Evaluation Plan Submission Coversheet 2015-2016

Indiana Code 20-28-11.5-8(d) requires each school corporation to submit its staff performance evaluation plan to the department and requires the IDOE to publish the plans on its website. This cover sheet aims to provide a reference for teachers, administrators, parents, and other stakeholders of the components of performance evaluation plans for each school corporation required by Indiana Code 20-28-11.5. Per Indiana's ESEA Flexibility Waiver, the IDOE will review each evaluation plan for the requirements of IC 20-28-11.5 and provide districts feedback on the review. In order to provide quick feedback, the district will need to ensure that each requirement list the corresponding page number(s).

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

Your plan may include many other sections not listed below. This sheet is not exhaustive but should encapsulate the main components of your plan.

Once completed, please attach this cover sheet to the evaluation plan document you will submit. The whole document, including this cover sheet, needs to be combined into one PDF for submission. All information must be included in **ONE** PDF as you will only be able to upload one document.

School Corporation Name	Zionsville Community Schools
School Corporation Number	0630

Annual Evaluations

	Requirement	Statute	Examples of Relevant Information	Reference Page Number
☐	Annual performance evaluations for each certificated employee	IC 20-28-11.5-4 (c) (1)	Plan and metrics to evaluate all certificated employees, including teachers, administrators, counselors, principals and superintendents.	1-4, 9-10, 14-17

Objective Measures of Student Achievement and Growth

	Requirements	Statute	Examples of Relevant Information	Reference Page Number
☐	Objective measures of student achievement and growth significantly inform all certificated employees evaluations.	IC 20-28-11.5-4 (c) (2)	Weighting of student achievement in final summative evaluation for all certificated employees Protocol for including objective measures of student achievement and growth	3, 5-7
☐	Student performance results from statewide assessments inform evaluations of employees whose responsibilities include teaching tested subjects.	IC 20-28-11.5-4 (c) (2)	Student and/or School Wide Growth data (individual growth measure for teachers in grades 4-8) Other Statewide Assessments incorporated into evaluations	3, 5-7
☐	Methods of assessing student growth in evaluations of employees who do not teach tested subjects.	IC 20-28-11.5-4 (c) (2)	Student Learning Objectives Other Student Learning Measures for non-tested subjects Student Learning Measures for Non-Teaching Staff School-wide learning measures/A-F	3, 5-7, 14-17
☐	Student assessment results from locally developed assessments and other test measures in evaluations for certificated employees.	IC 20-28-11.5-4 (c) (2)	Student Learning Objectives or other student learning measures such as school-wide letter grade A-F	3, 5-7, 14-17

Rigorous Measures of Effectiveness

Requirements	Statute	Examples of Relevant Information	Reference Page Number
☐ Rigorous measures of effectiveness, including observations and other performance indicators.	IC 20-28-11.5-4 (c) (3)	Observation Rubrics allowing for detailed description at each level of performance for each indicator. • Teacher • Other Certificated Staff • Principals • District-Level Certificated Staff Other measures used for evaluations	1-4, 14-17

Designation in Rating Category

Requirements	Statute	Examples of Relevant Information	Reference Page Number
☐ A summative rating as either highly effective, effective, improvement necessary, or ineffective.	IC 20-28-11.5-4 (c) (4) and (6)	Definition of performance categories Summative scoring process that yields placement into each performance category	3, 7-8
☐ A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4 (c) (4) and (6)	Description of modifying final summative rating for negative growth Definition of negative impact on student growth for classes not measured by statewide assessments	7
☐ All evaluation components, including but not limited to student performance data and observation results, factored into the final summative rating.	IC 20-28-11.5-4 (c) (4) and (6)	Process for determining summative rating Scoring Student Learning Measures Weights of evaluation components Process for tracking data and managing documentation	7

Evaluation Feedback

Requirements	Statute	Examples of Relevant Information	Reference Page Number
☐ Recommendations for improvement and the time in which improvement is expected.	IC 20-28-11.5-4 (c) (5) IC 20-28-11.5-4 (d)	Process for delivering feedback on evaluations Process for tying evaluation results to professional development	3-4, 7-8

Evaluation Plan Discussion

Requirements	Statute	Examples of Relevant Information	Reference Page Number
☐ Evaluation Plan must be in writing and explained prior to evaluations are conducted.	IC 20-28-11.5-4 (e) (1) and (2)	Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted. Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one.	1

Evaluators

Requirements	Statute	Examples of Relevant Information	Reference Page Number
☐ Only individuals who have received training and support in evaluation skills may evaluate certificated employees.	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	Description of Evaluator Training Description of who will serve as evaluators Process for determining evaluators	2-3

☐ Teachers acting as evaluators (which are optional) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	Description of who will serve as evaluators Process for determining evaluators	2-3
☐ All evaluators receive training and support in evaluation skills	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	Description of evaluator training and ongoing training	2-3

Feedback and Remediation Plans			
Requirements	**Statute**	**Examples of Relevant Information**	**Reference Page Number**
☐ All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6	System for delivering summative evaluation results to employees	3-4
☐ Remediation plans assigned to teachers rated as ineffective or improvement necessary.	IC 20-28-11.5-6	Remediation plan creation and timeframe Process for tying evaluation results to professional development	3-4, 7-8, 18-19
☐ Remediation plans include the use of employee's license renewal credits.	IC 20-28-11.5-6	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	7-8

| | IC 20-28-11.5-6 | Process for teachers rated as ineffective to request conference with superintendent | 8 |
| Means by which teachers rated as ineffective can request a private conference with the superintendent. | | | |

Instruction Delivered by Teachers Rated Ineffective			
Requirements	**Statute**	**Examples of Relevant Information**	**Reference Page Number**
The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective.	IC 20-28-11.5-7	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	8
The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable.	IC 20-28-11.5-7	Description of how parents will be informed of the situation	8

Zionsville Community Schools Evaluation Plan

2015-2016

Selected Plan

Zionsville Community Schools (ZCS) has chosen to adopt a locally-modified version of the state's RISE plan as its evaluation system.

Rollout and Training of Teachers

In 2012-2013, ZCS completed the first year implementation of the new evaluation plan with fidelity to the state model proposed by the DOE in early 2012. Our plan was to use the state model for one full school year, modify it in collaboration with our teachers in the spring of 2013, and use the locally-modified version of the plan called Zionsville Teacher Evaluation Process (ZTEP) in the second year of implementation (2013-2014). ZCS teachers received information and support for the transition to the new evaluation process beginning in January, 2012, through a series of building meetings, website resources, and weekly email newsletters called "RISE and Shine." In addition to two overview presentations in each school, teachers participated in training led by their administrators on practicing the student learning objective goal-setting process, selecting and approving end of course assessments, and using data points to assess student readiness. All staff participated in further orientation/training in August and September, 2012. All staff members were required to sign-off that they understand evaluation procedures using a district-created verification form (see Appendix A). New teachers attend several hours of training on district evaluation procedures at the New Teacher Academy in early August of each school year. Further orientation of new staff and returning staff takes place on the Back to School teacher workdays in August. Annual discussion of the ZTEP process takes place at these staff meetings and teachers sign-off that they understand the components of their evaluation and process on the verification form annually.

Evaluation Plan Discussion

The evaluation plan is posted on the district website (and the DOE website) annually along with several supporting resources for teachers and evaluators. The plan is reviewed annually by a team of administrators and discussed with teachers to determine possible changes for the following year. Beginning in August, 2015, the plan is also discussed/reviewed with the teachers' representative (Zionsville Educators' Association leadership) at the start of the school year. After discussion with the teachers' representative, the plan is explained to the Zionsville Community Schools Board of School Trustees in a public hearing as per IC 20-28-11.5-4 (e) (1) and (2).

Section 1: Basic Evaluation Procedures

Evaluated Staff Members

1.1   ZCS will evaluate all certificated employees annually. The ZTEP evaluation process applies to all of the following:

        -classroom teachers (SPED/SLP teachers use TER with SPED additions)

-counselors (use identified counselor rubrics for Elem/MS and HS)
                        -principals/assistant principals/deans (use principal/assistant principal rubric)
        -literacy coaches (use district-created Instructional Coach rubric)
        -STEM coaches (use district-created Instructional Coach-STEM teacher rubric)
        -certified media specialists (use AISLE rubric and selected weights)
        -full-time school psychologist/evaluation specialist (use school psychologist rubric)
        -central office administrators--(use locally created district leader rubric)
        -superintendent evaluated by Board using the legally compliant ISBA/IAPSS tool

1.2   Certain individuals provide clinical services on an hourly basis to ZCS students on IEP's. The
        need for these services is variable each year. DOE legal counsel and district legal counsel agree
        that these are hourly contractors who are not subject to the annual evaluation process nor
        performance pay under IC 20-28-9. These include but are not limited to OTR's, PT's, music
        therapist, and sign language interpreter.

1.3   ZCS Athletic Directors administer extra-curricular activities and not instruction. They are on
        contracts for which no teaching license is required (although they may happen to hold one).
        They are not evaluated using ZTEP, nor eligible for performance pay under 20-28-9. Their direct
        supervisors will do a performance review with them annually using locally-created performance
        rubrics. Similarly lay coaches, clinicians, referees, and others providing services for extra-
        curricular activities are not required to hold a teaching license for these positions, are not
        evaluated using RISE, and are not eligible for performance pay under the law.

1.4   Clerical staff, instructional assistants, elementary media specialists, and ELL service providers are
        not required to hold a teaching license for their positions (although they may happen to hold
        one). They are not evaluated using ZTEP, nor eligible for performance pay under IC 20-28-9.
        These employees' direct supervisors do performance reviews annually using the
        paraprofessional evaluation form that has led to performance-based pay recommendations—a
        process used within ZCS for nearly two decades.

1.5   Substitute teachers, including those with licenses covering long-term leaves, serve on a per diem
        basis. They are not evaluated using ZTEP, nor eligible for performance pay under IC 20-28-9.

Evaluators and Capacity Estimates for Completing Evaluations

1.6   Evaluators for the coming school year are all ZCS administrators who have completed evaluator
        training through CIESC or our software company Standard for Success as well as local
        onboarding if they are new to our district. Evaluators must be administrators as defined by
        ZCS's existing collective bargaining agreement. These evaluators participate in a monthly
        leadership team meeting at which evaluation practices and procedures are a standing agenda
        item. This may involve data analysis, script review, clarification of rubric expectations,
        disaggregation of evaluator observation data, or viewing/discussion/coding to rubric of selected
        video clips for inter-rater reliability.   The Chief Academic Officer for the district has been
        designated the Teacher Evaluation Project Lead and coordinates practices, procedures, local
        decisions, and DOE interface regarding evaluation. A district handbook of ZETP
        procedures/forms/guidance/resources has been developed for use by all evaluators to ensure
        consistency in decisions and processes. The handbook is adapted annually to reflect evolving
        local decisions and guidance. The handbook resides on the district website under a secured

page for administrators and is reviewed annually with evaluators at the start of the school year. It is used to guide their work throughout the year.

1.7 Each primary evaluator will evaluate approximately 15-30 certified staff members. ZCS determined appropriate capacity in 2012 using time estimates of approximately 10-20 hours to complete each staff member's evaluation (for specific discussion of capacity estimates, see Appendix B). Evaluation hours required are more than desirable but limited by the constraints of a small leadership team. See Appendix B for a complete list of trained evaluators and the estimated number of staff assigned to them for evaluation in the 2015-16 school year.

Evaluation Process and Procedures

1.8 Certificated evaluated employees will be assigned to ZTEP Category I or II based upon their student rosters with the weights for the various parts of their evaluation assigned as follows:
Category 1 (teachers with IGM data)= 75% rubric, 10% IGM, 5% CLO, 5% TLO, 5% SWL
Category 2=(teachers with NO IGM data)=75% rubric, 10% CLO, 10% TLO, 5% SWL

1.9 Each employee will be assigned a primary evaluator and may have one or more secondary evaluators collecting evidence on his/her work. Primary and secondary evaluators working together will conduct a total of at least three observations of the employee's work—at least two extended observations and one to two short observations with feedback as shown below:

- Short observation—20+ minutes by secondary evaluator, written feedback uploaded within two school days of observation
- Extended observations—40+ minutes by primary evaluator, written feedback uploaded and conference held within five school days after observation, one each semester, first observation is announced within a one-week window in first semester with pre/post-observation conferences, one unannounced in second semester with post-observation conference. (If teacher and evaluator agree, the post-observation meeting can occur after the five-day window.)
- Primary evaluator or secondary evaluator may opt to do other unscheduled short observations during the school year as needed.

1.10 Typically, the secondary evaluator for a staff member will be another building administrator who is primary for other staff. Additionally, several district evaluators are not assigned as primary evaluator for any certificated employee but have been assigned as secondary evaluators at various schools to assist with capacity. Additionally, the district administrator responsible for special education and her assistant administrator will serve as secondary evaluators for all special education teachers, school psychologists, and speech pathologists. In this capacity, they will complete a review twice this year of IEP's created by every special education teacher and speech pathologist.

1.11 Evidence collected during observations will be recorded and linked to indicators on the Zionsville Teacher Effectiveness Rubric (or appropriate instrument for the employee) using ZCS's adopted evaluation software tool (Standard for Success) and uploaded to the employee's account for viewing. Evidence for an observation will consist of script, coded rubric sections applicable to scripted evidence, and comments offering additional actionable feedback, specific items that are noteworthy, or coaching specific to any area coded as needing improvement or

ineffective. Artifacts may also be uploaded by either a staff member of administrator and tied to the rubric by the evaluator. Staff members have the option of using the SFS software to perform and share with their primary evaluator a self-assessment using the rubric. Primary evaluators can also use the software to assign the employee specific professional development tasks to complete tied to indicators on the rubric showing patterns of performance needing improvement.

1.12   All conferences between primary evaluator and assigned employees will be documented with notes about the points discussed, uploaded to the software as an artifact or conference record, and tied to the appropriate rubric indicators if evidence emerges during the conference. District templates have been developed for conducting and preparing for these conferences and have been shared with all evaluators.   Conferences include a beginning of the year (BOY), optional (at evaluators' discretion) mid-year (MY), end of year (EOY—which may be combined with the BOY in the next school year), and pre/post observation conferences.   See example in Appendix G.

1.13   Actionable feedback based upon observations will be shared with the employee in the Comments section of the software for any observation and also during beginning-of-year (BOY), mid-year (MY), post-observation, and end-of-year (EOY) conferences between the employee and his/her primary evaluator.   Additionally, the SFS software allows the employee at any time to see the total collection of coded evidence to date on the rubric. A district data analyst randomly pulls 5-10 observation reports logged each week to check for compliance with scripting/coding/comment format procedures as well as monitoring timely delivery of feedback across all evaluators.   The SFS software provides additional analytics for discussions of inter-rater reliability, needed areas for additional professional development or clarification of expectations, and timeliness of completing assigned tasks.

NOTE: Evaluators have been trained to add the following information in the Comment section of the observation report after coding the script to the TER:
-During this observation I noticed the following strengths…(tied to rubric indicators)
-During this observation I noticed you can improve upon… (1-2 development areas tied to rubric indicators)…
-The proposed action steps for improvement are … (1-2 specific and measurable action steps per development area)…
-We will follow up on this by… (timeline/next steps)… (might state that in the next observation you'd like to see signs of X in the script but might offer further conversation, support, etc.)

NOTE: When a concern affecting areas of Core Professionalism is noted by the evaluator, an artifact using the FRISK format will be uploaded by the primary evaluator to the employee's SFS file and coded according the standards shown on the rubric for that domain. (NOTE: FRISK is a best practice format used by human resources professionals for documenting concerns and required response.)

1.14   In accordance with guidance from the Indiana Department of Education, certain employee groups (i.e. those who are not classroom teachers) have allowable modifications to either the rubric being used for their evaluations or the procedures for gathering student learning measures or observation evidence. The procedures for those unique employee groups are detailed in the chart in Appendix C.

1.15   The proposed timeline for the ZCS evaluation process for the coming school year is included in
        Appendix D.

Section 2: Objective Measures of Student Achievement and Growth in Employee Evaluations

Objective measures of student achievement and growth will be part of every employee's evaluation in the form of the Indiana Growth Model (IGM) component for teachers of students who take ISTEP+ math or language arts in grades 4-8, the Schoolwide Learning Measure (SWL) for all evaluated employees, and the Student Learning Objectives measures (SLO's) created by employees to assess the growth and mastery levels of their students.

2.1   Classroom teachers will create one Class SLO (a mastery goal based upon student starting points and covering all/most standards for one class) and one Targeted SLO (a growth/mastery goal targeting a group of students with either a low level of preparedness or unique area of need) for one class or subject that they teach following the process outlined in the SLO Handbook published by the Indiana Department of Education in 2012. NOTE: Counselors, speech pathologists, administrators, literacy coaches, media specialists, and special education teachers may set 1-2 targeted SLO's (SMART goals related to student growth or leading indicators for student growth) instead of a Class SLO and a Targeted SLO.

2.2   Teachers review at least three common data points (selected in collaboration with staff members who teach the same grade or courses) to determine student readiness levels for help in setting SLO goals.

NOTE: ZCS has established a partnership with the Rooney Foundation to support this part of the process. In collaboration with data analysts at Rooney, we prepare a one-page roster sheet for each teacher showing the chosen data points, color-coded to reflect district established levels for High/Medium/Low performance on those chosen assessments. Teachers may add additional data points from their own classroom assessment if they choose.

2.3   Once a teacher has determined student readiness levels, he/she uses the process shown in the DOE's SLO Handbook 2.0 **and** local definitions (*) of the words "almost all," "many," "most," and "few" to set the percentage ranges for students who must meet the target score on the end of course assessment in order for the teacher to be rated HE/E/IN/I for the Class SLO.
             *Almost All=80-99%, Most=61-79%, Many=41-60%, Few=40% or less

2.4   Assessments for measuring the success of Class SLOs (including ISTEP+, ECA) will be chosen by teachers and approved by school administrators if necessary using locally-developed forms and guidelines based upon the DOE SLO Handbook published in 2012. These forms reside in our evaluation software.

2.5   Where state assessments or district standardized assessments do not exist for a particular course, teachers have begun work to select/produce common district or school assessments, and they will be encouraged to use these for their Class SLO. The cut score for any locally-created common assessment is set at 70%. Teachers of high ability students may choose to set a higher goal for those students. Teachers of high ability students who must use ISTEP+ as their end of course assessment are asked to use Pass Plus as the passing score for those high ability students and assign their readiness level with that higher bar in mind. NWEA "passing score" for those teachers using it is set at national spring mean for the grade level at the end of the year or typical (target) growth for each student who has already surpassed that goal at the beginning of

the school year. For a student who does not attain NWEA spring mean, he/she will be considered "passing" if he/she attained 150% of target NWEA growth based on his/her starting RIT score—thus closing the achievement gap. AIMSWEB passing score is set as either the median percentile for the grade level at the end of the year or target growth for each student. Kindergarten teachers may also use the district's end-of-grade level reading level goal chart to set the "passing score" for reading levels (or a year's growth if the student has already surpassed that end point as the year begins). A District Assessment Matrix is on file and available for inspection at the ZCS Educational Services Center.

2.6   Targeted SLO's will be set using the guidelines in the DOE SLO Handbook 2.0 and their success at the end of the year will be assessed by primary evaluators using guidelines in the handbook.

2.7   Each employee's SLO's (class and/or targeted) will be recorded in the SFS software, discussed with the primary evaluator, and approved by the primary evaluator. Approval will be documented in the software by the primary evaluator which "locks" the objectives from further changes until the end of the year. At the end of the school year, the primary evaluator will assign a final rating to the employee based upon the success of his/her Class SLO and targeted SLO, (as discussed in the EOY conference) and these will roll into the summative evaluation.

2.8   ZCS will provide the DOE information in the format requested to link teachers to the appropriate IGM data. In the case of special education teachers, ZCS has created local procedures for determining how and when such data belonging to students on their case load will be linked to them for evaluation purposes or for handling unique situations (i.e. supplemental classes in math/language arts taught by general education teachers to students in need of "double doses" of instruction through RTI). In order to be linked to a teacher for purposes of IGM, students must be enrolled (vs. in attendance) in that teacher's class for 90% of the days leading into the beginning of the first day of ISTEP+(state standardized) testing. Thus, a student who arrives later in the school year, departs early, or changes teachers for some reason may not be assigned to any teacher for IGM purposes. Similarly, decisions about linking students who've had unique health impairments are made locally but consistently by the primary evaluator through consultation with the district's Chief Academic Officer. Finally, students who have moved out of the district are removed from a CLO/TLO group with primary evaluator's approval at year-end. Rarely, a teacher may choose to reopen a CLO/TLO group to add a student who has moved in once the SLO has been approved; this change would require primary evaluator approval.

2.9   IDOE will provide IGM and SWL ratings to each school district for teachers and schools. This data will be entered into each employee's account in the Standard for Success software and will roll into the employee's summative evaluation.

Section 3: Summative Evaluation Procedures and Human Resources Procedures

3.1   At the end of the school year, each primary evaluator will examine evidence from observations with the TER. Considering mode and trends in the evidence collected for each indicator, the evaluator will use his/her judgment to assign a final score for each domain on the rubric, weight them according to the rubric domain weights (10% planning, 75% instruction, 15% leadership for teacher rubric, for example), subtract a point if Core Professionalism standards (locally defined in Appendix F) are not met, and determine a final score for the TER portion of the summative evaluation. The SFS software worksheet combines the final rubric score with schoolwide learning scores assigned through the state's A-F report card process, Indiana Growth Model scores assigned by DOE if applicable, and the primary evaluator's scores for the staff member's SLO results to determine a final performance rating for each staff member of Highly Effective, Effective, Improvement Necessary, or Ineffective.

3.2   Final summative ratings can be modified if the teacher is determined to have had a negative impact on student growth as determined by the DOE for statewide assessments or according to the following local definition for teachers whose classes are not measured by statewide assessments:

If a teacher scores a 1 (Ineffective) on BOTH his/her SLO (class SLO and targeted SLO) measures in the first year of implementation, then the primary evaluator should review student learning data available for all of the teacher's students. If 90% or more of students failed to show achievement of standards (70% or higher on the SLO assessments or pass rate on other major student assessments such as NWEA/ECA), then the teacher shall be determined to be having a negative impact on student learning. If the teacher's other summative data (rubric and schoolwide learning) together with the SLO summative data should yield a summative rating score in the Effective or Highly Effective range, the summative score would then be reduced to Needs Improvement.

3.3   Performance ratings for each employee will be recorded and archived on the summary evaluation form in the SFS software. District analysis of these ratings can be done using the software to disaggregate data across schools, evaluators, and other data fields, and data can be compared across school years. Results will be reported to the DOE according to requested formats/timelines.

3.4   Summative ratings will be discussed in the EOY conference (subject to data which is not yet received) and finalized when all data is complete. Each employee receives notice whenever his/her SFS account changes, so he/she can review the final performance data and summary rating and schedule a follow-up meeting with his/her primary evaluator if desired.

3.5   If a certificated employee receives a rating of ineffective or improvement necessary, the evaluator and the certificated employee shall develop a remediation plan of not more than ninety (90) school days in length at the start of the next school year to correct the deficiencies noted in the certificated employee's evaluation using locally-developed forms to document the plan and progress monitoring. The plan will include options for professional development including, but not limited to, district workshops, observing effective teachers, web-based and print resources, printed resources and selected sample video clips, help from a literacy or STEM coach to co-plan/co-teach, additional formative observations with coaching, and use of license

renewal credits for additional training. NOTE: ZCS's local procedures also require the primary evaluator to establish a performance plan of at least 90 days in length with any employee who ends the year with a score of less than Effective on the rubric alone. The local rationale for this process is that typically, student learning scores are not yet finalized until the start of the next school year; thus, it is in the employee's best interest to begin work immediately on resolving performance issues in order to attain a rating of effective in future and/or to be proactive in the event that the finalization when it comes results in a rating of less than effective for the year. Further, the rubric represents a critical part of performance impacting student learning experiences; thus, ZCS's local plan requires immediate work to remedy deficiencies in this critical area for the core mission of teaching and learning. The performance plan document is created based upon identified areas needing improvement in the data collected during the year; includes goals, timelines, and deliverables agreed upon by the employee and evaluator; and sets up progress monitoring checkpoints and a plan for either ending the plan or continuing it as needed during the next evaluation cycle. In order to be rated successful on the plan, the employee must typically demonstrate some independence/consistency with the skills requested during the latter part of the plan's timeline.

3.6   A teacher who receives a summative rating of ineffective may file a request in writing for a private conference with the superintendent or the superintendent's designee not later than five (5) days after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the superintendent or superintendent's designee.

3.7   ZCS Human Resources department will prepare a report for each building principal listing any employee rated as ineffective. Building principals will utilize care in the scheduling/class assignment process to avoid assigning any student to an ineffective teacher for a second consecutive year. If it is not possible to avoid such an assignment, parents will be notified by letter (after review of such letter by ZCS legal counsel) notifying them of this unavoidable assignment.

Teacher on Maternity Leave or Extended Absence

3.8   Teachers in ZCS on maternity leaves or extended absence will be evaluated according to the guidelines shown in the chart below. An FMLA agreement form is created by the primary evaluator and signed off by the employee which sets requirements for the altered evaluation. The forms reside in our teacher evaluation software and are attached to the teacher's account.

DAYS PRESENT	EVALUATION PROCESS
162+ days	No change
31-161 days	Summative rating based upon measures available: TER, SWL, IGM, SLO weighted for their category. • Rubric score will include data from at least one extended and one short observation by primary evaluator • SLO data based upon 2 targeted SLO's set by the teacher to cover the time he/she is present and working with students. At least one of these should target learners in low bucket for readiness. The other SLO could apply to the class as a whole.
0-30 days	Evaluation declared incomplete for the school year. Implications for eligibility for pay raises will be determined through the collective bargaining process.

NOTE: Should unexpected illness or absence prevent a teacher who is present for less than 162 days from completing SLO data, the evaluation shall be completed using only the TER at 75% and the SWL at 25%. If the teacher's unexpected illness or absence prevents a principal from completing at least two observations of her work, the evaluation shall be declared incomplete.

Teacher with a Student Teacher

3.9   Teachers with a student teacher will be given an evaluation that is not altered in any way. ZCS's Director of Operations has communicated to universities placing student teachers that they should know that a student teacher will not be "fully responsible" for instruction during a ZCS placement as we expect our staff to remain involved in their classrooms and their students' learning during that apprenticeship. The model we are seeking is really one of "co-teaching" with the ZCS teacher fully in charge and the student teacher serving as a co-teaching apprentice. Our guidance to teachers who are mentoring student teachers is to ask that the student teacher use them as one would a highly trained volunteer during instructional time and that they exercise oversight of planning, instruction, and assessment to ensure continued student progress while a student teacher experience is occurring.

APPENDIX A:
ZIONSVILLE TEACHER EVALUATION PROCESS (ZTEP)--TEACHER ACKNOWLEDGEMENT

The checklist below is a guide for each teacher to use, and to confirm via a signature, that he or she is familiar with the elements of the Zionsville Teacher Evaluation Process.

- ☐ Overview of ZTEP Process including such areas as: Rubric, Weighting of various components for the summative evaluation for teacher groups, Number of observations, Student Learning Objectives (SLO)
- ☐ Review of the Teacher Evaluation Rubric (TER)
- ☐ Identification of Primary Evaluator
- ☐ Log-in process for Standards for Success (evaluation software)
- ☐ Notification of teacher responsibility to provide SLO goals and data to Primary Evaluator
- ☐ Notification that School Wide Learning score assigned by the state will be 5% of teacher's summary evaluation
- ☐ Notification that pertinent artifacts can be shared with Primary Evaluator and uploaded into evaluation software
- ☐ Notice that summary ratings may affect compensation in the next school year based upon the agreements to be made during collective bargaining and may affect (by law) my continued employment.
- ☐ Notice that presence of a student teacher will not affect teacher evaluation. The teacher will be fully in charge of the classroom. The role of the student teacher will be that of a "co-teacher."
- ☐ Explanation of Maternity or Medical Leave effect on evaluation:
    - ▪ Teacher present 162+ days---No effect on evaluation
    - ▪ Teacher present 31-161 days---Summative rating based upon measures available as determined in conjunction with primary evaluator: Teacher Evaluation Rubric based on observation evidence available, School Wide Learning, Indiana Growth Model and Student Learning Objective weighted for their category
    - ▪ Teacher present 0-30 days---Evaluation declared incomplete for the school year. Eligibility for pay raises will be determined through the collective bargaining process.
- ☐ Teacher is responsible when notified of concerns to address and seek resources to improve performance.
- ☐ Teacher summative evaluation may not be complete at the end of the school year due to Indiana Growth Model or other data required from the state.
- ☐ Teacher final evaluation determination is based upon primary evaluator's "judgment" and not an average of scores on rubric observations.
- ☐ Teacher Summary End of Year Conference may present only data which is available and the final evaluation may be made available electronically over the summer prior to the start of the next school year.
- ☐ I understand that the students showing on my roster in Power School are those for whose data I will be held accountable in the SLO or IGM (if applicable) sections of my evaluation process this year.

The Zionsville Teacher Evaluation Process has been explained to me, including the above items.

_____   _____   _____
Teacher Printed Name   Teacher Signature   Date

APPENDIX B:
ZCS TRAINED EVALUATORS AND CAPACITY ESTIMATES

Trained Evaluators:

Because our teacher contract states that evaluation is the responsibility of school administrators, we train all building administrators and certified central office administrators as evaluators. Currently trained evaluators for ZCS are shown below. Additional administrators will be trained as they are hired using trainers from either CIESC or our software company, Standard for Success, who have been certified in the state's evaluation process.

Kristen Alderman, Dean	Mitzi Macaluso, Asst. Principal
Rebecca Coffman, Chief Operations Officer	Greg McDaniel, Asst. Principal
Sean Conner, Principal	Christina Moore, Asst Director of Unified Student Services
Kris Devereaux, Director of Academic Services	
Dana Dietz, Asst. Principal	Julie Oakley, Director of Office of Special Projects
Matthew Doublestein, Principal	Jennifer Raycroft, Principal
Tim East, Principal	Scott Robison, Superintendent
Martha Farley, Asst. Principal	Chad Smith, Principal
Jenny Froehle, Chief Academic Officer	Christine Squier, Principal
Greg Hall, Asst. Principal	Matt Walter, Asst. Principal
Tom Hundley, Principal	Paula Williams, Director of Unified Student Services
Erin Kay, Asst. Principal	
Connie Largent—Principal	Jill Woerner, Asst. Principal
Dan Layton, Chief Technology Officer	

CAPACITY ESTIMATES: TIME REQUIRED BY PRIMARY EVALUATOR PER TEACHER

Observation	Time to schedule with teacher	Time to conduct pre-observation conference	Time to conduct observation	Time to Finish Documenting Observation	Time to conduct post-observation conference
1st extended observation	5 minutes	20-30 minutes	40 minutes	20-40 minutes	30-60 minutes
2nd extended observation	5 minutes	20-30 minutes	40 minutes	20-40 minutes	30-60 minutes
1st short observation— by secondary evaluator	N/A	N/A	20 minutes	10-20 minutes	N/A
Additional observations (1-10) possibly necessary to achieve full evidence	N/A	N/A	10-100 minutes	10-200 minutes	N/A
TOTAL	10 minutes	40-60 minutes	100-220 minutes	70-300 minutes	60-120 minutes

ESTIMATED TIME PER TEACHER TO REVIEW/APPROVE STUDENT LEARNING OBJECTIVES

Time to review School-Based Assessments and approve teacher assessments for class or targeted SLOs	20-60 minutes annually
Time to assist with/review/approve creation of primary and secondary learning objectives	20-30 minutes
TOTAL	40-90 minutes/year

ESTIMATED TIME PER TEACHER TO CONDUCT BEGINNING-OF-YEAR AND MID-YEAR CONFERENCES

Schedule, review teacher-submitted materials, and conduct/document BOY conference	60-90 minutes annually NOTE: Significantly more if teacher is on performance plan
Schedule, review teacher-submitted materials, and conduct/document MY conference	60-90 minutes annually NOTE: Significantly more if teacher is on performance plan
TOTAL	120-180 minutes/year

ESTIMATED TIME PER TEACHER TO REVIEW EVIDENCE AND COMPLETE SUMMATIVE RATING

Time to review all collected evidence from evaluators for Domain 2: Effective Instruction and use judgment to establish final rating	20 minutes/year
Time to review Domain 1: Planning and assessment artifacts and use judgment to establish final rating	20 minutes/year
Time to review Domain 3: Teacher Leadership artifacts/evidence and use judgment to establish final rating	20 minutes/year
Time to review Domain 4: Core Professionalism data such as teacher attendance, documented concerns and use judgment to establish final rating	5 minutes/year
Time to gather scores for School-wide Learning Measures, Individual Growth Model data, and Student Learning Objective data for the teacher	15 minutes/year
Compute final summative rating and rating form	5-10 minutes/year
Schedule summative conference	5 minutes
Hold summative conference	20-30 minutes
TOTAL	110-125 minutes/year

TOTAL ESTIMATED TIME PER TEACHER FOR EVALUATION PROCESS

Conduct and record data for observations and conference with teacher about them	320-750 minutes
Review and approve SLO's	40-90 minutes
Conduct BOY and MY conferences	120-180 minutes
Review evidence and artifacts, finalize summative rating, conduct EOY conference	110-125 minutes
Total per teacher per year (590-1145 minutes)	9 hours, 50 minutes to 19 hours, 5 minutes 10-20 hours rounded per teacher (about 9-18 hours by primary evaluator, 30-40 minutes by secondary evaluator)

NOTE: It is difficult to assess, but some additional time will need to be spent by the primary evaluator who is identifying and following-up on opportunities for coaching, embedded training, and other support matched to concerns identified during the observations to assist with teacher development.

ZCS DISTRICT CAPACITY ESTIMATES AND EVALUATOR ASSIGNMENTS

Specific primary/secondary evaluator assignments by teacher name are located in the Standard for Success evaluation software. Assignments by building are as follows: (NOTE: Primary/Secondary means that the evaluator will have a group of teachers for whom he/she is the primary evaluator and will serve as the secondary evaluator for the other teachers in the building.)

Boone Meadow Elementary: Tom Hundley (Primary), Kris Devereaux (Secondary)
Eagle Elementary: Christine Squier (Primary), Kris Devereaux (Secondary)
Pleasant View Elementary: Chad Smith (Primary/Secondary), Dana Dietz (Primary/Secondary)
Stonegate Elementary: Connie Largent (Primary/Secondary), Martha Farley (Primary/Secondary)
Union Elementary: Jennifer Raycroft (Primary/Secondary), Erin Kay (Primary/Secondary)
Zionsville Community High School: Tim East, Greg McDaniel, Greg Hall, Matt Walter, Kristen Alderman (each administrator will serve as primary evaluator for one group of teachers and secondary evaluator for another selected group)
Zionsville Middle School: Sean Conner (Primary), Mitzi Macaluso (Primary), Jenny Froehle (Secondary), Julie Oakley (PE/Health)
Zionsville West Middle School: Matt Doublestein (Primary), Jill Woerner (Primary), Rebecca Coffman (Secondary), Julie Oakley (PE/Health)
Developmental preschool teachers will have building principal as primary evaluator, Julie Oakley (secondary) and Williams/Moore as additional secondary
Williams/Moore will serve as secondary evaluators for all special education/speech teachers.

NOTE: An evaluation load based on these hours above might result in 19-82 full 7-hour days spent on staff evaluation by an administrator. In addition to the building administrators listed shown in the table above, the following district-level certified administrators have been trained and will assist as primary/secondary evaluators:

Superintendent Scott Robison	Chief Operations Officer Rebecca Coffman
Director of Unified Student Services Paula Williams	Chief Technology Officer Dan Layton
Director of Special Projects Julie Oakley	Asst. Director of Student Services Christina Moore
Chief Academic Officer Jenny Froehle	Director of Academic Services—Kris Devereaux

APPENDIX C:
PLANS FOR EVALUATING UNIQUE EMPLOYEE GROUPS

DOE Evaluation Guidance: Modifying RISE (January, 2012) states "A corporation may choose to adopt alternative methods of evaluating specialists such as instructional coaches, interventionists, media specialists, etc. Alternative ways of evaluating these positions is acceptable....Any modification is allowable as long as the requirements under IC 20-28-11.5 are met." (p. 8)

IC 20-28-11.5 requires each school corporation to "develop a plan for annual performance evaluations for each <u>certificated</u> employee" and to implement the plan beginning with the 2012-2013 school year. "Certificated employee" is defined such that the new staff performance evaluation plan must include not only classroom teachers but every "person whose contract with the school corporation requires that the person hold a license or permit from the division of professional standards of the IDOE."

Any evaluation plan must contain these components:

- Every certificated employee must be evaluated at least annually
- Objective measures of student achievement and growth must significantly inform the evaluation
- Rigorous measures of teaching effectiveness that include observations and other performance indicators
- Annual designation for each teacher in only one of four state rating categories: highly effective, effective, improvement necessary, ineffective
- Evaluator must explain recommendations for improvement and the time period in which expected improvement is to occur
- A teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective

ZCS plans for unique categories of employees follow:

NOTE: In spring, 2013, ZCS modified only the Teacher Effectiveness Rubric and Special Education Teacher Effectiveness Rubric. In spring, 2014, ZCS modified rubrics for the following individuals: counselors, literacy/STEM coaches, media specialists, administrators. Current rubrics reside in our Standard for Success teacher evaluation software online and are attached to this evaluation plan.

Evaluation Procedures for Special Certified Staff

TYPE OF TEACHER	CATEGORY/WEIGHTS FOR SUMMATIVE EVALUATION	RUBRIC TO USE FOR EVALUATION and weight % of Domains	SLO GUIDELINES	OTHER NOTES (i.e. Observations, etc.)
Superintendent	IAPSS process	IAPSS/ISBA rubric (all domains weight evenly)	2 measurable goals	Primary Evaluator will be School Board of Trustees for superintendent using procedures from IAPSS/ISBA. Primary Evaluator for central office will be superintendent.
Central Office Leader	Rubric-50% A-F Grade-30% (average of all district school grades) Admin SLO's-20%	District Leader Rubric	2 measurable goals	Primary Evaluator will be superintendent
Principals and Assistant Principals	Rubric-50% A-F Grade-30% Admin SLO's-20%	Principal Effectiveness Rubric	2 measurable goals, set collaboratively with evaluator, school or district based, based on student data, can be growth or achievement, can be whole-school or subgroup populations	Primary Evaluator for principals will be superintendent, Primary Evaluator for assistant principals will be principals
School Counselors	Rubric-75% Schoolwide Learning 5% SLO's 20% **(NOTE: If one goal is set, it will count for 20% of final evaluation. If 2 goals are set, each will count 10%.)**	High School counselors will use the Professional School Counselor Effectiveness Rubric—ZCS REVISED (each domain weights 25%) Middle school and elementary counselors will use the Matt Fleck Indiana School Counselor Effectiveness Rubric (domains weight 10/75/15%)	1-2 measurable goals set collaboratively with evaluator, based on student data or data about the school counselor's interventions with/for students, can be whole school or subgroup populations.	Primary Evaluator will be building administrators Traditional scripted "observations" are optional as principals have multiple opportunities to see counselor in action. 1 meeting early in the year to discuss SLO's Mid-year meeting if necessary to suggest performance improvements needed 1 summative meeting at end of year

TYPE OF TEACHER	CATEGORY/WEIGHTS FOR SUMMATIVE EVALUATION	RUBRIC TO USE FOR EVALUATION and weight % of Domains	SLO GUIDELINES	OTHER NOTES (i.e. Observations, etc.)
Literacy Coaches STEM Teachers/Coaches	Rubric -75% Schoolwide Learning 5% SLO's-20% **(NOTE: If one goal is set, it will count for 20% of final evaluation. If 2 goals are set, each will count 10%.)**	Instructional Coach Rubric used for Literacy Coaches with domains each weighted at 25%. Instructional Coach/STEM Teacher Rubric used for Elementary STEM teachers/coaches with domains 1, 3, 4 weighted 15% and Domain 2 at 55%	1-2 measurable goals set collaboratively with evaluator, based on student data, can be whole school or subgroup populations	Primary Evaluator <u>could be</u> building principals but may be other district evaluator 1 meeting early in the year to discuss SLO's Minimum of 2 observations—1 each semester 1 meeting at end of year
Media Specialists NOTE: This refers only to our certificated media specialists in the district and not paraprofessionals serving in that role.	Rubric -75% Schoolwide Learning 5% SLO's-20% .	AISLE School Librarian Evaluation Rubric (SLER) NOTE: Middle school media specialists will adhere to the domain percentages listed for the SLER rubric: 30/40/30. At ZCHS, media specialist will have domains weighted as follows: Domain 1-40%, Domain 2-30%, Domain 3-30% since a larger % of her work is administrative duties for the media program rather than instruction	1-2 measurable goals set collaboratively with evaluator, based on student data, can be whole school or subgroup populations	Primary Evaluator <u>could be</u> building principals but may be other district evaluator Same observation schedule as with classroom teachers
School Psychologists and Evaluation Specialists	Rubric-100% (includes multiple measures for their performance as part of achieving rating)	School Psychologist Effectiveness Rubric	N/A	Primary Evaluator will be USS Director or designee. Self-evaluation to be completed at beginning of year and sent to primary evaluator for review/discussion 1 summative meeting per year to discuss rubric and suggestions for improvement

TYPE OF TEACHER	CATEGORY/WEIGHTS FOR SUMMATIVE EVALUATION	RUBRIC TO USE FOR EVALUATION and weight % of Domains	SLO GUIDELINES	OTHER NOTES (i.e. Observations, etc.)
Special Education and Speech Pathologists	Category weights will vary depending on whether there is IGM. Will be determined each year for each individual by principal based upon the teacher assignment for the year and whether students have IGM data. (See Decision-making Flowchart on following page.)	ZTEP SPED Rubric (basically this is just the TER with a few additional sub-indicators to allow marking specific to the work of SPED teachers) (domains weight 10/75/15%)	2 Targeted SLO's	Primary Evaluator will be building principals. USS district administrators will serve as secondary evaluators and reviewers of IEP's for quality indicators using local rubric for IEPs based on ICASE checklist. Same schedule as with classroom teachers
Teacher in unique situation due to FMLA or other leave NOTE: Upload FMLA form as artifact in software to document altered evaluation plan.	Category weights will vary depending on whether there is IGM.	Use appropriate rubric.	Administrator discretion—CLO/TLO or 1-2 Targeted TLO's	Primary Evaluator will complete the required observations for the time the teacher is present and will make every effort to complete at least 2 observations. May or may not have secondary evaluator. NOTE: Evaluator will confirm decisions on unique situations with HR each semester and upload the agreement for the unique situation as a non-coded artifact in SFS.

**NOTE: Any certified staff member with a SWL score as part of his/her evaluation who splits his/her assignment across buildings will have the average of the buildings' SWL scores compiled for his/her summative evaluation total.

Basic Timeline for Annual Evaluation Process
(Primary Evaluator Schedule)

Month	TO DO'S	Documents
July	-Review teacher data from previous school year. -Ensure that each certified employee has been assigned a primary and secondary evaluator (notify Rhonda of these assignments for your school). -Plan schedule for meetings/observations for first semester. -Note teachers on an improvement plan (ended LAST year with Improvement Necessary or Ineffective on RUBRIC). -Confirm Category I (IGM) or II (no IGM) for all teachers (Rhonda). -Set up SFS software for to tie evaluators to teachers (Rhonda). -Consider necessary notification to parents if students will be scheduled with Ineffective teachers two years consecutively.	
August	-Preview the evaluation process/timelines for the year with all staff in back-to-school meeting and any training(s) for new staff. • Have all sign ZTEP Acknowledgement Form in HR Files. • Discuss expectations for SLO process (including "bucketing" of students into High/Med/Low). -Review/Approve assessments for SLOs as needed. -Schedule and conduct BOY meetings with each teacher. **Set goals based on last year's information/school initiatives, etc**. -May begin <u>optional </u>short "check-in" observations by primary (10+ minutes) and document in SFS (script/code/comments) within 2 school days. -Secondary observer may begin short observations (20+ minutes) and document in SFS within 2 school days. (Ideal to do one short on each teacher by December break if possible.) -Set up FMLA agreement forms with any known teachers, and upload.	• ZTEP Teacher Acknowledgement Form (HR Portal) • BOY Conference Form (in SFS—Remember to code!) • Assessment approval forms as needed. (SFS) • 90 Day Improvement Plan as needed (SFS) • FMLA Form (in SFS)
September Optional short	-Continue/finish BOY meetings with each teacher. -Begin approving SLO's in SFS as they are turned in. T's have till 10/1 to get them in. -SPED evaluators begin review of IEPs.	• BOY Conference Form (in SFS—code!) • SPED IEP Rubric (in SFS)
October 1st extended begins	-Approve SLO's preferably not later than 10/15. -Schedule **one-week window** for extended (40+ minute) observations in Oct-Dec with each teacher and schedule pre- and post-conference times. (Pre/post required. **Document** in SFS as you finish pre/post.) -Conduct **scheduled** extended observations with pre and post conferences for the teachers on your caseload (feedback in SFS within 5 school days—script/code/comment) -Conduct additional short observations with actionable feedback for teachers on performance plan or new teachers	• Pre-observation Conference form in SFS • Post-observation Conference form in SFS (code!)
November	-Same as October	
December Finish 1st extendeds	- Finish **scheduled** extended observations with pre and post conferences for the teachers on your caseload -Schedule mid-year check-ins for all teachers (NOTE: Mandatory for any teachers with performance concerns/90 day plans).Use this time to note missing evidence for rubric, code any Domain 1 or 3 items.	• Mid-year (MY) Conference form in SFS

January 2nd extended begins	-Review observations and note areas where evidence is not yet collected for each teacher - Conduct **unscheduled** extended (40+ minute) observations with required post conferences for the teachers on your caseload (feedback in SFS within 5 school days—script/code/comment) -Conduct short observations for all teachers as needed (continue from now till May as needed).	• Post-observation Conference form in SFS (code!)
February	-Remind teachers to have SLOs for 2nd semester classes uploaded in SFS and approve by February 15. -Continue unscheduled extended observations.	
March	-Continue unscheduled extended observations.	
April Finish 2nd extendeds	-Finish all unscheduled extended observations. -Conduct short observations as needed. -Meet with HR Director to go over final evaluations and ratings for your case load/discuss any Core Professionalism reductions you expect to give as well as concerns regarding possible teacher dismissals.	
May	-Remind teachers of last day to upload artifacts (May 15). -Review collected evidence for each teacher (preferably with another colleague) and mark summative teacher rating on SFS Finalization Worksheets. -Explain to teachers the process and due dates for reporting SLO end of year results. ***SLO data is due to each teacher's primary evaluator by 5 working days after the last teacher contract day for the school year.** -Conduct optional end-of year meeting with any teacher who wishes • Review SLO data/benchmark data/IGM data if available (*) • Share final rubric scores with each teacher and finalize summative rating if possible • Review professional goals with teachers on a Performance Plan - Make all available data viewable by teachers by May 23.	
June	-Finalize all summative ratings as data becomes available and notify teachers of final summative rating in SFS -Conduct meetings with teachers who request them over the summer to discuss summative rating changes due to data -Create Performance Plan specifics for teachers rated Ineffective and consider goals for teachers who were Effective/HE but had areas needing improvement. -HR will contact teachers rated Ineffective or Needs Improvement more formally to explain ramifications for further employment or effect on compensation. -Review teacher data and school data with leadership team, discuss process, fine-tune for next year	

*IGM and SWL data may not be received from the state in a timely fashion concurrent with the end of the school year. Thus, it is reasonable to expect that any end-of-year conference with teachers will most likely be a conference solely about the TER evidence and score with discussion of how final data received may impact the final summative rating.

*Final summative ratings will be calculated and sent to teachers after the end of the school year via SFS. It is not necessary to schedule an additional conference with teachers, but it is certainly possible for teachers to request time at administrator's convenience during administrator contract time in June for such meetings if desired. Discussion of the prior year's summative score could also take place at the first meeting for the new school year.

APPENDIX E:
ZCS LOCAL GUIDANCE FOR SPECIAL EDUCATION TEACHERS

IEP Evaluations/Reviews: By September 1, you will need to forward the names of two students to your secondary evaluator for IEP Evaluation purposes. These names can be from your previous year caseload. Also, please forward to us examples of data collection documents for goals written into these IEPs.   We will meet with each of you to provide feedback on these IEPs early in the school year. **Attached please find the IEP Evaluation Checklist and Rubric as well as sample IEPs that are well-constructed and provide examples of measureable goals.**   In April, we will *randomly* select IEPs from your caseload to evaluate again using the IEP Evaluation Checklist and Rubric.

SPECIAL EDUCATION/SPEECH LANGUAGE PATHOLOGIST GUIDELINES FOR IEP REVIEW
IEP review process for 2013-14 (to be done by Director/Asst. Director of Unified Student Services):

	1st Review (teacher-selected IEP) (1st sem.—all SPED/SPEECH)	2nd Review (randomly-selected IEP) (2nd sem.—all SPED/SPEECH)
Critical Area on IEP lacking	marked as Needs Improvement on rubric, feedback for correction/plan for improvement provided	marked Ineffective on rubric and Does Not Meet Standard on procedures/policies for Core Professionalism 3rd review scheduled
Non-Critical area on IEP needing improvement	marked effective, feedback provided	marked Needs Improvement on rubric, improvement plan provided, 3rd review scheduled

- **3rd review (as needed, IEP randomly-selected and/or intentionally chosen IEP for follow up)**
  -Critical area lacking marked Ineffective on rubric and Does Not Meet Standard on procedures/policies for Core Professionalism, 4th review scheduled.
  -Non-critical area identified as needing improvement—marked Ineffective on 1.5 on rubric (which will subsequently result in Domain 1 being Ineffective on summative evaluation). Possible Does Not Meet Standard on Core Professionalism. 4th review scheduled.
- **4th review (as needed)**
  -Critical and/or non-critical area still lacking may lead to termination.

IMPORTANT INFORMATION FOR SPECIAL EDUCATION TEACHERS OF STUDENTS IN GRADES 4-8

Our ZCS Philosophy: Students who have an IEP who will take ISTEP+ (diploma track students) need direct instruction in grade level standards (if possible in a general education setting with their typical peers and with accommodations/supports designed by the special education teacher and the general education teacher collaborating together) **and** these students usually will need supplemental

instruction in areas where they are behind peers academically (including simply needing additional instruction in lagging skills/re-teaching/strategic supports to master content/skills). The supplemental instruction can be provided by the special education teacher or her supervised designee.

Therefore…for ZTEP: A SPED teacher and a general education teacher for a child on an IEP may BOTH be providing direct instruction for math or language arts and, if so, BOTH will "own" the child's IGM results as part of their teacher evaluation process. To be very clear: regardless of whether you are a SPED teacher or a general education classroom teacher, if you provide direct instruction (or in the case of SPED teacher, supervise an IA who provides direct instruction for you) to a 4th-8th grade child with an IEP for language arts or math for any portion of his/her week, that child's ISTEP+ data will be linked to you and his/her Growth Model results will be a part of your teacher evaluation.

FAQ's:

What do you mean "providing direct instruction?"
You teach the child language arts or math skills and content for some portion of the day/week.
NOTE: In a middle school setting, our local decision is that typically a special education teacher teaching a "resource" class is not considered to be providing direct instruction in math/language arts. A special education teacher teaching a "supplemental" class is providing direct instruction in math/language arts.

What are IGM results? Does this mean the SPED student has to pass ISTEP in order for me to be considered EFFECTIVE?

No. The Indiana Growth Model is not about whether a child PASSED. It is about how a child GREW on this year's ISTEP results compared to last year's ISTEP results (AND compared to how much other kids with his exact score last year from around the state grew).

How do these IGM results for a child relate to my evaluation?

DOE translates each student's high/medium/low growth status into a numeric rating and THEN to translate the combined numeric ratings of each of a teacher's students for the year into a total rating for of highly effective, effective, etc. which will be returned to the district as a score for the IGM part of his/her evaluation and weighted accordingly.

I have students on my case load who cannot maintain behavior in the general education classroom or students for whom working on grade level assignments is too difficult given their skill levels. What do I do?

Are they taking ISTEP? Then they need to be working with grade level standards with supplemental help—"double dosing," in other words.

So, then…they need to be in the gen ed classroom all the time?

No. Many children can spend some part of their day in gen ed and some of it working with the special education teacher or her designee in another setting. We all recognize that for some students, the general education setting is not feasible for instruction to occur successfully at all (either for them or

other students). In these situations, the LRE for this child may be in a completely self-contained setting with the special education teacher for direct instruction in math or language arts <u>provided you meet the following guidelines</u>:

- The SPED teacher must be highly qualified to <u>teach</u> that subject to the student—i.e. licensed in elementary education as well as special education OR licensed specifically in that subject area. NOTE: If you do not have this license, there are ways to qualify yourself for a subject using the HOUSSE rubric online at DOE.
- The SPED teacher will then be fully responsible for the child's grades.
- The SPED teacher will provide instruction that as closely as possible approximates the expectations of grade level standards AND provides supplemental instruction as well to help close the child's learning/achievement gap.
- The SPED teacher will "own" the child's ISTEP+/IMAST growth model results.

What about a student who is in the special education classroom (or pulled from the general education classroom into a small group room or other school area for support) for instruction in an ISTEP subject SOME of the time—i.e. with special education teacher daily for 30 minutes of the 90 minute reading block?
In this case, BOTH the SPED and gen ed teacher "own" the child's IGM results because BOTH are providing some direct instruction in these content areas. Thus, the following considerations are important:

- Is the child working on grade level standards with supports to make GROWTH from his starting point?
- Are both teachers comfortable about the balance of who is providing instruction since both will own the results?
- Are both teachers comfortable with the <u>quality</u> of the instruction each is providing to help meet THIS child's specific needs most effectively and produce <u>growth</u>?
- Does the gen ed teacher need some specific ideas for how best to support/accommodate a learning disability in the regular classroom?
- Is there ongoing formative assessment of this child to see if the supports/instruction/interventions/supplemental work is helping him/her improve?
- Is there a clear understanding of exactly what each teacher is doing? In other words, the SPED teacher or IA working with the child must know which skills/content he or she is responsible for helping the child to improve and how that improvement is being tracked on a weekly basis. Arrangements where an IA sits "side by side" in the classroom and then helps with repeating directions, etc. may not be the best use of instructional supports, for instance.
- If an IA is providing the direct instruction on behalf of the SPED teacher, is the SPED teacher comfortable that she has trained/is supervising the work of that IA such that she feels confident "owning" the results of their joint efforts with this child? If not, what should ongoing oversight/training of the IA's by the special education teacher look like? An IA who "overhelps" does not facilitate the kind of growth that a SPED teacher might want. Similarly, the IA who is a "back of the class watcher" likely does not actively contribute to a child making the type of progress that is needed.
- And, finally, are the two teachers collaborating to provide input for a child's grades/progress reporting to parents?

What about a student who is added to my caseload in February? Am I responsible for his ISTEP growth? No. A student must be on your caseload 162 days for his data to count as part of your evaluation. A child who is identified too late for that will have data owned by the gen ed teacher(s) who directly instruct him in math/language arts.

NOTE: Teachers who have fewer than 30 test events assigned to them for accountability (i.e. 15 math ISTEP scores and 15 ELA ISTEP scores equals 30 "test events") will not receive an IGM score according to DOE.

APPENDIX F:
ZCS LOCAL GUIDANCE ON CORE PROFESSIONALISM STANDARDS

Indicator 1: Attendance	To meet standard in this area, a teacher should not have a <u>pattern</u> of **unexcused** absences. Excused absences are locally defined as those covered under the current collective bargaining agreement and include illness, field trips, professional development. Absences for illness exceeding the allotted days in the contract may require the teacher to provide documentation as to why they are necessary for health reasons. Unexcused absences would include failure to report for work without appropriate notice to administrator—including in a secondary school not showing up for a class period without notice or reason.
Indicator 2: On-Time Arrival	To meet standard in this area, a teacher should not have a <u>pattern</u> of **unexcused** late arrivals to school or class. NOTE: Principals agree that flexible arrival/departure times for beginning and end of the school day are part of our professional treatment of staff and are typically acceptable so long as they do not lead to regularly shortening the overall work hours for the employee, a pattern of missing the start of class(es) or required meetings, or other disruptions to professional responsibilities (i.e. duties, being prepared for students, etc.).
Indicator 3: Policies and Procedures	A teacher with a pattern of failing to follow policies and procedures would have adequate notice of these concerns. Appropriate attire, in the absence of any local dress code for staff, is defined as attire that at the very least is compliant with the student dress code, clean, and presentable.
Indicator 4: Respect	A teacher with a pattern of interacting with students, parents, colleagues, community members disrespectfully would have notice that such interactions were deemed inappropriate.

NOTE: While indicators speak of a "pattern," we did not define the number of incidents which would indicate a pattern of concerns. More than one incident is necessary for a pattern, but we agree that both the frequency and intensity/degree of unprofessional actions must be taken into consideration and is a matter for administrator judgment especially since summative ratings which result in contract cancellation can be appealed. ==**It is important that teachers are notified as soon as an evaluator perceives a problem with one or more of the core professionalism areas and offered specific suggestions on how to improve in this area to meet standard.**==

APPENDIX G:
ZCS SAMPLE MATERIALS FOR PREPARING FOR BEGINNING-OF-YEAR (BOY) CONFERENCES
BOY Evaluation Conference Discussion Guide

The purpose of this conference is to review/give feedback on/approve Student Learning Objectives (SLO) and assessments, review the Teacher Effectiveness Rubric (TER), and discuss professional growth goals if applicable. The conference will be documented as an artifact in the Standard for Success (SFS) software and coded for items pertaining to the TER.

This dialog is intended to be informational, exploratory, and instructive for both the staff member and evaluator.
- Informational – During this conference you and your primary evaluator will be gathering data and artifacts as evidence of SLO preparation, progress in each domain of the TER, and clarifying expectations of the Core Professionalism standards.
- Exploratory – As with the implementation of any new process there will be a learning curve. During the BOY Conference you and your primary evaluator will explore the process and answer any questions you may have about the process, SLOs, and the TER.
- Instructive – If during the conference a concern should arise about a teacher's planning, instruction, leadership practices, or core professionalism your primary evaluator will provide actionable feedback to support your growth toward a rating of effective.

Student Learning Objectives (SLO) 20%
You and your primary evaluator will be reviewing your ZCHS Class SLO Planning Approval documentation including your student mastery assessment, mastery cut score, course readiness indicators, and effectiveness goals (if applicable at this time).
1. **Do you have any concerns that you would like to address at this time regarding your SLOs?**

Teacher Effectiveness Rubric (TER) 75%
Please respond to the following questions that will inform your evaluator of your perceived effectiveness in domains 1 and 3.
2. **How do you ensure that your achievement goals, unit plans, lesson plans and assessments are connected to content area standards? (Indicators 1.2, 1.3, 1.4)**
3. **How do you utilize assessment data (formative and summative) to formulate achievement goals, unit plans, and lesson plans? (Indicators 1.1, 1.5)**
4. **How do you incorporate instructional strategy planning into your practice? (Indicators 1.1, 1.4)**
5. **Beyond your direct instruction time with students, how do you contribute to the ZCHS faculty/students/community? (Indicators 3.1, 3.3, 3.5)**
6. **How do you ensure that your students are learning? (Indicators 3.1, 3.4, 3.5)**
7. **How do you grow as a teaching professional? (Indicators 3.2, 3.3)**
8. **After completing the self-assessment in SFS (optional) did you find anything in domain 2 that you would like to discuss further or share your practice so evaluator can better understand what he/she will observe? (Domain 2 Indicators 2.1 – 2.9)**

Core Professionalism
9. **Do you have any concerns that you would like to discuss regarding your ability to meet the expectation of attendance, on-time arrival, policies and procedures, or respect?**

School Wide Learning Measure (SWL) 5%
Please ensure you have provided a written response to each of the nine (9) questions and submit your responses in an electronic format via email to your primary evaluator prior to your BOY Evaluation Conference. This form will be uploaded into the SFS software by your primary evaluator as an artifact of your effectiveness in each of the components of the ZTEP evaluation model.

ZCS SAMPLE LETTER TO TEACHER FROM PRIMARY EVALUATOR PRIOR TO BOY CONFERENCE

Teachers-

I am your primary evaluator, so I wanted to send you some information that will be helpful as we start the year. Below are several questions and guidelines to help you prepare for our work together in the teacher evaluation cycle. Please read through this when you have a moment; it will help ensure we both know what to expect in regards to teacher evaluation. I'm giving you a lot of information in an attempt to inform, not overwhelm! As always, see me if you have any questions and/or concerns.

Beginning of the Year Conference

The purpose of this conference is to review/give feedback on/approve SLOs and assessments, review units and lesson plans (Domain 1), and discuss professional growth goals. The conference will be added as an artifact in the Standard for Success (SFS) software. Here are some questions we will discuss:

1. Tell me about your goals and unit plans for the year. How do you use the state standards to plan? How do you decide how long you'll spend on each unit, and how do you adjust while teaching?
2. Do you plan the assessment for each unit first? How? What kind of assessments will you be using?
3. What data did you use to "bucket" students? Explain to me the decisions you've made for your class regarding student readiness.
4. What is your class SLO for this year? Your targeted SLO?
5. What kind of tracking/grading system do you use?
6. What are your professional growth goals for this year?
7. What questions do you have for me?

You will want to have ready for this conference:

1. Your SLOs (class and targeted) entered into Standard for Success. (Remember, you can sign up for a help session in PD Express)
2. You can bring a copy of your Rooney Sheet, or I can pull it up electronically from my files.
3. Your plan book – remember, just bring evidence to show how you plan. Don't redo anything….you'll explain it to me.
4. I will have your approved SLO assessment. If you teach 5th grade Humanities, then your assessment is the ISTEP+ Social Studies test, and this must be the class you choose for your SLO. If you teach 6th grade Science, then your assessment is the ISTEP+ Science test, and you must choose one of your science classes. If you teach 7th grade Social Studies, then your assessment is the ISTEP+ Social Studies test, and you choose which social studies class you want to use for your SLO this year. If you teach 8th grade math that has an ECA, that will be your assessment and class you use for your SLO. Otherwise, you will use the approved assessment your department created. You will not use the ISTEP+ English or Math test since you have IGM data already.

Something you might want to do is complete the self-assessment using the rubric in Standard for Success. This can be done once you login; it's a tab at the top of SFS. It is confidential. No one can view

it but you unless you give me access. It might help clarify professional growth goals and areas to focus on this year.   Just a suggestion.

Once you feel you are ready, please see my secretary to set up this 30-45 minute conference. I want to have all of these conferences done before September ends, so please schedule as soon as you are ready.   We will hold these conferences in your classroom, so that your materials/examples/etc are easily accessible to you. ☺

Classroom Observations – What can you expect?

- Matt, Julie, or I will observe 10-15 minutes in short observations. These are unannounced. In a longer observation, I will observe for at least 40 minutes. The first long observation will be unannounced. We will not start any observations until after Labor Day.
- Do not feel that you have to change anything you are doing when we come in. You do not need to stop class to acknowledge us nor talk to us about the context of what you are doing unless we ask. Feel free to hand us copies of things as you pass them to students but do not feel this is necessary.
- With some exceptions, we will not participate in the class and generally remain in the back of the class or in an empty seat observing and recording various aspects of the lesson. If you don't have any extra chairs in the room, please let Joe know to put one in the back of the room. This way we won't disturb your lesson as we find a seat. ☺
- We may question a student or two about what they are doing or what the point of the lesson is. It might be helpful if you let students know this might happen.
- We will input everything into SFS. Please note that this may take up to 2 school days on a short observation and up to 5 school days on a longer observation.

Post-Observation Meeting
Sometimes it is helpful for us to sit down and talk together about what we observed. You are welcome to initiate a meeting after any short observation. Following a long observation, I will ask Trina to contact you to set up a meeting for us to talk. Please review the observation in SFS before we meet. There are also a couple of "stock" questions I am likely to ask.

1. What did you think of the lesson?
2. Do you feel that you accomplished the objectives you set out to accomplish? How do you know?
3. If you were to teach this lesson again, are there things you would do differently? If yes, what?
4. How do you plan to build on this lesson and the skills/knowledge students gained in the future? In other words, how does this lesson connect to others down the road?
5. Are there aspects of your instruction, curriculum, communication skills, or interaction with specific students that you would like me to pay particular attention to in future observations? Is there any indicator on the rubric you are especially working on or would like for me to watch for?

This process will allow us to focus on the work you do with kids every day.   I'm excited to be in your classrooms to see this work and meet with you to talk about it.   I'm looking forward to helping each of you grow professionally and want to do whatever I can to help. Please don't hesitate to let me know what you need. Honest, open communication between the two of us is what is going to make the biggest difference for our kids!

Zionsville Community Schools—Instructional Coach Rubric

Teacher Effectiveness Rubric

2015-16

DOMAIN 1: PURPOSEFUL PLANNING (NOTE: Evidence in Domain 1 is collected most often during formative conversations, observations, or artifact reviews. Indicators within each competency usually describe a range of performance on the same indicator from Effective (3) to Ineffective (1). The Highly Effective category usually lists <u>other</u> unique indicators beyond those in the 1-3 range. For this reason, the HE column is shaded to show that you cannot read across the indicators horizontally into that column.) For a rating of Highly Effective at the end of the year, a teacher would usually demonstrate much of the Level 3 (Effective) evidence as well as some Level 4 (Highly Effective) evidence with little to no Level 2 or Level 1 evidence.

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

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Utilize Data to Determine Student Needs and Goals	Teacher uses historical, formative, and summative assessment data to <u>set and modify individual achievement goals for students</u> and plan for differentiated content, process, products. The teacher: -Can explain specific individualized student needs and proposed interventions he/she is using for students regularly throughout the year to help them grow (i.e. self-paced instruction, individual goals, contracts, tiered materials, compacting, re-teaching groups, etc.)	Teacher uses historical, formative, and summative assessment data to set <u>course achievement goals</u> and plan units and lessons throughout the year based on student needs. The teacher: - Uses multiple student data points to set CLO/TLO. - Uses formative and summative data throughout the year to plan/change unit goals, pacing, content, or student groups. -Pre-assesses to determine what students know or need to know and plans lessons/units accordingly—adjusting pacing, content, goals for unit/lesson.. -Plans mixture of whole group, small group, individualized instruction based on data showing student needs, including IEP goals/modifications.	Teacher uses only summative assessment data to set course achievement goals and plan units or lessons. The teacher: -Uses only one student data point to set CLO/TLO. -Uses data from summative assessments but not formative assessments to adjust plans—i.e. "They did poorly on the unit test, so I'll offer corrections or extra credit or teach it differently next year" but not "this check for understanding tells me we need additional time on this material so I'll change plans." -May not use data gained from formative assessments/quick pre-assessments to adjust course pacing, content, student grouping. -Plans mostly whole-group approach to instruction which limits the ability to meet student needs.	Teacher rarely or never uses prior assessment data when planning. -Does not set CLO/TLO using student data as required. -Plans exclusively based on content standards without consideration for student data showing needs/mastery/readiness. "The textbook is my curriculum."
1.2	Develop Standards-Based Course Plans	The teacher: - Organizes the content/skills standards students will master for the course around major themes, concepts, or essential questions to develop deeper student understanding of the content and standards. -Plans a sequence of units for the year that connects or builds skills and knowledge across units based upon student readiness data. - Designs/prepares a variety of differentiated daily learning activities/assignments/materials.	The teacher: - Identifies the content/skills standards students will master in each unit. -Plans a sequence of units for the year. -Identifies the major outcomes or products of each unit which will demonstrate student mastery. - Designs/prepares meaningful and relevant daily learning activities/assignments/materials matched to the lesson objectives	The teacher: -Is not able to identify the content/skills standards students will master in each unit. -Does not plan a sequence of units for the year -Cannot identify the major outcomes or products of each unit which will demonstrate student mastery -Uses activities/assignments/materials which are sometimes not meaningful (i.e. leading to deeper understanding) or not relevant to the lesson objective.	Teacher rarely or never plans units by identifying content/skills standards that students will master in each unit OR there is little to no evidence that teacher plans units at all. Daily lessons may seem thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, materials, or assignments.

| 1.3 | Develop Meaningful Assessments

NOTE: A teacher developing an assessment may create that assessment entirely or select/modify an assessment created by others. | The teacher:
- Develops summative assessments before a unit begins that accurately determine mastery of the content/skills standards.
-Develops one or more "benchmark" formative assessments before a unit begins so that progress can be assessed along the way to the goal and instruction adjusted if necessary.
-Develops summative and formative assessments which show knowledge of best practices in assessment/grading for learning. | The teacher:
-Develops summative assessments that accurately determine mastery of the content/skills standards.

- Develops formative assessments to regularly track student progress towards mastery and inform instruction. | The teacher:
-May not create or select assessments that are well-matched or well designed to determine mastery of content/skills.
-May not develop or use formative assessments to measure student progress towards mastery or inform instruction. | Teacher rarely or never creates assessments for units of study or formative assessment or assessments are not matched to course goals/standards in such a way that they can be adequately used to assess student learning or mastery. |
|------|------|------|------|------|------|
| 1.4 | Track Student Data and Analyze Progress to Adjust Plans | The teacher:
-Maintains a grading system well-aligned to communicate student progress toward learning goals (i.e. appropriately weighted to show mastery of major standards) and based upon best practices in grading/assessment.
-Makes data-driven decisions to adjust unit or daily lesson plans and to drive differentiated lessons or goals for individual students. | The teacher:
-Uses a data tracking system for recording student assessment/learning data.
- Uses data tracking system regularly to analyze student progress towards mastery and adjusts plans for class lessons/units accordingly.
-Maintains a grading system aligned to learning goals. | The teacher:
- Uses a data tracking system to record student assessment /derive summative grades, but may not use data to analyze student progress or plan/adjust future lessons/units.

- Does not clearly align grading system with learning goals—i.e. grades aren't based on assessments of what students have learned or weights of various grades don't align with major expectations for learning. | Teacher cannot show plans in place to collect student data to plan future lessons. No clear or consistent grading system is in place. |

DOMAIN 2: EFFECTIVE INSTRUCTION (NOTE: Evidence in Domain 2 is collected by noting <u>indicators</u> observed within each competency across observations. Indicators usually describe a range of performance on the same indicator from Effective (3) to Ineffective (1). The Highly Effective category usually lists <u>other</u> unique indicators beyond those in the 1-3 range. For this reason, the HE column is shaded to show that you cannot read across the indicators horizontally into that column.) For a rating of Highly Effective at the end of the year, a teacher would usually demonstrate much of the Level 3 (Effective) evidence as well as some Level 4 (Highly Effective) evidence with little to no Level 2 or Level 1 evidence.

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1:	Teacher is highly effective at developing student understanding and mastery of lesson objectives	Teacher is effective at developing student understanding and mastery of lesson objectives	Teacher needs improvement at developing student understanding and mastery of lesson objectives	Teacher is ineffective at developing student understanding and mastery of lesson objectives
Develop student understanding of lesson objectives Examples: -Student (if asked) can explain what he/she is doing and why - Teacher questions and student answers evidence that students understand the objective and/or why they are learning it -Teacher may ask a student to explain, "Who can tell us why we do this…?" -Teacher may refer to student work to establish the reason for today's learning—i.e. "In your papers last night, many of you had trouble proving your point, so let's look at how we introduce evidence to support opinions…"	-Students demonstrate understanding of the importance of the objective and its connection to their prior learning or knowledge/experiences.	- Lesson objective (communicated verbally or in writing) specifically conveys what students are learning and what they will be able to do by the end of the lesson (i.e. not just a topic or an agenda for the day). - Importance of the objective (why it matters to learn this) is emphasized so that students understand why they are learning what they are learning - The teacher clearly and explicitly connects this lesson's objective to students' prior learning or knowledge/experiences.	- Lesson objective lacks specificity about what students are learning or what they will be able to do by the end of the lesson (i.e. may be just a topic or agenda list for the day). - Importance of the objective (why it matters to learn this) is not clear or is inadequately emphasized by the teacher. - The teacher misses opportunities to connect this lesson's objective to students' prior learning or knowledge/experiences.	- Lesson objective is not communicated to the students by the teacher. -Importance of the objective is not communicated during the lesson. - The teacher does not attempt to connect the lesson objective to students' prior learning or knowledge/experiences.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.2:	Teacher is highly effective at demonstrating and clearly communicating content knowledge to students	Teacher is effective at demonstrating and clearly communicating content knowledge to students	Teacher needs improvement at demonstrating and clearly communicating content knowledge to students	Teacher is ineffective at demonstrating and clearly communicating content knowledge to students
Demonstrate and Clearly Communicate Content Knowledge to Students <u>Examples of High Yield Instructional Strategies:</u> -Identifying similarities/differences -Summarizing/note-taking -Graphic organizers -Guided practice -Reinforcing effort/providing recognition -Nonlinguistic representation -Cooperative learning -Setting objectives and providing feedback -Generating/testing hypotheses -Questions/cues/advance organizers -Differentiation of content/process/product	- Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest. - Explanations spark student excitement and interest in the content. - Students participate in each others' learning of content through collaboration during the lesson to accomplish a learning task, discussing/problem-solving together, or teaching each other how to do something. - Students ask higher-order questions and make connections independently, demonstrating that they are making sense of the content at a higher level	- Teacher demonstrates content knowledge and delivers content that is factually correct. - Teacher emphasizes key points and delivers instruction in clear, organized ways that promote increased student understanding, with effective techniques used when students need clarification (such as activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds," providing visual cues, etc.). - Teacher implements instructional strategies that lead to increased student knowledge/skills, using high-yield strategies for learning where appropriate.	- Teacher may fail to deliver instruction in ways that increase student understanding of the content (i.e. unclear main points, disorganized delivery, or ineffective technique when students need clarification). - Teacher does not always implement instructional strategies that lead to increased student knowledge/skills.	- Teacher may deliver content that is factually incorrect - Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher does not implement instructional strategies appropriate for the lesson or leading to increased student knowledge/skills.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.3:	Teacher is highly effective at engaging students in academic content	Teacher is effective at engaging students in academic content	Teacher needs improvement at engaging students in academic content	Teacher is ineffective at engaging students in academic content
Engage students in academic content Examples of Engagement: 1. Students raise hands to ask/answer questions or share ideas, listen actively during lesson, participate actively in tasks. 2. Students are learning and not just "busy" as evidenced by conversations about content, asking questions, discussion of work with one another and teacher.	- Teacher provides ways to engage with content that significantly involve all students in mastering the lesson's objective (e.g. student choices, differentiated content, authentic purpose/audience, connection to student needs/interests). -Teacher utilizes technology as a tool in ways that significantly increase student engagement with or understanding of content, interest in extended learning, access to unique resources, individualized learning, or equal access to content for those with learning needs.	-3/4 or more of students are actively engaged in content at all times (i.e. participating in discussion, raising hands, actively practicing, taking notes, actively listening, participating in processing activities). - Students are active participants rather than passive/receptive during this lesson. -The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do. - Teacher effectively integrates technology where appropriate as a tool to engage students in academic content or deliver information.	- Less than 3/4 of students are actively engaged in content, and many are off-task at times during the observed lesson. - Students may appear to listen and comply, but are not required by the lesson to engage and be active participants. -The lesson pacing may occasionally leave students without something meaningful to do. -Teacher misses opportunities to integrate technology effectively as a tool to engage students in academic content or deliver information.	- Less than 1/2 of students are engaged in content and many are off-task for much of the observed lesson. - Students do not actively listen and are overtly disinterested in engaging in the lesson. -The lesson pacing leaves many students without something meaningful to do for large portions of the observed time. -Teacher's use of technology interferes with effective instruction.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.4: **Check for Understanding** Examples of Checks for Understanding: –signaling - cold-calling - dry erase boards -bellwork/Do Now - turn and talk - think/pair/share - guided practice -questioning -clickers/electronic survey - exit slips - KWL -student demonstrations -think-aloud -circulating during practice - talking with small groups - quick quizzes	Teacher is highly effective at checking for understanding - Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; asks clarifying or follow-up questions pushing for student responses that reveal understanding or lack thereof. - Teacher uses open-ended questions to surface common misunderstandings and assess levels of student understanding and mastery of material. -Teacher uses "wrong answer analysis" or identified error patterns in written or verbal student work to identify and address common mistakes.	Teacher is effective at checking for understanding - Teacher checks for understanding at almost all key moments (i.e. before moving on to next step or partway through independent practice). -During group or independent work, teacher checks for understanding by requiring students to demonstrate understanding/progress or ask questions, rather than vaguely asking if things are going well. - Teacher effectively uses checks for understanding to capture an accurate "pulse" of all students' understanding instead of just a few students'. - Teacher uses wait time effectively after posing a question before helping students think through a response. - Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students. - Teacher assesses every student's mastery of the lesson objectives through a combination of checks for understanding and other assessments.	Teacher needs improvement at checking for understanding - Teacher sometimes checks for understanding of content, but misses several key moments. -During group or independent work, teacher may not require students to demonstrate understanding/progress or to ask questions but may simply ask if things are going well. - Teacher is often unsuccessful in capturing an accurate "pulse" of the class's understanding because of ineffective use/monitoring of checks for understanding—i.e. "signal if you understand" but does not "read the signals" or respond. - Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content. - Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students. - Teacher may assess some, but not all, students' mastery.	Teacher is ineffective at checking for understanding - Teacher rarely or never checks for understanding of content, or misses nearly all key moments. -During group or independent work, teacher does not circulate to students to check for understanding. -Teacher checks for understanding with the same one or two students and never attempts to capture the "pulse" of the class's understanding. - Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. - Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students. - Teacher does not assess for mastery.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.5: **Differentiate/Modify Instruction As Needed**	Teacher is highly effective at modifying instruction as needed	Teacher is effective at modifying instruction as needed	Teacher needs improvement at modifying instruction as needed	Teacher is ineffective at modifying instruction as needed
	- Teacher anticipates student misunderstandings and preemptively addresses them. - Teacher is able to modify instruction to respond to misunderstandings without losing engagement. -Teacher demonstrates an ability to make decisions about when/how to alter instruction during a lesson to accommodate emerging student needs and understanding—i.e. adjusting pace, changing directions, altering content, rearranging groups, extending for those who have finished early unexpectedly. - Teacher provides differentiated ways of engaging--adapting content, process, or products to individual student needs, choices, or interests so that all students are highly engaged.	- Teacher makes adjustments to instruction, attempts different techniques to explain based on checks for understanding that lead to increased understanding for most students. - Teacher adjusts or selects lesson content or materials to align with pre-assessment levels or student skills and knowledge so that all students are engaged in learning at their level. - ELL and IEP students are given appropriate accommodations to be meaningfully engaged in content.	- Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may not increase understanding for all students. - Teacher may not align or differentiate content effectively for students who lack prerequisite skills/knowledge or who have already mastered this content—i.e. some students may complain that work is too hard or too easy, may finish too quickly to be engaged, may struggle and abandon the task, etc.	- Teacher rarely or never attempts to adjust instruction based on checks for understanding or persists in using the same technique even when it is not succeeding. - Teacher makes no effort to align or differentiate content for students who lack prerequisite skills/knowledge or who have already mastered this content. As a result, content or activity may be too challenging or too easy for half or more of the students. - ELL and IEP students are not always provided with the necessary accommodations to engage in content.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.6: Develop Higher Level of Understanding through Rigorous Instruction and Work **Examples of some strategies to develop higher-level understanding:** • Activate higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent"). • Ask students to explain their reasoning. • Ask students to explain why they are learning something or to summarize the main idea. • Ask students to apply a new skill or concept in a different context or to other content areas. • Pose a question that increases the rigor of the lesson content. • Prompt students to make connections to previous material or prior knowledge. • Answer a student question with a question in order to prompt them to think through answers on their own.	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work	Teacher is effective at developing a higher level of understanding through rigorous instruction and work	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work	Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work
	- Lesson stretches all students beyond current levels and standards toward advanced understanding - Students demonstrate high levels of understanding and/or application through answers to questions, posing high-level questions, supporting their ideas with evidence, evaluating work, or through creative application projects, inquiry, or investigations. - Teacher insists upon great work – going beyond expectations. This may include providing students with exemplars of excellence or giving students additional opportunities to self-assess or apply and build skills (e.g. enrichment opportunities, practice/revision beyond the lesson, student self-analysis). Teacher demonstrates ability to build and facilitate students' skills in answering and posing higher-level questions. -Teacher designs work for students that is higher order—e.g. complete open-ended tasks, apply skills in authentic contexts, form/support opinions, explain, analyze how to do a task differently or better.	- Lesson frequently pushes student thinking because teacher makes regular use of strategies for higher-level understanding. - Students have opportunities to practice, apply, and demonstrate that they are learning. -Work given to students is meaningful, leading students to construct their own deep understanding of content, applying skills in authentic contexts. -Teacher demonstrates the ability to use progressively complex levels of questioning and to use questioning as a tool to lead students to greater understanding. -Teacher requires students to give high quality responses to questions.	- Lesson may not push student thinking due to infrequent use of strategies for higher-level understanding. - While students may have some opportunity to practice and apply concepts, instruction is more teacher-directed than appropriate. -Work given to students may not require students to develop deep understanding of content or apply skills in meaningful ways. -Teacher may not always use questions as an effective tool to increase understanding and/or demonstrates a limited range of questioning or questioning that leads to only surface understanding of content. -Teacher accepts more than a few responses from students which are not high quality without comment or follow-up.	-Student tasks during this lesson are all lower order. Lesson does not push student thinking. - Lesson is almost always teacher directed. Students have few opportunities to practice or apply concepts. -Work given to students seems designed to keep them busy without regard to developing deeper understanding of content or applying skills in meaningful ways. -Teacher does not use questioning when appropriate to increase understanding. -Student responses are almost all low quality, and teacher allows this without comment or follow-up.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.7: **Maximize Instructional Time**	Teacher is highly effective at maximizing instructional time	Teacher is effective at maximizing instructional time	Teacher needs improvement at maximizing instructional time	Teacher is ineffective at maximizing instructional time
	- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when, often beginning tasks or transitioning appropriately without any prompting from the teacher. - Students are always engaged in meaningful work (for example, during attendance, while teacher is helping others, or when they finish a task). - Students share responsibility for classroom operations and routines and work well together to accomplish these tasks.	- Class starts on-time. - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher. - Students are only ever not engaged in meaningful work for brief periods of time. - Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective. -The teacher addresses disruptive or off-task behaviors when they occur effectively in ways that minimize interruption to the learning of others.	- Class may begin a few minutes late. - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed or to ensure students remain on task. - There is more than a brief period of time when students are off-task or are left without meaningful work to keep them engaged. - Teacher may delegate lesson time inappropriately between parts of the lesson. -The teacher may not always address disruptive or off-task behaviors effectively when they occur, which results in frequent interruptions to the learning of others.	- Teacher starts class more than a few minutes late. - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times. - There are significant periods of time in which students are off-task, disruptive, or are not engaged in meaningful work. - Teacher wastes significant time between parts of the lesson due to classroom management needs. -Teacher does not address disruptive and off-task behavior effectively, and class time is overly focused on behavior rather than learning activities of students.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.8:	Teacher is highly effective at creating a classroom culture of respect and collaboration	Teacher is effective at creating a classroom culture of respect and collaboration	Teacher needs improvement at creating a classroom culture of respect and collaboration	Teacher is ineffective at creating a classroom culture of respect and collaboration
Create Classroom Culture of Respect and Collaboration	- Students support each other in learning as evidenced by supportive comments, unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves	- Students are generally respectful to teacher and peers. - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions. - 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). - When given opportunities to collaborate, students support each other in the learning process without needing assistance from the teacher to work together. -When appropriate, teacher reinforces positive character and behavior and uses opportunities to teach/explain appropriate behaviors/expectations. -When necessary, teacher uses consequences or strategies appropriately to discourage negative behavior.	- Some students are respectful of their teacher and peers, but some are rude, disruptive, or seem unaware of classroom norms. -Teacher indicates little interest in student thoughts and opinions when they are shared. - Some students may be afraid to respond in class or take on challenges and risk failure (hesitant to ask for help when needed or give-up easily). - When given opportunities to collaborate, students may not always be supportive of each other or may need significant assistance from the teacher to work together cooperatively. - Teacher misses opportunities to praise, explain, teach, or reinforce positive behavior expectations. -Teacher misses opportunities to address negative behavior or addresses negative behavior in ineffective ways.	- Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior. -Teacher speaks disrespectfully to student(s)—loses temper, degrades student, etc. - Students are generally afraid to take on challenges and risk failure due to discouraging comments from the teacher or peers. - When given opportunities to collaborate, students do not work well together even with teacher intervention. - Teacher rarely or never reinforces positive behavior and character. - Teacher rarely or never addresses negative behavior.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.9: **Set High Expectations and Clearly Define Academic Success**	Teacher is highly effective at setting high expectations for academic success.	Teacher is effective at setting high expectations for academic success.	Teacher needs improvement at setting high expectations for academic success.	Teacher is ineffective at setting high expectations for student success.
	- Students participate in forming academic goals for themselves, regularly analyzing their progress toward them and adjust them throughout the year. -Students give input about how to adjust learning to help them meet goals or be more successful. - Student comments and actions demonstrate that they are excited about their work and understand why it is important. Teacher and students celebrate/honor success through comments, actions. -Anchor charts, rubrics, models, and exemplar work samples are created by teachers and students and discussed/analyzed/used during a lesson to guide learning.	- Students participate in forming academic goals for themselves and discuss progress they are making as learners. -Anchor charts, rubrics, models, or exemplar student work samples are created and posted/shown for students to reference during a lesson. - Feedback given to students is encouraging and specific about what they did well or need to do to improve their work. - Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks	- Students set academic goals for themselves but never re-examine goals or discuss progress. - Student work may be posted, but the teacher misses opportunities to create/show exemplars, rubrics, models or anchor charts with students during a lesson. - Teacher may praise student work but not give specific feedback about what they are doing well or need to do to improve. - Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying	- Students do not set academic goals for themselves. - There is no evidence of student work, exemplars, rubrics, anchor charts displayed or shown in the classroom as reference for students. - Teacher does not give feedback or praise to students. - Teacher gives up on students easily and does not encourage them to persist through difficult tasks

DOMAIN 3: Teacher Leadership (NOTE: Evidence in Domain 3 is collected most often during formative conversations, observations, or artifact reviews and linked to indicators it most closely matches. Indicators usually describe a range of performance on the same indicator from Effective (3) to Ineffective (1). The Highly Effective category usually lists <u>other</u> unique indicators beyond those in the 1-3 range. For this reason, the HE column is shaded to show that you cannot read across the indicators horizontally into that column.) For a rating of Highly Effective at the end of the year, a teacher would usually demonstrate much of the Level 3 (Effective) evidence as well as some Level 4 (Highly Effective) evidence with little to no Level 2 or Level 1 evidence.

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

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	**Contribute to School Culture and Initiatives**	The teacher: - Seeks out leadership roles to further the school's mission and initiatives (i.e. leading a committee or PLC, serving as team leader, organizing or leading school activity, suggesting/organizing new initiatives). -Goes above and beyond to dedicate time for students and peers outside of class (helping lead or organize extra school events, tutoring, serving on school or district committee, etc.).	The teacher: - Offers ideas, solutions, resources, or expertise to advance the school's mission and initiatives. - Dedicates time when needed to helping students and peers outside of class or attending school events.	The teacher: - Offers occasional opinions or ideas about the school's mission and initiatives but may not offer solutions, resources, or expertise to advance the school's initiatives. -May not dedicate time to help students and peers when needed outside of class.	Teacher rarely or never contributes ideas aimed at improving school efforts or may undermine them. Teacher dedicates little or no time outside of class towards helping students and peers.
3.2	**Collaborate with Peers**	The teacher: - Seeks out additional opportunities to work with and learn from others beyond those required by the school. -Leads/initiates opportunities for colleagues to plan/develop instruction or common assessments together, to examine student work, or to share information or instructional techniques with one another. -Coaches peers through difficult situations.	The teacher: - Participates actively in ongoing opportunities to work with and learn from others. -Plans or develops instruction and/or common assessments through collaboration with colleagues. - Asks for assistance, when needed, and provides assistance to others in need.	The teacher: - Attends required meetings with colleagues but may not engage actively/follow through when given these opportunities. -Does not use opportunities to work/plan with others. -Does not ask for or seek to provide other teachers with assistance/support when needed.	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation.
3.3	**Seek Professional Skills and Knowledge**	The teacher: - Regularly shares newly learned knowledge and practices with others—grade/team, building, district. - Seeks out opportunities to lead professional development activities.	The teacher: - Pursues opportunities to improve knowledge and practice. - Seeks out ways to implement new practices into instruction.	The teacher: - Attends all mandatory professional development but may not pursue optional professional development or opportunities to learn/continuously improve. -Does not seek ways to implement new practices (especially those from required school/district professional development/initiatives) into instruction.	Teacher rarely or never attends professional development opportunities. Teacher shows little interest in, or evidence of, implementing new ideas or programs to improve teaching and learning or to align with ZCS instructional expectations.

3.4	Strive for Professional Improvement	The teacher: -Asks colleagues, students, or parents for feedback. -Sets and regularly examines professional goals to improve instructional practices.	The teacher: -Welcomes and applies constructive feedback to improve practices.	The teacher: -Accepts constructive feedback but may not apply feedback to improve instructional practices.	Teacher does not accept constructive feedback.
3.5	Advocate for Student Success	The teacher: - Displays commitment to the education of students in the school beyond just those he/she has in class. -Makes changes to ensure student success. -Dedicates time to support students outside of class or required meetings.	The teacher: - Displays commitment to the education of all his/her students. - Attempts to remedy obstacles to student achievement. - Advocates for students' individualized needs.	The teacher: - Displays commitment to the education of all his/her students but may not advocate for students' needs.	Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts student failure as par for the course and does not advocate for students' needs.
3.6	Engage Families in Student Learning	The teacher: - Responds to parents and addresses concerns in a timely and positive manner, when necessary, outside of required outreach events. - Strives to form relationships in which parents are given ample opportunity to participate in student learning. -Proactively shares information with parents about school/class events and ways to help their child engage with learning.	The teacher: - Responds promptly to contact from parents. - Initiates parent contact for concerns about students. - Engages in all forms of parent outreach required by the school.	The teacher: - Does not promptly respond to contact from parents. -Does not initiate parent contact for concerns about students. - Misses opportunities to reach out to parents to engage them in student learning. .	Teacher rarely or never reaches out to parents and rarely or never responds to contacts from parents.

Core Professionalism Rubric

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice in any profession. Teachers are expected to meet these standards. If they do not, it will affect their overall evaluation rating negatively.

	Indicator	Does Not Meet Standard	Meets Standard
1	**Attendance**	Individual demonstrates a pattern of unexcused absences	Individual has not demonstrated a pattern of unexcused absences. (Excused absences would include sick days, personal days, and other days allowed by contract for which a sub has been requested and the teacher's supervisor notified of the absence.)
2	**On-Time Arrival**	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3	**Policies and Procedures**	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, IEP compliance, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, IEP compliance, etc)
4	**Respect**	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

Zionsville Community Schools

Teacher Effectiveness Rubric

(Special Education)

DOMAIN 1: PURPOSEFUL PLANNING (NOTE: Evidence in Domain 1 is collected by competency—not indicator. Indicators help define the actions of a teacher at the HE, E, IN, or I level. During formative conversations, observations, or artifact reviews, an evaluator can collect information and link it to a competency level it most closely matches without having evidence of all indicators present for the level.) Purposeful Planning: Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 **Utilize Data to Determine Student Needs and Goals**	**Teacher uses historical, formative, and summative assessment data to set and modify individual achievement goals for students and plan for differentiated content, process, products. The teacher:** - Uses student data to set CLO/TLO. -Can explain specific individualized student needs and proposed interventions he/she is using for students regularly throughout the year to help them grow (i.e. selfpaced instruction, individual goals, contracts, tiered materials, compacting, re-teaching groups, etc.)	**Teacher uses historical, formative, and summative assessment data to set course achievement goals and plan units and lessons throughout the year based on student needs. The teacher:** - Uses student data to set CLO/TLO. - Uses formative and summative data throughout the year to plan/change unit goals, pacing, content, or student groups. -Pre-assesses to determine what students know or need to know and plans lessons/units/goals accordingly. -Plans mixture of whole group, small group, individualized instruction based on needs, including IEP goals/modifications. -Uses multiple assessments to determine PLOP. -Needs defined in PLOP are aligned to student goals.	**Teacher uses only summative assessment data to set course achievement goals and plan units or lessons. The teacher:** -Uses student data to set CLO/TLO. -Uses summative assessments but not formative assessments to adjust plans—i.e. "They did poorly on the unit test, so I'll offer corrections or extra credit." **Teacher may not:** -Use formative assessments/quick pre-assessments to adjust course pacing, content, student grouping. -Use multiple assessments to determine PLOP. -Align student goals to the needs defined in PLOP.	Teacher rarely or never uses prior assessment data when planning. -Plans exclusively based on content standards without consideration for student needs/mastery/readiness. "The textbook is my curriculum."

1.2	Develop Standards Based Course Plans	Teacher plans by: - Organizing the content/skills standards students will master for the course around major themes, concepts, or essential questions to develop deeper student understanding of the content and standards. -Planning a sequence of units for the year that connects or builds skills and knowledge across units based upon student readiness data. -Identifying major outcomes or products of each unit which will demonstrate student mastery. - Designing/preparing a variety of meaningful and differentiated learning activities/assignments/materials.	Teacher plans units by: - Identifying the content/skills standards students will master in each unit. -Planning a sequence of units for the year. -Identifying the major outcomes or products of each unit which will demonstrate student mastery. - Designing/preparing meaningful and relevant daily learning activities/assignments/materials matched to the lesson objectives. -Aligning IEP goals to state standards. -Aligning instructional services to students designed to help them master IEP goals.	Teacher plans units by: - Identifying what content/skills standards students will master in each unit. Teacher may not: -Plan a sequence of units for the year OR -Identify the major outcomes or products of each unit which will demonstrate student mastery OR - Design activities/assignments/materials that are <u>meaningful</u> (i.e. leading to deeper understanding) or relevant to the lesson objective. -Align IEP goals to state standards. -Align instructional services to students designed to help them master IEP goals.	Teacher rarely or never plans units by identifying content/skills standards that students will master in each unit OR there is little to no evidence that teacher plans units at all. Daily lessons may seem thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, materials, or assignments.

1.3	Develop Meaningful Assessments NOTE: A teacher developing an assessment may create that assessment entirely or select/modify an assessment created by others.	Teacher plans and uses assessments by: - Developing summative assessments before a unit begins that accurately determine mastery of the content/skills standards. -Developing one or more "benchmark" formative assessments before a unit begins so that progress can be assessed along the way to the goal and instruction adjusted if necessary. -Developing summative and formative assessments which show knowledge of best practices in assessment/grading for learning.	Teacher plans and uses assessments by: -Developing summative assessments that accurately determine mastery of the content/skills standards. - Developing formative assessments to regularly track student progress towards mastery and inform instruction.	Teacher plans and uses assessments by: -Selecting summative assessments for units of study. Teacher may *not:* -Create or review assessments before giving them to determine quality and best fit for assessing mastery of content/skills. - Plan formative assessments to measure progress towards mastery or inform instruction.	Teacher rarely or never creates assessments for units of study or formative assessment or assessments are not matched to course goals/standards in such a way that they can be adequately used to assess student learning or mastery.

1.4	Track Student Data and Analyze Progress to Adjust Plans	Teacher uses a data tracking system for: -Recording student assessment data. -Maintaining a grading system aligned to learning goals (i.e. weighted to show mastery of major standards) and based upon best practices in grading/assessment. -Making data-driven decisions to adjust unit or daily lesson plans and to drive differentiated lessons or goals for individual students.	Teacher uses a data tracking system for: - Recording student assessment data. -Maintaining a grading and/or progress monitoring system aligned to learning goals. - Analyzing student progress towards mastery and adjusting plans for class lessons/units accordingly. -Regularly monitoring to ensure the IEP is being implemented across all settings and that services are implemented as identified in the IEP.	Teacher uses a data tracking system for: - Recording student assessment data. - Deriving student summative grades. **Teacher may *not*:** - Use data to analyze student progress towards mastery or to plan future lessons/units. - Have grading system that appropriately aligns with learning goals. -Regularly monitor to ensure the IEP is being implemented across all settings and that services are implemented as identified in the IEP.	Teacher cannot show plans in place to collect student data to plan future lessons. No grading system is in place. IEP services are not implemented as identified in the IEP.
1.5	**Develop High Quality and Compliant IEP NOTE: A summative rating of Ineffective or Needs Improvement on competency 1.5 will result in a similar summative rating for all of Domain 1.**	**Teacher creates IEP that:** -Contains all critical areas on ZCS IEP rubric. -Has few (or no) spelling, punctuation, grammatical errors. -Presents information clearly and coherently. -Fully explains LRE, indicating clear understanding of rational and any harmful effects of placement. -Relates accommodations to PLOP. -Lists accommodations appropriate to the student's needs. -Includes information in appropriate areas to clarify areas of concern and/or explain specific implementation issues if any. -Shows evidence of student participation as is ageappropriate (e.g. student input on strengths/needs/goals, etc.). -Documents and addresses parent concerns in Case Conference Notes.	**Teacher creates IEP that:** -Contains all critical areas on ZCS IEP rubric: • Arranging the case conference • Existing Data • Goals • Strengths/Needs • Provisions • BIP • Transition plans (See IEP rubric for specific requirements for each area.)	**Teacher creates IEP that:** -Contains some critical areas on ZCS IEP rubric but has areas needing correction to be up to standard. NOTE: If the summative rating at year-end for competency 1.5 is Needs Improvement, Domain 1 will be marked as Needs Improvement overall on the summative evaluation.	Teacher creates IEP's which are missing critical areas, has been provided with feedback about required corrections on specific IEP's, and has not made those corrections. NOTE: If this indicator is marked, Domain 1 will be marked Ineffective as a final rating on the summative evaluation. In addition, failing to bring IEP's into compliance with law will result in a Core Professionalism deduction and/or dismissal.

DOMAIN 2: EFFECTIVE INSTRUCTION (NOTE: Evidence in Domain 2 is collected by noting indicators observed within each competency across observations. Indicators usually describe a range of performance on the same indicator from Effective (3) to Ineffective (1). The Highly Effective category usually lists other unique indicators beyond those in the 1-3 range. For this reason, the HE column is shaded to show that you cannot read across the indicators horizontally into that column.) For a rating of Highly Effective at the end of the year, a teacher would usually demonstrate much of the Level 3 (Effective) evidence as well as some Level 4 (Highly Effective) evidence with little to no Level 2 or Level 1 evidence.

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1: **Develop student understanding of lesson objectives** Examples: -Student (if asked) can explain what he/she is doing and why - Teacher questions and student answers evidence that students understand the objective and/or why they are learning it -Teacher may ask a student to explain, "Who can tell us why we do this…?" -Teacher may refer to student work to establish the reason for today's learning—i.e. "In your papers last night, many of you had trouble proving your point, so let's look at how we introduce evidence to support opinions…"	Teacher is highly effective at developing student understanding and mastery of lesson objectives -Students demonstrate understanding of the importance of the objective and its connection to their prior learning or knowledge/experiences.	Teacher is effective at developing student understanding and mastery of lesson objectives - Lesson objective (communicated verbally or in writing) specifically conveys what students are learning and what they will be able to do by the end of the lesson (i.e. not just a topic or an agenda for the day). - Importance of the objective (why it matters to learn this) is emphasized so that students understand why they are learning what they are learning (may connect lesson to specific student IEP goals). - The teacher clearly and explicitly connects this lesson's objective to students' prior learning or knowledge/experiences.	Teacher needs improvement at developing student understanding and mastery of lesson objectives - Lesson objective lacks specificity about what students are learning or what they will be able to do by the end of the lesson (i.e. may be just a topic or agenda list for the day). - Importance of the objective (why it matters to learn this) is not clear or is inadequately emphasized by the teacher. - The teacher misses opportunities to connect this lesson's objective to students' prior learning or knowledge/experiences.	Teacher is ineffective at developing student understanding and mastery of lesson objectives - Lesson objective is not communicated to the students by the teacher. -Importance of the objective is not communicated during the lesson. - The teacher does not attempt to connect the lesson objective to students' prior learning or knowledge/experiences.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.2: **Demonstrate and Clearly Communicate Content Knowledge to Students** Examples of High Yield Instructional Strategies: -Identifying similarities/differences -Summarizing/note-taking -Graphic organizers -Guided practice -Reinforcing effort/providing recognition -Nonlinguistic representation -Cooperative learning - Setting objectives and providing feedback - Generating/testing hypotheses -Questions/cues/advance organizers -Differentiation of content/process/product	Teacher is highly effective at demonstrating and clearly communicating content knowledge to students - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest. - Explanations spark student excitement and interest in the content. - Students participate in each others' learning of content through collaboration during the lesson to accomplish a learning task, discussing/problem-solving together, or teaching each other how to do something. - Students ask higher-order questions and make connections independently, demonstrating that they are making sense of the content at a higher level	Teacher is effective at demonstrating and clearly communicating content knowledge to students - Teacher demonstrates content knowledge and delivers content that is factually correct. - Teacher emphasizes key points and delivers instruction in clear, organized ways that promote increased student understanding, with effective techniques used when students need clarification (such as activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds," providing visual cues, etc.). - Teacher implements instructional strategies that lead to increased student knowledge/skills, using high-yield strategies for learning where appropriate.	Teacher needs improvement at demonstrating and clearly communicating content knowledge to students - Teacher may fail to deliver instruction in ways that increase student understanding of the content (i.e. unclear main points, disorganized delivery, or ineffective technique when students need clarification). - Teacher does not always implement instructional strategies that lead to increased student knowledge/skills.	Teacher is ineffective at demonstrating and clearly communicating content knowledge to students - Teacher may deliver content that is factually incorrect - Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher does not implement instructional strategies appropriate for the lesson or leading to increased student knowledge/skills.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.3:	Teacher is highly effective at engaging students in academic content	Teacher is effective at engaging students in academic content	Teacher needs improvement at engaging students in academic content	Teacher is ineffective at engaging students in academic content
Engage students in academic content Examples of Engagement: 1. Students raise hands to ask/answer questions or share ideas, listen actively during lesson, participate actively in tasks. 2. Students are learning and not just "busy" as evidenced by conversations about content, asking questions, discussion of work with one another and teacher.	- Teacher provides ways to engage with content that significantly involve all students in mastering the lesson's objective (e.g. student choices, differentiated content, authentic purpose/audience, connection to student needs/interests). -Teacher utilizes technology as a tool in ways that significantly increase student engagement with or understanding of content, interest in extended learning, access to unique resources, individualized learning, or equal access to content for those with learning needs.	-3/4 or more of students are actively engaged in content at all times (i.e. participating in discussion, raising hands, actively practicing, taking notes, actively listening, participating in processing activities). - Students are active participants rather than passive/receptive during this lesson. -The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do. - Teacher effectively integrates technology where appropriate as a tool to engage students in academic content or deliver information.	- Less than 3/4 of students are actively engaged in content, and many are off-task at times during the observed lesson. - Students may appear to listen and comply, but are not required by the lesson to engage and be active participants. -The lesson pacing may occasionally leave students without something meaningful to do. -Teacher misses opportunities to integrate technology effectively as a tool to engage students in academic content or deliver information.	- Less than 1/2 students are engaged in content and many are off-task for much of the observed lesson. - Students do not actively listen and are overtly disinterested in engaging in the lesson. -The lesson pacing leaves many students without something meaningful to do for large portions of the observed time. -Teacher's use of technology interferes with effective instruction.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.4: **Check for Understanding** Examples of Checks for Understanding: -signaling - cold-calling - dry erase boards -bellwork/Do Now - turn and talk - think/pair/share - guided practice -questioning -clickers/electronic survey - exit slips - KWL -student demonstrations -think-aloud -circulating during practice - talking with small groups - quick quizzes	Teacher is highly effective at checking for understanding	Teacher is effective at checking for understanding	Teacher needs improvement at checking for understanding	Teacher is ineffective at checking for understanding
	- Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; asks clarifying or follow-up questions pushing for student responses that reveal understanding or lack thereof. - Teacher uses open-ended questions to surface common misunderstandings and assess levels of student understanding and mastery of material. -Teacher uses "wrong answer analysis" or identified error patterns in written or verbal student work to identify and address common mistakes.	- Teacher checks for understanding at almost all key moments (i.e. before moving on to next step or partway through independent practice). -During group or independent work, teacher checks for understanding by requiring students to demonstrate understanding/progress or ask questions, rather than vaguely asking if things are going well. - Teacher effectively uses checks for understanding to capture an accurate "pulse" of all students' understanding instead of just a few students'. - Teacher uses wait time effectively after posing a question before helping students think through a response. - Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students. - Teacher assesses every student's mastery of the lesson objectives through a combination of checks for understanding and other assessments.	- Teacher sometimes checks for understanding of content, but misses several key moments. -During group or independent work, teacher may not require students to demonstrate understanding/progress or to ask questions but may simply ask if things are going well. - Teacher is often unsuccessful in capturing an accurate "pulse" of the class's understanding because of ineffective use/monitoring of checks for understanding—i.e. "signal if you understand" but does not "read the signals" or respond. - Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content. - Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students. - Teacher may assess some, but not all, students' mastery.	- Teacher rarely or never checks for understanding of content, or misses nearly all key moments. -During group or independent work, teacher does not circulate to students to check for understanding. -Teacher checks for understanding with the same one or two students and never attempts to capture the "pulse" of the class's understanding. - Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. - Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students. - Teacher does not assess for mastery.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.5: **Differentiate/Modify Instruction As Needed**	Teacher is highly effective at modifying instruction as needed	Teacher is effective at modifying instruction as needed	Teacher needs improvement at modifying instruction as needed	Teacher is ineffective at modifying instruction as needed
	- Teacher anticipates student misunderstandings and preemptively addresses them. - Teacher is able to modify instruction to respond to misunderstandings without losing engagement. -Teacher demonstrates an ability to make decisions about when/how to alter instruction during a lesson to accommodate emerging student needs and understanding—i.e. adjusting pace, changing directions, altering content, rearranging groups, extending for those who have finished early unexpectedly. - Teacher provides differentiated ways of engaging--adapting content, process, or products to individual student needs, choices, or interests so that all students are highly engaged.	- Teacher makes adjustments to instruction, attempts different techniques to explain based on checks for understanding that lead to increased understanding for most students. - Teacher adjusts or selects lesson content or materials to align with pre-assessment levels or student skills and knowledge so that all students are engaged in learning at their level. - ELL and IEP students are given appropriate accommodations to be meaningfully engaged in content.	- Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may not increase understanding for all students. - Teacher may not align or differentiate content effectively for students who lack prerequisite skills/knowledge or who have already mastered this content—i.e. some students may complain that work is too hard or too easy, may finish too quickly to be engaged, may struggle and abandon the task, etc.	- Teacher rarely or never attempts to adjust instruction based on checks for understanding or persists in using the same technique even when it is not succeeding. - Teacher makes no effort to align or differentiate content for students who lack prerequisite skills/knowledge or who have already mastered this content. As a result, content or activity may be too challenging or too easy for half or more of the students. - ELL and IEP students are not always provided with the necessary accommodations to engage in content.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.6: Develop Higher Level of Understanding through Rigorous Instruction and Work **Examples of some strategies to develop higher-level understanding:** • Activate higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent"). • Ask students to explain their reasoning. • Ask students to explain why they are learning something or to summarize the main idea. • Ask students to apply a new skill or concept in a different context or to other content areas. • Pose a question that increases the rigor of the lesson content. • Prompt students to make connections to previous material or prior knowledge. ▯ Answer a student question with a question in order to prompt them to think through answers on their own.	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work	Teacher is effective at developing a higher level of understanding through rigorous instruction and work	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work	Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work
	- Lesson stretches all students beyond current levels and standards toward advanced understanding - Students demonstrate high levels of understanding and/or application through answers to questions, posing high-level questions, supporting their ideas with evidence, evaluating work, or through creative application projects, inquiry, or investigations. - Teacher insists upon great work – going beyond expectations. This may include providing students with exemplars of excellence or giving students additional opportunities to self-assess or apply and build skills (e.g. enrichment opportunities, practice/revision beyond the lesson, student selfanalysis). Teacher demonstrates ability to build and facilitate students' skills in answering and posing higher-level questions. -Teacher designs work for students that is higher order—e.g. complete open-ended tasks, apply skills in authentic contexts, form/support opinions, explain, analyze how to do a task differently or better.	- Lesson frequently pushes student thinking because teacher makes regular use of strategies for higher-level understanding. - Students have opportunities to practice, apply, and demonstrate that they are learning. -Work given to students is meaningful, leading students to construct their own deep understanding of content, applying skills in authentic contexts. -Teacher demonstrates the ability to use progressively complex levels of questioning and to use questioning as a tool to lead students to greater understanding. -Teacher requires students to give high quality responses to questions.	- Lesson may not push student thinking due to infrequent use of strategies for higher-level understanding. - While students may have some opportunity to practice and apply concepts, instruction is more teacher-directed than appropriate. -Work given to students may not require students to develop deep understanding of content or apply skills in meaningful ways. -Teacher may not always use questions as an effective tool to increase understanding and/or demonstrates a limited range of questioning or questioning that leads to only surface understanding of content. -Teacher accepts more than a few responses from students which are not high quality without comment or follow-up.	-Student tasks during this lesson are all lower order. Lesson does not push student thinking. - Lesson is almost always teacher directed. Students have few opportunities to practice or apply concepts. -Work given to students seems designed to keep them busy without regard to developing deeper understanding of content or applying skills in meaningful ways. -Teacher does not use questioning when appropriate to increase understanding. -Student responses are almost all low quality, and teacher allows this without comment or follow-up.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.7: **Maximize Instructional Time**	Teacher is highly effective at maximizing instructional time	Teacher is effective at maximizing instructional time	Teacher needs improvement at maximizing instructional time	Teacher is ineffective at maximizing instructional time
	- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when, often beginning tasks or transitioning appropriately without any prompting from the teacher. - Students are always engaged in meaningful work (for example, during attendance, while teacher is helping others, or when they finish a task). - Students share responsibility for classroom operations and routines and work well together to accomplish these tasks.	- Class starts on-time. - Routines, transitions, and procedures are wellexecuted. Students know what they are supposed to be doing and when with minimal prompting from the teacher. - Students are only ever not engaged in meaningful work for brief periods of time. - Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective. -The teacher addresses disruptive or off-task behaviors when they occur effectively in ways that minimize interruption to the learning of others. -The teacher has created a master schedule of service delivery for students and revises it as needed. -The teacher effectively manages instructional resources (including personnel who deliver services to students).	- Class may begin a few minutes late. - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed or to ensure students remain on task. - There is more than a brief period of time when students are off-task or are left without meaningful work to keep them engaged. - Teacher may delegate lesson time inappropriately between parts of the lesson. -The teacher may not always address disruptive or offtask behaviors effectively when they occur, which results in frequent interruptions to the learning of others. -The teacher may not have created or revised as needed a master schedule of service delivery for students. -The teacher has occasional difficulties effectively managing instructional assistants, service providers, or resources to ensure smooth delivery of services to students.	- Teacher starts class more than a few minutes late. - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times. - There are significant periods of time in which students are off-task, disruptive, or are not engaged in meaningful work. - Teacher wastes significant time between parts of the lesson due to classroom management needs. -Teacher does not address disruptive and off-task behavior effectively, and class time is overly focused on behavior rather than learning activities of students. -The teacher has not created a master schedule of service delivery for students, resulting in services not being delivered as needed. -The teacher's management of instructional assistants, service providers, or resources impedes delivery of services to students.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.8: Create Classroom Culture of Respect and Collaboration	Teacher is highly effective at creating a classroom culture of respect and collaboration	Teacher is effective at creating a classroom culture of respect and collaboration	Teacher needs improvement at creating a classroom culture of respect and collaboration	Teacher is ineffective at creating a classroom culture of respect and collaboration
	- Students support each other in learning as evidenced by supportive comments, unprompted collaboration and assistance. - Students reinforce positive character and behavior and discourage negative behavior amongst themselves. -Students can explain their behavior goals, plans, and progress if asked.	- Students are generally respectful to teacher and peers. - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions. - 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). - When given opportunities to collaborate, students support each other in the learning process without needing assistance from the teacher to work together. -When appropriate, teacher reinforces positive character and behavior and uses opportunities to teach/explain appropriate behaviors/expectations. -When necessary, teacher uses consequences or strategies appropriately to discourage negative behavior. -The teacher can show evidence of instruction on behavioral goals for students, as needed, consistently applied/monitored across all settings and/or implementation of positive behavior management plans. -Environmental supports for students are in place.	-Some students are respectful of their teacher and peers, but some are rude, disruptive, or seem unaware of classroom norms. -Teacher indicates little interest in student thoughts and opinions when they are shared. -Some students may be afraid to respond in class or take on challenges and risk failure (hesitant to ask for help when needed or give-up easily). -When given opportunities to collaborate, students may not always be supportive of each other or may need significant assistance from the teacher to work together cooperatively. -Teacher misses opportunities to praise, explain, teach, or reinforce positive behavior expectations. -Teacher misses opportunities to address negative behavior or addresses negative behavior in ineffective ways. -The teacher can show evidence of behavioral goals for students and some instruction on behavior or behavior management plans, but behavior instruction or behavior plans are incomplete or inconsistently applied/monitored across all settings. -Environmental supports for students are inconsistently applied or not appropriate.	- Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior. -Teacher speaks disrespectfully to student(s)—loses temper, degrades student, etc. - Students are generally afraid to take on challenges and risk failure due to discouraging comments from the teacher or peers. - When given opportunities to collaborate, students do not work well together even with teacher intervention. - Teacher rarely or never reinforces positive behavior and character. - -Teacher rarely or never addresses negative behavior. -The teacher does not have evidence to show that behavioral goals or plans for students, when needed, are being monitored and addressed across all settings. -Environmental supports for students are not in place.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.9:	Teacher is highly effective at setting high expectations for academic success.	Teacher is effective at setting high expectations for academic success.	Teacher needs improvement at setting high expectations for academic success.	Teacher is ineffective at setting high expectations for student success.
Set High Expectations and Clearly Define Academic Success	- Students participate in forming academic goals for themselves, regularly analyzing their progress toward them and adjust them throughout the year. -Students give input about how to adjust learning to help them meet goals or be more successful. - Student comments and actions demonstrate that they are excited about their work and understand why it is important. Teacher and students celebrate/honor success through comments, actions. -Anchor charts, rubrics, models, and exemplar work samples are created by teachers and students and discussed/analyzed/used during a lesson to guide learning.	- Students participate in forming academic goals for themselves and discuss progress they are making as learners. -Anchor charts, rubrics, models, or exemplar student work samples are created and posted/shown for students to reference during a lesson. - Feedback given to students is encouraging and specific about what they did well or need to do to improve their work. - Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks	- Students set academic goals for themselves but never re-examine goals or discuss progress. - Student work may be posted, but the teacher misses opportunities to create/show exemplars, rubrics, models or anchor charts with students during a lesson. - Teacher may praise student work but not give specific feedback about what they are doing well or need to do to improve. - Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying	- Students do not set academic goals for themselves. - There is no evidence of student work, exemplars, rubrics, anchor charts displayed or shown in the classroom as reference for students. - Teacher does not give feedback or praise to students. - Teacher gives up on students easily and does not encourage them to persist through difficult tasks

DOMAIN 3: Teacher Leadership (NOTE: Evidence in Domain 3 is collected by competency with indicators to define what evidence/behaviors demonstrate HE, E, IN, I for each competency. During formative conversations, observations, or artifact reviews, an evaluator can collect information and link it to a competency level it most closely matches without having evidence of all indicators present for the level.)

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1 Contribute to School Culture and Initiatives	**Teacher contributes by:** - Seeking out leadership roles to further the school's mission and initiatives (i.e. leading a committee or PLC, serving as team leader, organizing or leading school activity, serving on district committee). -Going above and beyond to dedicate time for students and peers outside of class (helping lead or organize extra school events, tutoring, serving on school or district committee, etc.).	**Teacher contributes by:** - Offering ideas, solutions, resources, and expertise to advance the school's mission and initiatives. - Dedicating time ,when needed, to helping students and peers outside of class or attending school events.	**Teacher contributes by:** - Offering occasional opinions or ideas about the school's mission and initiatives. **Teacher may *not*:** - Offer solutions, resources, or expertise to advance the school's initiatives OR -Dedicate time to help students and peers when needed outside of class.	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.
3.2 Collaborate with Peers	**Teacher collaborates by:** - Seeking out additional opportunities to work with and learn from others beyond those required by the school. -Leading/initiating opportunities for colleagues to plan/develop instruction or common assessments together, to examine student work, or to share information or instructional techniques with one another. -Coaching peers through difficult situations.	**Teacher collaborates by:** - Participating actively in ongoing opportunities to work with and learn from others. -Planning or developing instruction and/or common assessments through collaboration with colleagues. - Asking for assistance, when needed, and providing assistance to others in need.	**Teacher collaborates by:** - Attending required meetings with colleagues. **Teacher may *not*:** - Ask for or seek to provide other teachers with assistance and support when needed OR - Seek out opportunities to work/plan with others or engage actively/follow through when given these opportunities.	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation.
3.3 Seek Professional Skills and Knowledge	**Teacher develops professionally by:** - Regularly sharing newly learned knowledge and practices with others—grade/team, building, district. - Seeking out opportunities to lead professional development activities.	**Teacher develops professionally by:** - Pursuing opportunities to improve knowledge and practice. - Seeking out ways to implement new practices into instruction.	**Teacher develops professionally by:** - Attending all mandatory professional development. **Teacher may *not*:** --Pursue optional professional development opportunities OR - Seek out ways to implement new practices (especially those from required school/district professional development/initiatives) into instruction.	Teacher rarely or never attends professional development opportunities. Teacher shows little interest in, or evidence of, implementing new ideas or programs to improve teaching and learning or to align with ZCS instructional expectations.

3.4	Strive for Professional Improvement	**Teacher strives for professional improvement by:** - Asking colleagues, students, or parents for feedback. -Setting and regularly examining professional goals to improve instructional practices.	**Teacher strives for professional improvement by:** - Welcoming and applying constructive feedback to improve practices.	**Teacher strives for professional improvement by:** - Accepting constructive feedback. **Teacher may _not_:** -Apply feedback to improve instructional practices.	Teacher does not accept constructive feedback.
3.5	Advocate for Student Success	**Teacher advocates for students by:** - Displaying commitment to the education of students in the school beyond just those he/she has in class. -Making changes to ensure student success. - Dedicating time to support students outside of class or required meetings.	**Teacher advocates for students by:** - Displaying commitment to the education of all his/her students. - Attempting to remedy obstacles to student achievement. - Advocate for students' individualized needs. -Providing copies of IEP's to Gen Ed teachers.	**Teacher advocates for students by:** - Displaying commitment to the education of all his/her students. **Teacher may _not_:** - Advocate for students' needs. -Provide copies of IEP's to Gen Ed teachers.	Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts student failure as par for the course and does not advocate for students' needs.
3.6	Engage Families in Student Learning	**Teacher engages families by:** - Responding to parents and addressing concerns in a timely and positive manner, when necessary, outside of required outreach events. - Striving to form relationships in which parents are given ample opportunity to participate in student learning. -Proactively sharing information with parents about school/class events and ways to help their child engage with learning. -Conducts pre-planning meeting for parents when there are exceptional concerns or need for parent input to appropriately develop IEP (e.g. transition plans, student-centered planning, etc.)	**Teacher engages families by:** - Responding promptly to contact from parents. - Initiating parent contact for concerns about students. - Engaging in all forms of parent outreach required by the school. -Conducting timely, efficient annual case review meetings in a professional and supportive manner. -Asking for parent input during case conference on PLOP, strengths/needs, and goals. - Providing draft copy of IEP prior to case conference and have copy available for parents on overhead during the case conference.	**Teacher engages families by:** - Responding to contact from parents. -Engaging in all forms of parent outreach required by the school. **Teacher may _not_:** - Initiate contact for concerns OR -Promptly respond to contact from parents OR - Proactively reach out to parents to engage them in student learning. -Conduct timely annual case review meetings that are efficient and/or supportive of families. -Ask for parent input during case conference. -Provide draft copy of IEP prior to case conference and have copy available for parents on display during the case conference (provided technology is available).	Teacher rarely or never reaches out to parents and rarely or never responds to contacts from parents.

Core Professionalism Rubric

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice in any profession. Teachers are expected to meet these standards. If they do not, it will affect their overall evaluation rating negatively.

	Indicator	Does Not Meet Standard	Meets Standard
1	**Attendance**	Individual demonstrates a pattern of unexcused absences	Individual has not demonstrated a pattern of unexcused absences. (Excused absences would include sick days, personal days, and other days allowed by contract for which a sub has been requested and the teacher's supervisor notified of the absence.)
2	**On-Time Arrival**	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3	**Policies and Procedures**	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, IEP compliance, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, IEP compliance, etc)
4	**Respect**	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

Association of Indiana School Library Educators School Librarian

Evaluation Rubric

This document as it stands is endorsed by the Association for Indiana School Library Educators (AISLE). Any use or adaptation of it must be used with permission from AISLE. Please contact Robyn Young (rryoung@avon-schools.org) or Denise Keogh (dkeogh@tcsc.k12.in.us).

It is recommended that this evaluation tool be used at the school library where the majority of the librarian's time is spent.

Domain 1: Purposeful Planning

School librarians work in collaboration with the classroom teacher to develop a rigorous curriculum relevant for all students. Additionally, school librarians will plan the library media program for the school.

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
1.1	**Demonstrating knowledge of literature and current trends in library practice and information technology**	Drawing on extensive professional resources, school librarian demonstrates rich understanding of literature and of current trends in information technology. *- 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.*	School librarian demonstrates thorough knowledge of literature and of current trends in practice and information technology. *- Librarian maintains a professional network to stay current with trends. This includes reading current journals, blogs, and using social media.*	School librarian demonstrates limited knowledge of literature and current trends in practice and information technology. *- Librarian reads journals to learn about current trends.*	School librarian demonstrates little or no knowledge of literature and of current trends in practice and information technology.
	Notes 1.1 1. Extensive professional resources may include, but is not limited to, blogs, Twitter, Facebook or other social media, professional journals, conferences and webinars, professional contacts with authors or other library professionals. 2. Current trends – librarian is aware of changes in library practice and is actively pursuing, implementing or further investigating these changes to see the benefit for the library.				

		Level of Performance			
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2	**Establishing and successfully implementing goals for the school library program appropriate to the setting and the students served**	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 *-The goal for the program is communicated with appropriate stakeholders with regular assessments to determine if goal is being met.*	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. *-The goal for the program is communicated with appropriate stakeholders.*	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. *- The goal for the program is established by not communicated with appropriate stakeholders.*	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.
	Notes 1.2 1. Goals may be shared verbally or written; however, it is important that the goal be shared with the learning community. This may include staff, students, administrators or community members.				
1.3	**Demonstrating knowledge of resources,** **both within and beyond the school and district**	School librarian shows evidence of resources available for students and teachers and actively seeks out new resources from a wide range of sources to	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.	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	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

		enrich the school's program.		community to enrich the school's program.	community to enrich the school's program.

Notes 1.3
1.   This competency refers to knowledge of the library collection and finding information for staff and students. The evidence may include, but is not limited to, the school library book collection, using interlibrary loan, internet sources, database sources, or the use of the public library collection. A highly effective librarian will use many of these resources to provide information for staff or students.

	Level of Performance				
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
1.4	**Developing and implementing a plan to evaluate the library program**	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.
	Notes 1.4				
	1. Some sources of evidence may include student and staff surveys, assessment documents, and statistical data.				
1.5	**Establishing a culture for investigation and love of literature**	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.

1.6	Establishing and maintaining library procedures	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 nonexistent or inefficient, resulting in general confusion.

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.7	Organize physical space to enable smooth flow	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.

Notes 1.7

1. Smooth flow is defined as students and staff being able to function within the library easily and independently based upon location of materials, signs, and seating.

1.8	Maintaining and extending the library collection in accordance with the schools' needs and within budget limitations	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.
	Notes 1.8 1. The librarian will maintain the school's collection with many factors of the school's needs in mind. The librarian will support the curriculum and the school's academic needs, as well as the practice of reading (for enjoyment or for information). Additionally, this may include a digital collection.				

Domain 2: Effective Instruction

Librarians, working collaboratively with classroom teachers, facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives. The librarian fosters a climate of urgency and expectation around achievement, excellence and respect. *For Competencies 2.2 through 2.5, in order to be highly effective, each competency says that the librarian must show some of the following indicators. We define "some" as at least one. All of the indicators under effective may not be shown in one observation, but should be shown throughout the observation cycle.*

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
2.1	**Creating an environment conducive to learning**	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.

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

Notes 2.2
1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.

2.3	Engage Students in Academic Content	Librarian is highly effective at engaging students in academic content For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - *Librarian provides ways to engage with content that significantly promotes student mastery of the objective - Librarian provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Librarian effectively integrates technology as a tool to engage students in academic content*	Librarian is effective at engaging students in academic content *-More than 3/4 of students are actively engaged in content at all times and not off-task - Librarian provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Librarian sustains the attention of the class by maintaining a dynamic presence* - *Ways of engaging with content reflect different learning modalities or intelligences* - *Librarian adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive*	Librarian needs improvement at engaging students in academic content *Fewer than 3/4 of students are engaged in content and many are offtask* - *Librarian may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Librarian 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 Librarian's attempt to modify instruction for these students is limited or not always effective* - *Students may appear to actively listen, but when it comes time for participation are disinterested in engaging*	Librarian is ineffective at engaging students in academic content - *Fewer than 1/2 of students are engaged in content and many are off-task* - *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* - *Librarian does not differentiate instruction to target different learning modalities* - *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* - *ELL and IEP students are not provided with the necessary accommodations to engage in content*

Notes 2.3

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity.
3. Engagement is defined as on-task behavior. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
4. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.

2.4	Check for Understanding	School librarian is highly effective at checking for understanding. For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: *- 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) - Librarian uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higherorder thinking*	School librarian is effective at checking for understanding. *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 - Librarian gains enough information during checks for understanding to modify the lesson and respond accordingly* *- Librarian uses a variety of methods to check for understanding* *- Librarian uses wait time effectively both after posing a question and before helping students think through a response* *- Librarian doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - 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)*	School librarian needs improvement at checking for understanding. *Librarian sometimes checks for understanding of content, but misses several key moments* *- Librarian mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly - Librarian may not use a variety of methods to check for understanding when doing so would be helpful - 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* *- Librarian sometimes allows students to "opt-out" of checks for understanding without cycling back to these students* *- 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*	School librarian is ineffective at checking for understanding. *- Librarian rarely or never checks for understanding of content, or misses nearly all key moments* *- 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* *- 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* *- Librarian frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students* *- Librarian rarely or never assesses for mastery at the end of the lesson*

	Notes 2.4 1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice. 2. Examples of how the teacher may assess student understanding and mastery of objectives: · Checks for Understanding: thumbs up/down, cold-calling ·Do Nows/Bell Ringers Turn and Talk/Pair Share · Guided or Independent Practice · Exit Slips				
2.5	**Modify Instruction as Needed**	School librarian is highly effective at modifying instruction as needed. For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - *Librarian anticipates student misunderstandings and preemptively addresses them - Librarian is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement*	School librarian is effective at modifying instruction as needed. - *Librarian makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students* - *Librarian differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs - Librarian responds to misunderstandings with effective scaffolding techniques* - *Librarian doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful*	School librarian needs improvement at modifying instruction as needed. *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* - *Librarian may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, reexplaining a concept), when student-driven techniques could have been more effective* - *Librarian may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding*	School librarian is ineffective at modifying instruction as needed. *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 - Librarian only responds to misunderstandings by using teacher-driven scaffolding techniques* - *Librarian repeatedly uses the same techniques to respond to misunderstandings, even when it is not succeeding*

2.6	**Maximize Instructional Time**	School librarian is highly effective at maximizing instructional time. For Level 4, all of the evidence listed under Level 3 is present, as well as the following: - *All students are on-task and follow instructions of Librarian without much prompting*	School librarian is effective at maximizing instructional time. - *Routines, transitions, and procedures are wellexecuted.* - *Almost all students are ontask and follow instructions of librarian without much prompting* - *Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson*	School librarian needs improvement at maximizing instructional time. - *Routines, transitions, and procedures are in place.* - *Significant prompting from the librarian is necessary for students to follow instructions and remain ontask* - *Disruptive behaviors and offtask 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*	School librarian is ineffective at maximizing instructional time. - *There are few or no evident routines or procedures in place.* - *Even with significant prompting, students frequently do not follow directions and are off-task - Disruptive behaviors and off-task conversations are common and frequently cause the librarian to have to make adjustments to the lesson* - *Classroom management is generally poor and wastes instructional time*
2.7	**Assisting students in the use of technology in the Media Center**	School librarian proactively initiates sessions to assist students and teachers in the use of technology.	School librarian institutes sessions to assist students and teachers in the use of technology.	School librarian assists students and teachers in the use of technology when specifically asked to do so.	School librarian declines to assist students and teachers in the use of technology.
	Notes 2.7 1. The overall indicator of success here is that operationally, the library runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline. 2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.				

2.8	Collaborating with teachers in the design of instructional units and lessons	School librarian initiates collaboration with classroom teachers in the design of instructional lessons, locating additional resources from sources outside of the school.	School librarian initiates collaboration with classroom teachers in the design of instructional lessons.	School librarian collaborates with classroom teachers in the design of instructional lessons.	School librarian declines to collaborate with classroom teachers in the design of instructional lessons.
2.9	Engaging students in enjoying literature and in learning multiple literacy skills	Students are highly engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Only some students are engaged in enjoying literature and in learning information skills because of uneven design of activities, grouping strategies, or partially appropriate materials.	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.

Domain 3: Leadership

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

	Competencies	Level of Performance			
		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	**Contribute to school culture**	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.
	Notes 3.1 1. An effective librarian participates in school events that make a substantial contribution above classroom expectations whereas a highly effective librarian additionally assumes a leadership role in at least one aspect of school life.				
3.2	**Collaborate with Peers**	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.

	Notes 3.2 1. The main purpose of collaboration with peers is to support the curriculum. 2. A highly effective librarian will seek out opportunities to collaborate, whereas an effective librarian may collaborate when asked. 3. An effective librarian builds relationships with colleagues that are characterized by mutual support and cooperation whereas a highly effective librarian additionally takes initiatives in assuming leadership among the faculty.				
3.3	**Establishing, evaluating, and maintaining library procedures in regards to staffing, student or parent volunteers**	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.

3.4	**Advocate for Student Success**	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.
3.5	**Preparing and submitting reports and budgets**	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.

3.6	**Communicating with the larger community**	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.
3.7	**Participating in a professional community**	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.
3.8	**Seek professional skills and knowledge**	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.
	Notes 3.8 1. An effective librarian seeks and implements professional skills and knowledge whereas a highly effective librarian additionally shares and facilitates this information with colleagues regularly.				

Domain 4: Core Professionalism

These indicators illustrate the minimum competencies expected in any profession. These are separate from other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator		Does Not Meet Standard	Meets Standard
1	**Attendance**	Individual demonstrates a pattern of unexcused absences.*	Individual has not demonstrated a pattern of unexcused absences.*
2	**On-Time Arrival**	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
3	**Policies and Procedures**	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)
4	**Respect**	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner.	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.

Zionsville Community Schools—Instructional Coach Rubric

NOTE: ZCS "instructional coach" positions include elementary literacy coaches and elementary STEM coaches. Coaches may support students through teaching courses or providing interventions or enrichments. In addition, the coach is expected to provide instructional coaching for teachers in his/her school setting and occasionally in other district settings. Coaches' responsibilities differ based upon school size, staffing, yearly schedule and school needs.

Rubric weights vary based upon assignments. For elementary instructional/literacy coaches, each domain is weighted at 25%. For elementary STEM coaches, the weights are as follows: Domains 1, 3, and 4 at 15% each and Domain 2 at 55%.

DOMAIN 1: LEADERSHIP OF INSTRUCTION

Instructional coaches work in collaboration with other educators to develop a rigorous curriculum and foster best instructional practices to serve students.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	**Demonstrates knowledge of current instructional research, experts, and instructional best practices**	Instructional coach demonstrates knowledge as shown in "Effective" category and applies that knowledge to identify needs for school/district staff and to strategic plans for developing their practices.	Instructional coach demonstrates through conversation, sharing of resources modeling, and leadership of professional development activities, his/her knowledge of research, current trends and best practices in instruction.	Instructional coach demonstrates only limited knowledge of research, current trends, and best practices in instruction.	Instructional coach demonstrates little or no knowledge of research, current trends, and best practices in instruction.
1.2	**Demonstrates knowledge of effective intervention strategies**	Instructional coach demonstrates knowledge as shown in "Effective" category and applies it to creating RTI plans or helping school or district staff to improve interventions for students.	Instructional coach demonstrates through conversation, sharing of resources, modeling, and leadership of professional development activities his/her knowledge of effective intervention strategies for closing gaps in student skills/knowledge.	Instructional coach demonstrates only limited knowledge of effective intervention strategies for closing gaps in student skills/knowledge.	Instructional coach demonstrates little or no knowledge of effective intervention strategies for closing gaps in student skills/knowledge.
1.3	**Establishes goals for improving curriculum or instructional practices**	The instructional coach establishes clear and measurable goals for the school or district in collaboration with school leaders and colleagues.	The instructional coach establishes clear and measurable goals for the school to improve instructional practices or curriculum.	The instructional coach establishes goals that may not be completely appropriate or achievable.	Instructional coach has no clear goals or goals are not appropriate or achievable.
1.4	**Creates and implements action plans to achieve goals**	The instructional coach creates achievable, thoughtfully-sequenced action plans for reaching goals with input from leaders and colleagues, implements them, and adjusts plans when necessary.	The instructional coach creates action plans and implements action steps in those plans successfully to reach established goals for improving instructional practices or curriculum.	The instructional coach sometimes implements steps in action plans but may not follow through with promised tasks or with colleagues or adjust plans as needed to achieve success.	The instructional coach does not create or complete action steps to achieve goals.
1.5	**Actively contributes in district-level strategic planning groups**	The instructional coach meets the requirements for the "Effective" category. In addition he/she demonstrates leadership or contributes in district-level strategic planning group meetings in ways which significantly improve the group's effectiveness (i.e. thoughtful questioning, building trust, courageously pointing out need for change, honestly and tactfully communicating difficult information, or challenging prior decisions/directions in professional ways to clarify/improve approaches).	The instructional coach regularly attends and actively contributes to district-level strategic planning group meetings.	The instructional coach either does not regularly attend district-level strategic planning group meetings or does not consistently contribute actively in those meetings.	The instructional coach does not attend district-level strategic planning group meetings or makes contributions in those meetings that detract from the group's effective functioning.

1.6	Track student data and analyze progress	Instructional coach meets the criteria for "Effective" and goes beyond by using data to inform school and district decision about instructional needs and strategic plans.	Instructional coach uses an effective data tracking system for: - Recording student assessment/ progress data - Analyzing student progress regularly to assess needs and success of instructional approaches. - Monitoring school-wide data for at-risk students. -Communicate to stakeholders (parents, staff, administrators, etc.).	Instructional coach may not do one or more of the following: -consistently fulfill responsibilities for effective data tracking -, use data regularly to analyze student progress and needs or success of instruction -communicate data/progress monitoring information in timely or appropriate ways to stakeholders (parents, staff, administrators, etc.	Instructional coach does not track or review student data.
1.7	Help equip teachers for successful instruction	Instructional coach has a clear plan for leading a team to regularly reviewr the inventory of instructional materials available for teachers and collaboratively make recommendations for additions/removals to ensure the school has the best tools/materials to support chosen instructional approaches.	Instructional coach regularly analyzes materials necessary to implement instructional plans successfully (i.e. leveled book room, classroom libraries, equipment for labs, digital tools) and makes appropriate recommendations to the principal and district leaders about purchases.	Instructional coach may not take time to assess school needs for supplies/equipment or may not be knowledgeable about what supplies/equipment are needed for successful instruction.	Instructional coach does not take responsibility for supporting and equipping teachers for successful instruction.
1.8	Communicate and build support for Initiatives	The instructional coach goes beyond "Effective" by seeking input from teachers on district/building initiatives, communicating that input to building/district leaders, and using that input to help suggest adjustments, improvements to district/building processes or initiatives. The instructional coach goes beyond "Effective" by teaching parents more about initiatives via training or workshops.	The instructional coach clearly informs teachers of building and district goals/initiatives and works to find answers to their questions or resolve concerns. The instructional coach contributes information to the school's parent newsletter regarding instructional initiatives or best practices. The instructional coach helps explain reasons to teachers/parents/students/community for building and district initiatives and helps build support for them.	The instructional coach does not always communicate clearly or in a timely manner about building/district initiatives or does not take responsibility for finding answers to teacher questions/concerns. The instructional coach does always take ownership for explaining building/district initiatives or may not always help build support for them.	The instructional coach does not communicate about building/district initiatives or communicates incorrect information that detracts from these initiatives. The instructional coach is negative about building/district initiatives in front of teachers or community members.

DOMAIN 2: EFFECTIVE INSTRUCTION (NOTE: Evidence in Domain 2 is collected by noting <u>indicators</u> observed within each competency across observations. Indicators usually describe a range of performance on the same indicator from Effective (3) to Ineffective (1). The Highly Effective category usually lists <u>other</u> unique indicators beyond those in the 1-3 range. For this reason, the HE column is shaded to show that you cannot read across the indicators horizontally into that column.) For a rating of Highly Effective at the end of the year, a teacher would usually demonstrate much of the Level 3 (Effective) evidence as well as some Level 4 (Highly Effective) evidence with little to no Level 2 or Level 1 evidence.

Instructional coaches may instruct students (either as modeling/co-teaching) or as a regular part of their job responsibilities. Their work may involve instruction of a class of students or work with small groups for enrichment or intervention. In this role, they are expected to demonstrate basic competencies of effective instruction expected of all teachers in the district.Effective Instruction: Teachers facilitate rigorous and meaningful student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1: Develop student understanding of lesson objectives Examples: -Student (if asked) can explain what he/she is doing and why - Teacher questions and student answers evidence that students understand the objective and/or why they are learning it -Teacher may ask a student to explain, "Who can tell us why we do this…?" -Teacher may refer to student work to establish the reason for today's learning—i.e. "In your papers last night, many of you had trouble proving your point, so let's look at how we introduce evidence to support opinions…"	Teacher is highly effective at developing student understanding and mastery of lesson objectives	Teacher is effective at developing student understanding and mastery of lesson objectives	Teacher needs improvement at developing student understanding and mastery of lesson objectives	Teacher is ineffective at developing student understanding and mastery of lesson objectives
	-Students demonstrate understanding of the importance of the objective and its connection to their prior learning or knowledge/experiences.	- Lesson objective (communicated verbally or in writing) specifically conveys what students are learning and what they will be able to do by the end of the lesson (i.e. not just a topic or an agenda for the day). - Importance of the objective (why it matters to learn this) is emphasized so that students understand why they are learning what they are learning - The teacher clearly and explicitly connects this lesson's objective to students' prior learning or knowledge/experiences.	- Lesson objective lacks specificity about what students are learning or what they will be able to do by the end of the lesson (i.e. may be just a topic or agenda list for the day). - Importance of the objective (why it matters to learn this) is not clear or is inadequately emphasized by the teacher. - The teacher misses opportunities to connect this lesson's objective to students' prior learning or knowledge/experiences.	- Lesson objective is not communicated to the students by the teacher. -Importance of the objective is not communicated during the lesson. - The teacher does not attempt to connect the lesson objective to students' prior learning or knowledge/experiences.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.2: **Demonstrate and Clearly Communicate Content Knowledge to Students** Examples of High Yield Instructional Strategies: -Identifying similarities/differences -Summarizing/note-taking -Graphic organizers -Guided practice -Reinforcing effort/providing recognition -Nonlinguistic representation -Cooperative learning -Setting objectives and providing feedback -Generating/testing hypotheses -Questions/cues/advance organizers -Differentiation of content/process/product	Teacher is highly effective at demonstrating and clearly communicating content knowledge to students	Teacher is effective at demonstrating and clearly communicating content knowledge to students	Teacher needs improvement at demonstrating and clearly communicating content knowledge to students	Teacher is ineffective at demonstrating and clearly communicating content knowledge to students
	- Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest. - Explanations spark student excitement and interest in the content. - Students participate in each others' learning of content through collaboration during the lesson to accomplish a learning task, discussing/problem-solving together, or teaching each other how to do something. - Students ask higher-order questions and make connections independently, demonstrating that they are making sense of the content at a higher level	- Teacher demonstrates content knowledge and delivers content that is factually correct. - Teacher emphasizes key points and delivers instruction in clear, organized ways that promote increased student understanding, with effective techniques used when students need clarification (such as activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds," providing visual cues, etc.). - Teacher implements instructional strategies that lead to increased student knowledge/skills, using high-yield strategies for learning where appropriate.	- Teacher may fail to deliver instruction in ways that increase student understanding of the content (i.e. unclear main points, disorganized delivery, or ineffective technique when students need clarification). - Teacher does not always implement instructional strategies that lead to increased student knowledge/skills.	- Teacher may deliver content that is factually incorrect - Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher does not implement instructional strategies appropriate for the lesson or leading to increased student knowledge/skills.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.3:	Teacher is highly effective at engaging students in academic content	Teacher is effective at engaging students in academic content	Teacher needs improvement at engaging students in academic content	Teacher is ineffective at engaging students in academic content
Engage students in academic content Examples of Engagement: 3. Students raise hands to ask/answer questions or share ideas, listen actively during lesson, participate actively in tasks. 4. Students are learning and not just "busy" as evidenced by conversations about content, asking questions, discussion of work with one another and teacher.	- Teacher provides ways to engage with content that significantly involve all students in mastering the lesson's objective (e.g. student choices, differentiated content, authentic purpose/audience, connection to student needs/interests). -Teacher utilizes technology as a tool in ways that significantly increase student engagement with or understanding of content, interest in extended learning, access to unique resources, individualized learning, or equal access to content for those with learning needs.	-3/4 or more of students are actively engaged in content at all times (i.e. participating in discussion, raising hands, actively practicing, taking notes, actively listening, participating in processing activities). - Students are active participants rather than passive/receptive during this lesson. -The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do. - Teacher effectively integrates technology where appropriate as a tool to engage students in academic content or deliver information.	- Less than 3/4 of students are actively engaged in content, and many are off-task at times during the observed lesson. - Students may appear to listen and comply, but are not required by the lesson to engage and be active participants. -The lesson pacing may occasionally leave students without something meaningful to do. -Teacher misses opportunities to integrate technology effectively as a tool to engage students in academic content or deliver information.	- Less than 1/2 of students are engaged in content and many are off-task for much of the observed lesson. - Students do not actively listen and are overtly disinterested in engaging in the lesson. -The lesson pacing leaves many students without something meaningful to do for large portions of the observed time. -Teacher's use of technology interferes with effective instruction.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.4: **Check for Understanding** Examples of Checks for Understanding: -signaling - cold-calling - dry erase boards -bellwork/Do Now - turn and talk - think/pair/share - guided practice -questioning -clickers/electronic survey - exit slips - KWL -student demonstrations -think-aloud -circulating during practice - talking with small groups - quick quizzes	Teacher is highly effective at checking for understanding	Teacher is effective at checking for understanding	Teacher needs improvement at checking for understanding	Teacher is ineffective at checking for understanding
	- Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; asks clarifying or follow-up questions pushing for student responses that reveal understanding or lack thereof. - Teacher uses open-ended questions to surface common misunderstandings and assess levels of student understanding and mastery of material. -Teacher uses "wrong answer analysis" or identified error patterns in written or verbal student work to identify and address common mistakes.	- Teacher checks for understanding at almost all key moments (i.e. before moving on to next step or partway through independent practice). -During group or independent work, teacher checks for understanding by requiring students to demonstrate understanding/progress or ask questions, rather than vaguely asking if things are going well. - Teacher effectively uses checks for understanding to capture an accurate "pulse" of all students' understanding instead of just a few students'. - Teacher uses wait time effectively after posing a question before helping students think through a response. - Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students. - Teacher assesses every student's mastery of the lesson objectives through a combination of checks for understanding and other assessments.	- Teacher sometimes checks for understanding of content, but misses several key moments. -During group or independent work, teacher may not require students to demonstrate understanding/progress or to ask questions but may simply ask if things are going well. - Teacher is often unsuccessful in capturing an accurate "pulse" of the class's understanding because of ineffective use/monitoring of checks for understanding—i.e. "signal if you understand" but does not "read the signals" or respond. - Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content. - Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students. - Teacher may assess some, but not all, students' mastery.	- Teacher rarely or never checks for understanding of content, or misses nearly all key moments. -During group or independent work, teacher does not circulate to students to check for understanding. -Teacher checks for understanding with the same one or two students and never attempts to capture the "pulse" of the class's understanding. - Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. - Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students. - Teacher does not assess for mastery.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.5: **Differentiate/Modify Instruction As Needed**	Teacher is highly effective at modifying instruction as needed	Teacher is effective at modifying instruction as needed	Teacher needs improvement at modifying instruction as needed	Teacher is ineffective at modifying instruction as needed
	- Teacher anticipates student misunderstandings and preemptively addresses them. - Teacher is able to modify instruction to respond to misunderstandings without losing engagement. -Teacher demonstrates an ability to make decisions about when/how to alter instruction during a lesson to accommodate emerging student needs and understanding—i.e. adjusting pace, changing directions, altering content, rearranging groups, extending for those who have finished early unexpectedly. - Teacher provides differentiated ways of engaging--adapting content, process, or products to individual student needs, choices, or interests so that all students are highly engaged.	- Teacher makes adjustments to instruction, attempts different techniques to explain based on checks for understanding that lead to increased understanding for most students. - Teacher adjusts or selects lesson content or materials to align with pre-assessment levels or student skills and knowledge so that all students are engaged in learning at their level. - ELL and IEP students are given appropriate accommodations to be meaningfully engaged in content.	- Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may not increase understanding for all students. - Teacher may not align or differentiate content effectively for students who lack prerequisite skills/knowledge or who have already mastered this content—i.e. some students may complain that work is too hard or too easy, may finish too quickly to be engaged, may struggle and abandon the task, etc.	- Teacher rarely or never attempts to adjust instruction based on checks for understanding or persists in using the same technique even when it is not succeeding. - Teacher makes no effort to align or differentiate content for students who lack prerequisite skills/knowledge or who have already mastered this content. As a result, content or activity may be too challenging or too easy for half or more of the students. - ELL and IEP students are not always provided with the necessary accommodations to engage in content.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.6: Develop Higher Level of Understanding through Rigorous Instruction and Work **Examples of some strategies to develop higher-level understanding:** • Activate higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent"). • Ask students to explain their reasoning. • Ask students to explain why they are learning something or to summarize the main idea. • Ask students to apply a new skill or concept in a different context or to other content areas. • Pose a question that increases the rigor of the lesson content.	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work	Teacher is effective at developing a higher level of understanding through rigorous instruction and work	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work	Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work
	- Lesson stretches all students beyond current levels and standards toward advanced understanding - Students demonstrate high levels of understanding and/or application through answers to questions, posing high-level questions, supporting their ideas with evidence, evaluating work, or through creative application projects, inquiry, or investigations. - Teacher insists upon great work – going beyond expectations. This may include providing students with exemplars of excellence or giving students additional opportunities to self-assess or apply and build skills (e.g. enrichment opportunities, practice/revision beyond the lesson, student self-analysis). Teacher demonstrates ability to build and facilitate students' skills in answering and posing higher-level questions.	- Lesson frequently pushes student thinking because teacher makes regular use of strategies for higher-level understanding. - Students have opportunities to practice, apply, and demonstrate that they are learning. -Work given to students is meaningful, leading students to construct their own deep understanding of content, applying skills in authentic contexts. -Teacher demonstrates the ability to use progressively complex levels of questioning and to use questioning as a tool to lead students to greater understanding. -Teacher requires students to give high quality responses to questions.	- Lesson may not push student thinking due to infrequent use of strategies for higher-level understanding. - While students may have some opportunity to practice and apply concepts, instruction is more teacher-directed than appropriate. -Work given to students may not require students to develop deep understanding of content or apply skills in meaningful ways. -Teacher may not always use questions as an effective tool to increase understanding and/or demonstrates a limited range of questioning or questioning that leads to only surface understanding of content. -Teacher accepts more than a few responses from students which are not high quality without comment or follow-up.	-Student tasks during this lesson are all lower order. Lesson does not push student thinking. - Lesson is almost always teacher directed. Students have few opportunities to practice or apply concepts. -Work given to students seems designed to keep them busy without regard to developing deeper understanding of content or applying skills in meaningful ways. -Teacher does not use questioning when appropriate to increase understanding. -Student responses are almost all low quality, and teacher allows this without comment or follow-up.

• Prompt students to make connections to previous material or prior knowledge. • Answer a student question with a question in order to prompt them to think through answers on their own.	-Teacher designs work for students that is higher order—e.g. complete open-ended tasks, apply skills in authentic contexts, form/support opinions, explain, analyze how to do a task differently or better.		

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	Teacher is highly effective at maximizing instructional time	Teacher is effective at maximizing instructional time	Teacher needs improvement at maximizing instructional time	Teacher is ineffective at maximizing instructional time

Competency 2.7: **Maximize Instructional Time**	- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when, often beginning tasks or transitioning appropriately without any prompting from the teacher. - Students are always engaged in meaningful work (for example, during attendance, while teacher is helping others, or when they finish a task). - Students share responsibility for classroom operations and routines and work well together to accomplish these tasks.	- Class starts on-time. - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher. - Students are only ever not engaged in meaningful work for brief periods of time. - Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective. -The teacher addresses disruptive or off-task behaviors when they occur effectively in ways that minimize interruption to the learning of others.	- Class may begin a few minutes late. - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed or to ensure students remain on task. - There is more than a brief period of time when students are off-task or are left without meaningful work to keep them engaged. - Teacher may delegate lesson time inappropriately between parts of the lesson. -The teacher may not always address disruptive or off-task behaviors effectively when they occur, which results in frequent interruptions to the learning of others.	- Teacher starts class more than a few minutes late. - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times. - There are significant periods of time in which students are off-task, disruptive, or are not engaged in meaningful work. - Teacher wastes significant time between parts of the lesson due to classroom management needs. -Teacher does not address disruptive and off-task behavior effectively, and class time is overly focused on behavior rather than learning activities of students.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.8:	Teacher is highly effective at creating a classroom culture of respect and collaboration	Teacher is effective at creating a classroom culture of respect and collaboration	Teacher needs improvement at creating a classroom culture of respect and collaboration	Teacher is ineffective at creating a classroom culture of respect and collaboration
Create Classroom Culture of Respect and Collaboration	- Students support each other in learning as evidenced by supportive comments, unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves	- Students are generally respectful to teacher and peers. - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions. - 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). - When given opportunities to collaborate, students support each other in the learning process without needing assistance from the teacher to work together. -When appropriate, teacher reinforces positive character and behavior and uses opportunities to teach/explain appropriate behaviors/expectations. -When necessary, teacher uses consequences or strategies appropriately to discourage negative behavior.	- Some students are respectful of their teacher and peers, but some are rude, disruptive, or seem unaware of classroom norms. -Teacher indicates little interest in student thoughts and opinions when they are shared. - Some students may be afraid to respond in class or take on challenges and risk failure (hesitant to ask for help when needed or give-up easily). - When given opportunities to collaborate, students may not always be supportive of each other or may need significant assistance from the teacher to work together cooperatively. - Teacher misses opportunities to praise, explain, teach, or reinforce positive behavior expectations. -Teacher misses opportunities to address negative behavior or addresses negative behavior in ineffective ways.	- Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior. -Teacher speaks disrespectfully to student(s)— loses temper, degrades student, etc. - Students are generally afraid to take on challenges and risk failure due to discouraging comments from the teacher or peers. - When given opportunities to collaborate, students do not work well together even with teacher intervention. - Teacher rarely or never reinforces positive behavior and character. - Teacher rarely or never addresses negative behavior.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.9: **Set High Expectations and Clearly Define Academic Success**	Teacher is highly effective at setting high expectations for academic success.	Teacher is effective at setting high expectations for academic success.	Teacher needs improvement at setting high expectations for academic success.	Teacher is ineffective at setting high expectations for student success.
	- Students participate in forming academic goals for themselves, regularly analyzing their progress toward them and adjust them throughout the year. -Students give input about how to adjust learning to help them meet goals or be more successful. - Student comments and actions demonstrate that they are excited about their work and understand why it is important. Teacher and students celebrate/honor success through comments, actions. -Anchor charts, rubrics, models, and exemplar work samples are created by teachers and students and discussed/analyzed/used during a lesson to guide learning.	- Students participate in forming academic goals for themselves and discuss progress they are making as learners. -Anchor charts, rubrics, models, or exemplar student work samples are created and posted/shown for students to reference during a lesson. - Feedback given to students is encouraging and specific about what they did well or need to do to improve their work. - Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks	- Students set academic goals for themselves but never re-examine goals or discuss progress. - Student work may be posted, but the teacher misses opportunities to create/show exemplars, rubrics, models or anchor charts with students during a lesson. - Teacher may praise student work but not give specific feedback about what they are doing well or need to do to improve. - Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying	- Students do not set academic goals for themselves. - There is no evidence of student work, exemplars, rubrics, anchor charts displayed or shown in the classroom as reference for students. - Teacher does not give feedback or praise to students. - Teacher gives up on students easily and does not encourage them to persist through difficult tasks

DOMAIN 3: Coaching Colleagues

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	**Design and protect time for coaching**	The instructional coach goes beyond "Effective" by proactively setting appointments with teachers for coaching opportunities or collegial sharing and adheres to this schedule.	The instructional coach designs a weekly schedule that allows as much time as possible for coaching opportunities and shares it with teachers.	The instructional coach attempts to leave time for coaching in his/her weekly schedule but often allows other things to interfere with this time.	The instructional coach makes no attempt to design a weekly schedule with room for coaching.
3.2	**Find multiple ways to reach teachers with information on best practices**	The instructional coach creates opportunities for sharing research-based best practices among colleagues—leading a book/article study, creating a Personal Learning Network, empowering other colleagues to share resources and best practices with one another in structured ways.	The instructional coach shares resources and information on research-based best practices regularly with teachers in multiple ways (e.g. attending team or school PLC meetings, presenting at staff meetings, offering professional development, sending regular email/newsletter).	The instructional coach periodically shares information or resources with teachers.	The instructional coach rarely or never shares information or resources with teachers.
3.3	**Design and offer multiple avenues to collaborate with teachers on improving instructional effectiveness**	The instructional coach goes beyond "Effective" by empowering other teachers to continually share best practices and ideas with each other.	The instructional coach collaborates regularly and in multiple ways with 50% or more of the staff on instructional practices (i.e. facilitating PLC or team discussions, reviewing data, leading professional development, regular meetings with coaching clients, self-assessments, observations, co-planning, co-teaching, etc.).	The instructional coach collaborates with some teachers on the staff but this collaboration may not be regular or may involve only the same few teachers.	The instructional coach does not collaborate with teachers on staff about their instructional practices.

3.4	**Courageously seek ways to gain entrance to teachers' practices**	The instructional coach can show evidence of increased interactions/activities with teachers who had previously not been open to these interactions with the coach.	The instructional coach courageously persists in seeking ways to build trust with teachers so they will discuss their practice or allow his/her offers of help.	The instructional coach sometimes persists in attempting to build trust with teachers but often works only with those who invite him/her.	The instructional coach does not try to build trust with other teachers beyond a few vague offers of being available to help.
3.5	**Demonstrate a coaching stance and effective coaching skills**	The instructional coach consistently demonstrates effective coaching skillseven in difficult situations.	The instructional coach usually demonstrates the following effective coaching skills: active listening, withholding judgment, paraphrasing and reflecting feelings, open-ended questioning to create clarity and awareness, sharing evidence, focusing/redirecting, giving clear and direct feedback, challenging beliefs respectfully, and leading the teacher to make his/her own understandings and decisions about next steps.	The instructional coach struggles to consistently demonstrate effective coaching skills.	The instructional coach rarely demonstrates effective coaching skills.
3.6	**Seek help with challenging coaching situations**	The instructional coach goes beyond "Effective" by acting upon suggestions to improve, reflecting on the action, and adjusting strategies accordingly to improve coaching practices and relationships.	The instructional coach identifies challenging coaching situations and his/her role in them and seeks advice from colleagues on how to improve.	The instructional coach is not always aware when he/she is not effective as a coach and thus does not seek advice on how to improve.	The instructional coach does not identify challenges or seek help.

3.7	**Follow through with plans**	The instructional coach goes beyond "Effective" by regularly setting clear timelines for follow up and reflection on the work of teachers he/she is supporting as a coach. The instructional coach monitors the success of coaching clients and celebrates/honors that success.	The instructional coach circles back to coaching clients to offer support and follows through reliably on tasks he/she has agreed to do.	The instructional coach does not always follow-up or follow through with teachers as promised.	The instructional coach does not offer to follow up or does not ever follow through on tasks.
3.8	**Plan and deliver effective professional development for adult learners**	The instructional coach goes beyond "Effective" by engaging teachers in the design of effective professional learning experiences for their own growth and designs and delivers those activities in ways which teachers rate as being engaging and effective for their growth.	The instructional coach plans professional development activities for adult learners with clear objectives, efficient use of time, engaging activities/inputs, clear application to their work, and ways of assessing whether the new knowledge/skills were successfully acquired.	The instructional coach plans professional development activities which may be lacking clear objectives, efficient use of time, or appropriate relevance/design for adult learners.	The instructional coach does not plan or deliver any professional development activities for teachers.

DOMAIN 4: Professional Growth and Development

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.1	**Contribute to School and District Initiatives**	The instructional coach seeks out leadership roles to further the school or district mission and initiatives (i.e. leading a committee or PLC, organizing or leading a school/district event or activity, serving on a district committee other than the coaching team, writing grants, presenting at community or district meetings).	The instructional coach offers ideas, solutions, resources, and expertise to advance the school or district's mission and initiatives. The instructional coach will dedicate time when needed to helping students and teachers outside of class or by attending school/district events.	The instructional coach will offer occasional opinions or ideas about the school's or district's mission or initiatives but may not offer solutions, resources, or expertise to advance them OR may not dedicate time to help students and teachers when needed outside of class.	The instructional coach rarely or never contributes ideas aimed at improving school or district efforts and/or dedicates little or no time outside of class to helping students and teachers.
4.2	**Collaborate with Coaching Colleagues**	The instructional coach seeks out additional opportunities to work with and learn from others beyond those required by his/her supervisors. The instructional coach raises the level of the coaching team's effectiveness by candidly offering ideas for growth of the team and/or coaching others through difficult situations.	The instructional coach participates actively in opportunities to work with and learn from others on the team. The instructional coach openly shares plans, resources, and areas of challenge with coaching team. The instructional coach courteously communicates with each member of the team and is respectful of each member's contributions. The instructional coach asks for assistance when needed and provides assistance to others on the coaching team.	The instructional coach attends required meetings with the coaching team but may not ask for or provide assistance, input, ideas or support or follow through with tasks. The instructional coach may not demonstrate willingness to share plans, resources, or areas of challenge with the coaching team. The instructional coach may only choose to work with one or two other members of the team or may not show willingness to collaborate with and learn from all members of the team. The instructional coach may not show an openness to learning from the others on the team—i.e. acts like he/she "knows it all," dominates discussion without listening, disregards the views/suggestions of others.	The instructional coach does not regularly attend or actively participate in the required meetings with the coaching team or contributes in ways that are negative or significantly detract from the team's effective functioning.

4.3	**Seek Professional Skills and Knowledge**	The instructional coach goes beyond "Effective" by showing clear evidence of how he/she is using skills or knowledge gained from professional development activities regularly in his/her practice.	The instructional coach pursues opportunities to improve knowledge and practice.	The instructional coach attends required professional development but may not pursue other professional development opportunities.	The instructional coach shows little interest in attending or engaging in opportunities to improve as a teacher or coach.
4.4	**Seek Input, Reflect, and Continuously Improve**	The instructional coach goes beyond "Effective" by being able to show areas in which he/she is striving to improve and the evidence of that improvement.	The instructional coach regularly seeks input on his/her work from leaders and colleagues and identifies areas for improvement.	The instructional coach does not regularly ask for input on his/her work or does not use that input to identify potential areas in which to improve.	The instructional coach does not ask for input on his/her work.

Core Professionalism Rubric

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively (1.0 deduction).

	Indicator	Does Not Meet Standard	Meets Standard
1	**Attendance**	Individual demonstrates a pattern of unexcused absences	Individual has not demonstrated a pattern of unexcused absences. (Excused absences would include sick days, personal days, and other days allowed by contract for which a sub has been requested and the teacher's supervisor notified of the absence.)
2	**On-Time Arrival**	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3	**Policies and Procedures**	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4	**Respect**	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

Indiana School Counselor Effectiveness Rubric—ZCS Use for Middle/Elementary Counselors

This rubric combines many of the professional requirements of a professional School Counselor with those of the RISE Model. It is a working revision of the School Counselor Evaluation Rubric available on the Learning Connection website – https://learningconnection.doe.in.gov – within the "IDOE-Developing New Indiana Evaluations" community. It was designed to provide another option as schools develop or refine effectiveness rubrics and evaluation materials for Indiana Student Services Personnel. For questions or comments, contact Fleck Education Services at fleckeducation@gmail.com or 317-748-0108.

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

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

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

NOTE: Domain 2 is divided into two parts:

- Domain 2A – Effective Classroom Guidance
- Domain 2B – Effective Counseling Services

Schools that do not expect their School Counselors to provide classroom guidance instruction, may use only Domain 2B.

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

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

Competency 2.2A: **Demonstrate and Clearly Communicate Content Knowledge to Students**	Counselor is highly effective at demonstrating and clearly communicating content knowledge to students	Counselor is effective at demonstrating and clearly communicating content knowledge to students	Counselor needs improvement at demonstrating and clearly communicating content knowledge to students	Counselor is ineffective at demonstrating and clearly communicating content knowledge to students
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Counselor fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Counselor effectively connects information to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content -	- Counselor demonstrates content knowledge and delivers information that is factually correct - Information is clear, concise and well-organized - Counselor restates and rephrases information in multiple ways – where necessary - to increase understanding - Counselor emphasizes key points or main ideas in content - Counselor uses developmentally appropriate language and explanations - Counselor imparts relevant information learned via professional development	-Counselor delivers information that is factually correct - Information occasionally lacks clarity and is not as well organized as it could be - Counselor may fail to restate or rephrase information in multiple ways to increase understanding - Counselor does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Counselor does not always impart relevant information learned via professional development	- Counselor may deliver information that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Counselor continues with providing information, even when it is obvious that students are not understanding content - Counselor does not emphasize main ideas, and students are often confused about content - Counselor fails to use developmentally appropriate language - Counselor does not impart relevant information
Competency 2.3A: **Create Culture of Respect and Collaboration**	Counselor is highly effective at creating a classroom culture of respect and collaboration	Counselor is effective at creating a culture of respect and collaboration	Counselor needs improvement at creating a classroom culture of respect and collaboration	Counselor is ineffective at creating a culture of respect and collaboration
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Students are invested in their academic success as evidenced by unprompted collaboration and assistance - Students understand and exhibit positive character and behavior	- Students are respectful of their counselor - Students are given opportunities to collaborate with counselor or, in classroom settings, each other in the learning process - Counselor reinforces positive character and behavior and explains consequences appropriately to discourage negative behavior - Counselor has a good rapport with students, and shows genuine interest in their thoughts and opinions	- Students are generally respectful of their counselor, but may occasionally act out or need to be reminded of school norms - Students are given opportunities to collaborate with counselor and peers, but may need significant assistance from the counselor to work together - Counselor may occasionally praise positive behavior	- Students are frequently disrespectful of counselor as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate with counselor OR during these times do not work well together even with counselor intervention - Counselor rarely or never praises positive behavior - Counselor rarely or never addresses negative behavior

	Counselor is highly effective at setting high expectations for academic success.	Counselor is effective at setting high expectations for academic success.	Counselor needs improvement at setting high expectations for academic success.	Counselor is ineffective at setting high expectations for student success.
Competency 2.4A: **Set High Expectations for Academic Success**	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important	- Counselor sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work - Classroom, small group or individual setting is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Counselor celebrates and praises academic work.	- Counselor may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Counselor may praise the work of some, but not others	- Counselor rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the counselor or peers - Counselor rarely or never praises academic work or good behavior

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1B: **Follow laws, rules and policies, adhering to ethical standards, and respecting student confidentiality to help students overcome barriers to learning**	Counselor is highly effective at following laws, rules and policies, adhering to professional ethical standards and respecting student confidentiality.	Counselor is effective at following laws, rules and policies, adhering to professional ethical standards and respecting student confidentiality.	Counselor needs improvement with following laws, rules and policies, adhering to ethical standards and respecting student confidentiality.	Counselor is ineffective at following laws, rules and policies, adhering to ethical standards and respecting student confidentiality.
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Laws, rules, policies and ethical standards are reviewed on an annual basis	- Professional conduct and integrity is exhibited - Ethical and legal codes are followed - Consultation and supervision are used when needed - Student interventions appear appropriate to the situation	- Professional conduct and integrity is occasionally exhibited - Ethical and legal codes are followed - Consultation and supervision are needed but not sought - Student interventions appear questionable	- Professional conduct and integrity is lacking - Ethical and legal codes are not followed - Consultation and supervision are needed but not sought - Student interventions appear questionable
Competency 2.2B: **Provide counseling,**	Counselor is highly effective at providing counseling, guidance, consultation, crisis intervention or referral as needed	Counselor is effective at providing counseling, guidance, consultation, crisis intervention or referral as needed	Counselor is only somewhat effective at providing counseling, guidance, consultation, crisis intervention or referral as needed	Counselor is ineffective at providing counseling, guidance, consultation, crisis intervention or referral as needed

guidance, consultation, crisis intervention or referral as needed	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: -Works well with school staff and administrators to facilitate identification of students in need of services	- Diverse needs of students are addressed through appropriate counseling, guidance, consultation, crisis intervention or referral - Counselor is proficient at delivering or referring student to receive appropriate service	- Some needs of students are addressed through counseling, guidance, consultation, crisis intervention or referral - Appropriateness of service is questionable - Counselor is somewhat proficient at delivering or referring student to receive appropriate service	- Needs of students are not adequately addressed through counseling, guidance, consultation, crisis intervention or referral - Appropriateness of service is questionable - Counselor is not proficient at delivering or referring student to receive appropriate service

Competency 2.3B:	Counselor is highly effective at developing student understanding of safety, survival and prevention skills	Counselor is effective at developing student understanding of safety, survival and prevention skills	Counselor needs improvement with developing student understanding of safety, survival and prevention skills	Counselor is ineffective at developing student understanding of safety, survival and prevention skills
Develop student understanding of safety, survival and prevention skills	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Delivers prevention training program to students	- Counselor assists students to identify safety concerns and needs, as needed - Students understand right to a safe and secure school environment - Students identify resources for peer, adult and/or community support - Prevention programming or interventions utilized as necessary	- Inconsistent in helping students identify safety concerns and needs, as needed - Students do not understand right to a safe and secure school environment - Students do not identify resources for peer, adult and/or community support - Prevention programming or interventions utilized inconsistently	- When needed, does not help students identify safety concerns and needs, - Students do not understand right to a safe and secure school environment - Students do not identify resources for peer, adult and/or community support - Prevention programming or interventions do not exist
Competency 2.4B: **Connect student learning to future plans**	Counselor is highly effective at connecting student learning to future plans	Counselor is effective at connecting student learning to future plans	Counselor is only somewhat effective at connecting student learning to future plans	Counselor is ineffective at connecting student learning to future plans
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Counselor utilizes resources outside of the school setting frequently	- Counselor helps students see connection between achievement and career and future success - Counselor helps student learn about interests, abilities and aptitude - Counselor provides age-appropriate career awareness, information, preparation or planning assistance to students aligned with local, state and national standards - Students practice decision-making skills to course selection and/or career planning	- Counselor infrequently helps students see connection between achievement and career and future success - Only some students learn about interests, abilities and aptitude - Counselor provides minimal career awareness, information, preparation or planning assistance to students - Students do not practice decision-making skills to course selection and/or career planning	- Counselor does not help students see connection between achievement and career and future success - Students do not learn about interests, abilities and aptitude - Counselor does not provide career awareness, information, preparation or planning assistance to students - Students do not practice decision-making skills to course selection and/or career planning
Competency 2.5B: **Supports students in assessment interpretation and goal-setting**	Counselor is highly effective at interpreting assessment results and student goal-setting	Counselor is effective at interpreting assessment results and student goal-setting	Counselor is only somewhat effective at interpreting assessment results and student goal-setting	Counselor is ineffective at interpreting assessment results and student goal-setting
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Assessment interpretation and goal-setting is systematic and well-planned	- Counselor assists students in interpreting & understanding assessment results - Counselor helps students set challenging academic goals and/or make course plans based on results - Students apply knowledge of interests and aptitudes to goal-setting	- Counselor only occasionally assists students in interpreting & understanding assessment results - Counselor helps students make course plans - Students infrequently apply knowledge of interests and aptitudes to goal-setting	- Counselor does not assist students in interpreting & understanding assessment results - Students make course plans without counselor assistance - Students are not encouraged to apply knowledge of interests and aptitudes to goal-setting

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

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

Core Professionalism Rubric

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice.

Counselors are expected to meet these standards. If they do not, it will affect their overall rating negatively.

	Indicator	Does Not Meet Standard	Meets Standard
1	Attendance	Individual demonstrates a pattern of unexcused absences *	Individual has not demonstrated a pattern of unexcused absences*
2	On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3	Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4	Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

* It should be left to the discretion of the corporation to define "unexcused absence" in this context

Zionsville Community Schools

ZCHS Counselor

Effectiveness Rubric

DOMAIN 1: SUPPORTING STUDENTS' ACADEMIC ACHIEVEMENT (weighted 25% of total rubric)

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	The school counselor reviews and utilizes student data (grades, test scores, transcripts, Dean's office disaggregated discipline data, etc.) to support student achievement.	The school counselor regularly monitors student achievement data and regularly utilizes data when meeting with students to set goals, suggest interventions, and encourage appropriate schedule choices to enhance student success.	The school counselor monitors student achievement data and sometimes utilizes the data when meeting with students to set goals, suggest interventions, and encourage appropriate schedule choices to enhance student success.	The school counselor may monitor student achievement data but does not utilize the data when meeting with students to set goals, suggest interventions, and encourage appropriate schedule choices to enhance student success.	The school counselor does not monitor academic achievement data.
1.2	The school counselor works collaboratively with students, parents, and staff members to support student success.	The school counselor has systems in place to initiate contact and collaborate regularly with students on his/her case load (as well as parents and other staff members) regarding academic concerns, celebrations, or necessary interventions/solutions to support student success.	The school counselor works collaboratively with students, their parents, and other staff members as needs arise to identify and discuss concerns or necessary interventions/solutions to support student success.	The school counselor sometimes works collaboratively with students, their parents, and other staff members to identify and discuss concerns, celebrations, or necessary interventions/solutions to support student success, but may miss opportunities to do this resulting in student/parent/staff concerns about lack of support for students on his/her caseload.	The school counselor does not collaborate with students, their parents, and other staff members to identify and discuss concerns, celebrations, or necessary interventions/solutions to support student success.
1.3	The school counselor supports students in making decisions, setting goals and taking appropriate action to solve problems interfering with school success.	The school counselor regularly provides support for individual students (as noted under "Effective") and goes beyond by following up with students to ensure that plans are working or to adjust if they are not.	The school counselor regularly provides support for individual students to develop effective coping skills for dealing with problems impacting their school success--including helping them identify short-term and long-term goals, possible solutions, and appropriate action plans.	The school counselor rarely makes time to support individual students in developing effective coping skills for dealing with problems interfering with school success.	The school counselor does not support individual students with problems interfering with school success.

DOMAIN 2: PROVIDING STUDENT ASSISTANCE SERVICES (weighted 25% of total rubric)

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1	The school counselor facilitates students' understanding of coping skills and supports students' healthy physical, social, emotional, and academic development including collaboration with stakeholders.	The school counselor consistently and frequently does the things noted under "Effective" and goes beyond by offering prevention/wellness programming for students, staff, or stakeholders.	The school counselor regularly facilitate students' understanding of coping skills and supports students' healthy physical, social emotional and academic development including collaboration with stakeholders.	The school counselor rarely facilitates students' understanding of coping skills and supports students' healthy physical, social emotional and academic development including collaboration with stakeholders.	The school counselor does not facilitate students' understanding of coping skills and supports students' healthy physical, social emotional and academic development including collaboration with stakeholders.
2.2	The school counselor provides individual counseling, classroom guidance, consultation, crisis intervention, and referrals (in collaboration with teachers).	The school counselor not only responds to student-initiated or teacher-initiated concerns but goes beyond them to address student needs by self-initiating individual counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor responds to student-initiated/teacher-initiated concerns by providing individual counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor rarely addresses the needs of students by providing individual counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate	The school counselor does not provide individual counseling, classroom guidance, consultation, crisis intervention, or referrals.
2.3	The school counselor provides services to students and school staff, fostering a clear understanding and support of diversity.	The school counselor provides support/services to students and helps to educate students and staff members, fostering a clear understanding and appreciation of diversity (such as helping others sensitively understand disabilities, language proficiency, socioeconomic status, race, ethnicity, and culture.	The school counselor takes a multicultural or diverse perspective into consideration when providing sensitive supports or guidance to students.	The school counselor sometimes takes a multicultural or diverse perspective into consideration when providing services to students, but there is evidence of occasional insensitivity to these perspectives.	The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students.
2.4	The school counselor collaborates and communicates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students' needs.	The school counselor meets the requirements of Level 3 and goes beyond them by modelling professional, ethical, and respectful behavior at all times and engaging helpfully and productively with parents, colleagues, and stakeholders no matter what the challenge.	The school counselor demonstrates effective communication skills and collaboration with parents, colleagues and stakeholders from a variety of backgrounds by doing the following: -engaging productively in most situations -inviting opportunities to build relationships -addressing and resolving interpersonal concerns frankly, tactfully, and effectively	The school counselor is inconsistent in communication and parent or colleague engagement, OR is effective with only a very small population to the detriment of others.	The school counselor is an ineffective communicator and is disengaged from teachers, parents, and community stakeholders.

DOMAIN 3: FACILITATING COLLEGE/POST-SECONDARY AND CAREER OPTIONS (weighted 25% of total rubric)

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	The school counselor provides students and parents with information about appropriate college/post-secondary options.	The school counselor has systems in place to meet with all students in his/her caseload to educate the students on college/post-secondary/career options, goals, etc. and provides appropriately-tailored information specific to helping student in his/her caseload to prepare for college/post-secondary options including the following: -PSAT/SAT/ACT testing -college visits/college preparation -military service -career options matched to aptitudes -J. Everett Light career center -scholarships and financial aid -post-secondary options	The school counselor provides general information to students about the following as appropriate: -PSAT/SAT/ACT testing -college visits/college preparation -military service -career options -J. Everett Light career center -scholarships and financial aid -post-secondary options	The school counselor provides information to some students about one or more of the following, but does not make efforts to generally disseminate this information: -PSAT/SAT/ACT testing -college visits/college preparation -military service -career options -J. Everett Light career center -scholarships and financial aid -post-secondary options	The school counselor does not provide information on the following: -PSAT/SAT/ACT testing -college visits/college preparation -military service -career options -J. Everett Light career center -scholarships and financial aid -post-secondary options
3.2	The school counselor supports students in developmentally appropriate academic preparation essential for a wide variety of college and career options.	The school counselor proactively creates opportunities either in small groups or individually to help students in his/her caseload and/or others not in the caseload with several of the following tasks: -preparing a 4 year plan -selecting/scheduling appropriate classes for their academic and emotional abilities with current academic or career goals in mind -selecting appropriate colleges or post-secondary options consistent with their interests, abilities, assessment results. -applying to college or other post-secondary programs (conducting transcript review, meeting application deadlines and requirements, writing/securing help with recommendation letters) -completing/discussing aptitude/interest test/survey to help determine appropriate post-secondary options	The school counselor assists most students in his/her caseload with the following tasks as appropriate: -preparing a 4 year plan -selecting/scheduling appropriate classes for their academic and emotional abilities with current academic or career goals in mind -selecting appropriate colleges or post-secondary options consistent with their interests, abilities, assessment results. -applying to college or other post-secondary programs (transcript review, application deadlines and requirements, recommendation letters) -completing aptitude/interest test/survey to help determine appropriate post-secondary options	The school counselor sometimes assists students in his/her caseload with the following tasks, but does not make an effort to reach many students with this help or does not provide it in a timely fashion: -preparing a 4 year plan -selecting/scheduling appropriate classes for their academic and emotional abilities with current academic or career goals in mind -selecting appropriate colleges or post-secondary options consistent with their interests, abilities, assessment results. -applying to college or other post-secondary programs (transcript review, application deadlines and requirements, recommendation letters) -completing aptitude/interest test/survey to help determine appropriate post-secondary options	The school counselor frequently fails to help students in his/her caseload with the following tasks: -preparing a 4 year plan -selecting/scheduling appropriate classes for their academic and emotional abilities with current academic or career goals in mind -selecting appropriate colleges or post-secondary options consistent with their interests, abilities, assessment results. -applying to college or other post-secondary programs (transcript review, application deadlines and requirements, recommendation letters) -completing aptitude/interest test/survey to help determine appropriate post-secondary options

3.3	The school counselor collaborates with other school staff members to ensure the school has a career program that is age-appropriate and aligned with local, state, and national standards.	The school counselor collaborates with other school staff members to facilitate age-appropriate career development, aligned with local, state, and national standards, utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences.	The school counselor collaborates with other school staff members to facilitate age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used.	The school counselor rarely collaborates with other school staff members to facilitate age-appropriate career development, aligned with local, state, and national standards.	The school counselor does not facilitate age-appropriate career development nor collaborate with other school staff members to ensure that it occurs.

DOMAIN 4: DEMONSTRATING PROFESSIONAL GROWTH AND SKILLS (weighted 10% of total rubric)

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.1	The school counselor establishes professional goals.	The counselor's professional goals are developed, self-tracked, and met as evidenced by improved knowledge, skills, and program development.	Professional goals are developed and self-monitored.	Professional goals are sometimes established.	Professional goals are not established.
4.2	The school counselor pursues opportunities to grow professionally.	The school counselor regularly engages in professional development and incorporates new knowledge in her/his daily work. (S)he is an active member of one or more professional organizations or networks.	The school counselor regularly pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community via professional reading, courses, webinars, conferences, or collaboration with other professionals.	The school counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community.	The school counselor does not engage in professional development.
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.	The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy and procedure is questionable.	The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school.
4.4	The school counselor supports school activities and initiatives.	The school counselor fulfills the requirement for Level 3 and goes beyond by: -improving the efficiency, effectiveness, or impact of student groups or school activities -leading staff development -initiating/leading parent programming -initiating student programs impacting those beyond his/her caseload	The school counselor supports school activities/initiatives by doing one or more of these: -leading/sponsoring groups or school activities impacting students beyond his/her caseload -professionally representing the school counseling program in parent or community meetings as needed -participating in school events/activities/meetings beyond those impacting the guidance department -becoming familiar with school activities and initiatives impacting students, families, colleagues	The school counselor assists only with those activities he/she is told to do and makes little effort to be familiar with other school activities and initiatives impacting students, families, and staff.	The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or for parents/families.

DOMAIN 5: DEMONSTRATING LEADERSHIP (weighted 15% of total rubric)

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.1	The school counselor takes a leadership role on one or more major projects within the counseling department or the school-- i.e. coordinating AP, ECA, or SAT/ACT testing, planning Senior Night, coordinating Dual Credit programs, keeping up the guidance website, coordinating RTI, tracking college applications.	The school counselor fulfills the requirement for Level 3 and goes beyond them to provide leadership in ways that directly benefit students, families, educational personnel, and/or community stakeholders by improving the efficiency/effectiveness of school initiatives especially in his/her specifically designated major projects by doing some of the following: -leading staff development -initiating/leading parent or student programs -analyzing areas which need improvement and implementing solutions -putting systems in place to gather feedback from stakeholders impacted by the project -designing methods to evaluate success -seeking productive partnerships for continuous innovation, improvement	The school counselor provides consistent and effective leadership in the school counseling program and the school by effectively leading assigned counseling projects for the school: -setting goals/priorities -communicating clearly to staff, students, parents regarding the assigned project -meeting deadlines -collaborating with others as needed -responding to requests for improvement	The school counselor attempts to provide leadership on assigned school projects but may not consistently do one or more of the following related to the project: - manage time/priorities well -communicate clearly and timely to appropriate individuals -follow directives of supervisors -collaborate as needed with others -demonstrate an effective leadership style to accomplish results -respond to requests for improvement	The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or for parents/families despite being assigned to specific projects.
5.2	The school counselor collaborates with others to plan, organize and deliver an effective comprehensive school counseling program (within the resources of the school and corporation).	The school counselor meets all of the requirements in Level 3 and goes beyond them by systematically monitoring the success of the school guidance program (actively soliciting feedback from key stakeholders), initiating suggestions and solutions for improving the program (within the resources of the school and corporation) and working to see that they are implemented successfully.	The school counselor collaborates with colleagues in the counseling program to ensure the program supports the academic, career, and personal/social development of most students in the school. The counselor does this by -assisting with his/her share of guidance department tasks in a timely manner -contributing to analysis of student needs and outcome data, -supporting current school initiatives as needed, -conducting program assessment with colleagues, -efficiently managing resources	The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program or efforts to make it effective.	The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness.

CORE PROFESSIONALISM DOMAIN: The Core Professionalism domain is the same for all school district employees. Core Professionalism indicators illustrate minimum competencies expected in any profession and apply to all employees. These are separate from the other sections in the rubric. Counselors are expected to meet these standards. If they do not, it will affect the overall evaluation rating with a 1.0 deduction on the total rubric score.

	Indicator	Does Not Meet Standard	Meets Standard
1	**Attendance**	Individual demonstrates a pattern of unexcused absences *	Individual has not demonstrated a pattern of unexcused absences*
2	**On-Time Arrival**	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3	**Policies and Procedures**	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)
4	**Respect**	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner