criteria for Level 3 and additionally:</i></p> <p><b>Teacher will:</b></p> <p>Be absent for no more than the equivalent of <b>2.5</b> school days per year.</p>	<p><b>Teacher will:</b></p> <p>Be absent for no more than the equivalent of <b>3.0 to 5.5</b> school days per year.</p> <p>When absent, proper notification is provided and appropriate lesson plans are left for a guest teacher.</p>	<p><b>Teacher will:</b></p> <p>Be absent for no more than the equivalent of <b>6.0-9.5</b> school days per year.</p> <p><b>Teacher Inconsistently:</b></p> <p>Provides proper notification when absent and provides detailed lesson plans for a guest teacher.</p>	<p>Teacher is absent from school more than <b>10</b> days per school year.</p> <p>Teacher consistently fails to report their absences per school policy and provide lesson plans for guest teachers.</p>

Note: Absences that qualify under Family Medical Leave Act or Bereavement will not be calculated into proficiency 4.6

Research has shown that teacher absence negatively impacts student achievement :

Miller, R. T., Murnane, R.J., & Willet, J.B. (2007). *Do Teacher Absences Impact Student Achievement? Longitudinal Evidence from One Urban School District*. Cambridge: National Bureau of Economic Research.

Speas, C. M. (2010). *Teacher Absences: Types, Frequency, and Impact on Student Achievement*. Raleigh: E&R Report No. 09.37.

Bayard, S.R. 2003. "A Study of the Relationship between Teacher Absenteeism, Teacher Attributes, School Schedule and Student Achievement." Boca Raton: Florida Atlantic University.

### **Professionalism**

#### **Meets Expectations**

#### **Fails To Meet Expectations**

#### **Expectations**

- Uses good judgment in school situations and settings.
- Models a positive, respectful, and professional attitude and demeanor in appearance, language, and behavior with all stakeholders.
- Adheres to district and school policies and procedures including: maintaining and finalizing all educational records (report cards, attendance, special education paperwork, etc.) in a fair, accurate, and timely manner.
- Advocates and models safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.
- Works collaboratively with learners and their families to support learner development and achievement, including parent-teacher conferences at mutually convenient times.

# **School Counselor Effectiveness Rubric**

## Domain 1 Student Planning

**Proficiency 1.1 The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.**

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor monitors student achievement and utilizes the data to enhance student success through collaboration.	The school counselor monitors student achievement but does not utilize the data to enhance student success.	The school counselor does not monitor academic achievement.

**Proficiency 1.2 The school counselor supports all students in making decisions, setting goals and taking appropriate action to achieve goals.**

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
The school counselor regularly engages in professional development and incorporates new knowledge in her/his daily work.	The school counselor regularly engages in professional development and incorporates new knowledge in her/his daily work.	The school counselor intermittently engages in professional development.	The school counselor does not engage in professional development.

**Proficiency 1.3 – The school counselor engages all students in problem solving, critical thinking, communication and other activities.**

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
The school 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 students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor extensively encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor commonly assists students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor occasionally encourages students in using a decision-making/problem solving model and in developing effective coping skills or dealing with problems. The counselor occasionally assists students in identifying short-term and long-term goals or in developing appropriate action plans.	Once in a blue moon, the school counselor does encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems.

**Proficiency 1.4 – The school counselor supports all students in developmentally appropriate preparation essential for a wide variety of secondary and post-secondary options.**

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
The school counselor provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor occasionally provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.

<b>Domain 2 Assessment</b>			
<b>Proficiency 2.1 – Appropriately provide and use organized data for student assessment.</b>			
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
The school counselor effectively utilizes student assessments/ academic progress in planning for future course selections/study and post-secondary school/career planning (JAMS).	The school counselor monitors student assessments/academic progress and generally utilizes in planning for future course selections/study and post-secondary school/career planning (JAMS).	The school counselor monitors student assessments/academic progress, but does not utilize in planning for future course selections/study and post-secondary school/career planning (JAMS).	The school counselor does not monitor or utilize student assessments/academic progress.
<b>Proficiency 2.2 – Review and interpret individual student data</b>			
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
The school counselor consistently guides students to recognize and understand the connection between achievement (student learning) and future goals.	The school counselor often guides students to recognize and understand the connection between achievement (student learning) and future goals.	The school counselor rarely guides students to recognize and understand the connection between achievement (student learning) and future goals.	The school counselor does not guide students to recognize and understand the connection between achievement (student learning) and future goals.
<b>Proficiency 2.3 – Personal/social assessment of evaluation</b>			
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
The school counselor effectively provides counseling, guidance, consultation, crisis intervention, or referrals as needed.	The school counselor generally provides counseling, guidance, consultation, crisis intervention, or referrals, as needed.	The school counselor rarely provides counseling, guidance, consultation, crisis intervention, or referrals, as needed.	The school counselor does not provide counseling, guidance, consultation, crisis intervention, or referrals, as needed.

<b>Domain 3 Student Assistance Services</b>			
<b>Proficiency 3.1 - The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals</b>			
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor often addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor rarely addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals.
<b>Proficiency 3.2 – The school counselor provides services to all students, fostering a clear understanding of diversity, ethnicity, and culture.</b>			
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
The school counselor consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.	The school counselor takes a multicultural or diverse perspective into consideration when providing services to students.	The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture.	The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students.
<b>Proficiency 3.3 – The school counselor constantly advocates/collaborates with school staff, parents and external support agencies in the education of all students</b>			
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
Includes all Effective (3) The school counselor displays commitment to the education of all the students in the school. He/she collaborates and with parents, special education, external support services to ensure student success.	The school counselor displays commitment to the education of all his/her students. He/she attempts to remove or remedy obstacles around student achievement and advocates for students' individualized needs.	The school counselor displays commitment to the education of student. Counselor may not consistently advocate for student needs.	The school counselor rarely or never displays commitment to the education of his/her students. The school counselor accepts failure as par for the course and does not advocate for students' needs.
<b>Proficiency 3.4– The school counselor engages families in student learning.</b>			
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
The school counselor proactively reaches out to parents in a variety of ways to engage them in student learning. He she responds promptly to contact from parents and engages in all forms of parent outreach required by the school.	The school counselor strives to form relationships in which parents are given ample opportunity to participate in student learning. He/she is available to address concerns in a timely and positive manner, when necessary.	The school counselor may not proactively reach out to parents to engage them in student learning. The school counselor responds to parent concerns in a timely manner.	The school counselor rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

## Domain 4 Professionalism

**Proficiency 4.1 – The school counselor establishes goals and pursues opportunities to grow professionally.**

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
The school 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.	The school counselor's professional goals are developed, and he/she often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community.	The school counselor's professional goals are sometimes established. He/she infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community.	The school counselor's professional goals are not established. He/she does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community.

**Proficiency 4.2 – The school counselor takes a leadership role within the counseling department, the school setting, and the community.**

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
The school counselor provides consistent and effective leadership in the school counseling programs, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders.	The school counselor sometimes provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders.	The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style.	The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community.

**Proficiency 4.3 – The school counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs.**

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy and procedure is questionable.	The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school.

**Proficiency 4.4 – The school counselor provides support by effectively managing the school counseling program, as well as supporting other educational programs and student services.**

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents and community agencies.	The school counselor provides management activities that support the program's guidance, counseling and advocates for all students, assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about students	The school counselor provides some, but not adequate, program management to the school counseling program. He/she is inconsistent in supporting other educational or student services programs.	The school counselor does not support the school counseling program with any program management activities. The school counselor is not involved-or is minimally involved-in providing support to other educational or student services programming through partnerships.

	with school personnel, parents and community agencies.		
Proficiency 4.5– Collaborates with Peers			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
The school counselor goes above and beyond in seeking out opportunities to collaborate-coach peers through difficult situations-takes on leadership roles within collaborative groups such as Professional Learning Communities.	The school counselor will seek out and participate in regular opportunities to work with and learn from others-ask for assistance, when needed, and provide assistance to others in need.	The school counselor may not seek to provide other counselors with assistance when needed and does not regularly seek out opportunities to work with others.	The school counselor rarely or never participates in opportunities to work with others. He/she works in isolation and is not a team player.

# Speech & Language Pathologist Effectiveness Rubric

Domain 1 (Instructional Planning)			
Proficiency 1.1 Utilize Assessment Data to Plan (Planning for initial or reevaluation of students)			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>At level 4, a SLP fulfills the criteria for level 3 and additionally:</p> <p>-SLP collects and utilizes school-wide assessment data unique to the individual student as part of the evaluation process.</p> <p>-Is an integral part of the referral group (multidisciplinary team) and assists with collecting data.</p>	<p>- The SLP varies the test battery and data collection methods to address the needs of the referred student.</p> <p>- Consistently use appropriate battery that will complete a comprehensive assessment, varying tests as needed.</p> <p>- Consistently participates in referral group (multidisciplinary team) when expertise is requested.</p>	<p>-SLP inconsistently varies the test battery and collection data methods to address the needs of the referred student.</p> <p>-Inconsistently uses appropriate battery to complete a comprehensive assessment.</p> <p>-Inconsistently participates in referral group (multidisciplinary team) when expertise is requested.</p>	<p>-The SLP uses the same test battery or insufficient testing for all referred students.</p> <p>-The SLP demonstrates knowledge of an assessment battery, but uses that battery without regard to individual needs or referral question.</p> <p>-Does not utilize referral group (multidisciplinary team) or have an awareness of school based information, available data.</p>
Proficiency 1.2 Set Measurable Goals (Developing annual goals based on the assessments of the students)			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>At level 4, a SLP fulfills the criteria for level 3 and additionally:</p> <p>- Plans achievable annual goals that support classroom curriculum and enhance classroom performance.</p>	<p>SLP develops annual student goals that are:</p> <p>- Measurable</p> <p>-Aligned to Developmental/state standards</p> <p>-Identified student needs based on assessment data</p>	<p>SLP develops annual student goals that are:</p> <p>- Measurable</p> <p>But may not align to:</p> <p>-Developmental/state standards</p> <p>-Identified student needs based on assessment data</p>	<p>-SLP rarely or never develops annual goals for students OR goals are developed but are extremely general and not helpful for planning purposes.</p>
1.3 Track student data and analyze progress (Data collection/progress monitoring)			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>At level 4, a SLP fulfills the criteria for level 3 and additionally:</p> <p>-uses data analysis of student progress to drive lesson planning for the following session.</p> <p>-periodically checks for generalization for speech/language skills/goals.</p>	<p>SLP uses an effective data tracking system to:</p> <p>-record student assessment/ progress data.</p> <p>- analyze student progress toward mastery or to plan future lessons/ units.</p> <p>-report progress toward annual goals consistently.</p>	<p>SLP uses an effective data tracking system to:</p> <p>-record student assessment/ progress data.</p> <p>SLP may not:</p> <p>-use data to analyze student progress towards mastery or to plan future lessons/ units.</p> <p>-report progress towards annual goals consistently.</p>	<p>-SLP rarely or never uses a data tracking system to record student assessment/ progress data.</p>

Domain 2 (Effective Instruction)			
Proficiency 2.1 Develop student understanding and mastery of session objectives (student understands what they are working on and why it's important)			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:            Students who are capable of doing so can explain what they are learning and why it is important, beyond simply repeating the stated objective            SLP effectively engages prior knowledge of students in connecting to session when applicable.            Students can be observed to demonstrate understanding of this connection</p>	<p>Session objective is specific, measurable, and aligned to IEP goals/standards/IEP goals. Objective is explained in a student-friendly manner and/or explained to students in easy-to-understand terms.            When applicable, session builds on students' prior knowledge of key concepts and skills and makes this connection evident to students (anticipatory set).            Session is well-organized to move students towards mastery of the objective</p>	<p>Session objective conveys what students are learning and what they will be able to do by the end of the session, but may not be aligned to IEP goals/standards or be measurable            Objective is stated, but not in a student-friendly manner that leads to understanding            Session generally does not build on prior knowledge of students. Organization of the session may not always be connected to mastery of the IEP goals/standards.</p>	<p>Session objective is not conveyed to students. It may not be clear about what students are learning or will be able to do by the end of the session            There may not be a clear connection between the IEP goals/standards and session, or SLP may fail to make this connection for students            There may be no effort to connect IEP goals/standards to prior knowledge of students            Session is disorganized and does not lead to mastery of IEP goals/standards.</p>
Proficiency 2.2 Demonstrate and Clearly Communicate <b>Content</b> Knowledge (SLP communicates knowledge of session content to students)			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:            SLP fully explains concepts in a direct and efficient manner            SLP effectively connects session to students' experiences and interests, or current events in order to make session relevant and build interest            Students demonstrate an interest in participating in therapeutic activities</p>	<p>SLP demonstrates knowledge of <b>identification</b> and remediation of communication disorders            SLP delivers content that is clear, concise and well-organized            SLP restates and rephrases instruction in multiple ways to increase understanding            SLP uses developmentally appropriate language and explanations            SLP implements relevant instructional strategies and therapy techniques learned via professional development            SLP supports literacy development</p>	<p>SLP demonstrates knowledge of identification and remediation of communication disorders, but content occasionally lacks clarity and/or is not well organized            SLP may fail to restate or rephrase instruction in multiple ways to increase understanding            SLP's explanations sometimes lack developmentally appropriate language            SLP does not always implement new and improved instructional strategies/therapy techniques learned via professional development            SLP inconsistently supports literacy development</p>	<p>SLP does not demonstrate adequate knowledge of identification and remediation of communication disorders.            SLP's explanations may be unclear or incoherent and fail to allow student to participate appropriately in therapeutic activities.            SLP continues with planned instruction, even when it is obvious that students are not understanding instructional strategies/therapeutic techniques            SLP fails to use developmentally appropriate language            SLP does not implement new and improved instructional</p>

			strategies/therapy techniques learned through professional development SLP-fails to support literacy development
Proficiency 2.3 Engage students in therapeutic content (student is engaged during speech-language session)			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: Most students are <b>engaged in what??</b> SLP provides ways to engage with therapeutic tasks/instructional strategies that significantly promotes student mastery of the objective SLP provides differentiated ways of engaging with therapeutic content specific to individual student needs SLP progresses the session at an appropriate pace	Most students demonstrate understanding of on-task behaviors SLP provides multiple ways, as appropriate, of engaging in therapeutic activities, all aligned to the IEP goals/objectives SLP uses multiple ways of engaging students in therapeutic activities with IEP goals/objectives to reflect different learning modalities or intelligences SLP adjusts session accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged Students with accommodations have the appropriate supports to be engaged in session Students that are capable demonstrate active engagement rather than passive/receptive (See Notes below for specific evidence of engagement)	Few students demonstrate on- task behaviors SLP may provide multiple ways of engaging students, but perhaps not aligned to IEP goals/ objectives SLP may miss opportunities to provide ways of differentiating content for student engagement Some students may not have the prerequisite skills necessary to fully engage in content, and SLP's attempt to modify instruction for these students is limited or not always effective Students with accommodations are sometimes given appropriate supports to be engaged in therapeutic activities Students may appear to actively listen, but when it comes time for participation are disinterested in engaging in therapeutic activities	No students demonstrate on- task behaviors SLP may only provide one way of engaging with therapeutic activities, OR SLP may provide multiple ways of engaging students that are not aligned to the session objective SLP does not differentiate instruction to target different learning modalities Most students do not have the prerequisite skills necessary to fully engage in content, and SLP makes no effort to adjust instruction for these students Students with accommodations are not provided with the necessary supports to engage in content Students do not actively listen and are overtly disinterested in engaging.
Proficiency 2.4 Check for Understanding			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: SLP checks for understanding at higher levels by asking pertinent, questions and facilitates student responses (those	SLP frequently checks for student understanding SLP uses a variety of methods to check for student understanding SLP uses wait time effectively both after posing a question and before helping students think through a response	SLP rarely checks for student understanding SLP may use more than one type of check for understanding, but is often unsuccessful SLP inconsistently provides enough wait time after posing a question for students to think and	SLP never checks for student understanding SLP does not check for understanding SLP does not provide wait time after posing a question and before helping students think through a response SLP never provides

that reveal understanding or lack thereof) SLP uses open-ended questions to identify common misunderstandings and assess student mastery of material at a range of both lower and higher order thinking	SLP regularly provides student with effective descriptive feedback to guide students ' progress toward mastery	respond before helping with an answer or moving forward with content SLP rarely provides students with effective descriptive feedback to guide student progress toward mastery	students with effective descriptive feedback to guide student progress toward mastery
Proficiency 2.5 Modify Instruction As Needed			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: SLP anticipates student misunderstandings and preemptively addresses them SLP is able to modify instruction to respond to misunderstandings without taking away from the flow of the session or losing engagement	SLP makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students SLP responds to misunderstandings with effective scaffolding techniques	SLP rarely attempt to make adjustments to instruction based on checks for understanding SLP rarely responds to misunderstandings by using scaffolding techniques	SLP never attempts to adjust instruction based on checks for understanding SLP never responds to misunderstandings by using scaffolding techniques
Proficiency 2.6 Develop Higher Level of Understanding through Rigorous Instruction and Work (SLP models and talks through thinking process to increase student understanding)			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: Lesson is appropriately challenging to all students Students (when applicable) are able to answer higher-level questions with meaningful responses SLP highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if needed <b>SLP encourages student interest in learning by providing students with additional opportunities to</b>	Session is appropriately challenging to most students SLP frequently develops higher-level understanding through effective questioning SLP's session pushes almost all students forward due to differentiation of instruction based on each student's level of understanding SLP provides opportunities to meaningfully practice, apply, and demonstrate evidence of learning SLP shows patience and helps students to work hard toward mastering the	Session appropriately challenging to few students Some questions used may not be effective in developing higher-level understanding (too complex or confusing) SLP rarely differentiates instruction based on student understanding SLP may encourage students to work hard, but may not persist in efforts to have students keep trying	Session is not aligned with developmental level of students (may be too challenging or too easy) SLP never uses questioning as an effective tool to increase understanding. SLP does not differentiate instruction based on students' levels of understanding. SLP gives up on students easily and does not encourage them to persist through difficult tasks.

<p>ap-ply and build skills beyond session elements (e.g., homework, parent involvement, etc...) Keep this??</p>	<p>objective and to persist even when faced with difficult tasks</p>		
<p>Proficiency 2.7 Maximize Therapy Time</p>			
<p>Highly Effective (4)</p>	<p>Effective (3)</p>	<p>Improvement Necessary (2)</p>	<p>Ineffective (1)</p>
<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: Routines, transitions, and procedures are well-executed without prompting from the SLP Students share responsibility for operations and routines and work well together to accomplish these tasks All students are on-task and follow instructions of SLP with minimal prompting</p>	<p>Follows schedule in a timely manner Routines, transitions, and procedures are well-executed with minimal prompting from the SLP Students are almost always engaged in meaningful work SLP delegates time between parts of the session appropriately so as best to lead students towards mastery of objective Almost all students are on-task and follow instructions of SLP with prompting as needed. Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the session</p>	<p>Rarely follows schedule in a timely manner Routines, transitions, and procedures are in place, but require moderate prompting from the SLP There is more than a brief period of time when students are left without meaningful work to keep them engaged SLP may delegate session time inappropriately between parts of the session Moderate prompting from the SLP rarely or inconsistently provides necessary prompts for students to follow instructions and remain on-task Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and SLP may have to stop the session frequently to address the problem</p>	<p>Never follows schedule in a timely manner There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require maximum prompting from the SLP There are significant periods of time in which students are not engaged in meaningful work SLP wastes significant time between parts of the session due to classroom management SLP does not provide necessary prompts for students to follow instructions and remain on-task Disruptive behaviors and off-task conversations are common and frequently cause the SLP to have to make Adjustments to the session.</p>

Domain 3 (Classroom environment)			
Proficiency 3.1 Create classroom culture of respect and collaboration (As applied to speech room)			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>At level 4, a SLP fulfills the criteria for level 3 and additionally:</p> <p>-Students are invested in the success of their peer’s performance in therapy as evidenced by unprompted support.</p> <p>-Students reinforce positive character and behavior and discourage negative behavior amongst themselves.</p>	<p>-Students are respectful of their teacher and peers.</p> <p>-SLP reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior.</p> <p>-SLP has a good rapport with students, and shows genuine interest in their thoughts and opinions.</p>	<p>-Students are generally respectful of their SLP and peers, but may occasionally act out or need to be reminded of classroom norms.</p> <p>-SLP may praise positive behavior OR enforce consequences for negative behavior, but not both.</p> <p>-SLP may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others.</p>	<p>-Students are frequently disrespectful of SLP or peers as evidenced by discouraging remarks or disruptive behavior.</p> <p>-SLP rarely or never praises positive behavior.</p> <p>-SLP rarely or never addresses negative behavior.</p>
Proficiency 3.2 Set High Expectations for Student Success			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <p>-Students analyze their own progress toward goals.</p> <p>-Students demonstrate high therapy expectations for themselves.</p> <p>-Student comments and actions demonstrate that they are excited about their performance and understand why it is important.</p>	<p>-SLP sets high expectations for students of all levels.</p> <p>-Students are invested in their work and value therapy success as evidenced by their effort and quality of their performance.</p> <p>-The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly).</p>	<p>-SLP may set high expectations for some, but not others.</p> <p>-Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging.</p> <p>-Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily).</p> <p>-SLP may praise the therapy performance of some, but not others.</p>	<p>-SLP rarely or never sets high expectations for students.</p> <p>-Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments.</p> <p>-Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers.</p> <p>-SLP rarely or never praises therapy performance or good behavior.</p>

Domain 4 (Professional Commitment)			
Proficiency 4.1 Contribute to School Culture			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>At Level 4, an SLP fulfills the criteria for Level 3 and additionally may:</b></p> <ul style="list-style-type: none"> <li>-Seek out leadership roles.</li> <li>-Go above and beyond in dedicating time for students and peers outside the therapy session.</li> </ul>	<p><b>SLP will:</b></p> <ul style="list-style-type: none"> <li>-Contribute occasional ideas and expertise to further the school's mission and initiatives.</li> <li>-Dedicate time, when needed, to helping students and peers outside the therapy session.</li> </ul>	<p><b>SLP will:</b></p> <ul style="list-style-type: none"> <li>-Contribute occasional ideas and expertise to further the school's mission and initiatives.</li> </ul> <p><b>SLP may not:</b></p> <ul style="list-style-type: none"> <li>-Frequently dedicates time outside the therapy session to help students and peers.</li> </ul>	<p>SLP rarely or never contributes ideas aimed at improving school efforts. SLP dedicates little or no time outside of the therapy session towards helping students and peers.</p>
Proficiency 4.2 Collaborate with Peers			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>At Level 4, an SLP fulfills the criteria for Level 3 and additionally may:</b></p> <ul style="list-style-type: none"> <li>-Go above and beyond in seeking out opportunities to collaborate.</li> <li>-Coach peers through difficult situations.</li> <li>-Take on leadership roles within collaborative groups such as Professional Learning Communities.</li> </ul>	<p><b>SLP will:</b></p> <ul style="list-style-type: none"> <li>-Seek out and participate in regular opportunities to work with and learn from others.</li> <li>-Ask for assistance, when needed, and provide assistance to others in need.</li> </ul>	<p><b>SLP will:</b></p> <ul style="list-style-type: none"> <li>-Participate in occasional opportunities to work with and learn from others.</li> <li>-Ask for assistance when needed.</li> </ul> <p><b>SLP may not:</b></p> <ul style="list-style-type: none"> <li>-Seek to provide other teachers with assistance when needed OR</li> <li>-Regularly seek out opportunities to work with others.</li> </ul>	<p>SLP rarely or never participates in opportunities to work with others. SLP works in isolation and is not a team player.</p>
4.3 Seek professional skills and knowledge			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>At Level 4, an SLP fulfills the criteria for Level 3 and additionally may:</b></p> <ul style="list-style-type: none"> <li>-Regularly share newly learned knowledge and practices with others.</li> <li>-Seek out opportunities to lead professional development sessions.</li> </ul>	<p><b>SLP will:</b></p> <ul style="list-style-type: none"> <li>-Actively pursue opportunities to improve knowledge and practice.</li> <li>-Seek out ways to implement new practices into instruction, where applicable.</li> <li>-Welcome constructive feedback to improve practices.</li> </ul>	<p><b>SLP will:</b></p> <ul style="list-style-type: none"> <li>-Attend all mandatory professional development opportunities.</li> </ul> <p><b>SLP may not:</b></p> <ul style="list-style-type: none"> <li>-Actively pursue optional professional development opportunities.</li> <li>-Seek out ways to implement new practices into instruction.</li> <li>-Accept constructive feedback well.</li> </ul>	<p>SLP rarely or never attends professional development opportunities. SLP shows little or no interest in new ideas, programs, or classes to improve teaching and learning.</p>

4.4 Advocate for Student Success			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>At Level 4, an SLP fulfills the criteria for Level 3 and additionally may:</b></p> <ul style="list-style-type: none"> <li>-Display commitment to the education of all the students in the school.</li> <li>-Make changes and take risks to ensure student success.</li> </ul>	<p><b>SLP will:</b></p> <ul style="list-style-type: none"> <li>-Display commitment to the education of all his/her students.</li> <li>-Attempt to remedy obstacles around student achievement.</li> <li>-Advocate for students' individualized needs.</li> </ul>	<p><b>SLP will:</b></p> <ul style="list-style-type: none"> <li>-Display commitment to the education of all his/her students.</li> </ul> <p><b>SLP may not:</b></p> <ul style="list-style-type: none"> <li>-Advocate for students' needs.</li> </ul>	<p>SLP rarely or never displays commitment to the education of his/her students. SLP accepts failure as par for the course and does not advocate for students' needs.</p>
4.5 Engage Families in student learning			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>At Level 4, an SLP fulfills the criteria for Level 3 and additionally may:</b></p> <ul style="list-style-type: none"> <li>-Strives to form relationship in which parents are given ample opportunity to participate in student learning.</li> <li>-Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events.</li> </ul>	<p><b>SLP will:</b></p> <ul style="list-style-type: none"> <li>-Proactively reach out to parents in a variety of ways to engage them in student learning.</li> <li>-Respond promptly to contact from parents.</li> <li>-Engage in all forms of parent outreach required by the school.</li> </ul>	<p><b>SLP will:</b></p> <ul style="list-style-type: none"> <li>-Respond to contact from parents.</li> <li>-Engage in all forms of parent outreach required by the school.</li> </ul> <p><b>SLP may not:</b></p> <ul style="list-style-type: none"> <li>-Proactively reach out to parents to engage them in student learning.</li> </ul>	<p>SLP rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.</p>
4.6 Attendance and Absence reporting			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><i>At level 4 teacher fulfills the criteria for Level 3 and additionally:</i></p> <p>Teacher will: Be absent for no more than the equivalent of <b>2.5</b> school days per year.</p>	<p><b>Teacher will:</b></p> <p>Be absent for no more than the equivalent of <b>3.0 to 5.5</b> school days per year. When absent, proper notification is provided.</p>	<p><b>Teacher will:</b></p> <p>Be absent for no more than the equivalent of <b>6.0-9.5</b> school days per year. Teacher Inconsistently: Provides proper notification when absent.</p>	<p>Teacher is absent from school more than <b>10</b> days per school year. Teacher consistently fails to report their absences per school policy.</p>

# School Psychologist Effectiveness Rubric

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

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

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, and</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 checked="" 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>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.),</p> <p>-Conducts a needs assessment to guide the development and delivery of building/district school-wide programs,</p> <p>-Conducts evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements, or</p> <p>-Assists with the development and/or delivery of staff professional development to support school-wide assessment practices.</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,</p> <p>-Researches and helps select assessments for universal screening,</p> <p>-Summarizes universal screening and/or benchmarking data,</p> <p>-Applies data to curricular decisions and/or instructional practices.</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>

**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 checked="" 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 student level teams (e.g., intervention team, problem solving team, etc.),</p> <p>-Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements,</p> <p>-Conducts supplemental diagnostic assessments to assist in intervention selection,</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>-Researches and helps select assessments for progress monitoring,</p> <p>-Summarizes progress monitoring data, and</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>
<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> <p>-Effectively communicates evaluation findings to school staff through written reports and conferences, and/or</p> <p>-Utilizes evaluation findings to inform accurate eligibility, placement, and service decisions.</p>	<p>School Psychologist conducts evaluations that are</p> <p>-Compliant with minimum requirements of Article 7,</p> <p>-Appropriate for the student being evaluated, and</p> <p>-Informative for instructional and/or programming purposes.</p>	<p>School Psychologist conducts evaluations that are</p> <p>-Compliant with minimum requirements of Article 7</p> <p>But are</p> <p>-Limited in appropriateness for the student being evaluated and/or</p> <p>-Limited in providing instructionally relevant information.</p>	<p>School Psychologist conducts evaluations that are</p> <p>-Not compliant with Article 7, and/or</p> <p>-Inappropriate for the student being evaluated.</p>

**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>	<p>Completed all in a timely manner</p>	<p>Few evaluations completed after compliance due dates for reasons outside the school psychologist's control</p>	<p>Few evaluations completed after compliance due dates for reasons within the school psychologist's control</p>	<p>Multiple evaluations completed past the compliance due dates</p>
<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,</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>-collect assessment data, 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>

## DOMAIN 2: 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>2.1: 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>-Provides mentoring and coaching to colleagues regarding consultation strategies (how to talk to other staff members, confidentiality, appropriate information to include in emails, etc.).</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,</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>2.2: 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 mentoring and coaching to colleagues regarding consultation strategies (how to communicate with parents and families, confidentiality, etc.).</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 and intervention 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 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>

**DOMAIN 2 CONSULTATION AND COLLABORATION, continued**

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
(2.2 continued)	<p>-Applies knowledge in innovative ways to assist students and families (e.g., offering recommendations and resources to families).</p>	<p>-Explains school procedures for services such as special education, intervention, etc.</p> <p>-Clearly explains evaluation findings following special education evaluation, and</p> <p>-Answers questions clearly and comprehensively.</p>		
<p>2.3: Engages in consultation and collaboration with community agencies and providers.</p> <p>Rating: _____.</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <p>-Provides mentoring and coaching to colleagues regarding consultation strategies (confidentiality guidelines, mutual exchanges of information, referrals to Gallahue or other outside agencies, etc.).</p> <p>-Applies knowledge in innovative ways to assist students, families, schools, and community,</p>	<p>School Psychologist effectively engages in consultation and collaboration with community agencies in a manner that meets the expectations of the role/school(s).</p> <p>Example activities include</p> <p>-Contacts community providers to obtain information needed for instructional programming,</p> <p>-Clearly explains school procedures for services and practices,</p> <p>-Refers students and families to community providers for needed services,</p> <p>-Communicates with community providers in a clear and ethical manner.</p>	<p>School Psychologist</p> <p>-Is involved in continued professional growth regarding consultation and collaboration strategies,</p> <p>However individual's practices do not</p> <p>-Demonstrate application of this knowledge to expected roles and responsibilities</p>	<p>School Psychologist</p> <p>-Lacks knowledge about effective consultation strategies and practices, and/or</p> <p>- Fails to take advantage of opportunities to engage in continued professional growth and learning.</p>

### Domain 3: 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>3.1: 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,</li> <li>-Seeks formal and informal 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,</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>3.2: 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 school or district committees,</li> <li>-Mentors school psychology practicum students and interns.</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>-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> </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>

**Domain 3: LEADERSHIP, continued**

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.3: 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,  -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,  -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 4: 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.

Please circle Meets Standard or Does Not Meet Standard for each indicator.

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

(Domain 5 is not applicable at this time. As the role of the school psychologist changes, this domain may become applicable and then factor into the overall evaluation of the school psychologists).

## DOMAIN 5: 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>5.1: 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 checked="" 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.),</p> <p>-Conducts evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements, or</p> <p>-Assists with 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>-Researches and helps select instructional strategies, approaches, or programs,</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.</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>
<p>5.2: Contributes to intervention practices for academic, social-emotional, and behavioral domains.</p> <p>Part of the School Psychologist's role?</p> <p><input checked="" 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> <p>-Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.),</p> <p>-Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, or</p> <p>-Assists with the development and/or delivery of staff</p>	<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> <p>- Researches and helps select intervention strategies and approaches for school(s),</p> <p>-Helps develop intervention plans for individual students or small groups of students,</p>	<p>School Psychologist is</p> <p>-Responsive to opportunities to contribute to 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 intervention practices.</p>	<p>School Psychologist</p> <p>-Lacks knowledge about intervention strategies and practices,</p> <p>- Fails to take advantage of opportunities to engage in continued professional growth and learning.</p>

## DOMAIN 5: 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> <input type="checkbox"/> Academic  <input type="checkbox"/> Social-Emotional  <input type="checkbox"/> Behavioral                 </p> <p>Rating: _____.</p>	<p>professional development to support intervention practices.</p>	<p>-Applies progress monitoring data to intervention practices and decisions about need for additional services/supports.</p> <p>-Assists staff in learning and implementing new intervention strategies, approaches, or programs,</p> <p>-Provides intervention services to individual students or small groups, or</p> <p>-Assists in the collection of information about implementation integrity.</p>		
<p>5.3: Contributes to crisis response and intervention practices.</p> <p>Part of the School Psychologist's role?</p> <p> <input checked="" type="checkbox"/> No; Indicator Not Applicable to this Employee  <input type="checkbox"/> Yes                 </p> <p>Rating: _____.</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <p>-Conducts evaluation of crisis response and intervention practices to assess effectiveness and guide continuous improvements, or</p> <p>-Assists with the development and/or delivery of staff professional development on crisis response and intervention.</p> <p>-Collaborates with community agencies to provide coordinated response and services to crisis situations.</p>	<p>School Psychologist contributes to crisis response and intervention practices in a manner that meets the expectations of the role/school(s).</p> <p>Example activities include</p> <p>- Assists in the development of crisis response and intervention plans,</p> <p>-Participates in school-wide crisis response and intervention training,</p> <p>-Provides crisis intervention services to students, staff, and community.</p>	<p>School Psychologist is</p> <p>-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</p> <p>-Involved in continued professional growth and learning regarding crisis response and intervention.</p>	<p>School Psychologist</p> <p>-Lacks knowledge about crisis response and intervention practices.</p> <p>- Fails to take advantage of opportunities to engage in continued professional growth and learning</p>

**DOMAIN 5: INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS, continued**

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>5.4: 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,</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, and</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> </ul> <p>But practices</p> <ul style="list-style-type: none"> <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>

**Summary and Planning:**

Domain	Points Earned (Maximum Points)	Number of Applicable Items	Average Domain Score (Earned Points ÷ Number of Applicable Items)	Weighted Percentage	Obtained Score (Average Domain Score x Weighted Percentage as Decimal)
Assessment, Data-based Decision Making, and Accountability	(out of 16)	4		75%	
Consultation and Collaboration	(out of 12)	3		15%	
Leadership	(out of 12)	3		10%	
Interventions and Instructional Support to Develop Academic, Social, and Life Skills	N/A	N/A	N/A	N/A	N/A
<b>Total Weighted Overall Evaluation Score</b>					

<b>Ineffective</b> 1.49 and below	<b>Improvement Necessary</b> 1.5 – 2.49	<b>Effective</b> 2.5 – 3.49	<b>Highly Effective</b> 3.5 and above
--------------------------------------	--	--------------------------------	--

**Core Professionalism\***

Meets Standards

Does Not Meet Standards

**Final Rating**

Highly Effective

Effective

Improvement Necessary

Ineffective

*\*If school psychologist does not meet standards of Core Professionalism, the Final Rating decreases by one category.*

**Comments:**

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

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

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

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

*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.*

# **Appendix B**

## **Student Learning Targets**

# What are Student Learning Targets?

Effective teachers have learning goals for their students and use assessments to measure progress toward these goals. They review state and national standards, account for students' starting points, give assessments aligned to those standards, and measure how their students grow during the school year.

A **Student Learning Target** is a long-term academic goal that teachers and evaluators set for groups of students. It must be:

- Specific and measureable
- Based on available prior student learning data
- Aligned to state standards
- Based on growth and achievement

Teachers <b><i>with</i></b> Indiana Growth Model Data	Teachers <b><i>without</i></b> Indiana Growth Model Data
Teachers set one Student Learning Target 1. Class Learning Target	Teachers set two of Student Learning Targets: 1. Class Learning Target. 2. Targeted Objective

- A **Class Target** is a mastery goal based on students' starting point for a class or classes of students covering all of the Indiana content standards for the course.
- A **Targeted Objective** is a performance goal that is related to a teacher's performance in critical aspects of his/her job assignment, or a specific goal for a group of students who come in to a given class with a low level of preparedness.

## **Class Learning Targets (Focus on Achievement)**

A teacher's Class Target accounts for the learning of all students in a class. Whether a teacher earns a Highly Effective, Effective, Improvement Necessary, or Ineffective rating depends on the extent to which he or she moves students from their starting points to achieve content mastery.

A Class Target is both an achievement- and growth-based goal. Class Targets define what content mastery looks like for a specific class, and holds students and their teachers accountable for meeting this mastery standard. Class Targets have teachers examine and consider students' starting points in order to set a learning target for the entire class that is both ambitious and feasible.

## **Targeted Objectives (Focus on Growth)**

1. A specific goal for those students who come into class with a low level of preparedness that is focused on growth
2. A goal related to other essential functions of the certificated employees assignment (ie – IEP completion or compliance for Special Education Teaching Staff).

# Pre-Approval for School Based Assessments

---

Grade Level/Subject:

Teacher(s):

Evaluator Name:

Directions: For any school based assessment used for class or targeted learning targets/outcomes objectives, please complete the steps below. If a department of teachers is using a common assessment, only one copy should be turned in per assessment. (Please make sure all teachers using the assessment are listed above).

1) Using the IN course standards

(<https://learningconnection.doe.in.gov/Standards/About.aspx?art=11>), identify which standards align to which questions/tasks on your assessment. Write/type standards next to assessment questions. Sub-standards or indicators may be summarized (ex. write 6.1 – Medieval, rather than 6.1.3). Use the Standards Alignment and Coverage Check Chart to summarize which questions are aligned to which standards and to ensure that each standard is covered by an appropriate number of questions. Attach this chart to this form.

2) Use the Assessment Rigor Analysis Chart to give examples of assessment questions/tasks that fall under various levels of the Depth of Knowledge Framework. Note: Not all questions must be categorized, but there must be sufficient examples given of questions meeting a higher-level of rigor. Attach this chart to this form.

3) If the assessment(s) will need to be adapted for students with special needs, please specify any changes below:

4) What is the content mastery score on this assessment? In other words, what score should students receive to indicate that they have mastered the Indiana content standards for this course?

Please return this form to your primary evaluator, along with a copy of the assessment(s) (aligned to standards), Assessment Rigor Analysis Chart, and any additional supporting materials (rubrics, scoring guides, etc).

## Assessment Rigor Analysis – Depth of Knowledge (DOK)

Grade Level/Subject: \_\_\_\_\_

Teacher(s): \_\_\_\_\_

**Directions:** Use the chart below to categorize assessment questions. Rigor increases as you go down the chart. While not all questions need be categorized, there must be sufficient examples of the highest levels of rigor. Teachers with common assessments need only complete one copy.

Level	Learner Action	Key Actions	Sample Question Stems	Question Numbers
<b>Level 1: Recall</b>	Requires simple recall of such information as a fact, definition, term, or simple procedure	List, Tell, Define, Label, Identify, Name, State, Write, Locate, Find, Match, Measure, Repeat	How many...? Label parts of the.... Find the meaning of...? Which is true or false...?	
<b>Level 2: Skill/Concept</b>	Involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity	Estimate, Compare, Organize, Interpret, Modify, Predict, Cause/Effect, Summarize, Graph, Classify	Identify patterns in... Use context clues to... Predict what will happen when... What differences exist between...? If x occurs, y will....	
<b>Level 3: Strategic Thinking</b>	Requires reasoning, planning, using evidence, and thinking at a higher level	Critique, Formulate, Hypothesize, Construct, Revise, Investigate, Differentiate, Compare	Construct a defense of... Can you illustrate the concept of...? Apply the method used to determine...? What might happen if...? Use evidence to support....	
<b>Level 4: Extended Thinking</b>	Requires complex reasoning, planning, developing, and thinking, most likely over an extended time. Cognitive demands are high, and students are required to make connections both within and among subject domains	Design, Connect, Synthesize, Apply, Critique, Analyze, Create, Prove	Design x in order to.... Develop a proposal to.... Create a model that.... Critique the notion that....	

# Assessment Approval Checklist for School-based Assessments

Grade Level/Subject: \_\_\_\_\_

Teacher(s): \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

Criterion	Considerations (Check all that apply.)
<b><u>Alignment and Stretch</u></b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Items/tasks cover key subject/grade-level content standards.</li> <li><input type="checkbox"/> Where applicable, items/tasks cover knowledge and skills that will be of value beyond the year – either in the next level of the subject, in other academic disciplines, or in career/life.</li> <li><input type="checkbox"/> Where applicable, there are low- and high-end stretch items that cover pre-requisite objectives from prior years and objectives from the next year/course</li> <li><input type="checkbox"/> More complex and more important items/tasks have more weight (count more)</li> </ul>
	Evidence/Feedback
<b><u>Rigor and Complexity</u></b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Overall, the items, tasks, rubrics are appropriately challenging for the grade-level/course (e.g., at right level of DOK and correct reading level)</li> <li><input type="checkbox"/> Many items/tasks require critical thinking and application</li> <li><input type="checkbox"/> Multiple-choice questions are appropriately rigorous or complex (e.g. multistep)</li> <li><input type="checkbox"/> Key content standards are assessed at greater depths of understanding and/or complexity</li> </ul>
	Evidence/ Feedback
<b><u>Format Captures True Mastery</u></b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Items/tasks are written clearly.</li> <li><input type="checkbox"/> The assessment/tasks are free from bias; no wording or knowledge that is accessible to only specific ethnicities, subcultures, or genders</li> <li><input type="checkbox"/> Some standards are assessed across multiple items/tasks</li> <li><input type="checkbox"/> Item types and length of the assessment are appropriate for the subject/grade level</li> <li><input type="checkbox"/> Tasks and open-ended questions have rubrics that (1) articulate what students are expected to know and do and (2) differentiate between levels of knowledge/mastery</li> </ul>
	Evidence/ Feedback

The content mastery score represents a rigorous target for student achievement based on the assessment

I approve of this assessment/task and any accompanying rubrics without further change.

Please make changes suggested in feedback above and resubmit the assessment/tasks and rubrics.

Signature of evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of teacher(s): \_\_\_\_\_ Date: \_\_\_\_\_

## Identify and Approve Student Starting Points

Grade Level/Subject: \_\_\_\_\_

Teacher(s): \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

Level of Preparedness....	Evidence Collected	Possible Sources of Baseline Data
<p><u>High</u>  <i>(students prerequisite skills or knowledge are ahead of where they need to be starting this course)</i></p>		<ul style="list-style-type: none"> <li>- Results from beginning of course (BOC) <b>diagnostic tests or performance tasks</b> (e.g., a department-compiled BOC test; the first interim assessment)</li> <li>- Results from prior course tests that assess knowledge and skills that are pre-requisite to the current subject/grade.               <ul style="list-style-type: none"> <li>o Overall scale scores</li> <li>o Sub-scores</li> <li>o Performance levels</li> <li>o Percent correct</li> </ul> </li> </ul>
<p><u>Medium</u>  <i>(students prerequisite skills or knowledge are where they need to be starting this course)</i></p>		<ul style="list-style-type: none"> <li>- Results <b>can come from tests of the same or different subjects</b>, as long as the test assessed pre- requisite knowledge and skills</li> </ul>
<p><u>Low</u>  <i>(students prerequisite skills or knowledge are below where they should be starting this course)</i></p>		

Teacher has appropriately assessed students' starting points.

Signature of evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of teacher(s): \_\_\_\_\_ Date: \_\_\_\_\_

## Evaluator Approval of Student Learning Targets

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

Evaluator: \_\_\_\_\_

Class Learning Target Assessment: \_\_\_\_\_

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
<b>Class Learning Target</b>				

Evaluator Feedback:

Class Learning Target Approved

Targeted Objective Assessment: \_\_\_\_\_

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
<b>Targeted Objective</b>	Targeted Population: Students who start the course at the lowest level of preparedness as identified in Step 2  Targeted IN Content Standards:  Growth and/or Achievement Goal:			

Evaluator Feedback:

Targeted Objective Approved

Signature of evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of teacher \_\_\_\_\_ Date: \_\_\_\_\_

# **Appendix C**

## **New Teacher Orientation**

## **New Teacher Two-Year Professional Development Requirements**

# PROVISIONAL STATUS ORIENTATION

## Provisional Status Employees

The building administrator is responsible for meeting with each new teacher to provide an orientation to the Teacher Evaluation Process. The building administrator is encouraged to follow this outline to ensure that all of the important information is covered.

- \_\_\_\_\_ 1. The first portion of teacher evaluation contains requirements for teachers who are provisional in status, which is typically a two-year process that applies to the following teachers:
  - a. A teacher in his/her first or second regular contract in MSDWT; or
  - b. A former or current MSDWT teacher who is re-entering the teaching profession after having been out of the classroom for a period of five years or more.

Note: A former or current MSDWT certificated employee who re-enters the teaching profession within five years will have his/her effectiveness assessed by the building leader and may be required, as a result of this assessment, to complete all or some of the requirements of Provisional Status Educators.

- \_\_\_\_\_ 2. The evaluation document is labeled the “Teacher Effectiveness Rubric.”
- \_\_\_\_\_ 3. Teachers designated Provisional Status are expected to demonstrate effectiveness as defined by the Teacher Effectiveness Rubric before the end of their second year of employment with MSDWT.
- \_\_\_\_\_ 4. There will be formal evaluation meetings with the teacher and the building administrator before December 31 of the first semester and before the end of the second semester to review the teacher’s progress up to that time.
- \_\_\_\_\_ 5. The teacher should be able to provide lesson plans to the building administrator at his/her request in an acceptable format (Effective lesson plan can be found in Appendix G).

- \_\_\_\_\_ 6. The teacher and the building administrator will meet throughout the school year to review the building administrator’s observations, to answer the teacher’s questions, and to discuss their plans for improvement.
  
- \_\_\_\_\_ 7. The new teacher is encouraged to ask questions at anytime about his/her progress. The building administrator and other teachers are available resources to the new teacher.
  
- \_\_\_\_\_ 8. The building administrator should inform the teacher that the outcome of the end of year evaluation can be either a recommendation for continued employment or a recommendation for non-renewal of the teacher’s contract
  
- \_\_\_\_\_ 9. The building administrator should review the Board policy on professional development requirements for first and second year teachers.

**Date of Review:** \_\_\_\_\_

**Signature of Teacher:** \_\_\_\_\_

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

# **Appendix D**

## **Assistance Worksheet**

### **Problem Solving**

## Assistance Sequence (Problem Solving Worksheet)

The building administrator defines and discusses the difficulties with the teacher during a confidential meeting. The building administrator will present a worksheet detailing the following components:

- (a) Specific areas that the teacher is not meeting the building leader's expectations.

- (b) Direction(s) and suggestions for improvement

- (c) Plan and timeline not to surpass 90 school days for resolving the difficulties (collaboratively created by teacher and building administrator).

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

# **Appendix E**

## **Assistance Worksheet Intensive Intervention**

## **Assistance Sequence (Intensive Intervention Worksheet)**

- (a) Review the teacher evaluation process, and discuss the Teacher Effectiveness Rubric. Building administrator will address which particular areas of the teacher's performance do not meet expectations.

- (b) Set an overall timeline (not to surpass 90 school days) during which the building administrator believes Intensive Intervention can be completed. This timeline includes dates for formal evaluation using the Teacher Effectiveness Rubric.

- (c) Provide a written description of the problems identified and suggestions of resources and/or strategies that the teacher can utilize to pursue improvement.

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

# Appendix F

## Final Evaluation Scoring Sheet



Teacher Name	
Grade/Assignment	
School	
<b>Domain 1 - Instructional Planning</b>	
1.1 – Create Objective-Driven Lesson Plans and Assessments	
1.2 – Track Student Data and Analyze Progress	
1.3 – Utilize Assessment Data to Plan	
<b>Domain 2 - Instructional Practice</b>	
2.1 - Develop Student Understanding and Mastery of Lesson Objectives	
2.2 - Demonstrate and Clearly Communicate Content Knowledge	
2.3 - Engage Students in Academic Content	
2.4 - Check for Understanding	
2.5 - Modify Instruction As Needed	
2.6 - Develop Higher Level of Understanding through Rigorous Instruction and Work	
2.7 - Maximize Instructional Time	
<b>Domain 3 – Classroom Environment</b>	
3.1 - Classroom Culture of Respect and Collaboration	
3.2 - High Expectation for Academic Success	
3.3 - Physical Environment	
<b>Domain 4 – Professional Commitment</b>	
4.1 - Contribute to School Culture	
4.2 - Collaborate with Peers	
4.3 - Seek Professional Skills and Knowledge	
4.4 - Advocate for Student Success	
4.5 - Engage Families in Student Learning	
4.6 - Teacher Attendance and Absent Preparation	

Domain	Weight	Score	Total
Domain 1 - Effective Planning	10%		
Domain 2 - Effective Instruction	40%		
Domain 3 - Classroom Environment	10%		
Domain 4 - Professional Commitment	15%		
Teacher Growth Data (Growth Model, or SLT #2)	15%		
Teacher Achievement Data (SLT #1 - Class Learning Target)	5%		
School Accountability Score	5%		

**Total Score                    0.00**

Ineffective 100 - 174	Improvement Necessary 175 - 249	Effective 250 - 349	Highly Effective 350 - 400
--------------------------	------------------------------------	------------------------	-------------------------------

**Professionalism**

Meets Expectation                     Does NOT meet Expectations

**FINAL RATING**

Highly Effective    Effective    Improvement Necessary    Ineffective



Teacher Name	0
Grade/Assignment	0
School	0

Evaluator Comments:

\_\_\_\_\_  
*(Teacher Signature)*

\_\_\_\_\_  
Date

\_\_\_\_\_  
*(Evaluator Signature)*

\_\_\_\_\_  
Date

*(A signature on this form does not necessarily indicate agreement with the content. It simply indicates that the employee has had discussion with the supervisor and has received a copy of this form.)*

Original: Personnel file  
Copy: Employee

# Appendix G

## Effective Lesson Design

MSD of Warren Township  
Teaching an Effective Lesson

**Lesson Plan**

**Anticipatory Set**

**State the Objective**

**Teach the Lesson-Use Best Practices and High Yield Strategies**

- Clear expectations
- Active student participation
- Build on prior knowledge
- Frequent use of examples and diagrams
- Questioning and discussion
- Wait time
- Modeling
- Graphic organizers
- Proximity

**Check for Understanding**

- Immediate Feedback
- Reteach

**Guided Practice**

- Check for Understanding
- Immediate Feedback
- Reteach

**Assign Independent Practice**

- Check for Understanding
- Immediate Feedback
- Reteach

**Lesson Closure**

**Schedule Maintenance**

# **Appendix H**

## **Types of Student Engagement**

# Types of Student Engagement

## Authentic engagement

The task, activity, or work the student is assigned or encouraged to undertake is associated with a result or outcome that has clear meaning and relatively immediate value to the student

## Ritual engagement

The immediate end of the assigned work has little or no inherent meaning or direct value to the student, but the student associates it with extrinsic outcomes and results that are of value

## Passive engagement

The student is willing to expend whatever effort is needed to avoid negative consequences, although he or she sees little meaning in the tasks assigned or the consequences of doing those tasks. “What do I have to do to get by?”

## Retreatism

The student is disengaged from the tasks, expends no energy in attempting to comply with the demands of the tasks, but does not act in ways that disrupt others and does not try to substitute other activities for the assigned task. This is typically what we consider “off task behavior.”

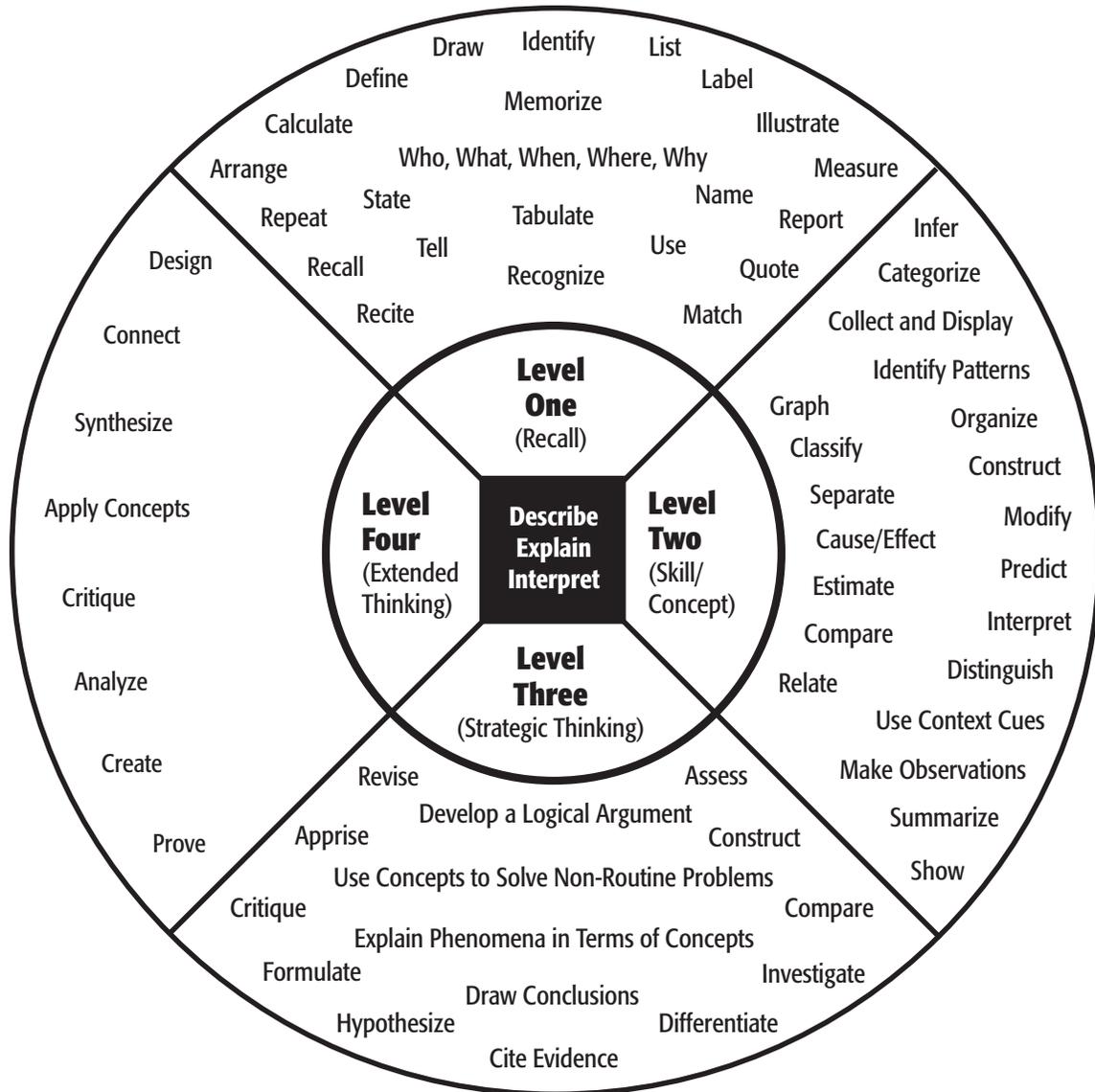
## Rebellion

The student summarily refuse to do the tasks assigned, acts in ways that disrupts others, or attempts to substitute the task and activities to which he or she is committed in lieu of those assigned or supported by the school and by the teacher.

# Appendix I

## Depth of Knowledge (DOK) Reference Sheet

# Depth of Knowledge (DOK) Levels

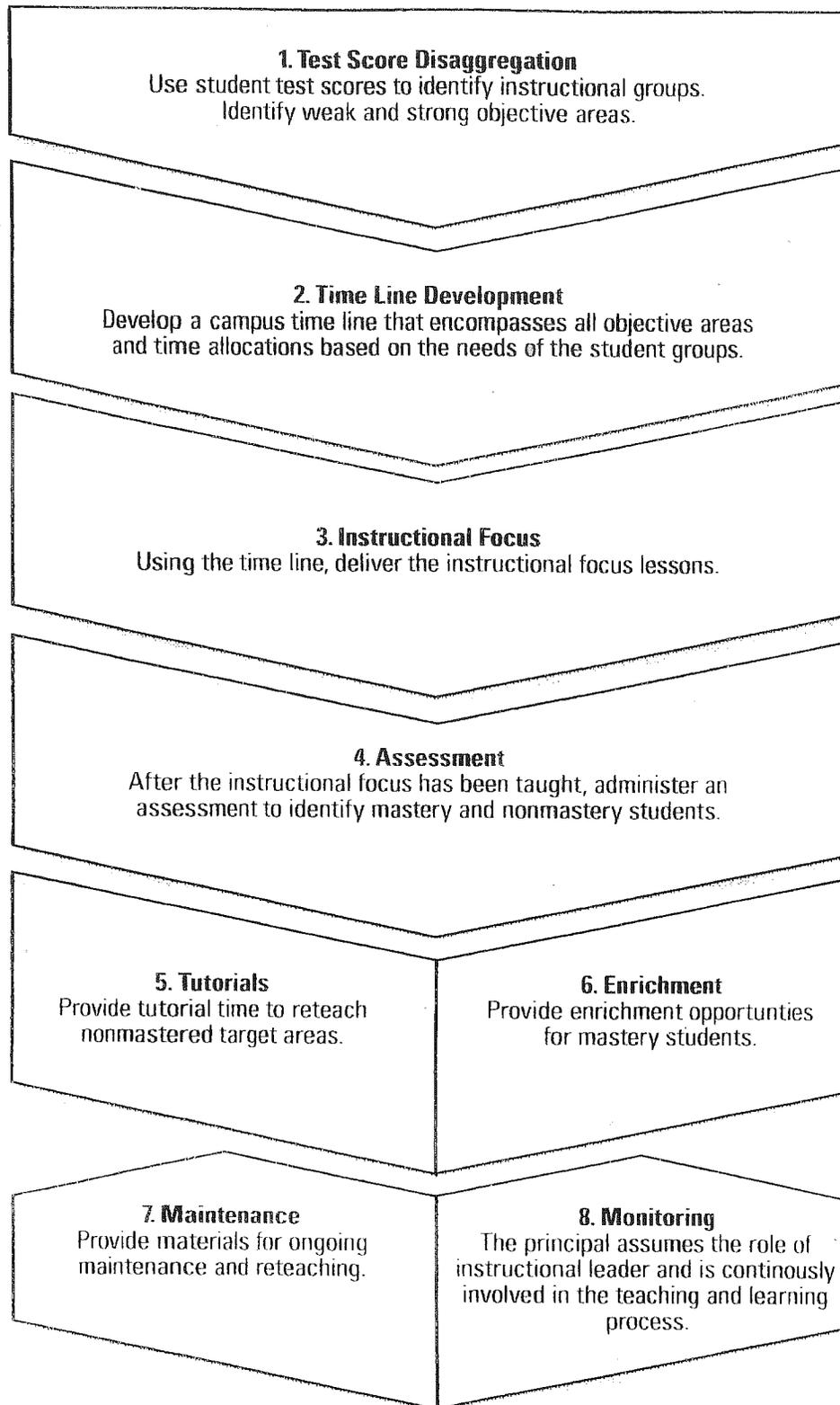


Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

# **Appendix J**

## **8-Step Instructional Process**

# The Eight-Step Process



[Return to Step 1]

# **Appendix K**

## **Certified Employee Response Form**

Certified Employee Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Position \_\_\_\_\_

A large, empty rectangular box with a thin black border, occupying the central portion of the page. It is intended for a signature or stamp.

Certified Employee Signature \_\_\_\_\_ Date Submitted \_\_\_\_\_

# Appendix L

## Observation Feedback Forms

*Classroom Walkthrough  
Pre-Conference Form  
Announced/Unannounced Observation Form  
Post Conference Form*



**MSD of Warren Township  
Classroom Walkthrough Observation Form**

Teacher	Date/Time	Subject	Calendar Period
Objective / Standard		Quadrant:	Student Think and Work
Depth of Knowledge  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4			Teacher Work
Instructional Strategy  Learner Engagement: <input type="checkbox"/> Authentic <input type="checkbox"/> Ritualistic <input type="checkbox"/> Passive <input type="checkbox"/> Retreatism <input type="checkbox"/> Rebellion		Materials / Technology Utilized:	
Additional Notes		Learner Engagement (Notes)	
Evidence of Student Learning			
Feedback			

# Pre-Observation Conference

Teacher:	School:	Grade Level:
Subject(s):		Name of Observer:
Date of Pre-Observation Conference:		Date of Scheduled Classroom Observation:
Learning Objective(s)		

Evidence will be collected in all Warren T.E.A.M. Domains/Proficiencies. However, there might be specific principals where additional feedback is requested. Which specific proficiencies within the Teacher Effectiveness Rubric would you like your observer to pay special attention to during the lesson?

Lesson Focus / Objective:	
---------------------------	--

## **Pre-observation (Planning) Conference:**

1. To which part of your curriculum does this lesson relate?
  
2. How does this learning “fit” in the sequence of learning for this class?
  
3. Briefly describe the students in this class, including those with special needs.
  
4. What do you want the students to understand?
  
5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, individually, or as a large group? Provide any worksheets or other materials the students will be using.
  
6. How will you differentiate instruction for different individuals or groups of students in the class?
  
7. How and when will you know whether the students have learned what you intended?

Teacher:

Date / Time:

Subject:

Observer:

## Domain 1 – Instructional Planning

### 1.1 Create Objective-Driven Lesson Plans and Assessments

Observed  Not Observed

Evidence –

### 1.2 Track Student Data & Analyze Progress

Observed  Not Observed

Evidence –

### 1.3 Utilize Assessment Data to Plan

Observed  Not Observed

Evidence –

Comments:

## Domain 2 – Effective Instruction

### 2.1 Develop Student Understanding and Mastery of Lesson Objectives

Observed  Not Observed

Evidence –

### 2.2 Demonstrate and Clearly Communicate Content Knowledge

Observed  Not Observed

Evidence –

## Domain 2 – Effective Instruction (continued)

### 2.3 Engage Students in Academic Content

Observed  Not Observed

Evidence –

### 2.4 Check for Understanding

Observed  Not Observed

Evidence –

### 2.5 Modify Instruction As Needed

Observed  Not Observed

Evidence –

### 2.6 Develop Higher Level of Understanding through Rigorous Instruction and Work

Observed  Not Observed

Evidence –

### 2.7 Maximize Instructional Time

Observed  Not Observed

Evidence –

**Comments:**

### **Domain 3 – Classroom Environment**

#### **3.1 Create Classroom Culture of Respect & Collaboration**

Observed  Not Observed

Evidence –

#### **3.2 Set High Expectation for Academic Success**

Observed  Not Observed

Evidence –

#### **3.3 Physical Environment**

Observed  Not Observed

Evidence –

**Comments:**

**Overall Summary / Comments:**

**Teacher:**

**Date /Time:**

**Observer's Signature:**

**Date:**

# Post-Observation Conference

## Reflective Questions

Please complete this form and turn it into the appropriate administrator prior to or at the post-observation conference.

Name of Teacher:	
School:	
Date of Classroom Observation:	
Date of scheduled Post Observation Conference:	

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?
2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?
4. Did you depart from your plan? If so, how, and why?
5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources). To what extent were they effective?
6. If you had a chance to teach this lesson again to the same group of students, what would you do differently, from planning through execution?