Staff Performance Evaluation Plan Submission Coversheet

SY 2020-21

CONTEXT: Indiana Code (IC) 20-28-11.5-8(d) requires each school corporation to submit its entire staff performance evaluation plan to the Indiana Department of Education (IDOE) and requires IDOE to publish the plans on its website. This coversheet is meant to provide a reference for IDOE staff and key stakeholders to view the statutory- and regulatory-required components of staff performance evaluation plans for each school corporation.

Furthermore, in accordance with IC 20-28-11.5-8(d), a school corporation must submit its staff performance evaluation plan to IDOE for approval in order to qualify for any grant funding related to this chapter. Thus, it is essential that the reference page numbers included below clearly demonstrate fulfillment of the statutory (IC 20-28-11.5) and regulatory (511 IAC 10-6) requirements.

INSTRUCTIONS:
Completion
In the chart below, please type the page numbers in your staff performance evaluation document which clearly display compliance with the requirements. If the plan contains 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. Please note, your plan may include many other sections not listed below.

Submission
Once completed, please attach this coversheet to the staff performance evaluation plan document you will submit. The whole document needs to be combined into one continuous PDF for submission. **The 2020 submission due date is 9/15/2020.**

School Corporation Name:	Metropolitan School District of Wayne Township
School Corporation Number:	5375

Questions: Contact Rebecca Estes, Director of Leadership & Innovation, restes@doe.in.gov

Annual Evaluations

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ 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	5,18,36,44, 49,58,65,72, 85,89,114

Rigorous Measures of Effectiveness

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(2)	• Observation rubrics - for *all* certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator • Other measures used for evaluations (*e.g.*, surveys)	18 - 133

Designation in Rating Category

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(3) 511 IAC 10-6-2(c)	• Definition of performance categories • Summative scoring process that yields placement into each performance category	5 - 11
☐ A definition of negative impact for certificated staff ☐ A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4(c)(5) 511 IAC 10-6-4(c)	• Definition of **negative impact** on student growth for all certificated staff • Description of the process for modifying a final summative rating for negative growth	5 - 8
☐ All evaluation components factored into the final summative rating	IC 20-28-11.5-4(c)(3)	• Summative scoring process that yields placement into each performance category • Weighting (broken down by percentage) of all evaluation components	5 - 11

Evaluation Feedback

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(4) 511 IAC 10-6-5	• Process and timeline for delivering feedback on evaluations • Process for linking evaluation results with professional development	5 - 8

Evaluation Plan Discussion

Questions: Contact Rebecca Estes, Director of Leadership & Innovation, restes@doe.in.gov

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ Evaluation Plan must be in writing and explained prior to evaluations are conducted.	IC 20-28-11.5-4(f)(1) IC 20-28-11.5-4(f)(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	5 - 8

Evaluators

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ 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 ongoing evaluator training • Description of who will serve as evaluators • Process for determining evaluators	5 - 8
☐ Teachers acting as evaluators (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(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	• Description of who will serve as evaluators • Process for determining evaluators	5 - 8
☐ All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	Description of ongoing evaluator training	5 - 8

Feedback and Remediation Plans

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ 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(a)	System for delivering summative evaluation results to employees	5 – 8, 113
☐ Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	• Remediation plan creation and timeframe • Process for linking evaluation results with professional development	5 – 8, 34-35
☐ Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	5 – 8, 34-35

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ Means by which teachers rated as ineffective can request a private conference with the superintendent	IC 20-28-11.5-6(c)	Process for teachers rated as ineffective to request conference with superintendent	5 - 8

Instruction Delivered by Teachers Rated Ineffective

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ 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(c)	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	7 - 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(d)	Description of how parents will be informed of the situation	8

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MSD OF WAYNE TOWNSHIP
EVALUATION OF TEACHING STAFF PLAN

As required in IC 20-28-11.5 (Performance Evaluations) teacher evaluations shall include the following:

1. Conducted Annually (minimum)

2. Objective measures of student achievement and growth.

3. Measures of effectiveness through observations.

4. Designation of each teacher in one (1) of the following rating categories:

   - Highly Effective
   - Effective
   - Improvement Necessary
   - Ineffective

5. Explanation of evaluator's recommendations for improvement and time frame in which improvement is expected.

General Procedures

1. The Wayne Teacher Effectiveness Rubric and evaluation procedures shall be provided to each newly employed teacher and made available to each teacher through the district web site.

2. Conferences between evaluator and teacher shall be held in a place suitable for preserving confidentiality with as few interruptions as feasible and practical.

3. While it is recommended that only the evaluator/observer and teacher be present at all conferences, the teacher may request a representative be present and the administrator may include other supervisory personnel as well.

4. Evaluators and observers shall receive training on all aspects of the teacher evaluation system.

5. All evaluation conferences shall be conducted by the principal, assistant principal, or other administrative personnel.

Classroom Observations

1. A minimum of two (2) scheduled classroom observations shall be completed according to the following timetable:

   - One (1) observation shall be conducted, with conference, prior to the beginning of the Winter Recess.
   - One (1) observation shall be conducted, with conference, prior to June 1of each year.

2. Notice of the scheduled observation shall be given to the teacher at least one (1) day prior to the observation.

3. Each scheduled observation shall be followed within five (5) working days by a conference between the teacher and the observer. Only circumstances such as absence of one of the parties or other extenuating circumstances should be allowed to prevent holding the conference within this timeframe. Conference rescheduling shall be for a date mutually agreed between both parties.

4. The written report of the scheduled observation shall be provided at least one (1) day prior to the conference.

5. Notice of the conference shall be given to the teacher at least one (1) day prior to the conference.

6. Additional observations and conferences may be held at any time.

7. "Walk-throughs" or other informal non-scheduled observations, without conferences, may be conducted at any time. However, any concerns from the observer shall be communicated to the teacher through email, written memorandum, or conference.

8. All observations shall be conducted by the principal, assistant principal, or other administrative personnel.

9. Department chairpersons or other leadership personnel may provide input for clarification.

Evaluations

1. An evaluation conference shall be held no later than fifteen (15) school days after receiving teacher effectiveness ratings from the Indiana Department of Education.

2. The completed evaluation form shall be provided to the teacher at least one day prior to the scheduled conference. The content informing this evaluation shall include the observation data and student achievement/growth data from the previous school year.

3. Notice of the evaluation conference shall be provided to the teacher via email at least one day prior to the conference.

4. The teacher may add comments to the evaluation form within two working days of the completed conference.

5. The teacher may request a meeting with the appropriate Director(s) of Elementary Education or Secondary Education within 5 working days of the completed conference.

Final Determination

1. Included in the evaluation will be a final rating determined through the numerical combination of the Wayne Teacher Effectiveness Rubric and student achievement/growth data. The ratings are as follows:

   - Highly Effective
   - Effective
   - Improvement Necessary
   - Ineffective

2. Any teacher determined to have negative growth shall receive either a rating of Improvement Necessary or Ineffective. Negative growth is determined either by the results of the state exam through the Indiana Department of Education or as determined by the evaluator.

3. Where a teacher's final rating is improvement necessary or ineffective, the teacher will be issued a Remediation Plan pursuant to IC 20-28-11.5-6. Such Remediation Plan will include Professional Growth Point (PGP) activities pertaining to identified area(s) of improvement. The evaluator will collaborate and seek agreement with the teacher/administrator on the specific PGP activities to be included in the Plan. The evaluator and the teacher will develop the plan of not more than ninety (90) school days in length to correct deficiencies noted in the teacher's evaluation. The exact length of the remediation plan will depend on the nature of the deficiencies to be addressed.

4. No student will be instructed for two consecutive years by two consecutive teachers rated as ineffective. However, if this situation is unavoidable, communication with the parent will occur as required by law and policy.

5. A recommendation to the Board of Education to cancel a teacher contract based on final evaluation determinations may be made according to the following criteria, pursuant to IC 20-28-7.5-1:

- Probationary Teachers
  - o One (1) Ineffective rating or two (2) consecutive Improvement Necessary ratings.
- Professional or Established Teachers
  - o Two (2) consecutive Ineffective ratings or a combination of three (3) Improvement Necessary and Ineffective ratings within any five (5) year period.

6. Definitions:

- Probationary Teacher
  - A teacher employed by the MSD of Wayne Township after July 1, 2012 who is not yet eligible to be a Professional Teacher.

- Professional Teacher
  - A Probationary Teacher earns Professional status after a combination of three (3) Effective or Highly Effective ratings are earned within any five (5) year period. Professional status is lost and the teacher becomes a Probationary Teacher after one (1) Ineffective rating.

- Established Teacher
 - A teacher employed by the MSD of Wayne Township prior to July 1, 2012.

"Employed" is defined as being financially compensated for services rendered as a teacher, not the date a Letter of Intent to Employ is signed.

MSD Wayne Township, Marion County, Indiana
Revised: November 14, 2014
Revised: February 23, 2015
Revised: August 22, 2019

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Evaluation – Data Plan

Revised 09/11/2018

Name: _____

School: _____   Date: _____
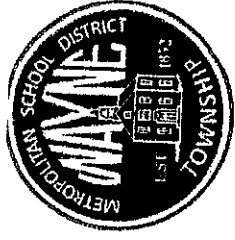
	ILEARN	CSA	Dibels	F & P	SMART Goal	Other
*51% Primary Data Piece						
Secondary Data Piece					SMART Goal	Other
**49% Teacher Choice (Optional)	CSA	CFA	Unit Test	Chapter Test	SMART Goal	SRI

*Primary data will be worth 51% of the overall data score.

**The total of the secondary data piece and teacher's choice must equal 49% of the overall data score.

Achievement/Growth Data

Primary Data Piece -
- SMART(specific, measurable, attainable, realistic and timely) Goal for Primary Data:

Secondary Data Piece -
- SMART Goal for Secondary Data:

Teacher Choice (Optional) -
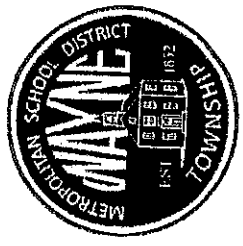- SMART Goal for Optional Data:

Service Unit (This is not part of the evaluation plan. This is for use in the compensation model only)
-

_____   _____
Teacher's Signature   Administrator's Signature

Evaluation - Data
Summary Sheet

Name: _____ School: _____ Date: _____

Achievement/Growth Data

ANNUAL APPRAISAL - TEACHER:
What progress did you make towards your data goals?

- **Primary:**

- **Secondary:**

- **Teacher Choice (Optional):**

ADMINISTRATOR COMMENTS:

Achievement/Growth Data (Circle One On Each Line)

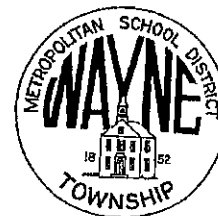|		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
20%	51%	Primary Data Piece			
	49%	Secondary Data Piece			
		Teacher Choice (Optional)	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)

Overall Data Score: _____

Service Unit Verification - yes or no

_____ _____
Teacher's Signature   Administrator's Signature

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Wayne Teacher Evaluation Summary

Teacher Name: _____ School: _____

Evaluator: _____ Grade/Subject:_____ Date:_____

<u>Rubric</u>

Domain 1
Domain 2   _____ x .20   = 0.00
Domain 3   _____ x .60   = 0.00
               _____ x .20   = 0.00

Data   Total   0.00   x .80   = 0.00
Final Score   Score   _____   x .20   = 0.00
                                                          0.00

Highly Effective   4.00 – 3.50
Effective   3.49 – 2.50
Improvement Necessary   2.49 – 1.75
Ineffective   1.74 – 1.00

Official Observation   Click here to enter a date.

Official Observation   Click here to enter a date.   _____
                                                           Administrator Initials

                                                           _____
                                                           Administrator Initials

Leadership Unit Successfully Completed: Yes☐   No☐

_____   _____
Teacher Signature   Administrator Signature

MSD of Wayne Township
Teacher Evaluation: Achievement and Growth

ELEMENTARY

Subject or Title	Primary Data	Secondary Data	Teacher Rubric	Formal Observation or Evaluation
Elementary SSC Teachers	SMART Goal (caseload)	Primary data based upon caseload (Who is mostly taught or targeted)	Teacher Rubric	Completed by building administration.
Special Education Inclusion Teacher	SMART Goal	Primary data based upon caseload (Who is mostly taught or targeted)	Teacher Rubric	Completed by building administrator
Title I	Fountas & Pinnell	SMART Goal	Teacher Rubric	Completed by building administration.
Title I: Pre-K	ELSA	Brigance	Teacher Rubric	Completed by building administration.
ENL	ACCESS SMART Goal (targeted small group)	SMART Goal based on Fountas & Pinnell, Dibels, or ILEARN. or ACCESS	Teacher Rubric	Completed by building administration
Staff Developers	Implementation Data	Implementation data	Staff Developer Rubric	Completed by Coordinators or Director
Elementary Media Specialists	SMART Goal	OverDrive Circulation	Media Specialist Rubric	Completed by building administration.
Pre-School	ISPROUT	Progress Reports	Teacher Rubric	Completed by building administration.
K-2	DIBELS (EOY)	SMART Goal	Teacher Rubric	Completed by building administration
Grade 3-6	ILEARN	SMART Goal	Teacher Rubric	Completed by building administration.
Art	District Common Assessment grade 3	District Common Assessment Grade 6	Teacher Rubric	Completed by building administration
Music	District Common Assessment grade 1	District Common Assessment Grade 4	Teacher Rubric	Completed by building administration.
Physical Education	District Common Assessment Grade 2	District Common Assessment Grade 5	Teacher Rubric	Completed by building administration.
Elementary HOSTS	Reading Levels	IRead 3 for third grade students	Teacher Rubric	Completed by Anne Olson
Computer Science	SMART Goal	SMART Goal	Teacher Rubric	Completed by Stephen Gardner
THRIVE	IAM	SMART Goal	Teacher Rubric	Completed by building administration.

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GREAT SCHOOLS :: GREAT COMMUNITY

Revised 09/09/2020

MIDDLE SCHOOL

Subject or Title	Primary Data	Secondary Data	Teacher Rubric	Formal Observation or Evaluation
Co-Teaching	Based upon Which class is co-taught	Data based upon caseload (Who is mostly taught or targeted)	Teacher Rubric	Completed by building administration.
Secondary Media Specialists	SMART Goal – student circulation data (teacher circulation and required reading not included)	OverDrive Circulation	Teacher Rubric	Completed by building administration.
Title I/SOAR	ILEARN	SMART Goal	Teacher Rubric	Completed by building administration
Guidance Counselor	SMART Goal	SMART Goal	Guidance Counselor Rubric	Completed by building administration.
English	ILEARN	SMART Goal	Teacher Rubric	Completed by building administration.
Math	ILEARN	SMART Goal	Teacher Rubric	Completed by building administration.
Math – Algebra I / Geometry	ILEARN	SMART Goal	Teacher Rubric	Completed by building administration.
Science	Final Exams	SMART Goal	Teacher Rubric	Completed by building administration.
Science – Biology	ILEARN	SMART Goal	Teacher Rubric	Completed by building administration.
Social Studies – Grade 7	District Common Assessment	SMART Goal	Teacher Rubric	Completed by building administration.
Social Studies – Grade 8	District Common Assessment	SMART Goal	Teacher Rubric	Completed by building administration
Music	SMART Goal	SMART Goal	Teacher Rubric	Completed by building administration.
Art	SMART Goal	SMART Goal	Teacher Rubric	Completed by building administration
Physical Education	SMART Goal	SMART Goal	Teacher Rubric	Completed by building administration.
THRIVE	IAM	SMART Goal	Teacher Rubric	Completed by building administration.
World Language	Final Exam	SMART Goal	Teacher Rubric	Completed by building administration.
BASC	SMART Goal	SMART Goal	Teacher Rubric	Completed by building administration
Special Education Inclusion Teacher	ILEARN SMART Goal	Primary data based upon caseload (Who is mostly taught or targeted)	Teacher Rubric	Completed by building administration
ENL	ACCESS SMART Goal (targeted small group)	Smart Goal	Teacher Rubric	Completed by building administration

Revised 09/09/2020

MSD of Wayne Township
Teacher Evaluation: Achievement and Growth

HIGH SCHOOL

Subject or Title	Primary Data	Secondary Data	Teacher Rubric	Formal Observation or Evaluation
Co-Teaching	Final Exams – 1st Semester	Data based upon caseload (Who is mostly taught or targeted)	Teacher Rubric	Completed by building administration.
Secondary Special Education Teachers	Final Exams – 1st Semester, SMART goal based upon IEP goals (caseload)	SMART goals based upon IEPs (caseload)	Teacher Rubric	Completed by building administration.
Secondary Media Specialists	SMART Goal – student circulation data (teacher circulation and required reading not included)	SMART Goal	Media Specialist Rubric	Completed by building administration.
ENL	ACCESS SMART Goal (targeted small group)	SMART Goal	Teacher Rubric	Completed by building administration
Guidance Counselor	SMART Goals	SMART Goal	Teacher Rubric	Completed by building administration.
Algebra	Final Exams – 1st Semester	Common Formative Assessment	Teacher Rubric	Completed by building administration.
English 10	Final Exams – 1st Semester	Final Exam	Teacher Rubric	Completed by building administration.
Math	Final Exams – 1st Semester	Common Formative Assessment	Teacher Rubric	Completed by building administration.
English	Final Exams – 1st Semester	Common Formative Assessment	Teacher Rubric	Completed by building administration.
Science	Final Exams – 1st Semester	Common Formative Assessment	Teacher Rubric	Completed by building administration.
Social Studies	Final Exams – 1st Semester	Common Formative Assessment	Teacher Rubric	Completed by building administration.
World Language	Final Exams – 1st Semester	Common Formative Assessment	Teacher Rubric	Completed by building administration.
Art	Final Exams – 1st Semester	Common Formative Assessment	Teacher Rubric	Completed by building administration.
Music	Final Exams – 1st Semester	Common Formative Assessment	Teacher Rubric	Completed by building administration.

Revised 09/09/2020

MSD of Wayne Township
Teacher Evaluation: Achievement and Growth

HIGH SCHOOL

Subject or Title	Primary Data	Secondary Data	Teacher Rubric	Formal Observation or Evaluation
Physical Education	Final Exams – 1st Semester	Common Formative Assessment	Teacher Rubric	Completed by building administration.
Engineer & Technology	Final Exams – 1st Semester	Common Formative Assessment	Teacher Rubric	Completed by building administration.
Business	Final Exams – 1st Semester	Common Formative Assessment	Teacher Rubric	Completed by building administration.
Communications	Final Exams – 1st Semester	Common Formative Assessment	Teacher Rubric	Completed by building administration.
Career Center	Common Assessment	Final Exam and Project – 1st Semester	Teacher Rubric	Completed by building administration.
THRIVE	IAM	SMART Goal	Teacher Rubric	Completed by building administration.

SPECIAL SERVICES PROVIDERS

Subject or Title	Primary Data	Secondary Data	Teacher Rubric	Formal Observation or Evaluation
OT - All buildings	SMART Goal based off of IEP goals (caseload)	SMART Goal based off of IEP goals (caseload)	OT Rubric (waiting cabinet approval)	Completed by building administration.
PT - All buildings	SMART Goal based off of IEP goals (caseload)	SMART Goal based off of IEP goals (caseload)	OT Rubric (waiting cabinet approval)	Completed by Jill Lambert, Jennifer Garrett and Tara Rinehart.
SLP	SMART Goal based off of IEP goals (caseload)	SMART Goal based off of IEP goals (caseload)	SLP Rubric (waiting cabinet approval)	Completed by building administration.
AER	SMART Goal based off of IEP goals (caseload)	SMART Goal based off of IEP goals (caseload)	Teacher Rubric	Completed by building administration.
Life Skills	SMART Goal based upon IEP goals (caseload)	SMART Goal based upon I AM	Teacher Rubric	Completed by building administration.
DHH	SMART Goal based off of IEP goals (caseload)	SMART Goal based off of IEP goals (caseload)	Teacher Rubric	Completed by building administration
SE Academics	SMART Goal based off of IEP goals (caseload)	SMART Goal based off of IEP goals (caseload)	Teacher Rubric	Completed by building administration.
School Psychologist	SMART Goal	SMART Goal	School Psychologist Rubric	Completed by building administration.
Special Services Consultant	SMART Goal – based off of IEP goals (caseload)	SMART Goal	Rubric (Staff Developer??)	Completed by building administration.
West Central Joint Services (WCJS)	SMART Goal based off of IEP goals (caseload)	SMART Goal based off of IEP goals (caseload)	Rubric (waiting cabinet approval)	Completed by building administration.

Revised 09/09/2020

MSD of Wayne Township Teacher Lesson Design Observation Form

Teacher Name:

Lesson Duration:

Date:

Administrator:

Lesson Objective: What the students know and are able to do as a result of this lesson.

Classroom Environment

2.7 Teacher maximizes instructional time.

2.8 Teacher creates a classroom culture of respect and collaboration.

2.9 Teacher sets high expectations for academic success.

Introduce

2.1 Teacher develops student understanding and master of lesson objectives.

Lesson Objective:

Anticipatory Set:

Connection to Prior Knowledge:

Teach & Engage

2.2 Teacher demonstrates and clearly communicates content knowledge to students.

2.3 Teacher engages in academic content.

2.4 Teacher checks for understanding.

2.5 Teacher modifies instruction as needed.

2.6 Teacher develops higher levels of understanding through rigorous instruction and work.

Teach: Input

Model/Demonstrate (Include Check for Understanding)

Guided Practice (Include Check for Understanding)

Closure/Summarization

Independent Practice (Include Check for Understanding)

Assessment

2.6 Teacher develops higher levels of understanding through rigorous instruction and work.

Assessment

Reteach / Enrichment Strategies

Application / Transfer

WAYNE TEACHER EFFECTIVENESS RUBRIC

Teacher Name

School

Evaluator

Grade

☐ Preschool
☐ Pre-K
☐ Kindergarten
☐ 1st
☐ 2nd
☐ 3rd
☐ 4th
☐ 5th
☐ 6th
☐ 7th
☐ 8th
☐ 9th
☐ 10th
☐ 11th
☐ 12th

Please choose all that apply

Subject

Date:

Domain 1: 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 system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Domain 1.1-1.3

	Highly Effective	Effective	Improvement Necessary	Ineffective
1.1 Utilize Assessment Data to Plan	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: -Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding	**Teacher uses prior assessment data to guide, adjust and/or evaluate:** -Achievement goals, unit plans, AND lesson plans	**Teacher uses prior assessment data to formulate:** -Achievement goals, unit plans, OR lesson plans, but not all of the above	Teachers rarely or never uses prior assessment data when planning

	Highly Effective	Effective	Improvement Necessary	Ineffective
1.2 Set Ambitious And Measurable Annual Achievement Goal	At Level 4, a teacher fulfills the criteria for level 3 and additionally: -Plans an ambitious annual student achievement goal	Teacher develops an annual student achievement goal that is: - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year	Teacher develops an annual student achievement goal that is: -Only 2 of 3 Effective Behaviors are being met	0 – 1 Effective Behaviors are being met
1.3 Develop Standards Based Unit Plans and Assessments	At Level 4, a teacher fulfills the criteria for level 3 and additionally: -Creates well-designed unit assessments that align with an end of the year summative assessment (either state, district, or teacher created) -Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit	Based on achievement goals, teacher plans units by: -Identifying content standards that students will master in each unit -Creating assessments before each unit begins for backwards planning -Allocating an instructionally appropriate amount of time for each unit	Based on achievement goals, teacher plans units by: -Only 2 of 3 Effective Behaviors are being met	0 – 1 Effective Behaviors are being met

Notes:
1. Goal should be realistic to the course/class and meet the needs of the students in the course/class. A discussion concerning the goals will take place during the goal setting process.

Domain 1.4-1.5

	Highly Effective	Effective	Improvement Necessary	Ineffective
1.4 Create Objective Driven Lesson Plans and Assessments	At Level 4, a teacher fulfills the criteria for level 3 and additionally: -Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction	Based on unit plan, teacher plans daily lessons by: - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies as well as meaningful and relevant activities/	Based on unit plan, teacher plans daily lessons by: Only 2 of 3 Effective Behaviors are being	0 – 1 Effective Behaviors are being met

-Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction

assignments to the lesson objectives

- Designing formative assessments that measure progress towards mastery, inform instruction and allow students to adjust learning strategies.

| 1.5 Track Student Data and Analyze Progress | At Level 4, a teacher fulfills the criteria for Level 3 and additionally:

-Uses daily checks for understanding for additional data points

-Updates tracking system regularly

-Uses data analysis of student progress to drive lesson planning | Teacher uses an effective data tracking system for:

- Recording student assessment/progress data

- Analyzing student progress towards mastery and planning future lessons/units accordingly

- Maintaining a grading system aligned to student learning goals | Teacher uses an effective data tracking system for:

-Only 2 of 3 Effective Behaviors are being met | 0 – 1 Effective Behaviors are being met |

Domain 1 Teacher Self-Evaluation Summary Comments (Optional):

Domain 1 Summary Comments

Domain 1 Score:

Domain 2: Effective Instruction

Teachers facilitate 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.

Domain 2.1

	Highly Effective	Effective	Improvement Necessary	Ineffective
2.1 Develop student understanding and mastery of lesson objectives	Teacher is highly effective at developing student understanding and mastery of lesson objectives *For level 4, all of the evidence listed under Level 3 is present, as well as 1 or more of the following:* - Students can explain	Teacher is effective at developing student understanding and mastery of lesson objectives - Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson	Teacher needs improvement at developing student understanding and mastery of lesson objectives -Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable	Teacher is ineffective at developing student understanding and mastery of lesson objectives -Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson

Continuation of Domain 2.1 rubric:

Highly Effective	Effective	Improvement Necessary / Ineffective
what they are learning beyond repeating the stated objective	- Objective is written in a student-friendly manner and/or explained to student in easy-to-understand terms	- There may not be clear connection between the objective and lesson, or teacher may fail to make this connection for the students
- Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection	- Objective is stated, but not in a student-friendly manner that leads to understanding	
	- Importance of the objective is explained so that students understand why they are learning what they are learning	- Teacher may fail to discuss importance of objective or there may not be clear understanding amongst students as to why the objective is important
	- Teacher attempts explanation of importance of objective, but students fail to understand	
- Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students	- Lesson generally does not build on prior knowledge of students or students fail to make this connection	- There may be no effort to connect objective to prior knowledge of students
- Lesson is well-organized to move students towards mastery of the objective	- Organization of the lesson may not always be connected to mastery of the objective	- Lesson is disorganized and does not lead to mastery of objective

Notes:

1. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers", inquiry-based lesson, etc). In these situations, the observer should assess whether or not the teacher has planned activities that will lead students towards mastery of an objective, even if it is not stated.

Domain 2.2

	Highly Effective	Effective	Improvement Necessary	Ineffective
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students	**Teacher 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 at least 3 of the following:*	**Teacher is effective at demonstrating and clearly communicating content knowledge to students** - Teacher demonstrates content knowledge and delivers content that is factually correct	**Teacher needs improvement at demonstrating and clearly communicating content knowledge to students** - Teacher delivers content that is factually correct	**Teacher is ineffective at demonstrating and clearly communicating content knowledge to students** - Teacher may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student - Content occasionally

Highly Effective	Effective	Improvement Necessary	Ineffective
- Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding	- Content is clear, concise and well-organized	lacks clarity and is not as well organized as it could be	understanding of key concepts
	- Teacher presents content in multiple ways to increase understanding	- Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding	- Teacher continues with planned instruction, even when it is obvious that students are not understanding content
	- Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest	- Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways	- Teacher does not emphasize main ideas, and students are often confused about content
- Explanations spark student engagement and interest in the content	- Teacher emphasizes key points or main ideas in content		
	- Teacher uses developmentally appropriate language and explanations	- Explanations sometimes lack developmentally appropriate language	- Teacher fails to use developmentally appropriate language
- Students participate in each other's learning through collaboration during the lesson	- Teacher implements relevant instructional strategies learned via professional development	- Teacher does not always implement new and improved instructional strategies learned via professional development	- Teacher does not implement new and improved instructional strategies learned via professional development
- Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level	- Collaboration exists but is mainly teacher driven.		

Notes:
1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.
3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

Domain 2.3

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2.3 Engage students in academic content

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 in academic content
For Level 4, much of the Level 3 evidence is observed during the year, as well as at least 3 of the following:	-All students are actively engaged in content most of the time and not off-task	- Most students are engaged in content and many are off-task	- Few students are engaged in content and many are off-task
-All students are actively engaged in content at all times and not off-task	- Teacher provides multiple ways, as appropriate, of engaging with content, and all aligned to the lesson objective	- Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content	- Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content
- Teacher provides ways to engage with content that significantly promotes student mastery of the objective	- Teacher sustains the attention of the class by maintaining a dynamic presence	- Teacher may miss opportunities to provide ways of differentiating content for student engagement	- Teacher does not differentiate instruction to target different learning modalities
- Teacher provides differentiated ways of engaging with content specific to individual student needs	- Ways of engaging with content reflect different learning modalities or intelligences	- Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective	- Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students
- The lesson progresses at an appropriate pace so that students are highly engaged, and students who finish early have something else meaningful to do	- Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students could be engaged	- ELL and IEP students are sometimes given appropriate accommodation to be engaged in content	- ELL and IEP students are not provided with the necessary accommodations to engage in content
- Teacher effectively integrates technology as a tool to engage students in academic content	- ELL and IEP students have the appropriate accommodations to be engaged in content	- Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	
	- Students work hard and are deeply active rather than passive/ receptive (See Notes below for specific evidence of engagement)		

Notes:

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 be represented by using engaging, confident, and assertive body language, tone, volume, and proximity.

3. 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.

Domain 2.4

	Highly Effective	Effective	Improvement Necessary	Ineffective
2.4 Check for Understanding	**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**
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:	- Teacher 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	- Teacher sometimes checks for understanding of content, but misses several key moments	- Teacher rarely or never checks for understanding of content, or misses nearly all key moments
	- Teacher 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)	- Teacher gains enough information during checks for understanding to modify the lesson and respond accordingly	Teacher mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly	-Teacher rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson
	- Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking	- Teacher uses a variety of methods to check for understanding	- Teacher may not use a variety of methods to check for understanding when doing so would be helpful	- 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 uses wait time effectively both after posing a question and before helping students think through a response	- 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 frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students
		- Teacher doesn't allow		

Highly Effective	Effective	Improvement Necessary	Ineffective
- Teacher 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)	students to "opt-out" of checks for understanding and cycles back to these students	- Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Teacher 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	- Teacher rarely or never assesses for mastery at the end of the lesson

Notes:
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 include but are not limited to:
• Checks for Understanding: thumbs up/down, cold-calling, every student response activities
• Do Nows
• Turn and Talk/ Pair Share
• Guided or Independent Practice
• Exit Slips
• White Boards

Domain 2.5

	Highly Effective	Effective	Improvement Necessary	Ineffective
2.5 *Modify Instruction As Needed*	**Teacher is highly effective at modifying instruction as needed as needed** *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Teacher anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to	**Teacher is effective at modifying instruction as needed** - Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Teacher differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse students' needs	**Teacher needs improvement at modifying instruction as needed** - Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques	**Teacher is ineffective at modifying instruction as needed** - Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Teacher responds to misunderstandings in ways that do not increase student understanding

Highly Effective	Effective	Improvement Necessary	Ineffective
misunderstandings without taking away from the flow of the lesson or losing engagement	- Teacher responds to misunderstandings with effective scaffolding techniques - Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	(for example, re-explaining a concept), when student-driven techniques could have been more effective - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	- Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

1. A teacher can respond to misunderstandings using "scaffolding" techniques such as but not limited to:

- 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

Domain 2.6

	Highly Effective	Effective	Improvement Necessary	Ineffective
2.6 Develop Higher Level of Understanding through Rigorous Instruction and Work	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Lesson is accessible and challenging to all students - Students are able to answer higher-level questions with meaningful responses	Teacher is effective at developing a higher level of understanding through rigorous instruction and work - Lesson is accessible and challenging to almost all students - Teacher frequently develops higher-level understanding through effective questioning - Lesson challenges most students through differentiation of instruction based on each student's level of	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work - Lesson is not always accessible or challenging for students - Some questions used may not be effective in developing higher-level understanding (too complex or confusing) - Teacher may not always use questioning	Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work - Lesson is not accessible or challenging in accordance with developmental level of students. - Teacher does not use questioning as an effective tool to increase understanding. - Lesson is almost

understanding as an effective tool to increase understanding

- Students pose higher-level questions to the teacher and to each other

- Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning

- Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great

- Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks

- Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. enrichment assignments)

- While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate

- Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying

always teacher directed. Students have few opportunities to meaningfully practice or apply concepts.

- Teacher gives up on students easily and does not encourage them to persist through difficult tasks

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Notes:

1. Examples of types of questions that can develop higher-level understanding:
• Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
• Depth of Knowledge
• Asking students to explain their reasoning
• Asking students to explain why they are learning something or to summarize the main idea
• Asking students to apply a new skill or concept in a different context
• Posing a question that increases the rigor of the lesson content • Prompting students to make connections to previous material or prior knowledge

2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.

3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency

4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson

Domain 2.7

	Highly Effective	Effective	Improvement Necessary	Ineffective
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
	For Level 4, much of	- Students arrive on-		- Students may

Level 4	Level 3	Level 2	Level 1
the Level 3 evidence is observed during the year, as well as some of the following:	- Some students consistently arrive late (unexcused) for class without consequences		frequently arrive late (unexcused) for class without consequences
	- Class starts on-time	- Class may consistently start a few minutes late	- Teacher may frequently start class late.
- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher	- Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed		- 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
- Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance)	- Students are engaged in meaningful work, however, there are occasional exceptions for brief periods of time (for example, during attendance)	- There is more than a brief period of time when students are left without meaningful work to keep them engaged	- There are significant periods of time in which students are not engaged in meaningful work
- Students share responsibility for operations and routines and work well together to accomplish these tasks	- Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective	- Teacher may delegate lesson time inappropriately between parts of the lesson	
- All students are on-task and follow instructions of teacher without much prompting	- Almost all students are on-task and follow instructions of teacher without much prompting	- Significant prompting from the teacher is necessary for students to follow instructions and remain on-task	- Even with significant prompting, students frequently do not follow directions and are off-task
- Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson.	- Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without	- Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem.	- Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson.
			- Classroom management is generally poor and wastes instructional time

major interruption to the lesson.

Notes:
1. The overall indicator of success here is that operationally, the classroom 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

Domain 2.8

	Highly Effective	Effective	Improvement Necessary	Ineffective
2.8 Create Classroom Culture of Respect and Collaboration	**Teacher is highly effective at creating a classroom 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 the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves	**Teacher is effective at creating a classroom culture of respect and collaboration** - Students are respectful of their teacher and peers - Most students participate in opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions	**Teacher needs improvement at creating a classroom culture of respect and collaboration** - Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms - Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both - Teacher may focus on negative behavior of a few students, while ignoring the behavior (positive or negative) of others	**Teacher is ineffective at creating a classroom culture of respect and collaboration** - Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention - Teacher rarely or never praises positive behavior - Teacher rarely or never addresses negative behavior

Notes:
1. If there are one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard

Domain 2.9

	Highly Effective	Effective	Improvement Necessary	Ineffective
2.9 Set High Expectations for Academic Success	**Teacher is highly effective at setting 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	**Teacher is effective at setting high expectations for academic success.** - Teacher 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 - 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) - Teacher celebrates and displays high quality academic work	**Teacher needs improvement at setting high expectations for academic success.** - Teacher 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) - Teacher may praise and display the academic work of some students, but not others	**Teacher is ineffective at setting high expectations for student success.** - Teacher 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 teacher or peers - Teacher rarely or never praises or displays academic work

Note:
1. There are several ways for a teacher to demonstrate high expectations through:
· Encouraging comments
· Higher-level questioning
· Appropriately rigorous assignments
· Expectations written and posted in the classroom
· Individual student work plans, etc.

Domain 2 Teacher Self-Evaluation Summary Comments (Optional):

Domain 2 Summary Comments:

Domain 2 Score

Domain 3: Teacher Leadership

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

Domain 3.1-3.5

	Highly Effective	Effective	Improvement Necessary	Ineffective
3.1 *Contribute to School Culture*	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Seek out leadership roles in the school, district, or community - Go above and beyond in dedicating time for students and peers outside of class	Teacher will: - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of class **Teacher will:** - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of class - Participate in school initiatives in a positive way	Teacher will: - Contribute occasional ideas and expertise to further the school's mission and initiatives Teacher may not: **Teacher will:** - Contribute occasional ideas and expertise to further the school's mission and initiatives **Teacher may not:** -Frequently dedicate time to help students and peers efficiently outside of class	Teacher rarely or never contributes ideas aimed at improving school efforts. 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*	At Level 4, a teacher 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	Teacher 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 - Cooperatively collaborate and follow through with peers	Teacher will: - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed Teacher may not: - Seek to provide other teachers with assistance when needed OR - Regularly seek out	Teacher rarely or never participates in opportunities to work with others. -Teacher works in isolation and is not a team player

	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:	Teacher will:	opportunities to work with others Teacher will:	Teacher rarely or never attends professional development opportunities.
3.3 Seek Professional Skills and Knowledge	- Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions	- Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices	- Attend all mandatory professional development opportunities **Teacher may not:** - Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well	-Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning
3.4 Advocate for Student Success	**At Level 4, a teacher 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 action to ensure student success	**Teacher will:** - Display commitment to the education of all his/her students - Attempt to remedy obstacles around student achievement - Proactively advocate for students' individualized needs - Respond to the diverse needs of students	**Teacher will:** - Display commitment to the education of all his/her students **Teacher may not:** - Advocate for students' needs -Respond to the diverse needs of students	Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as normal and does not respond to or advocate for students' needs.
3.5 Engage Families in Student Learning	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Strives to form relationships in which parents are given multiple opportunities to participate in student learning - Is available to address concerns in a timely and positive	**Teacher will:** - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to student contact from parents - Engage in all forms of parent outreach required by the school	**Teacher will:** - Respond to contact from parents - Engage in all forms of parent outreach required by the school **Teacher may not:** - Proactively reach out to parents to engage them in student learning	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

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manner, when
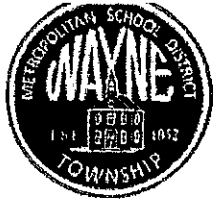necessary, outside of
required outreach
events

- Goes above and
beyond in developing
opportunities to
collaborate with
parents

Domain 3 Teacher Self-Evaluation Summary Comments (Optional):

Domain 3 Summary Comments:

Domain 3 Score:

33

_____
(Teacher)

1. Background of this Plan.

Evaluations of the teaching of, _____ by, _____ will require the
(Teacher)   (Administrator)

consideration of termination of the employment of, _____, if not corrected by _____,
(Teacher)   (Date)

This teaching improvement plan is to be implemented by _____ and must result in acceptable teaching
(Teacher)

performance by _____ in all areas by _____.
(Teacher)   (Date)

2. Process of Development of this Plan.

This performance improvement plan was developed jointly by _____ and _____
(Teacher)   (Administrator)

at a series of meetings during the time period of _____.

3. Areas in Which Improvement Must Occur:

Area(s) Needing Improvement	Statement of Minimum Acceptable Performance and Source of the Standard (Example: Job Description, Board Policy)	Suggested Improvement Activities for each Area of Improvement.	Evaluation Method, Evaluator(s), and Schedule for Determination
1._____	1._____	1._____	1._____

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4. **Responsibility for Implementation**

The responsibility for acceptable teaching performance is solely with _____. Support, suggestions
(Teacher)

for guidance, and periodic assessments of progress will be provided to _____ by _____
(Teacher) (Administrator)

and _____.
(Administrator)

5. **Agreement of** _____
(Teacher)

I agree that I have been directed by _____ to make my best effort to fully implement
(Administrator)

this teaching improvement plan and eliminate the deficiencies noted before the date of _____. I acknowledge

that I have been told by _____ that a failure or refusal to eliminate the deficiencies noted may
(Administrator)

result in _____ proposing that the Board cancel my teaching contract.
(Administrator)

6. **Approval by:** _____
(Administrator)

I approve of the aforementioned Plan on _____
(Date)

_____
(Administrator's Signature)

_____   _____
(Teacher's Signature)   (Date)

cc: Administrator
       Teacher

WAYNE TEACHER EFFECTIVENESS RUBRIC FOR MEDIA SPECIALISTS

Media Specialist Name

School

Evaluator

Grade

☐ Preschool
☐ Pre-K
☐ Kindergarten
☐ 1st
☐ 2nd
☐ 3rd
☐ 4th
☐ 5th
☐ 6th
☐ 7th
☐ 8th
☐ 9th
☐ 10th
☐ 11th
☐ 12th

Please choose all that apply

Subject

Date:

Domain 1: Purposeful Planning

The Media Specialist uses content standards to develop a rigorous curriculum relevant for all students. Additionally, the Media Specialist plans the media center program for the school.

Domain 1.1-1.5

	Highly Effective	Effective	Improvement Necessary	Ineffective
1.1 Sets ambitious and measurable annual achievement goal.	Media Specialist's goal for the media program is highly appropriate to the age of the student, supports the school's initiatives, and has been developed following consultations with colleagues.	Media Specialist's goal for the media program is clear and appropriate to the age of the students and supports the school's initiatives.	Media Specialist's goal for the media program is rudimentary and is partially suitable to the school's initiatives and the age of the students.	Media Specialist has no clear goal for the media program, or it is inappropriate to either the school's initiatives or the age of the students.

1.2 Demonstrates knowledge and ability to locate and use resources.	Media Specialist utilizes resources from within and outside the district, communicates resources to students and teachers, and actively seeks out new resources from a wide range of sources.	Media Specialist utilizes resources from within the district, communicates resources to students and teachers the district	Media Specialist demonstrates basic use and communication of resources for students and teachers in the school and in the district.	Media Specialist demonstrates little or no use and communication of resources available for students and teachers in the school and in the district.
1.3 Establishes and maintains Media center procedures and organizes physical space to enable smooth flow.	Media center routines, procedures, and physical space (e.g., signage, management of materials, use of digital tools independent work) are logical in their presentation, with students assuming considerable responsibility for their smooth operation.	Media center routines procedures, and physical space (e.g., signage, management of materials, use of digital tools, independent work) are logical in presentation, with the collection of outdated and worn material. Collection is balanced among different areas.	Media center routines, procedures and physical space (e.g., signage, management of materials, use of digital tools, independent work) have been established but function sporadically.	Media center routines, procedures and physical space (e.g. signage, management of materials, use of digital tools, independent work) are either nonexistent or inefficient, resulting in general confusion
1.4 Maintains and extends the library's collection of print/digital materials and equipment in accordance with the school's needs and within budgeted funds.	Media Specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated and worn material. Collection is balanced among different areas. Media specialist seeks non-budgeted funds to support the media collection.	Media Specialist selects materials for the collection thoughtfully and periodically purges the collection of outdated and worn material. Collection is balanced among different areas.	Media Specialist selects materials for the collection, and occasionally purges the collection of outdated and worn material.	Media Specialist selects materials without intention or plan for the collection, and rarely purges the collection of outdated and worn material.
1.5 Creates objective-driven lesson plans and assessments.	At Level 4, a media specialist fulfills the criteria for Level 3 and additionally: -Plans for a variety of instructional strategies, anticipating where these will be needed to enhance instruction. -Incorporates a variety of informal assessments/checks for understanding where necessary and uses assessments to directly inform instruction.	Based on unit plan, media specialist plans daily lessons by: -Identifying lesson objectives that are aligned to state content standards. -Matching instructional strategies as well as meaningful and relevant activities/ assignments to the lesson objectives. -Designing formative assessments that measure progress	Based on unit plan, media specialist plans daily lesson by: Only 2 of the 3 Effective Behaviors are being met	0-1 Effective Behaviors are being met

towards mastery and inform instruction.

Domain 1 Media Specialist Self-Evaluation Summary Comments (Optional):

Domain 1 Summary Comments

Domain 1 Score:

Domain 2: Effective Instruction

The Media Specialist facilitates student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives. The Media Specialist fosters a climate of urgency and expectation around achievement, excellence and respect.

Domain 2.1

	Highly Effective	*Effective*	*Improvement Necessary*	*Ineffective*
2.1 Creates an environment of respect and rapport	Interactions among the Media Specialist, 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. Most students ensure high levels of respect for media patrons.	Interactions, among the Media Specialist, individual students, and the classroom teachers are polite and respectful, reflecting general warmth and are appropriate to the cultural and developmental differences among groups of students.	Interactions, both between the Media Specialist and students are generally appropriate and free from conflict but may characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the Media Specialist and students are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.

Domain 2.2

	Highly Effective	*Effective*	*Improvement Necessary*	*Ineffective*
2.2 Manages student behavior.	Standards of conduct are clear. Media Specialist's monitoring of student behavior is subtle and preventative, and response to student misbehavior is sensitive to individual needs	Standards of conduct appear to be clear to students, and the Media Specialist monitors student behavior against those standards. Media Specialist's response to student misbehavior is appropriate and respectful to students.	Media Specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.

Domain 2.3

	Highly Effective	*Effective*	*Improvement Necessary*	*Ineffective*

	Highly Effective	Effective	Improvement Necessary	Ineffective
2.3 Demonstrates and clearly communicates content knowledge to students	Media Specialist 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 <u>some</u> of the following: - Media Specialist fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding. -Media Specialist 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 other's 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.	Media Specialist is effective at demonstrating and clearly communicating content knowledge to students. -Media Specialist demonstrates content knowledge and delivers content that is factually correct. -Content is clear, concise and well-organized. -Media Specialist restates and rephrases instruction in multiple ways to increase understanding. -Media Specialist emphasizes key points or main ideas in content. -Media Specialist uses developmentally appropriate language and explanations. -Media Specialist implements relevant instructional strategies, learned via professional development.	Media Specialist needs improvement at demonstrating and clearly communicating content knowledge to students. -Media Specialist delivers content that is factually correct. -Content occasionally lacks clarity and is not as well organized as possible. -Media Specialist may fail to restate or rephrase instruction in multiple ways to increase understanding. -Media Specialist does not adequately emphasize main ideas, and students are sometimes confused about key takeaways. -Explanations sometimes lack developmentally appropriate language. -Media Specialist does not always implement new and improved instructional strategies learned via professional development.	Media Specialist is ineffective at demonstrating and clearly communicating content knowledge to students. -Media Specialist may deliver content that is factually incorrect. -Explanations may be unclear or incoherent and fail to build student understanding of key concepts. -Media Specialist continues with planned instruction, even when it is obvious that students are not understanding content. -Media Specialist does not emphasize main ideas, and students are often confused about content. -Media Specialist fails to use developmentally appropriate language. -Media Specialist does not implement new and improved instructional strategies learned via professional development.

Domain 2.4

	Highly Effective	Effective	Improvement Necessary	Ineffective
2.4 Checks for Understanding and Modifies Instruction as Needed	Media Specialist is highly effective at checking for understanding and	Media Specialist is effective at checking for understanding and modifying instruction	Media Specialist needs improvement at checking for understanding and	Media Specialist is ineffective at checking for understanding and modifying instruction

modifying instruction as needed. For Level 4, much of level 3 evidence is observed during the year, as well as some of the following: -Media Specialist checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses(those that reveal understanding of lack thereof). -Media Specialist uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking. -Media Specialist anticipates student misunderstanding and preemptively addresses them. -Media Specialist is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement.	as needed. -Media Specialist checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward). -Media Specialist gains enough information during checks for understanding to modify lesson and respond accordingly. -Media Specialist uses a variety of methods to check for understanding. -Media Specialist uses wait time effectively both after posing a question and before helping students think through a response. -Media Specialist assesses for student mastery of stated objectives through formal or informal assessments and used to drive subsequent lesson planning. -Media Specialist makes adjustments to instruction based on checks for understanding that leads to increased understanding for most students. -Media Specialist differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse students' needs. -Media Specialist	modifying instruction as needed. -Media Specialist sometimes checks for understanding of content, but misses several key moments which doesn't allow them to gain enough information to modify the lesson accordingly. -Media Specialist may not use a variety of methods to check for understanding when doing so would be helpful. -Media Specialist 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. -Media Specialists assess for student mastery of stated objectives through formal or informal assessments but does not use it to drive subsequent lesson planning.	as needed. -Media Specialist 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. -Media Specialist 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. -Media Specialist repeatedly uses the same technique to respond to misunderstandings even when it is not succeeding.

responds to misunderstandings with effective scaffolding techniques.

Domain 2.5

	Highly Effective	Effective	Improvement Necessary	Ineffective
2.5 Develops higher level of understanding through rigorous instruction.	Lesson is accessible and challenging to all students. -Students are able to answer higher level questions with meaningful responses. -Media Specialist encourages students' interests in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (enrichment assignments). -Media Specialist shows patience and helps students to work hard towards mastering the objective and to persist even when faced with difficult tasks.	Lesson is accessible and challenging to almost all students. -Media Specialist frequently develops higher level understanding through effective questioning. -Media Specialist have opportunities to meaningfully practice, apply and demonstrate that they are learning.	Lesson is not always accessible or challenging for students. -Some questions used may not be effective in developing higher level understanding. -Media Specialist may not always use questioning as an effective tool to increase understanding. -Instruction is teacher directed and not student centered. -Media Specialist may not encourage students to work hard but may not persist in efforts to have students keep trying.	Lesson is not aligned with developmental level of students. -Media Specialist may not use questioning as an effective tool to increase understanding. Students only show surface understanding of concepts. -Lesson is almost always teacher directed; students have few opportunities to meaningfully practice or apply concepts. -Media Specialist gives up on students easily and does not encourage them to persist through difficult tasks.

Domain 2 Teacher Self-Evaluation Summary Comments (Optional):

Domain 2 Summary Comments:

Domain 2 Score

Domain 3: Leadership

The Media Specialist develops and sustains energy and leadership within their school community to ensure the achievement of all students.

Domain 3.1-3.5

	Highly Effective	Effective	Improvement Necessary	Ineffective
3.1 Contribute to School Culture	At level 4, Media Specialist fulfills the	Media Specialist will:	Media Specialist will:	Media Specialist rarely or never contributes

	Level 4	Level 3	Level 2	Level 1
	criteria for level 3 and additionally may; -Seek out leadership opportunities. -Go above and beyond in dedicating time for students and peers outside of school.	-Contribute ideas and expertise to further the schools' mission and initiatives. -Dedicate time efficiently, when needed, to helping students' and peers outside of class.	-Contribute occasional ideas and expertise to further the school's mission and initiatives.	ideas aimed at improving school efforts. Media Specialist dedicates little or no time outside of class towards helping students and peers.
3.2 Collaborates with colleagues	At level 4, Media Specialist 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. -Also seeks collaboration opportunities with community partners.	Media Specialist 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.	Media Specialist will: -Participate in occasional opportunities to work with and learn from others. -Ask for assistance when needed. Media Specialist may not: -Seek to provide other teachers with assistance when needed OR -Regularly seek out opportunities to work with others.	Media Specialist rarely or never participates in opportunities to work with others. Media Specialist works isolation and is not a team player.
3.3 Seeks Professional Skills and Knowledge	At Level 4, a Media Specialist 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.	Media Specialist will: -Actively pursue opportunities to improve knowledge and practice. -Seek out ways to implement new practices into instruction, where applicable. -Welcome constructive feedback to improve practices.	Media Specialist will: -Attend all mandatory professional development opportunities. Media Specialist may not: -Actively pursue optional professional development opportunities. -Seek out ways to implement new practices into instruction. -Accept constructive feedback well.	Media Specialist rarely or never attends professional development opportunities. -Media Specialist shows little or no interest in new ideas, programs, or classes to improve teaching and learning.
3.4 Advocates for Student Success	At Level 4, Media Specialist fulfills the	Media Specialist:		Media Specialist rarely or never displays

criteria			
-Displays commitment to the education of all students. -Makes changes and takes action to ensure student success.	-Displays commitment to the education of all students. -Attempts to remedy obstacles around student achievement. -Advocates for students' individualized needs.	-Displays commitment to the education of all students. Media Specialist may not: -Advocate for students' needs.	-Displays commitment to the education of all students. commitment to the education to the education of his/her students. -Media Specialist accepts failure as par for the course and does not advocate for students' needs.
3.5 Engages Families in Student Learning	At level 4, a Media Specialist fulfills the criteria for Level 3 and additionally: -Proactively forms relationships in which families are given a variety of opportunities to participate in media programming. -Engage in family outreach in a timely and positive manner outside of required events (e.g. FSFSA night, public library cards).	Media Specialist will: -Gives families opportunities to engage in media programming. -Respond promptly to contact from families. -Engage in all forms of family outreach required by the school.	Media Specialist will: -Respond to contact from families. -Engage in all forms of family outreach required by the school. Media Specialist may not: -Proactively reach out to families to engage them in student learning.	Media Specialist rarely or never reaches out to families and/or frequently does not respond to contacts from families.

Domain 3 Teacher Self-Evaluation Summary Comments (Optional):

Domain 3 Summary Comments:

Domain 3 Score:

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SPEECH LANGUAGE PATHOLOGIST EFFECTIVENESS RUBRIC

SLP Name

School

Evaluator

Grade

- ☐ Preschool
- ☐ Pre-K
- ☐ Kindergarten
- ☐ 1st
- ☐ 2nd
- ☐ 3rd
- ☐ 4th
- ☐ 5th
- ☐ 6th
- ☐ 7th
- ☐ 8th
- ☐ 9th
- ☐ 10th
- ☐ 11th
- ☐ 12th

Please choose all that apply

Subject

Date:

DOMAIN 1: PLANNING AND OVERSIGHT

Domain 1.1-1.5

	Highly Effective	Effective	Improvement Necessary	Ineffective
1.1 Scheduling Services	Service delivery is created in collaboration with other school personnel and is regularly adapted to meet the changing needs of students and building schedules.	Creates the service delivery schedule in collaboration with other school personnel.	Intermittently develops and manages an effective service delivery schedule.	Service delivery schedule is often not met or ignored.
1.2 Team Member	Is a vital member of the team and/or department and provides a program that is a critical component of the school's overall instructional program	Works effectively as a member of a team or department	Inconsistently participates as member of a team or department.	Impedes the progress of the team/ department. Fails to participate or dominates meetings.

	leading to improved student achievement.			
1.3 Collaboration	Has developed excellent and positive collaborative relationships with school personnel.	Effectively and consistently collaborates with school personnel.	Inconsistently collaborates with school personnel.	Rarely collaborates with other school personnel.
1.4 Student Records and Progress Reports	Student records are highly organized and progress is well documented with appropriate input.	Student records and progress reports are effectively maintained and include evidence of progress.	Student records and progress reports are maintained.	Student records and progress reports are maintained.
1.5 Compliance with Federal, State and Local Requirements	Complies with all federal, state, and local requirements that govern special education. Exceeds minimum standards through collaboration with others.	Consistently complies with federal, state, and local requirements that govern special education. Exceeds the education.	Inconsistently complies with federal, state, and local requirements that govern special education and requires frequent monitoring.	Fails to comply with federal, state, and local requirements that govern special education.

Domain 1 Speech Language Pathologist Self-Evaluation Summary Comments (Optional):

Domain 1 Summary Comments

Domain 1 Score:

DOMAIN 2: ASSESSMENTS AND SERVICE DELIVERY

Domain 2.1-2.11

	Highly Effective	*Effective*	*Improvement Necessary*	*Ineffective*
2.1 Hearing and Language Screenings	Effectively and efficiently completes hearing/language screenings for students in accordance with district and/or state guidance and procedures. Reports screening results in a timely manner and collaborates with other school personnel for follow up.	Effectively and efficiently completes hearing/language screenings for students in accordance with district and/or state guidance and procedures. Reports screening results in a timely manner and follows up as needed.	Assists with hearing/ language screenings in accordance with district and/or state guidelines and procedures, and/or inconsistently meets reporting and follow up requirements.	Fails to complete hearing/language screenings for students in accordance with district and/or state guidelines and procedures. Fails to report results or follow up with student who failed the screening.
2.2 Speech/language Assessments and Interpretation of Results	Conducts thorough and individualized speech/ language assessments and is highly skilled at interpreting results.	Conducts speech/ language assessments and effectively interprets results.	Conducts formal and informal speech/ language assessments with limited interpretation of results.	Conducts speech/ language assessments that are inappropriate, ineffective, and/or lack interpretation.
2.3 IEP / RTI Recommendations	IEP /RTI recommendations are highly correlated with assessment evidence/ present levels and are	IEP /RTI recommendations are formulated with sound clinical judgment and assessment evidence	IEP/RTI recommendations are inconsistent and not appropriately based on	IEP/ RTI recommendations are limited in scope and/or not based on assessment evidence

	based on sound clinical and/or use of present judgment. There is a direct correlation to accessing the core curriculum.	assessment evidence/ present levels. There is evidence of some correlation to accessing the core curriculum.	assessment evidence/ present levels.	and/or present levels of performance.
2.4 Defined Goals and Progress Monitoring	Goals for student work are clearly defined and aligned with student present levels of performance. Tools to assess progress are appropriately and consistently used to modify programming.	Goals for student work are somewhat aligned to student present levels of performance. Tools to assess progress are clearly defined.	Goals are defined but inconsistently implemented. Goal progress is not consistently measured.	Goals are not clearly defined and progress toward goals is not measured.
2.5 Variety of Service Models	Therapy provided is highly individualized and services are differentiated to address the uniqueness of students. Displays extensive knowledge of speech/language impairments.	Uses service delivery models including individual, small group, large group, co-teaching, collaboration/ consultation, inclusion, and integrated therapy. Displays extensive knowledge of Services focus on supporting student progress in the approved curriculum.	Service delivery incorporates a limited number of models such as small group, individual, and consultation. Relevance to the approved curriculum is limited.	Service delivery model lacks variety and/or fails to support the students to effectively make progress in the approved curriculum.
2.6 Scope of Therapy & Knowledge	Therapy provided is highly individualized and services are differentiated to address the uniqueness of students. Displays extensive knowledge of speech/language impairments.	Consistently displays the skills and knowledge to work with students with all types of disabilities and provides therapy/ interventions	Provides therapy to address the common needs of students but does not differentiate to address the uniqueness of students. Displays minimal knowledge of speech/language impairments.	Therapy provided fails to meet the needs of students. Displays gaps in knowledge of speech/language impairment.
2.7 Selection of Appropriate Materials	Materials and equipment are exceptionally well prepared and adapted to learning differences, learning styles, various cultures, and interests of students.	Materials and equipment are well prepared, utilized appropriately, and address the needs and interests of students.	Materials and equipment are generally appropriate; however, are not consistently utilized.	Some needed materials and equipment are missing, poorly planned, or inappropriate for student needs.
2.8 Environment of Respect and Rapport	SLP builds highly supportive and positive relationships with students and families that are appropriate to developmental, cultural, and socioeconomic differences.	SLP builds positive relationships with students that are appropriate to developmental, cultural, and socioeconomic differences.	SLP-student relationships are generally positive but do not fully account for developmental, cultural, or socioeconomic differences.	SLP-student relationships are not positive and/or do not account for developmental, cultural, or socioeconomic differences.
2.9 Student Engagement	SLP facilitates an environment where students are engaged	SLP facilitates an environment where students are	SLP facilitates an environment where students are	SLP facilitates an environment where students are rarely

	Highly Effective	Effective	Improvement Necessary	Ineffective
	in their work and participate eagerly by using culturally responsive, evidence based practices.	students are engaged in their work.	inconsistently engaged in their work.	engaged in their work or off task.
2.10 Effective Behavior Monitoring and Managing	SLP demonstrates highly effective and proactive student management. Response to misbehavior is highly effective and differentiated.	SLP effectively and consistently monitors behavior and responds to misbehavior in a timely, appropriate and effective manner.	SLP inconsistently monitors student behavior, and response to misbehavior is inconsistently effective.	SLP does not effectively monitor students' behavior and response to misbehavior is ineffective.
2.11 Varied Instructional Strategies	Instructional strategies are differentiated to meet individual needs and to challenge students.	Instructional strategies are varied to effectively address student needs.	Instructional strategies are varied for groups of students, but may be inconsistently effective.	Minimal or no variation in instructional strategies.

Domain 2 Speech Language Pathologist Self-Evaluation Summary Comments (Optional):

Domain 2 Summary Comments:

Domain 2 Score

DOMAIN 3: TEACHER LEADERSHIP

Domain 3.1-3.4

	Highly Effective	Effective	Improvement Necessary	Ineffective
3.1 Engage Families in Student Learning	Actively seeks out and promotes environment of effective communication between school personnel, parents, and students. Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events.	Communicates effectively with parents and school personnel regarding individual student needs and progress, and responds appropriately to contact from parents. Engages in all forms of parent outreach required by the school.	Inconsistently communicates with parents and/or school personnel regarding individual student needs and progress. May not proactively reach out to parents to engage them in student learning.	Does not effectively communicate with parents and/or school personnel regarding individual student needs and progress. Frequently does not respond to parent contacts.
3.2 Reflective Practices		Open to feedback from colleagues and supervisors and uses input from others to improve services.	Inconsistently accepts feedback from colleagues and supervisors and/or does not often use feedback to improve services.	Ignores or minimizes feedback from colleagues and supervisors and does not make improvements to services.
3.3 Professional Development	Seeks opportunities for professional development which expands skills within all realms of education related to appropriate core curriculum. In	Participates in required and optional opportunities for professional development.	Participates in professional development only if required.	Fails to participate in professional development activities.

	addition, applies new learning to practice, and shares information with others.		
3.4 Contribute to School Culture	Seeks out leadership roles and goes above and beyond in dedicating time for students and peers outside of class.	Dedicates time efficiently, when needed, to helping students and peers outside of class.	Does not frequently dedicate time to help students and peers efficiently outside of class.	Dedicates little or no time outside of class towards helping students and peers.

Domain 3 Speech Language Pathologist Self-Evaluation Summary Comments (Optional):

Domain 3 Summary Comments:

Domain 3 Score:

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SCHOOL PSYCHOLOGIST EFFECTIVENESS RUBRIC

Position

Please select position type if other than a classroom teacher.

School Psychologist Name

School

Evaluator

Grade

☐ Preschool
☐ Pre-K
☐ Kindergarten
☐ 1st
☐ 2nd
☐ 3rd
☐ 4th
☐ 5th
☐ 6th
☐ 7th
☐ 8th
☐ 9th
☐ 10th
☐ 11th
☐ 12th

Please choose all that apply

Subject

Date:

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

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

Domain 1.1-1.5

	Highly Effective	Effective	Improvement Necessary	Ineffective
1.1 Utilizes appropriate assessment and data collection methods	School Psychologist fulfills the criteria for Level 3 and additionally -Applies evaluation data and findings to	School Psychologist uses assessment and data collection methods that are: -Appropriate for the intended purpose,	School Psychologist uses assessment and data collection methods that are: -Appropriate for the student, and	School Psychologist uses assessment and data collection methods that are: -Inappropriate for purpose and/or

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

	Highly Effective (Level 3 and additionally)	Effective	Improvement Necessary	Ineffective
and data-based decisions regarding intervention practices for academic, social-emotional, and behavioral domains.	Level 3 and additionally -Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.), -Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, -Conducts supplemental diagnostic assessments to assist in intervention selection, -Assists with the development and/or delivery of staff professional development to support intervention practices.	monitoring and data-based decisions regarding intervention practices in a manner that meets the expectations of the school(s)/role. Example activities include -Collects, or assists with collection, of student progress monitoring data, -Researches and helps select assessments for progress monitoring, -Summarizes progress monitoring data, and -Applies progress monitoring data to intervention practices and decisions about need for additional services/supports.	-Responsive to opportunities to contribute to progress monitoring and data-based decisions regarding intervention practices but contributions are insufficient to meet expectations of school(s)/role, and -Involved in continued professional growth and learning regarding progress monitoring and data-based decision making practices.	-Lacks knowledge about data-based problem solving practices, -Lacks knowledge about the collection and use of progress monitoring data, and/or -Fails to take advantage of opportunities to engage in progress monitoring practices.
1.4 Conducts special education evaluations to inform eligibility, service, and programming decisions.	School Psychologist fulfills the criteria for Level 3 and additionally -Effectively communicates evaluation findings to school staff through written reports and conferences, and/or -Utilizes evaluation findings to inform accurate eligibility, placement, and service decisions.	School Psychologist conducts evaluations that are: -Completed by compliance due dates, -Compliant with minimum requirements of Article 7, -Appropriate for the student being evaluated, and -Informative for instructional and/or programming purposes.	School Psychologist conducts evaluations that are: -Completed by compliance due dates, -Compliant with minimum requirements of Article 7 But are -Limited in appropriateness for the student being evaluated and/or -Limited in providing instructionally relevant information.	School Psychologist conducts evaluations that are: -Completed past the compliance due dates, -Not compliant with the Article 7, and/or -Inappropriate for the student being evaluated.
1.5 Utilizes technology as part of data-based	School Psychologist fulfills the criteria for Level 3 and	School Psychologist utilizes technology to meet the expectations	School Psychologist fulfills the criteria for Level 3 and	School Psychologist is: School Psychologist :

decision making practices.	additionally	of role and responsibilities.	-Involved in continued professional growth and learning regarding the use of technological tools and programs, and/or	-Lacks knowledge about the use of technological tools and programs,
	-Utilizes technological tools and programs in innovative ways to meet the needs of school(s) and/or enhance job performance, -Provides mentoring and coaching to colleagues regarding the use of technological tools and programs.	Example activities include using technological tools to -collect assessment data, when appropriate, -score data, -summarize data, -graph data, and/or -share data and findings with others.	-Knowledge and skill with technological tools and programs is insufficient to meet expectations of role/school(s).	-Lacks the skills needed to use technological tools and programs, and/or -Fails to engage in professional growth and learning to gain needed knowledge and skills.

Domain 1 School Psychologist Self-Evaluation Summary Comments (Optional):

Domain 1 Summary Comments

Domain 1 Score:

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

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

Domain 2.1-2.5

	Highly Effective	Effective	Improvement Necessary	Ineffective
2.1 Contributes to school-wide curricular and instructional practices for academic, social-emotional, and behavioral domains.	School Psychologist fulfills the criteria for Level 3 and additionally -Serves as a member of school level teams (e.g., school improvement team, intervention team, etc.), -Conducts evaluation of school-wide practices and programs to ensure	School Psychologist contributes to school-wide curricular and instructional practices in a manner that is consistent with the expectations of the role/school(s). Example activities include -Researches and helps select instructional strategies, approaches, or programs,	School Psychologist is: -Responsive to opportunities to contribute to school-wide curriculum and instruction practices but contributions are insufficient to meet expectations of role/school(s), and -Involved in continued professional growth and learning regarding curriculum and	School Psychologist : -Lacks knowledge about curriculum and standards for academic, social-emotional, and behavioral domains -Lacks knowledge about instructional strategies and approaches for academic, social-emotional, and behavioral domains, and/or

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

		-Provides intervention services to individual students or small groups, or -Assists in the collection of information about implementation integrity.	
2.3 Contributes to crisis response and intervention practices.	School Psychologist fulfills the criteria for Level 3 and additionally -Conducts evaluation of crisis response and intervention practices to assess effectiveness and guide continuous improvements, or -Assists with the development and/or delivery of staff professional development on crisis response and intervention. -Collaborates with community agencies to provide coordinated response and services to crisis situations.	School Psychologist contributes to crisis response and intervention practices in a manner that meets the expectations of the role/school(s). Example activities include - Assists in the development of crisis response and intervention plans, -Participates in school-wide crisis response and intervention training, -Provides crisis intervention services to students, staff, and community.	School Psychologist is: School Psychologist: -Responsive to opportunities to contribute to crisis response and intervention practices but contributions are insufficient to meet expectations of school(s)/role, and -Involved in continued professional growth and learning regarding crisis response and intervention.	-Lacks knowledge about crisis response and intervention practices. - Fails to take advantage of opportunities to engage in continued professional growth and learning
2.4 Utilizes information about student background and characteristics to inform instruction, intervention, and service delivery decisions.	School Psychologist fulfills the criteria for Level 3 and additionally -Assists with the development and/or delivery of staff professional development on student diversity.	School Psychologist: -Demonstrates an understanding of the influence of diversity factors through recommended strategies, interventions, and/or programming, and -Knowledge and skills meet the expectations of the role and school(s) population.	School Psychologist is: School Psychologist : -Is involved in continued professional growth regarding student diversity and academic, social-emotional, and behavioral outcomes But practices -Demonstrate limited	-Lacks an understanding of the influence of factors such as culture, linguistic, socioeconomic status, gender or gender identity, national origin, religion, disability, health status on student learning and behavior.

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School Psychologist Effectiveness Rubric   – DRAFT –

-Provides mentoring and coaching to colleagues regarding issues of diversity and student learning,

-Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, addressing issues of disproportionality in special education identification or suspension/expulsion data.

application of this knowledge to instructional practices and programming/ service delivery.

- Fails to take advantage of opportunities to engage in continued professional growth and learning

Domain 2 School Pshychologist Self-Evaluation Summary Comments (Optional):

Domain 2 Summary Comments:

Domain 2 Score

Domain 3: CONSULTATION AND COLLABORATION

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

Domain 3.1-3.4

	Highly Effective	Effective	Improvement Necessary	Ineffective
3.1 Engages in consultation and collaboration with school staff.	School Psychologist fulfills the criteria for Level 3 and additionally -Assists with the development and/or delivery of staff professional development on collaboration and consultation. -Provides mentoring and coaching to colleagues regarding consultation strategies. -Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, designing a	School Psychologist effectively engages in consultation and collaboration with school staff in a manner that meets the expectations of the role/school(s). Example activities include: - Assists teachers with identifying concerns to target through intervention practices, -Supports teachers with intervention implementation through coaching, providing feedback, modeling, etc.,	School Psychologist: -Is involved in continued professional growth regarding consultation and collaboration strategies, However individual's practices: -Demonstrate limited application of knowledge and skills to expected roles and responsibilities.	School Psychologist : -Lacks knowledge and skills about effective consultation strategies and practices, and/or - Fails to take advantage of opportunities to engage in continued professional growth and learning.

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	process for collaborative team meetings.	-Works well with others as part of a team (e.g., intervention team, problem solving team, multidisciplinary team, case conference committee) and/or -Utilizes facilitation and conflict resolution skills and strategies.	
3.2 Engages in consultation and collaboration with parents and families.	School Psychologist fulfills the criteria for Level 3 and additionally -Assists with the development and/or delivery of staff professional development on collaboration and consultation. -Provides mentoring and coaching to colleagues regarding consultation strategies. -Applies knowledge in innovative ways to assist students and families. - Conducts and/or assists with parent education sessions and training's	School Psychologist effectively engages in consultation and collaboration with parents and families in a manner that meets the expectations of the role/school(s). Example activities include - Discusses parent concerns and provides suggestions for strategies to use at home, -Clearly explains assessment data and intervention strategies, -Explains school procedures for services such as special education, intervention, etc. -Clearly explains evaluation findings following special education evaluation, and -Answers questions clearly and comprehensively.	School Psychologist: -Is involved in continued professional growth regarding consultation and collaboration strategies, However individual's practices do not: -Demonstrate application of this knowledge to expected roles and responsibilities.	School Psychologist : -Lacks knowledge about effective consultation strategies and practices, and/or - Fails to take advantage of opportunities to engage in continued professional growth and learning.

		School Psychologist:	School Psychologist:	School Psychologist:
3.3 Engages in consultation and collaboration with community agencies and providers.	School Psychologist fulfills the criteria for Level 3 and additionally -Assists with the development and/or delivery of staff professional development on collaboration and consultation. -Provides mentoring and coaching to colleagues regarding consultation strategies. -Applies knowledge in innovative ways to assist students, families, schools, and community, -Conducts professional development for community agencies and providers	School Psychologist effectively engages in consultation and collaboration with community agencies in a manner that meets the expectations of the role/school(s). Example activities include: -Contacts community providers to obtain information needed for instructional programming, -Clearly explains school procedures for services and practices, -Refers students and families to community providers for needed services, -Communicates with community providers in a clear and ethical manner.	-Is involved in continued professional growth regarding consultation and collaboration strategies, However individual's practices do not -Demonstrate application of this knowledge to expected roles and responsibilities	-Lacks knowledge about effective consultation strategies and practices, and/or - Fails to take advantage of opportunities to engage in continued professional growth and learning.
3.4 Advocate for Student Success	School Psychologist fulfills the criteria for Level 3 and additionally: -Provides support and mentoring to colleagues who are less likely to advocate on the behalf of students, -Seeks systems level changes that will benefit all students and families.	School Psychologist: -Demonstrates a concern for student learning and outcomes by advocating for a change in instruction and services when needed, -Advocates in an effective and respectful manner.	School Psychologist: -Demonstrates a concern about student failure or lack of progress But does not -Advocate for student needs.	School Psychologist: -Demonstrates limited commitment to the growth and learning of students. -Accepts student failure and lack of growth and doesn't advocate for a change in instruction or services.

Domain 3 School Psychologist Self-Evaluation Summary Comments (Optional):

Domain 3 Summary Comments:

Domain 3 Score:

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SPECIAL SERVICES CONSULTANT EFFECTIVENESS RUBRIC

Position

Please select position type if other than a classroom teacher.

Teacher Name

School

Evaluator

Grade

- ☐ Preschool
- ☐ Pre-K
- ☐ Kindergarten
- ☐ 1st
- ☐ 2nd
- ☐ 3rd
- ☐ 4th
- ☐ 5th
- ☐ 6th
- ☐ 7th
- ☐ 8th
- ☐ 9th
- ☐ 10th
- ☐ 11th
- ☐ 12th

Please choose all that apply

Subject

Date:

Domain 1: PURPOSEFUL PLANNING AND PREPARATION

Domain 1.1-1.4

	Highly Effective	Effective	Improvement Necessary	Ineffective
1.1 Uses current and comprehensive knowledge base for planning support for students	As well as meeting all of the effective elements, the Special Services Consultant: Is able to integrate multiple sources of fundamental knowledge in planning	The Special Services Consultant: Is able to clearly articulate, utilize and incorporate a broad knowledge base when planning interventions.	The Special Services Consultant meets most, but not all of the effective elements.	The Special Services Consultant meets few or none of the effective elements.
1.2 Collects Student Data for appropriate planning	As well as meeting all of the effective elements, the Special Services Consultant:	The Special Services Consultant: Selects appropriate	The Special Services Consultant meets most, but not all of	The Special Services Consultant meets few or none of the effective elements.

	(Highly Effective)	(Effective)	(Developing)	(Ineffective)
	Utilizes innovative ways to enhance the collection of data. Effectively coaches peers and local staff in collection methods and use.	method of data collection based on type of information sought. Some examples include: Direct observation Interview Survey Systematic (frequency, duration, intensity Discipline/Incident records	**the effective elements.**	
1.3 Organizes, Analyzes and Presents Data	**As well as meeting all of the effective elements, the Special Services Consultant:** Utilizes innovative methods/tools to organize, analyze and present data in ways that multiple audiences can understand and use the data.	**The Special Services Consultant:** Selects appropriate methods to organize, analyze and present data. Example activities include: - Collect data - Summarize data - Graph data - Share data	**The Special Services Consultant meets most, but not all of the effective elements.**	**The Special Services Consultant meets few or none of the effective elements.**
1.4 Creates Culture of Respect and Collaboration	**As well as meeting all of the effective elements, the Special Services Consultant:** Creates collaborations with community agencies and peer professionals to enhance student success. Facilitates collaborations between local school staff and alternative placement staff for better student outcomes and transitions back to home school.	**The Special Services Consultant:** Collaborates with teachers to develop strategies that work effectively within the framework of the classroom. Shares data and provides opportunities for feedback from teachers/staff on effectiveness of interventions and listens openly to suggestions. Maintains positive working relationships even when teachers are resistant to plan implementation or changes.	**The Special Services Consultant meets most, but not all of the effective elements.**	**The Special Services Consultant meets few or none of the effective elements.**

Domain 1 Special Service Self-Evaluation Summary Comments (Optional):

Domain 1 Summary Comments

Domain 1 Score:

Domain 2: EFFECTIVE INSTRUCTION, INTERVENTIONS, AND INSTRUCTIONAL SUPPORT

Domain 2.1-2.5

	Highly Effective	Effective	Improvement Necessary	Ineffective
2.1 Provides *Consultative Services that Promote Positive Student Outcomes*	**As well as meeting all of the effective elements, the Special Services Consultant:** Provides mentoring and coaching to colleagues regarding behavioral strategies and skills. Demonstrates willingness to provide consultative services beyond assigned responsibilities and catchment area.	**The Special Services Consultant:** Is responsive to stakeholders' needs and purpose of request. Draws upon knowledge of available resources (i.e. community, school based, current research) to address concerns and make recommendations. Conducts consultation with sensitivity to the knowledge/skill level and cultural differences of participants. Consultative services are conducted with clarity, accuracy, and confidentiality.	**The Special Services Consultant meets most, but not all of the effective elements.**	**The Special Services Consultant meets few or none of the effective elements.**
2.2 Utilizes *Information About Student Background, Cultural Diversity, and Disability Awareness*	**As well as meeting all of the effective elements, the Special Services Consultant:** Assists with the development and/or delivery of staff professional development on student diversity and disability awareness. Provides mentoring and coaching to colleagues regarding issues of diversity and student learning. Applies knowledge in innovative ways to assist students and schools with diversity issues and disability awareness.	**The Special Services Consultant:** Demonstrates understanding of diversity when recommending evidence-based strategies, interventions, and/or appropriate programming. Possesses knowledge and skills that meet the expectations of the role and school populations.	**The Special Services Consultant meets most, but not all of the effective elements.**	**The Special Services Consultant meets few or none of the effective elements.**

	As well as meeting all of the effective elements, the Special Services Consultant:	The Special Services Consultant:	The Special Services Consultant meets most, but not all of the effective elements.	The Special Services Consultant meets few or none of the effective elements.
2.3 Oversees the Implementation of Comprehensive Assessments and Interventions to Improve Student Behavior Outcomes	Assists with the development and/or delivery of district or schoolwide professional development on effective assessments and interventions (i.e. assisting buildings in implementing PBIS). Is perceived as a leader and a valuable resource to the school and/or district.	Participates in the implementation of assessments (FBA, systematic observations, etc.) and evidence-based interventions that: - are based on current data - include appropriate monitoring of current data - maintain congruence between needs / goals and progress - are sensitive to ease of implementation to promote fidelity	The Special Services Consultant meets most, but not all of the effective elements.	The Special Services Consultant meets few or none of the effective elements.
2.4 Contributes to Evidence-Based Schoolwide Curricular and Instructional Practices	Assists with the development and/or delivery of staff professional development to support schoolwide evidence-based practices ie. modeling, co-teaching, observation and reflection. Conducts or assists with parent education sessions or training.	Contributes to schoolwide curricular and instructional practices in a manner that is consistent with the expectations of the school(s) ie. modeling, co-teaching, observation and reflection. Provides guidance on systems that support the school curricular and instructional practices.	The Special Services Consultant meets most, but not all of the effective elements.	The Special Services Consultant meets few or none of the effective elements.
2.5 Contributes to Crisis Response and Intervention Practices	Assists with the development and/or delivery of staff professional development on crisis response and intervention. Collaborates with	Contributes to the crisis response and intervention practices in a manner that meets the expectation of the school(s). Provides information and/or assists in the development of crisis	The Special Services Consultant meets most, but not all of the effective elements.	The Special Services Consultant meets few or none of the effective elements.

community agencies to provide coordinated response and services to crisis situations.	response and intervention plans. Offers assistance and participates in school-wide crisis response and intervention training and services as requested.

Domain 2 Special Services Consultant Self-Evaluation Summary Comments (Optional):

Domain 2 Summary Comments:

Domain 2 Score

Domain 3: LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES

Domain 3.1-3.6

	Highly Effective	Effective	Improvement Necessary	Ineffective
3.1 Seeks professional growth and learning opportunities to advance own knowledge and skill	As well as meeting all of the effective elements, the Special Services Consultant: Reflects critically on own skills and identifies professional learning needs. Shares newly learned knowledge and practices with colleagues and school staff. Seeks opportunities to provide professional learning sessions for colleagues and school staff.	The Special Services Consultant: Responds constructively to feedback utilizing it to identify areas for professional growth Initiates attendance at professional learning events Stays abreast of evidence based practice and current research Consistently applies new knowledge and skills to improve student outcomes	The Special Services Consultant meets most, but not all of the effective elements.	The Special Services Consultant meets few or none of the effective elements.
3.2 Contributes to School and/or Profession	As well as meeting all of the effective elements, the Special Services Consultant: Actively participate in professional organization activities. Assumes leadership positions in professional organizations, school or district.	The Special Services Consultant: Serves on committees, teams, and/or task forces, etc. that contribute to the overall functioning of the school, district, and/or profession. Maintains membership in professional organizations.	The Special Services Consultant meets most, but not all of the effective elements.	The Special Services Consultant meets few or none of the effective elements.

3.3 Advocate for Student Success	As well as meeting all of the effective elements, the Special Services Consultant: Seeks system level changes that will benefit all students and families.	The Special Services Consultant: Demonstrates a concern for student learning and outcomes by advocating for a change in instruction and services when needed. Advocates in a respectful and effective manner.	The Special Services Consultant meets most, but not all of the effective elements.	The Special Services Consultant meets few or none of the effective elements.
3.4 Communicates professionally	As well as meeting all of the effective elements, the Special Services Consultant: Responds to communication and the processing of information occurs within 24 hours on a routine basis. Provides communication that is handled with professionalism and sensitivity.	The Special Services Consultant: Communicates, whether voice mail, e-mail, letter or phone, in a professional manner. Responds to inquiries or requests in a timely manner, usually within 48 hours. Communicates in a manner that ensures all appropriate personnel are properly informed about changes in students, staff or programming.	The Special Services Consultant meets most, but not all of the effective elements.	The Special Services Consultant meets few or none of the effective elements.
3.5 Engage Families in Student Learning	As well as meeting all of the effective elements, the Special Services Consultant:	The Special Services Consultant: Proactively reaches out to parents in a variety of ways to engage them in student progress. Responds promptly to contact from parents. Engages in all reasonable forms of parent outreach required by the school.	The Special Services Consultant meets most, but not all of the effective elements.	The Special Services Consultant meets few or none of the effective elements.
	Strives to form relationships in which parents are given ample opportunity to participate. Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events.			
3.6 Meaningfully participates in	As well as meeting all of the effective elements, the Special	The Special Services Consultant:	The Special Services Consultant meets most, but not all of	The Special Services Consultant meets few

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staffings/case conferences	Services Consultant:	the effective elements.	or none of the effective elements.
	Takes the lead when necessary to keep staffing/case conference on track.	Brings all appropriate records and documents to staffing/case conference.	
	Defuses contentious situations during the staffing/case conference.	Meaningfully, understandably and efficiently participates in the staffing/case conference.	
		Facilitates parent participation.	
		Assists with completing the IEP as needed.	

Domain 3 Special Services Consultant Self-Evaluation Summary Comments (Optional):

Domain 3 Summary Comments:

Domain 3 Score:

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GUIDANCE COUNSELOR EFFECTIVENESS RUBRIC

School year:
Please select the current school year.

Position
Please select position type if other than a classroom teacher.

Teacher Name

School

Date

L E V E L S O F P E R F O R M A N C E * *

The levels of performance are defined as follows: (Adapted from the Pathwise Teacher Rubric)

Ineffective:
Counselor does not yet understand the concepts underlying the component and attempts to implement its elements.
Needs Improvement:
Counselor understands the concepts, but implementation is sporadic, intermittent, or otherwise not entirely successful.
Effective:
Counselor clearly understands the concepts underlying the component and implements it well.
Highly Effective:
Counselor operates at a qualitatively different level, characterized by proactive professional practice, a high degree of involvement with students, parents, and the community, and in support of the school and district vision, mission, and goals.

Domain I: Student Academic Development

	Highly Effective	Effective	Improvement Necessary	Ineffective
A. *Course Selection*	In collaboration with parents, students, and staff, assists students to choose classes best suited to their goals, abilities, and interests.	Provides opportunities for staff, students, and parent input to meet all student scheduling needs.	Provides course selections to Students.	Minimal assistance given to students in choosing classes
B. *Academic Standards*	Provides continuous monitoring and personal follow up as needed with students.	Meets with each student to check eligibility for graduation, grade promotion, and diploma choice.	Provides minimal academic information to students.	Does not meet with all students to assess academic progression.
C. *Work With the Testing Program*	Wide range of tests given; students informed and	Well organized coordination of testing program	Minimum testing program in place.	Poor organized coordination of testing program

	Highly Effective	Effective	Improvement Necessary	Ineffective
	encouraged to participate.			
D. Use of Test Results	In collaboration with parents, students, and staff, uses individual test results for academic and post secondary planning.	Interprets test results for students, parents, and staff.	Test results are provided to students and staff when requested.	Minimal communication on testing results is provided.

Domain I Guidance Counselor's Self-Evaluation Summary Comments (Optional):

Domain I Comments

Domain II: Student Career Development

	Highly Effective	Effective	Improvement Necessary	Ineffective
A. Career Planning	Provides students with information about employment and post-secondary options.	Assists students to develop plans for achieving possible career goals, including use of tests and inventories.	Inconsistently assists students to develop plans for achieving possible career goals, including use of tests and inventories.	Fails to interpret career planning tests or inventories.
B. Post-Secondary Planning	Conducts information sessions and discussions for parents and students regarding post-secondary options.	Distributes and reviews registration materials for college entrance tests, financial aid forms, and other post-secondary options.	Post-secondary information is made accessible.	Provides minimal post-secondary information.

Domain II Guidance Counselor's Self-Evaluation Summary Comments (Optional):

Domain II Comments

Domain III: Student Citizenship Development

	Highly Effective	Effective	Improvement Necessary	Ineffective
A. Rapport with Individual Students and Parents	Counselor strengthens relationships with students and parents through a variety of strategies.	Counselor builds positive relationships with students and parents through friendly and mutually respectful interactions.	Counselor builds positive relationships with some students and parents through friendly and mutually respectful interactions.	Counselor-student and counselor-parent interactions include negative or demeaning responses.
B. Nature of Students	Counselor demonstrates caring for each individual student and parents and respect for their culture.	The interactions are appropriate to developmental, cultural, and background differences.	The interactions are inconsistently appropriate to developmental, cultural, and socioeconomic differences.	Interactions may not account for the developmental level or culture of the student.

Domain III Guidance Counselor's Self-Evaluation Summary Comments (Optional):

Domain III Guidance Counselor's Comments

Domain IV: Classroom Guidance Instruction

	Highly Effective	Effective	Improvement Necessary	Ineffective
A. Guidance Lessons	Assists teachers to relate Indiana standards-based guidance lessons to classroom culture.	Counselor organizes and instructs Indiana standards-based guidance lessons.	Counselor organizes and instructs guidance lessons.	No current guidance lessons are taught.
B. Classroom Management	Counselor establishes highly effective and proactive classroom management.	Establishes clear behavioral expectations, monitors behavior, and minimizes problems.	Makes an effort to establish clear behavioral expectations, attempts to monitor behavior and minimize problems.	Demonstrates poor classroom management skills.
C. Content and Method	Counselor displays extensive content knowledge and differentiates instruction.	Counselor displays content knowledge and appropriate methods of instruction.	Demonstrates general understanding of content and method of instruction.	Demonstrates lack of understanding of content and method of instruction.
D. Student Engagement and Participation	All students are engaged in the lesson and takes responsibility for determining the progress of the lesson.	Students are engaged and participating in the lesson.	Students are inconsistently engaged and participating in the lesson.	Students are inconsistently engaged in the lesson or off task.
E. Organization	Counselor uses physical resources in highly creative ways to maximize learning.	All materials and equipment are well prepared and ready.	Essential materials and equipment are prepared and ready.	Some needed equipment or materials are missing or poorly planned.

Domain IV Guidance Counselor's Self-Evaluation Summary Comments (Optional):

Domain IV Guidance Counselor's Comments

Domain V: Guidance Services

	Highly Effective	Effective	Improvement Necessary	Ineffective
A. Referral and Access to Guidance Services	Uses a needs assessment to identify students for referral to counseling services.	Uses multiple systems to identify students for referral to counseling services.	Uses a system to refer students to guidance services.	Ineffectively identifies students for guidance services.
B. Counseling Group Participation	Group participation results in exceptional levels of empathy and support.	Conducts groups which develop group identity and in which students support each other.	Conducts groups in which some members receive support and identify with members.	Groups do not exist, or are counselor / student dominated. No

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	Highly Effective	Effective		
C. Group Skills	Targeted learned in group are demonstrated in outside settings.	Targeted skills are acquired through group counseling process.	Size and configuration of groups are random. Random skills are addressed without personal application.	consideration is given to group structure. Groups are disorganized, not goal oriented.
D. Feedback	Consistently communicates feedback to students, parents, and staff in keeping with standards of confidentiality.	Provides feedback to students, parents, and staff, as appropriate in keeping with standards of confidentiality.	Selective feedback provided as necessary.	Feedback is given only when required and at a minimal level.
E. Use of Data	Counselor uses multiple sources of data to measure the effects of the guidance program.	Counselor addresses student needs and measures the impact of interventions.	Counselor addresses the needs of some students and inconsistently measures the impact of interventions.	Counselor is primarily reactive with few measures of impact.

Domain V Guidance Counselor's Self-Evaluation Summary Comments (Optional):

Domain V: Guidance Counselor's Comments

Domain Score 1, 2, 3, 4, 5,

Domain VI: Staff Relations

	Highly Effective	Effective	Improvement Necessary	Ineffective
A. SCHOOL IMPROVEMENT	Counselor is a leader in improving school programs and overall environment.	Involved in improving school programs and overall environment.	Involved in school improvement efforts.	Minimally involved in school improvement efforts.
B. COMMUNICATION	Effectively communicates with staff and identifies resources for solving staff problem	Effectively communicates with and supports the staff.	Often communicates effectively with and supports staff.	Ineffective and/or minimal communication with staff.
C. COLLABORATION WITH OTHER STUDENT SERVICES PROFESSIONALS	Ongoing and effectively collaborates with home school advisors, school psychologists, school nurses, and mental health professionals to positively influence the wellness of students and the school environment.	Frequently and effectively collaborates with home school advisors, school psychologists, school nurses, and mental health professionals.	Sometimes collaborates with home school advisors, school psychologists, school nurses, and mental health professionals.	Ineffective and/or minimal collaboration with home school advisors, school psychologists, school nurses, and mental health professionals.

Domain VI Guidance Counselor's Self-Evaluation Summary Comments (Optional):

Domain VI Comments

Domain VII: Parent/Communications

	Highly Effective	Effective	Improvement Necessary	Ineffective
A. PARENT / COMMUNITY COMMUNICATION	Takes a leadership role in facilitating parent and community communication and involvement and actually provides resource information to families.	Facilitates parent and community communication and involvement.	Facilitates limited interaction with parents and community.	Facilitates minimal or no interaction with parents and community..
B. USE OF OUTSIDE RESOURCES	Extensive knowledge and skillful use of outside agencies and resources and shares this knowledge with staff.	Initiates consultation and appropriate referrals to outside agencies and shares this knowledge with staff.	Consults and refers to outside agencies upon request	Limited or no consultation with outside agencies.
C. ENGAGEMENT OF FAMILIES IN THE INSTRUCTIONAL PROGRAM	Guidance Counselor's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.	Guidance Counselor's efforts to engage families in the instructional program are frequent and successful.	Guidance Counselor makes modest and inconsistently successful attempts to engage families in the instructional program.	Guidance Counselor makes no attempt to engage families in the instructional program, or such attempts are inappropriate.

Domain Score 6,7

Domain VII Guidance Counselor's Self-Evaluation Summary Comments (Optional):

Domain VII Comments

Domain VIII: Professional/Responsibility

	Highly Effective	Effective	Improvement Necessary	Ineffective
A. RECORD KEEPING	Effectively uses records for student / staff/ parent benefit.	Manages student information and records efficiently.	Manages some student information and records efficiently.	Record keeping is disorganized and inefficient.
B. CONFIDENTIALITY	Teaches or helps develop policy regarding Indiana FERPA and HIPPA and continuously monitors compliance.	Adheres to the Indiana FERPA and HIPPA regulations regarding students and families.	Discriminately shares confidential information.	Indiscriminately shares confidential information.
C. ETHICAL BEHAVIOR	Models fair and ethical behaviors.	Consistently acts with integrity, fairness, and in an ethical manner.	Usually demonstrates fairness, integrity, and/ or ethical behavior.	Fails to demonstrate fairness, integrity, and/ or ethical behavior.

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Category				
D. PROFESSIONAL DEVELOPMENT	Regularly participates in professional development and takes leadership roles within the school.	Seeks out and participates in opportunities for professional development.	Participates in professional development at a minimal level.	Participates in professional development, if required.
E. PROGRAM EVALUATION	A variety of client feedback surveys are sought and effectively used to make counseling decisions.	Uses data from feedback surveys to adjust programs and professional practice.	Client feedback is only solicited if required, and results are ignored or minimized.	No client feedback is solicited.
F. ADVOCACY	Guidance Counselor makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are well-served in the school.	Guidance Counselor works within the context of the school, or a particular team or department to ensure that all students receive a fair opportunity to succeed.	Guidance Counselor does not knowingly contribute to some students being ill-served by the school.	Guidance Counselor contributes to or ignores school practices that result in some students being ill-served by the school.
G. SERVICE TO PROFESSION	Guidance Counselor initiates important activities to contribute to the profession, such as mentoring new Guidance Counselors, writing articles for publication, and making presentations.	Guidance Counselor participates actively in assisting other educators.	Guidance Counselor finds limited ways to contribute to the profession.	Guidance Counselor makes no effort to share knowledge with others or to assume professional responsibilities.
H. RESPONSE TIME	Responds to all messages within the same day when possible and employs a system to ensure timely response.	Responds to all messages in a timely manner (within 24 hours).	Responds to most messages in a timely manner, usually within 24 hours.	Inconsistently responds to people in a reasonable amount of time.
I. SERVICE TO THE SCHOOL	Guidance Counselor volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.	Guidance Counselor volunteers to participate in school events, making a substantial contribution.	Guidance Counselor participates in school events when specifically asked.	Guidance Counselor avoids becoming involved in school events.
J. TIME MANAGEMENT	Counselor develops and implements a written plan based on the needs of students, parents, and staff.	Counselor prioritizes needs and allocates time accordingly.	Counselor is primarily reactive.	Counselor uses time ineffectively and/or inefficiently.
K. PARTICIPATION IN SCHOOL AND DISTRICT PROJECTS	Guidance Counselor volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership	Guidance Counselor volunteers to participate in school and district projects making a substantial contribution.	Guidance Counselor participates in school and district projects when specifically asked.	Guidance Counselor avoids becoming involved in school and district projects.

	role in major school or district projects.		
L. ENHANCEMENT OF CONTENT KNOWLEDGE AND PEDAGOGICAL SKILL	Guidance Counselor seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his/her classroom.	Guidance Counselor seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Guidance Counselor participates in professional activities to a limited extent when they are convenient.	Guidance Counselor engages in no professional development activities to enhance knowledge or skills.
M. SERVICE TO THE PROFESSION	Guidance Counselor initiates important activities to contribute to the profession, such as mentoring new Guidance Counselors, writing articles for publication, and making presentations.	Guidance Counselor participates actively in assisting other educators.	Guidance Counselor finds limited ways to contribute to the profession.	Guidance Counselor makes no effort to share knowledge with others or to assume professional responsibilities.
N. DECISION MAKING	Counselor takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.	Counselor maintains an open mind and participates in team or departmental decision-making.	Counselor's decisions are based on limited, though genuinely professional considerations.	Counselor makes decisions based on self-serving interests.
O. OFFICE ORGANIZATION	Office area presents a warm and inviting atmosphere.	Office area is functional and orderly.	Guidance Counselor's office is generally orderly and functional.	Guidance Counselor's office area is disorderly and/or not functional.
P. USE OF DATA	Counselor uses multiple sources of data to measure the effectiveness of the guidance program.	Counselor addresses student needs and measures the impact of interventions.	Counselor is primarily reactive with few measures of impact.	Counselor does not use data to measure the impact of programs and actions.

Domain Score 8

Domain VIII Guidance Counselor's Self-Evaluation Summary Comments (Optional):

Domain VIII Comments

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WAYNE STAFF DEVELOPER EFFECTIVENESS RUBRIC

Teacher Name

School

Evaluator

Grade

- ☐ Preschool
- ☐ Pre-K
- ☐ Kindergarten
- ☐ 1st
- ☐ 2nd
- ☐ 3rd
- ☐ 4th
- ☐ 5th
- ☐ 6th
- ☐ 7th
- ☐ 8th
- ☐ 9th
- ☐ 10th
- ☐ 11th
- ☐ 12th

Please choose all that apply

Subject

Date:

DOMAIN 1: PURPOSEFUL PLANNING

Staff Developers/ Educational Specialists use purposeful planning for instruction and professional learning as evidenced by:
- **Responsive use of data through collection, analysis, and alignment of goals and action plans**
- **Knowledge of current district, curriculum, and/or school goals**
- **Knowledge of content**
- **Knowledge of research-based best practices for student and adult learners**

Domain 1.1-1.6

	Highly Effective	Effective	Improvement Necessary	Ineffective
1.1 Analyze Multiple Data Points to Plan for Adult Learning	At Level 4, a Staff Developer/ Educational Specialist fulfills the criteria for Level 3	**Staff Developer/ Educational Specialist consistently is effective at analyzing**	**Staff Developer/ Educational Specialist needs improvement at using multiple data points**	**Staff Developers/ Educational Specialists is ineffective and rarely or never uses**

	Highly Effective	Effective	Needs Improvement	Ineffective
	multiple data points to plan for adult learning: • Continually synthesizes and reflects upon qualitative and quantitative data to determine coaching priorities and improve teachers' professional growth.	multiple data points to plan for adult learning, and consistently: • Collects and analyzes multiple sources of student achievement data • Collects teacher practice evidence to determine coaching priorities and improve teachers' professional growth.	to plan for adult learning: • uses only student data or teacher implementation data to plan	multiple data points to plan for adult learning
1.2 Develops Professional Learning Plans Based on the District and School Focus	At Level 4, a Staff Developer/ Educational Specialist fulfills the criteria for level 3 and additionally: • informs building or district focus through sharing trends in teacher data (while maintaining appropriate confidentiality)	Staff Developer/ Educational Specialist is effective at developing professional learning plans: • collaborates with administrators and leadership teams to establish short and long term goals and action plans for professional learning and teacher implementation. • plans include feedback mechanisms and checkpoints to help monitor learning and Inform plan and adaptation throughout the course of the school or district focus	Staff Developer / Educational Specialist needs improvement at developing professional learning plans: • only 1 of the criteria in the effective category is met	Staff Developers/ Educational Specialist in ineffective at developing professional learning plans: • none of the criteria in the effective category are met
1.3 Plans Specific Opportunities for Professional Learning Based on the School and the District Plans	At Level 4, a Staff Developer/ Educational Specialist fulfills the criteria for level 3 and additionally: • informs building or district focus through sharing trends in teacher data (while maintaining	Based on achievement goals, teacher plans units by: -Identifying content standards that students will master in each unit -Creating assessments before each unit begins for backwards planning	Based on achievement goals, teacher plans units by: -Only 2 of 3 Effective Behaviors are being met	Staff Developers/ Educational Specialist in ineffective at developing professional learning plans: • none of the criteria in the effective category are met

Standard		Highly Effective (Level 4)	Effective (Level 3)	Needs Improvement (Level 2)	Ineffective (Level 1)
	appropriate confidentiality) -Allocating an instructionally appropriate amount of time for each unit				
1.4 Monitors Teacher Implementation, Reflects on Data, Analyzes Progress, and Makes Necessary Adjustments		**At Level 4, a Staff Developer/ Educational Specialist fulfills the criteria for Level 3 and additionally:** • Continually self-reflects to improve professional learning • Creates opportunities for teachers to self-monitor and self-reflect on their practice and its impact on teacher and student growth	**Staff Developer/ Educational Specialist is effective at monitoring teacher implementation and making necessary adjustments:** • Analyzes and monitors teacher(s)' or specific groups' progress towards meeting their goal(s) • Uses data analysis to drive future professional learning plans accordingly (large group, small group, and/or individual) • Adapts the professional learning plan and support to meet teachers' needs	**Staff Developer/ Educational Specialist needs improvement at monitoring teacher implementation and making necessary adjustments:** • Only two of the criteria in the effective category are met	**Staff Developer/ Educational Specialist is ineffective at monitoring teacher implementation and making necessary adjustments:** • 0-1 of the criteria in the effective category are met

1.5 Incorporates Knowledge of Adult Learning Theories to Plan Meaningful Professional Learning		**At Level 4, a Staff Developer/ Educational Specialist fulfills the criteria for Level 3 and additionally:**
		
		• considers individual adult learning profiles to create professional learning structures that are comprehensible and of interest/need to individual learners.
			Staff Developer / Educational Specialist is effective at incorporating knowledge of adult learning theories to plan meaningful professional learning:
			
			• creates professional learning structures that include:
			
			  • relevance
			
			  • building from teachers' readiness level and interests
			
			  • connecting to classroom application
				Staff Developer / Educational Specialist needs improvement at incorporating knowledge of adult learning theories to plan meaningful professional learning:
				
				• Only two of the criteria in the effective category are met
					Staff Developer / Educational Specialist is ineffective at incorporating knowledge of adult learning theories to plan meaningful professional learning:
					
					• 0-1 of the criteria in the effective category are met

1.6 Utilizes Feedback Mechanisms to Adapt Professional Learning Plans		**At Level 4, a Staff Developer/ Educational Specialist fulfills the criteria for Level 3**	**Staff Developer/ Educational Specialist is effective in utilizing feedback mechanisms to adapt**	**Staff Developer/ Educational Specialist needs improvement at utilizing feedback**	**Staff Developer / Educational Specialist is ineffective at utilizing feedback**

and additionally:	professional learning plans:	mechanisms to adapt professional learning plans:	mechanisms to adapt professional learning plans:
• utilizes feedback to provide reflective opportunities for teachers	• utilizes multiple mechanisms to gather feedback from teachers • utilizes feedback to influence future planning.	• Only 1 of the criteria in the effective category is being met	• 0 of the criteria in the effective category are met

Domain 1 Staff Developer Self-Evaluation Summary Comments (Optional):

Domain 1 Summary Comments

Domain 1 Score:

DOMAIN 2: EFFECTIVE INSTRUCTION

Staff Developers/ Educational Specialists collaborate with groups and individual staff across the district to achieve professional learning objectives. Staff Developers/ Educational Specialists facilitate teacher learning through structured professional development, individual and small group coaching so that all teachers have the opportunity to gain understanding of the professional learning objectives and implement them successfully in the classroom.

Domain 2.1-2.2

	Highly Effective	Effective	Improvement Necessary	Ineffective
2.1 Develop teacher understanding of professional learning objectives, including knowledge, attitudes, and skills	**Staff Developer/ Educational Specialist is highly effective at developing teacher understanding of professional learning objectives** **For level 4, all of the evidence listed under Level 3 is present, as well as some of the following:** • Staff Developer/ Educational Specialist creates experiences to convey to teachers what they are learning, why it is important, and how it is related to student achievement • Staff Developer/ Educational Specialist	**Staff Developer/ Educational Specialist is effective at developing teacher understanding of professional learning objectives** • Professional learning objectives are specific and aligned to the school/ district focus. They convey what teachers are learning and what they will be able to do by the end of the professional learning. • Professional learning objectives address appropriate knowledge, attitudes, and skills of adults learners. • Importance of the	**Staff Developer/ Educational Specialist needs improvement at developing teacher understanding of professional learning objectives** • Professional learning objectives convey what teachers are learning and what they will be able to do by the end of the professional learning, but may not be aligned to the school/ district focus. • Professional learning may not appropriately address related knowledge, attitudes, or skills connected to the new learning.	**Staff Developer/ Educational Specialist is ineffective at developing teacher understanding of professional learning objectives** • Professional learning objective is vague. • There may not be clear connection between the objective and the professional learning, or Staff Developer/ Educational Specialist may fail to make this connection for the teachers • Staff Developer/ Educational

Indicator	Level 4	Level 3	Level 2	Level 1
	effectively connects (and sometimes challenges) prior knowledge of teachers to professional learning. Teachers demonstrate through work or comments that they understand this connection • objective is explained so that teachers understand why they are learning what they are learning • Professional learning builds on teachers' prior knowledge of key concepts and skills and makes this connection evident to teachers • Professional learning is well-organized to move teachers towards understanding and implementation of the learning objective	• Staff Developer/ Educational Specialist attempts explanation of importance of objective, but teachers fail to understand • Professional learning generally does not build on prior knowledge of teachers, or teachers fail to make this connection • Organization of the professional learning may not always be connected to understanding and implementation of the learning objective		Specialist may fail to discuss importance of objective or there may not be clear understanding amongst teachers as to why the objective is important • There is no effort to connect objective to prior knowledge of teachers • Professional learning is disorganized and does not lead to understanding and implementation of objective
2.2 Demonstrates and Clearly Communicates Content Knowledge to Teachers	**Staff Developer/ Educational Specialist is highly effective at demonstrating and clearly communicating content knowledge to teachers** For level 4, all of the evidence listed under Level 3 is present, as well as some of the following: • Staff Developer/ Educational Specialist fully explains concepts as effectively and efficiently as possible, while still achieving teacher understanding • Staff Developer/ Educational Specialist effectively connects professional learning across multiple content areas, to teachers' experiences and interests, or to current research and pedagogy in order to make content relevant and build interest	**Staff Developer/ Educational Specialist is highly effective at demonstrating and clearly communicating content knowledge to teachers** • Staff Developer/ Educational Specialist demonstrates content knowledge and delivers content that is factually correct, clear, concise, and well-organized • Staff Developer / Educational Specialist has synthesized available materials and information on the topic to provide balanced, clear, accurate content and helpful resources • Staff Developer/ Educational Specialist implements relevant instructional strategies that demonstrate an understanding of the knowledge, needs, and context of the audience • Staff Developer/ Educational Specialist	**Staff Developer/ Educational Specialist needs improvement at demonstrating and clearly communicating content knowledge to teachers** • Staff Developer/ Educational Specialist delivers content that is factually correct, but may lack clarity and organization • Staff Developer/ Educational Specialist does not consistently implement relevant instructional strategies that demonstrate an understanding of the knowledge, needs, and context of the audience • Staff Developer/ Educational Specialist demonstrates a partial or inconsistent understanding of current research based best practices (curriculum,	**Staff Developer/ Educational Specialist is ineffective at demonstrating and clearly communicating content knowledge to teachers** • Staff Developer/ Educational Specialist may deliver content that is factually incorrect, unclear, and/ or lacks clarity and organization • Staff Developer/ Educational Specialist does not implement relevant instructional strategies and does not demonstrate an understanding of the knowledge, needs, and context of the audience • Staff Developer/ Educational Specialist demonstrates little or no understanding of current research based best practices (curriculum,

	assessment, and instruction).	assessment, and instruction).

demonstrates an understanding of current research based best practices (curriculum, assessment, and instruction).

• Staff Developer/ Educational Specialist models instructional best practices during the facilitation of professional learning

Notes:
1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the professional development.
2. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

Domain 2.3-2.8

	Highly Effective	Effective	Improvement Necessary	Ineffective
2.3 *Engage teachers in professional learning content*	**Staff Developer/ Educational Specialist is highly effective at engaging teachers in professional learning content** *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* • Staff Developer/ Educational Specialist provides differentiated ways of engaging with content specific to individual teachers' needs • The professional learning progresses at an appropriate pace so that teachers remain engaged • Staff Developer/	**Staff Developer/ Educational Specialist is effective at engaging teachers in professional learning content** • Staff Developer/ Educational Specialist provides multiple ways, as appropriate, of engaging with content, all aligned to the professional learning objective • Staff Developer/ Educational Specialist sustains the attention of participants • Ways of engaging with content reflects understanding of adult learners • Staff Developer/ Educational Specialist differentiates professional learning accordingly to accommodate for teacher prerequisite skills and knowledge	**Staff Developer/ Educational Specialist needs improvement at engaging teachers in professional learning content** • Staff Developer/ Educational Specialist may provide ways, as appropriate, of engaging with content, but perhaps not aligned to professional learning objective • Staff Developer/ Educational Specialist may miss opportunities to provide ways of differentiating professional learning for teacher engagement by failing to accurately assess teacher prerequisite skills and knowledge • Staff Developer / Education Specialist may miss opportunities to connect engaging professional learning to	**Staff Developer/ Educational Specialist is ineffective at engaging teachers in professional learning content** • Staff Developer/ Educational Specialist may only provide one way of engaging with content OR Staff Developer/ Educational Specialist may provide multiple ways of engaging teachers that are not aligned to the professional learning objective • Staff Developer/ Educational Specialist does not assess prerequisite skills and knowledge or differentiate instruction to be responsive to adult learners

Educational Specialist purposefully integrates technology as a tool to engage and enrich teacher learning when appropriate, and uses various learning platforms to engage teachers as learners	so that teachers can be engaged	opportunities for classroom application.	
	• Staff Developer / Educational Specialist connects professional learning to classroom application, and intentionally builds in opportunities for application and follow-up		

2.4 Checks for Understanding and Modifies Professional Learning as Needed	**Staff Developer/ Educational Specialist is highly effective at checking for understanding and modifying professional learning.**	**Staff Developer/ Educational Specialist is effective at checking for understanding and modifying professional learning**	**Staff Developer/ Educational Specialist needs improvement at checking for understanding and modifying professional learning**	**Staff Developer/ Educational Specialist is ineffective at checking for understanding and modifying professional learning**
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: • Staff Developer/ Educational Specialist checks for understanding at higher levels by asking pertinent, scaffolded questions that push thinking; solicits high quality teacher responses that broaden and focus teachers' knowledge, attitudes, and skills • Staff Developer/ Educational Specialist anticipates teacher misunderstandings and preemptively addresses them • If misunderstandings do occur, Staff Developer/ Educational Specialist is able to modify professional learning without taking away from the flow of the learning or losing engagement	• Staff Developer/ Educational Specialist uses a variety of methods to check for understanding and gains enough information during checks for understanding that lead to increased understanding for most teachers • Staff Developer/ Educational Specialist uses wait time effectively both after posing a question and before helping teachers think through a response • Staff Developer/ Educational Specialist differentiates delivery of professional learning based on checks for understanding/ data to	• Staff Developer/ Educational Specialist sometimes checks for teacher understanding of content, but may not get an accurate pulse of the audience's understanding • Staff Developer/ Educational Specialist may not use a variety of methods to check for understanding and may not gain enough information to modify the professional learning • Staff Developer/ Educational Specialist may not provide enough wait time after posing a question for teachers to think and respond before helping with an answer or moving forward with content • Staff Developer/ Educational Specialist may assess teacher understanding at the end of the professional learning, but may not use this information to	• Staff Developer/ Educational Specialist rarely or never checks for understanding of content, and does not get an accurate pulse of the audience's understanding • Staff Developer/ Educational Specialist frequently moves on with content before teachers have a chance to respond to questions or frequently gives teachers the answer rather than helping them think through the answer. • Staff Developer/ Educational Specialist rarely or never assesses for understanding at the end of the professional learning

(continued from previous criterion)

Highly Effective	Effective	Needs Improvement	Ineffective
• Staff Developer/ Educational Specialist continues to try to address misunderstandings with different techniques • Staff Developer/ Educational Specialist assesses teachers' understanding of the objective(s) at the end of each professional learning, as well as the effectiveness of the professional development	meet diverse teachers needs drive subsequent professional learning		

2.5 Develops High Level of Understanding and Implementation Through Relevant Professional Learning and Classroom-Based Follow-Up

Highly Effective	Effective	Needs Improvement	Ineffective
Staff Developer/ Educational Specialist is highly effective at developing a high level of understanding and implementation *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* • Professional learning is relevant to all teachers • Teachers are able to demonstrate higher-level understanding through meaningful responses and feedback • Staff Developer/ Educational Specialist encourages teachers' interest in learning by providing teachers with additional opportunities to apply and build skills beyond expected professional learning elements by sharing resources,	**Staff Developer/ Educational Specialist is effective at developing a high level of understanding and implementation** • Staff Developer/ Educational Specialist frequently develops a high-level understanding through effective questioning • Teachers have opportunities to meaningfully process, practice, apply, and/or demonstrate that they are learning when applicable • Staff Developer/ Educational Specialist shows patience and helps teachers to progress toward implementation and reflection • Staff Developer / Educational Specialist has built in intentional opportunities for classroom application and follow-up	**Staff Developer/ Educational Specialist needs improvement at developing a high level of understanding and implementation** • Professional Learning is sometimes relevant for teachers • Staff Developer/ Educational Specialist may not always use questioning as a purposeful and effective tool to increase understanding • While teachers may have some opportunity to meaningfully process, practice, and/ or apply concepts, professional learning does not facilitate teacher ownership, transfer, and professional growth • Staff Developer/ Educational Specialist may encourage teachers to implement and reflect, but	**Staff Developer/ Educational Specialist is ineffective at developing a high level of understanding and implementation** • Professional learning is not relevant for teachers • Staff Developer/ Educational Specialist may not use questioning as an effective tool to increase understanding • Professional learning is done to, not with teachers. Teachers have few opportunities to meaningfully practice or apply concepts • Staff Developer/ Educational Specialist offers very little support for teacher(s) in follow-up and implementation

	orchestrating reflective conversations with Staff Developer/ Educational Specialist and peers	• Staff Developer / Educational Specialist follows up with teachers by supporting in-class application or by reflecting on teacher application with evidence		teachers would benefit from more focused support
2.6 Provides ongoing coaching support to teachers to build teachers' capacity and authentic implementation	**At Level 4, a Staff Developer/ Educational Specialist fulfills the criteria for level 3 and additionally:** • knows when to shift coaching roles, based on the flow of the conversation • asks for feedback about the coaching conversation • uses a coaching stance and skills as the primary role, moving into a consulting role as required by the context	**Staff Developer / Educational Specialist intentionally incorporates coaching elements into interactions with teachers to build teachers' capacity and ability to be self-directed, including:** • paraphrasing and prompting • use of supportive questioning • connecting general professional learning ideas and concepts to individual contexts and classrooms • intentional 'gradual release' of supports for teachers	**Staff Developer/ Educational Specialist needs improvement at engaging teachers in Cognitive Coaching to build teachers' capacity.** • paraphrases, prompts, and questions are used inconsistently or may not be used to build teachers' capacity and self-directedness • coaching conversations don't shift teachers into an active role • does not consistently push teachers to connect ideas and concepts to their individual context or classroom	**Staff Developer/ Educational Specialist is ineffective at engaging teachers in Cognitive Coaching to build teachers' capacity.** • uses consultant role as the default in conversations with teachers • coaching promotes teacher passivity and dependence on the staff developer / educational specialist
2.7 Provides a continuum of support and range of services to advance professional learning and implementation	**At Level 4, a Staff Developer/ Educational Specialist fulfills the criteria for level 3 and additionally:** ? seeks opportunities to provide additional professional learning beyond the school's professional learning plan in alignment with teachers' interests or needs ? is in tune with the pulse of the school and teachers for additional professional learning and is proactive to	**Staff Developer /Educational Specialist intentionally differentiates the support provided to teachers in order to ensure all teachers have the opportunity to reach rigorous professional learning goals. This support may take the form of:** • whole group professional learning • small group planning or collaboration • individual coaching	**Staff Developer/ Educational Specialist needs improvement at providing a continuum of support and range of services to advance professional learning and implementation. This support:** • is meeting the needs of most, but not all teachers • lacks differentiation and/or rigor • is not connected to	**Staff Developer/ Educational Specialist is ineffective at providing a continuum of support and range of services to advance professional learning and implementation. This support:** • is meeting the needs of few teachers • is focused on the lowest of level of performance rather than building the competency of every teacher

	Highly Effective	Effective	Needs Improvement	Ineffective
	provide support where needed ? creatively works within both planned/ scheduled and informal opportunities to provide a continuum of support for teachers	the specific needs of the school or individual • individual demonstration (modeling), co-teaching, planning, or reflection • sharing resources	• is built based on efficiency and ease rather than the differentiated needs of teachers	
2.8 Facilitates a Professional Learning Culture of Respect and Collaboration	**Staff Developer/ Educational Specialist is highly effective at facilitating a professional learning 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:* • Teachers are invested in the professional growth of their peers as evidenced by unprompted collaboration and assistance • Staff Developer/ Educational Specialist can provide evidence of positive shifts in the learning culture connected to the Staff Developer / Educational Specialist's actions	**Staff Developer/ Educational Specialist is effective at facilitating a professional learning culture of respect and collaboration** • Staff Developer/ Educational Specialist plans professional learning so that teachers are given opportunities to collaborate and support each other in the learning process • Staff Developer/ Educational Specialist has a good rapport with teachers, and shows genuine interest in their needs, thoughts, and opinions • Staff Developer/ Educational Specialist is skillful at navigating between approachable voice and credible voice • Staff Developer / Educational Specialist provides an open environment for all to feel comfortable and confident in their abilities • Staff Developer / Educational Specialist displays a positive, optimistic attitude toward teachers and their continuous growth	**Staff Developer/ Educational Specialist needs improvement at facilitating a professional learning culture of respect and collaboration** • Staff Developer/ Educational Specialist sometimes plans professional learning so that teachers are given opportunities to collaborate and support each other in the learning process • Staff Developer / Educational Specialist takes on a demeanor that, while professional, does not connote genuine interest in or care for teachers and their needs.	**Staff Developer/ Educational Specialist is ineffective at facilitating a professional learning culture of respect and collaboration** • Staff Developer/ Educational Specialist rarely plans professional learning so that teachers are given opportunities to collaborate and support each other in the learning process • Staff Developer / Educational Specialist adopts a demeanor that is off-putting to teachers, and does not build rapport, collaboration, or confidence.

Domain 2 Staff Developer Self-Evaluation Summary Comments (Optional):

Domain 2 Summary Comments:

Domain 2 Score

DOMAIN 3: Personal Learning, Leadership, and Growth

Staff Developers/ Educational Specialists commit to their own personal learning, intentionally build teacher capacity and professional capital, and contribute to the promotion of a growth mindset and positive culture for professional learning.

DOMAIN 3.1-3.3

	Highly Effective	Effective	Improvement Necessary	Ineffective
3.1 Demonstrates commitment to personal learning and collaboration	**At Level 4, a Staff Developer/ Educational Specialist 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 session	**Staff Developer/ Educational Specialist will:** • Actively pursue opportunities to improve knowledge and practice • Seek out ways to implement new practices into the planning, instruction, and assessment of professional learning • Integrate new learning with current understandings • Seek out opportunities to collaborate with others to expand knowledge base • Ask for assistance, when needed, and provide assistance to others in need • Question existing practices, knowledge, and ideas in light of new learning • Integrate constructive feedback into improved practices	**Staff Developer/ Educational Specialist may:** • Attend some professional development opportunities • abandon solid practices for new ones rather than thoughtful integration and synthesis **Staff Developer/ Educational Specialist may not:** • Actively pursue optional professional development opportunities • Seek out ways to implement new practices into the planning, instruction, and assessment of professional learning • Accept constructive feedback well	**Staff Developer/ Educational Specialist rarely or never attends professional development opportunities.** • Staff Developer/ Educational Specialist shows little or no interest in new ideas, programs, or classes to improve professional learning
3.2 Builds and participates in	At Level 4, a Staff Developer/	Staff Developer/ Educational	Staff Developer/ Educational	Staff Developer/ Educational

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collaborative networks that build professional capital	**Educational Specialist fulfills the criteria for Level 3 and additionally may:** • Participate in and connect teachers with professional networks that extend beyond the school and/or district • build structures for teachers to lead learning in the school, district and/or beyond	**Specialist will:** • create opportunities for teachers to connect with one another within a school and/or across the district -participate in collaborative networks of teachers as a facilitator and/or participant • seek opportunities to partner with teachers in a way that allows teachers to adopt leadership roles • build teachers' capacities for leadership and collaboration	**Specialist will fulfill most of the criteria for the "effective" rating, but may:** • fail to take initiative in the fostering of professional networks for themselves or the teachers they serve • develop collaborative networks but resist releasing leadership to teachers	**Specialist will:** • fail to recognize the importance of collaboration in building professional capital • participate in collaboration only when asked or required
3.3 Contributes to a professional learning culture that builds teachers' capacity and competence	**At Level 4, a Staff Developer/ Educational Specialist fulfills the criteria for Level 3 and additionally may:** • provide evidence that teachers' overall capacity and competence has increased as a result of mission and initiatives the staff developer / educational specialist's actions	**Staff Developer/ Educational Specialist will build teachers into self-efficacious professionals and will:** • Contribute ideas and expertise to further the district and/ or schools' mission and initiatives • attend to the culture of professional learning in such a way that it builds capacity rather than dependence upon staff developers and administrators • empower teachers by building their competence and professionalism in a way that gives them confidence in their ability and grows out of a desire for competence and professionalism instead of compliance	**Staff Developer/ Educational Specialist may:** • create an environment of dependence upon others • place a focus on professional development for the purpose of assisting teachers in compliance rather than development of professionalism	**Staff Developer/ Educational Specialist will:** • fail to understand their role in building capacity for learning in those they serve.

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Domain 3 Teacher Self-Evaluation Summary Comments (Optional):

Domain 3 Summary Comments:

Domain 3 Score:

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OCCUPATIONAL THERAPISTS AND PHYSICAL THERAPISTS PERFORMANCE APPRAISAL RUBRIC

This instrument has been developed for use by the Director of Special Services/Assistant Director of Special Services for occupational therapists and physical therapists in MSD Wayne Township. It is to be used as a performance assessment of occupational therapists and physical therapists. Input should be elicited from administration that interacts with the therapist on a regular basis

Position

Please select position type if other than a teacher.

OT/PT Name

School

Evaluator

Grade

- [ ] Preschool
- [ ] Pre-K
- [ ] Kindergarten
- [ ] 1st
- [ ] 2nd
- [ ] 3rd
- [ ] 4th
- [ ] 5th
- [ ] 6th
- [ ] 7th
- [ ] 8th
- [ ] 9th
- [ ] 10th
- [ ] 11th
- [ ] 12th

Please choose all that apply

Date:

Domain 1: Planning

Domain 1

	Highly Effective	Effective	Improvement Necessary	Ineffective
Referral Process	Follows district timelines for completion of referral process in addition to providing information to team	Follows district timelines for completion of referral process	Inconsistently adheres to district timelines for completion of referral process	Fails to complete student referral information and process to district timelines
Review of Background Information	Seeks, reviews, and integrates relevant additional information	Reviews relevant history and available records during the planning process	Review of prior information is limited in scope	Fails to review available records during the planning process

	Highly Effective	Effective	Improvement Necessary	Ineffective
	helpful to the planning process			
Evaluation of students	Uses a variety of best practice evaluation tools to support effective services for positive student outcome	Selects and administers a variety of assessment data and uses them appropriately	Demonstrates minimal knowledge and use of assessment tools and procedures	Use of assessment tools are inadequate
Able to effectively interpret results of assessment to IEP team	Demonstrates outstanding ability to interpret, synthesize, and effectively convey assessment results	Interprets and synthesizes data and effectively conveys results to team	Ability to interpret data and convey results to team is limited	Data interpretation is inaccurate or unclearly conveyed to team
Therapeutic Decision Making	Leads team in understanding therapeutic considerations during the decision making process	Contributes to team understanding therapeutic considerations during the decision making process	Inconsistently provides information to team members to help team understand therapeutic considerations	Fails to participate with team members to help understand therapeutic considerations

Domain 1 OT/PT Self-Evaluation Summary Comments (Optional):

Domain 1 Summary Comments

Domain 1 Score:

Domain 2: Service Delivery and Instruction

Domain 2

	Highly Effective	Effective	Improvement Necessary	Ineffective
Utilizes knowledge of OT and PT theory to develop effective therapeutic strategies in the educational environment.	Knowledge of OT/PT theory is demonstrated with individual student needs to develop meaningful therapeutic strategies in the educational environment	Consistently demonstrates knowledge of OT/PT theory in an educational environment	Inconsistently applies knowledge to establish therapeutic strategies in the educational environment	Fails to apply knowledge to establish therapeutic strategies in the educational environment
Student Transitions	Collaborates with staff and others and is highly valued as a resource to help prepare students for transitions	Collaborates with staff and others to prepare student for transitions	Inconsistently responds to requests for professional input during transition issues	Provides minimal information or no input regarding student transitions when requested
Procures and maintains inventories	Responsibly procures, maintains and inventories equipment, materials and supplies to contribute to the budget planning departmental process	Places orders for specific student needs using appropriate procedures	Inconsistently follows procedures to procure needed equipment	Does not follow procedures or make attempts to maintain OT/PT inventory
Therapy Techniques	Demonstrates expertise in a wide range of therapeutic strategies and actively	Consistently demonstrates knowledge of a variety	Demonstrates a limited knowledge of effective therapeutic strategies	Lacks knowledge of effective therapeutic strategies

Occupational Therapists and Physical Therapists
Performance Appraisal Rubric

DRAFT

			seeks out best practices	of effective therapeutic strategies
Implementation of Therapy	Effectively implements a wide variety of therapeutic strategies which can be carried out in an integrated model by other staff members	Implements effective therapeutic strategies while considering educational needs	Implements therapeutic strategies but with limited success	Fails to implement effective therapeutic strategies
Written Reports	Reports are individualized and provide information needed to effect positive student outcomes	Reports are clear, organized, accurate, and individualized	Reports are generally accurate but lack important information relevant to the student functioning	Reports are poorly edited and/or disorganized
Maintains Records	Maintains highly efficient/ organized documentation that exceed requirements	Maintains documents in accordance with district policy	Maintains records in accordance with district policy but requires monitoring or reminders	Fails to maintain documents in accordance with district policy
Selection of Assistive Technology	Uses best practices in the selection of modifications, assistive technology, or equipment and includes appropriate team members in the process	Identifies appropriate modifications, assistive technology, or equipment	Inconsistently identifies or provides assistive technology or equipment when requested	Does not identify or provide appropriate assistive technology or equipment
Use of Assistive Technology	Collaborates with all members of the team to maximize use of selected equipment/ assistive technology	Educates involved team members in proper and safe equipment/assistive technology use and maintenance	Provides inconsistent education or training regarding proper and safe equipment/ assistive technology use and maintenance	Few attempts to educate involved team members in proper and safe equipment/ assistive technology use
Professional Development	Actively seeks out a variety of professional development opportunities to support OT/PT best practice in the school setting	Regularly participates in OT/PT professional development when approved by administration	Participates in professional development if required	Does not participate in professional development
Knowledge of Resources	Actively seeks additional resources available through the community to support the students, parents and/or staff	Therapist is aware of resources available through the school, district, or community to support the students, parents and/ or staff	Displays a limited awareness of resources available through the school, district, or community to support the students, parents and/ or staff	Fails to seek resources to support the students, parents and/ or staff

Domain 2 OT/PT Self-Evaluation Summary Comments (Optional):

Domain 2 Summary Comments:

Domain 2 Score

Domain 3: Leadership/Teamwork/Collaboration

Domain 3

	Highly Effective	Effective	Improvement Necessary	Ineffective
Verbal Communication	Oral communication skills facilitate positive outcomes for student success	Oral communication is clear and concise	Demonstrates inconsistent oral communication	Oral communication may be unclear or rambling
Staff Development	Takes a leadership role to creatively infuse professional development into the staff's classroom routines	Regularly participates and provides professional development opportunities for staff	Inconsistently participates in professional development opportunities for staff	Does not participate in professional development for staff
Role in the School Setting	Contributes to development and implementation of OT /PT role as a related service in the school setting	Demonstrates knowledge of OT/PT roles as a related service in the school setting	Inconsistently shows awareness of OT/PT roles as a related service in the school setting	Lacks knowledge of OT/PT role as a related service in the school setting
Problem Solving	Is proactive and highly valued as a resource to help solve problems	Demonstrates effective problem solving skills	Inconsistently provides help to solve problems	May be critical or rigid, ineffective in problem solving
Team Work	Is a valuable member of the team in developing consensus and cooperation	Works effectively as a team member	Inconsistently participates in decision making process	Impedes the process or fails to participate in the team decision making process
Expertise	Serves as a resource for disabling conditions on an ongoing and continuing basis throughout the school environment	Serves as a resource to students, parents, and IEP team on disabling conditions and their effects on education	Inconsistently demonstrate knowledge or attempt to seek resource information on disabling conditions	Does not demonstrate knowledge or attempt to seek resource information on disabling conditions

Domain 3 OT/PT Self-Evaluation Summary Comments (Optional):
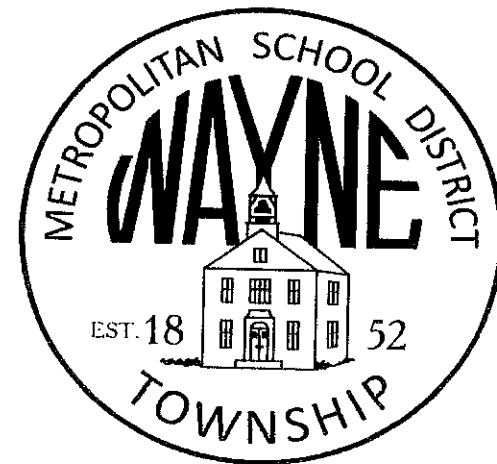
Domain 3 Summary Comments:

Domain 3 Score:

WAYNE

Administrator Evaluation

Administrator Name

Building

Date

EST. 18 52

METROPOLITAN SCHOOL DISTRICT
WAYNE
TOWNSHIP

Wayne Township District Administrator Evaluation Rubric

INDICATOR	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective
1.0 Human Capital Manager – The administrator uses the role of human capital manager to drive improvements in building leader effectiveness and student achievement.				
1.1 The administrator effectively recruits, hires, assigns, and retains school employees _____ **DESIRED OUTCOMES:** The administrator considers effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the employee and monitors the effectiveness of the personnel process utilized throughout the school. The administrator considers school goals when making personnel decisions.	☐ The administrator consistently considers effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the employee and monitors the effectiveness of the personnel process utilized throughout the school. The administrator consistently considers school goals when making personnel decisions.	☐ The administrator consistently considers effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the employee. The administrator consistently considers school goals when making personnel decisions.	☐ The administrator occasionally considers effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the employee. The administrator occasionally considers school goals when making personnel decisions.	☐ The administrator rarely considers effectiveness when recruiting, hiring, assigning, or retaining the employee. The administrator does not consider school goals when making personnel decisions.
1.2 The administrator creates and/ or supports professional development system for school leaders based on proficiencies and needs. _____ **DESIRED OUTCOMES:** The administrator has developed a system of job-embedded professional development that differentiates training and implementation based on individual leaders. The administrator uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective leaders.	☐ The administrator, has developed a system of job-embedded professional development that differentiates training and implementation based on individual employees' needs. The administrator uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective leaders.	☐ Consistent effort has been made to differentiate and embed professional development to meet the needs of individual administrators.	☐ The administrator is aware of the differentiated needs of leaders, but professional Development is only embedded in some professional development.	☐ Professional development is typically "one size fits all," and there is little or no differentiation..

INDICATOR	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective
1.3 **The administrator identifies and mentors emerging leaders to assume key leadership responsibilities.** **DESIRED OUTCOMES:** The administrator has identified and provided an environment for mentoring administrators, instructional and other personnel who have assumed administrative positions and/or administrative responsibilities.	☐ The administrator has identified and provided an environment for mentoring leaders and other personnel who have assumed administrative positions and/or administrative responsibilities.	☐ The administrator has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role or at an administrative level, with positive results.	☐ The administrator has provided some training to an emerging school leader or administrator, who has the potential to assume a leadership role.	☐ There is no evidence of effort to develop any leadership skills in others. Persons under the admin's direction are unable or unwilling to assume added responsibilities.
1.4 **The administrator provides evidence of delegation and trust in school leaders.** **DESIRED OUTCOMES:** Employees throughout the school are empowered in formal and informal ways. Instructional personnel participate in the facilitation of meetings and exercise leadership in committees, task forces and mentorships; other employees, including noncertified, exercise appropriate authority and assume leadership roles. The climate of trust and delegation in the school contributes directly to the identification and empowerment of the next generation of leadership.	☐ Employees throughout the school are empowered in formal and informal ways. Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified, exercise appropriate authority and assume leadership roles where appropriate. The climate of trust and delegation in the school contributes directly to the identification and empowerment of the next generation of leadership.	☐ There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the school. The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and school business.	☐ The administrator sometimes delegates, but also maintains decision-making authority that could be delegated to others.	☐ The administrator does not afford subordinates the opportunity or support to develop or to exercise independent judgment.

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INDICATOR	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective
1.5 The administrator provides formal and informal feedback to the school leaders and leadership team with the exclusive purpose of improving individual and organizational performance. _____ **DESIRED OUTCOMES:** The administrator uses a variety of creative ways to provide positive and corrective feedback to the school leaders and leadership team. The entire school reflects the administrator's focus on accurate, timely, and specific recognition. The administrator balances individual recognition with team and school wide recognition. Corrective and positive feedback is linked to school goals and both the administrator and school leaders and leadership team can cite examples of where feedback is used to improve individual and school performance.	☐The administrator uses a variety of creative ways to provide positive and corrective feedback to the school leaders and leadership team. The entire school reflects the administrator's focus on accurate, timely, and specific recognition. The administrator balances individual recognition with team and school-wide recognition. Corrective and positive feedback is linked to school goals and both the administrator and school leaders and leadership team can cite examples of where feedback is used to improve individual and school performance.	☐The administrator provides formal feedback to the school leaders and leadership team that is consistent with the school's personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths of the school leaders and leadership team.	☐The administrator adheres to the school's personnel policies in providing formal feedback to the school leaders and leadership team, although the feedback is just beginning to provide details that improve school performance.	☐Formal feedback to the school leaders and leadership team is nonspecific. Informal feedback to the school leaders and leadership team is rare, nonspecific, and not constructive.
Comments:				

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INDICATOR	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective
2.0 Instructional Leadership – The administrator acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of each student.				
2.1 **The administrator interprets the educational goals and objectives to school personnel with the expectation of competent and effective performance.** **DESIRED OUTCOMES:** The administrator documents examples of decisions in teaching, assignment, curriculum, assessment, and intervention on the basis of data analysis of established goals and objectives The administrator has coached staff to improve their data analysis skills.	☐ The administrator can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis. The administrator has coached staff to improve their data analysis skills.	☐ The administrator uses multiple data sources, including state, school, and classroom assessments, and has at least three years of data. The administrator systematically examines data at the subscale level to find strengths and challenges. The administrator empowers teaching and administrative staff to determine priorities from data. Data insights are regularly the subject of faculty meetings and professional development sessions.	☐ The administrator is aware of state and school results and has discussed those results with staff, but has not linked specific decisions to the goals and objectives and data collection and analysis.	☐ The administrator is unaware of or indifferent to the data. Goals and objectives are not articulated across the school.
2.2 **The administrator shall establish curriculum and instructional strategies to meet the needs of a diverse school community and its learners.** **DESIRED OUTCOMES:** The administrator reviews student achievement data. Strategies of instruction, interventions and programs are monitored, evaluated and reported.	☐ The administrator systematically reviews student achievement data. Strategies of instruction, interventions and programs are consistently monitored, evaluated and reported.	☐ The administrator frequently reviews student achievement data. Strategies of instruction, interventions and programs are frequently monitored, evaluated and reported.	☐ The administrator rarely reviews student achievement data. Strategies of instruction, interventions and programs are rarely monitored, evaluated and reported.	☐ The administrator does not review student achievement data. The administrator is laissez-faire in monitoring, evaluating, and reporting data.

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INDICATOR	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective
2.3 **The administrator ensures evidence of student improvement by providing instructional strategies and student services programs that are appropriately developed, coordinated, implemented and evaluated.** **DESIRED OUTCOMES:** The administrator can specifically document examples of decisions made. A record of improved student achievement exists on multiple indicators of student success. Explicit use of previous data indicates that the administrator has focused on improving performance. In areas of previous success, the administrator identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the administrator highlights the need, creates effective interventions, and reports improved results.	☐ The administrator can specifically document examples of decisions made. A consistent record of improved student achievement exists on multiple indicators of student success. Explicit use of previous data indicates that the administrator has focused on improving performance. In areas of previous success, the administrator aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the administrator highlights the need, creates effective interventions, and reports improved results.	☐ The administrator reaches the targeted performance goals for student achievement. The average of the student population improves, as does the achievement of each group of students that has previously been identified as needing improvement. There is evidence of changes in leadership, teaching, and curriculum that creates improvements to achieve student performance goals.	☐ The administrator reaches some of the targeted performance goals for student achievement There is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.	☐ Indifferent to the data, the administrator blames students, families, and external characteristics. The administrator does not believe that student achievement can improve. The administrator has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.
2.4 **The administrator actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement** **DESIRED OUTCOMES:** The administrator surveys staff and other school community groups in this area regarding their views. The administrator seeks input from various stakeholders in matters related to the improvement in student achievement.	☐ The administrator regularly surveys staff and other school community groups in this area regarding their views. The administrator frequently seeks input from various stakeholders in matters related to the improvement in student achievement.	☐ The administrator has a very open and support-seeking attitude towards all stakeholders in the school in regard to matters related to the improvement in student achievement.	☐ The administrator rarely seeks and solicits feedback in matters related to the improvement in student achievement.	☐ The administrator is perceived by stakeholders as being top-down oriented in all decisions related to the improvement in student achievement.

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INDICATOR	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective
Comments:				

INDICATOR	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective
3.0 Personal Behavior – The administrator models civility and personal behaviors that reflect expectations for all student and adult relationships in the school.				
3.1				
The administrator models professional, ethical, respectful, and civil behavior at all times and expects the same behavior from others.

The administrator models behavior that demonstrates fairness, integrity and respect for all.

_____

DESIRED OUTCOMES:
The administrator models appropriate professional behavior to all, and encourages a positive and professional response from all members of the school community. | ☐The administrator is an exemplary model of appropriate professional behavior to all and encourages a positive and professional response from all members of the school community. | ☐On a regular basis the administrator has displayed appropriate and professional responses to members of the school community. | ☐Occasionally the administrator has not responded to school community members with acceptable levels of professionalism. | ☐The administrator does not display and use common courtesy regularly and respectful professional responses when dealing with members of the school community. |
| **3.2** | | | | |
| The administrator organizes time and projects for effective leadership.

_____

DESIRED OUTCOMES:
Personal organization allows the administrator to consider innovations and be available to engage in leadership activities and collaborate with people at all levels.

The administrator applies project management to systems thinking throughout the organization. | ☐Personal organization allows the administrator to consider innovations and be available to engage in leadership activities and collaborate with people at all levels.

The administrator applies project management to systems thinking throughout the organization. | ☐The use of organizational development tools is evident by supporting documentation provided by the administrator

Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources. | ☐Projects are managed using lists of milestones and deadlines, but are infrequently updated.

The impact of changes is rarely documented. | ☐Project management is haphazard or absent.

There is little or no evidence of lists of milestones and deadlines. |

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INDICATOR	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective
3.3 **The administrator represents the school before the public, projecting a knowledgeable and positive image for public education and as a model for all staff.** _____ **DESIRED OUTCOMES:** The administrator projects a knowledgeable and positive image in all matters of the school. The administrator engages the school and the greater community, including elected officials with accurate data about the school.	☐The administrator consistently projects a knowledgeable and positive image in all matters of the school. The administrator engages the school and greater community, including elected officials with accurate data about the school.	☐The administrator frequently projects a knowledgeable and positive image in all matters of the school. The administrator frequently engages the school and greater community, including elected officials with accurate data about the school.	☐The administrator responds to some selected matters of the school when asked. The administrator sporadically responds to the school and the greater school community with data about the school community.	☐The administrator rarely and ineffectively responds to school matters. The administrator does not project a positive image in the role of administrator.
Comments:				

INDICATOR	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective

4.0 Building Relationships – The administrator builds relationships that effectively support the mission and goals of the school to achieve transformative results.

| 4.1 | The administrator demonstrates effective communication with parents and community.

 ___

 DESIRED OUTCOMES:
 There is clear evidence of parent-centered and community-centered communication, including open forums, focus groups, surveys, personal visits, and effective use of technology.

 Survey data suggests that parents and community members feel empowered and supportive of educational objectives.

 The administrator uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school.

 The administrator manages an ever-broadening portfolio of partnerships and collaborations that support and help to advance the strategic plan of the school. | ☐ There is clear evidence of parent-centered and community-centered communication, including open forums, focus groups, surveys, personal visits, and effective use of technology.

 Survey data suggests that parents and community members feel empowered and supportive of educational objectives.

 The administrator uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school.

 The administrator manages an ever broadening portfolio of partnerships and collaborations that support and help to advance the strategic plan of the school. | ☐ The administrator assumes leadership roles in important local organizations (e.g., serving on boards of directors, chairing important committees or task forces, leading new community initiatives).

 The administrator actively and effectively develops community trust in the school through individual parent contact, speaking engagements, town hall meetings, public forums, media outlets, events, and other approaches.

 The administrator seeks out and creates new opportunities for meaningful partnerships or collaborative endeavors. | ☐ The administrator occasionally participates in local organizations but does not assume a leadership role in furthering communications.

 Initiative for communication more regularly comes from outside entities and not from the administrator. | ☐ The administrator does not identify groups and potential partners within the community.

 The administrator fails to ensure that all parental and community involvement activities honor the cultures and traditions of the local community.

 The administrator fails to interact with parents and community groups that have a critical role in developing support for the school. |

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INDICATOR	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective
4.2 **The administrator forges consensus for change and improvement throughout the school.** ___ **DESIRED OUTCOMES:** The administrator uses strategies to achieve a consensus for change and improvement. Guides others through change and addresses resistance to that change. Systemically monitors, implements and sustains the success of strategies for change.	☐The administrator uses effective strategies to achieve a consensus for change and improvement. Guides others through change and addresses resistance to that change. Systemically monitors, implements and sustains the success of strategies for change.	☐The administrator uses effective strategies to work toward a consensus for change and improvement. Directs change and improvement processes by identifying and securing the systems and allies necessary to support the process. Secures cooperation from key stakeholders in planning and implementing change and driving improvement.	☐The administrator occasionally identifies areas where consensus is necessary. Has identified areas in which consensus is needed but has yet to implement a process for change and/or improvement. Asks for feedback from stakeholders but is not yet successful in securing cooperation.	☐The administrator fails to forge consensus for change. Fails to identify areas in which agreement and/or consensus is necessary. Rarely or never directs or develops a process for change and/or improvement. Rarely or never seeks feedback or secures cooperation and makes unilateral decisions.
4.3 **The administrator understands the role of the administrator in engaging the public in educational issues.** ___ **DESIRED OUTCOMES:** The administrator employs a variety of strategies to resolve conflicts and forge consensus within the school community in a constructive and respectful manner. The administrator encourages open dialogue, considers diverse points of view, and empowers and supports administrators in utilizing conflict resolution strategies.	☐The administrator consistently employs a variety of strategies to resolve conflicts and forge consensus within the school community in a constructive and respectful manner. The administrator consistently encourages open dialogue, considers diverse points of view, and empowers and supports administrators in utilizing these conflict resolution strategies.	☐The administrator employs a non-confrontational approach to resolve conflicts and forge consensus within the school community in a constructive and respectful manner. The administrator frequently encourages open dialogue, considers diverse points of view, and often empowers and supports administrators in utilizing these conflict resolution strategies.	☐The administrator employs a limited number of strategies to resolve conflicts and forge consensus within the school community with varying degrees of success.	☐The administrator does not respond to conflict in a solution-oriented and/or respectful manner and attempts at consensus building around critical decisions are unsuccessful.
4.4 **The administrator keeps the direct supervisor informed on issues, needs, and the overall operations of the school by supporting open communication and dialogue.** ___ **DESIRED OUTCOMES:** The administrator communicates with the direct supervisor routinely, using a variety of mechanisms, such as weekly notes, up-dates, and telephone calls. The administrator has created an	☐The administrator communicates with the direct supervisor routinely, using a variety of mechanisms, such as weekly notes, up-dates, and telephone calls. The administrator has created an environment where input feedback and from the direct supervisor is both sought and encouraged.	☐The administrator communicates with the direct supervisor periodically. The administrator seeks input and feedback from the direct supervisor on a frequent basis.	☐The administrator communicates with the direct supervisor when needed. The administrator seeks input and feedback from the direct supervisor and usually to garner support for decisions made by the administrator.	☐The administrator has little communication with the direct supervisor outside of meetings. The administrator rarely seeks input from the direct supervisor and tends to make unilateral decisions.

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INDICATOR	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective
environment where input feedback and from the direct supervisor is both sought and encouraged. The administrator engages in open discussion with the direct supervisor.	The administrator engages in open discussion with the direct supervisor on a consistent basis.			
Comments:				

INDICATOR	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective
5.0 Culture of Achievement – The administrator develops a school-wide culture of achievement aligned to the school's vision of success for every student.				
5.1 **The administrator empowers building leaders to set high and demanding academic and behavior expectations for every student and ensures that students are consistently learning.** **DESIRED OUTCOMES:** The administrator leads and involves the school leaders and leadership team in a comprehensive ongoing analysis of school performance. Multiple data sources are utilized to analyze schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals. Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.	☐ The administrator leads and involves the school leaders and leadership team in a comprehensive annual analysis of school performance. Multiple data sources are utilized to analyze schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals. Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.	☐ The administrator guides the school leaders and leadership team in an annual analysis of school performance. Data sources are utilized to analyze the schools' strengths and weaknesses and a collaborative process is used to develop measurable goals. Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.	☐ The administrator requests that the school leaders and leadership team utilize data sources to analyze school strengths and weaknesses. Goals are established that may not be focused or measurable. General expectations are established and limited resources and occasional supports are provided to support the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.	☐ The administrator does not work with the school leaders and leadership team to gather and utilize data sources to analyze school strengths and weaknesses. Limited data is available and a lack of goal-setting is evident throughout the school. The administrator does not establish clear expectations or provide the necessary support for the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.

101

INDICATOR	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective
5.2 **The administrator establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement that is recognized and honored through a variety of activities.** ___ **DESIRED OUTCOMES:** The administrator reports on the progress of rigorous academic goals and school academic priorities that have been established by the administrator and approved by the school board. The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the administrator and the board. The administrator provides a variety of initiatives and activities that honor students and staff.	☐The administrator regularly reports on the progress of rigorous academic goals and school academic priorities that have been established by the administrator and approved by the school board. The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the administrator and the board. The administrator consistently provides a variety of initiatives and activities that honor students and staff	☐The administrator has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the schools program. Approved goals are shared and available for the entire community. The administrator has a program for staff and student recognition.	☐The administrator has occasionally made some reference to academic goals and school improvement priorities, but there are no established written goals or formats for academic rigor or improvement approved by the board. The administrator will occasionally recognize students and staff.	☐The employees of the school and the school community are unaware of the school academic goals and priorities and there is no apparent and definitive academic direction established by the administrator. The employees and the students of the school are ignored in honor and recognition from the administrator.
5.3 **The administrator ensures that all students have full and equitable access to educational programs, curricula, and available supports which include a safe, nurturing, orderly and civil environment.** ___ **DESIRED OUTCOMES:** The administrator establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs.	☐The administrator establishes clear expectations and provides resources that enable staff to identify each student's academic, social, emotional, and behavioral needs.	☐The administrator establishes clear expectations and provides resources that enable administrators and teachers to identify a majority of students' academic, social, emotional, and behavioral needs.	☐The administrator establishes general expectations and resources are limited to students who are struggling academically or behaviorally.	☐The administrator does not set expectations and resources are not allocated on the basis of any identified needs of students.

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INDICATOR	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective
5.4 **The administrator guides building-level staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning.** _____ **DESIRED OUTCOMES:** The administrator sets clear expectations and provides resources to support staff to engage all families in supporting their children's learning at school and home.	☐ The administrator sets clear expectations and provides resources to support staff to regularly engage all families in supporting their children's learning at school and home.	☐ The administrator sets clear expectations and provides support for staff to regularly engage families in supporting their children's learning at school and home.	☐ The administrator sets general expectations and provides occasional support for staff to engage families in supporting their children's learning at school and home.	☐ The administrator does not set expectations or provide support for staff to regularly communicate with families on ways to support their children's learning at school and home.
Comments:				

103

INDICATOR	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective
6.0 Organizational, Operational, and Resource Management – The administrator leverages organizational, operational, and resource management skills to support school improvement and achieve desired educational outcomes.				
6.1 **The administrator utilizes data for decisions.** **DESIRED OUTCOMES:** Data is reflected in decisions, ranging from course and classroom assignments to the discontinuance of programs. The administrator can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis. A variety of data sources, including qualitative and quantitative, are used. Data sources include state,school, and classroom assessments. Inferences from data are shared outside the school community to identify and replicate the most effective practices.	☐Decision making is neither by consensus nor by leadership mandate, but is consistently based on the data. Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs. The administrator can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis. A variety of data sources, including qualitative and quantitative, are used. Data sources include state, school, and classroom assessments. Inferences from data are shared widely outside the school community to identify and replicate the most effective practices.	☐The pattern of decision-making reflects a clear reliance on state and school student achievement data as well as on curriculum, instruction, and leadership practices data.	☐Some decisions are based on data, but others are the result of personal preference and tradition.	☐ The predominant decision making methodology is mandated from the administrator or based on what is popular.

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INDICATOR	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective
6.2 The administrator demonstrates personal proficiency in technology implementation and utilization. **DESIRED OUTCOMES:** The administrator creates new opportunities for technological learning and empowers the staff to use new technology initiatives. The administrator serves as a model for technology implementation.	☐ The administrator creates new opportunities for technological learning and empowers the school leaders and leadership team to use new technology initiatives. The administrator serves as a model for technology implementation.	☐ The administrator personally uses email, word processing, spreadsheets, presentation software, and other software such as student data management systems. The administrator utilizes technology within his/her daily responsibilities.	☐ The administrator has mastered some, but not all, software required for proficient performance. The administrator takes the initiative to learn new technology but rarely becomes proficient in its use.	☐ The administrator has limited literacy with technology. There is little or no evidence of the administrator taking a personal initiative to learn new technology.
6.3 The administrator oversees the use of practices for the safe, efficient, and effective operation of the school. **DESIRED OUTCOMES:** The administrator has procedures in place to address the safety of students and staff in the event of a disaster. Staff members have a working knowledge of procedures. The administrator ensures that staff carries out their duties with respect to the school's physical plant, equipment, and auxiliary services. Monitoring steps are in place to measure operation efficiencies.	☐ The administrator ensures there are procedures in place to address the safety of students and staff in the event of a disaster. Staff members have a working knowledge of procedures. The administrator ensures that staff carries out their duties with respect to the school's physical plant, equipment, and auxiliary services. Monitoring steps are in place to measure operation efficiencies.	☐ The administrator ensures there are procedures in place to address the safety of students and staff in the event of a disaster. Periodic review of these procedures is in place. The administrator ensures that staff carries out their duties with respect to the school's physical plant, equipment, and auxiliary services.	☐ The administrator has procedures in place to address the safety of students and staff in the event of a disaster. The administrator attempts to provide a safe and efficient operation of the school's physical plant, equipment, and auxiliary services.	☐ The administrator has limited or no procedures in place to address the safety of students and staff in the event of a disaster. The administrator pays little or no attention to the oversight of the safe and efficient operation of the school.

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INDICATOR	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective
6.4 The administrator provides responsible fiscal stewardship. **DESIRED OUTCOMES:** The administrator saves fiscal resources for the school and reallocates those resources to help the school achieve its strategic priorities. Results indicate the positive impact of reallocated resources in achieving strategic priorities. The administrator has established processes to increase fiscal resources, e.g., grants, donations, and community resources.	☐ The administrator regularly saves fiscal resources for the school and reallocates those resources to help the school achieve its strategic priorities. Results indicate the positive impact of reallocated resources in achieving strategic priorities. The administrator has established processes to increase fiscal resources, e.g., grants, donations, and community resources.	☐ The administrator leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.	☐ The administrator lacks proficiency in using budget to focus resources on strategic priorities.	☐ The administrator has little proficiency in sound budgetary practices.
6.5 The administrator demonstrates compliance with legal requirements relevant to the operation of the school. **DESIRED OUTCOMES:** The administrator demonstrates an understanding of the legal standards and board policy requirements of the school, and adheres to those standards and requirements.	☐ The administrator demonstrates an understanding of the legal standards and board policy requirements of the school, and consistently adheres to those standards and requirements.	☐ The administrator demonstrates an awareness of the legal standards and board policy requirements of the school and adheres to those standards and requirements.	☐ The administrator is not respectful of legal standards and/or board policy requirements.	☐ The administrator is unaware of the legal standards and board policy requirements.
Comments:				

EVALUATION SUMMARY COMMENTS

_____

(Administrator's Signature)

(Evaluator's Signature)

(Other's Present)

(Other's Present)

(Date)

Administrator Evaluation Data Summary

Administrator Name: _____   Date: _____

Highly Effective = 4   Effective = 3   Improvement Necessary = 2   Ineffective = 1

Primary Data (51%)
State Accountability Grade
A = 4
B = 3
C = 2
D or F = 1

COMMENTS

Secondary Data (49%)
Elementary = I-Read 3
Secondary = one of the following: Student Attendance Rate
                                      Failure Rate
                                      CCR
                                      SAT/PSAT/Explore
                                      ACT/PLAN
                                      SRI

COMMENTS

Choice Data (% included with secondary data score)

Data Summary

        Primary Data   __#__

        Secondary Data   __#__

        Choice   __n/a__

Overall Data Score   __#__ x .20   =   ___###___

_____   _____
Administrator Signature   *Evaluator Signature*

Wayne Administrator Evaluation Summary
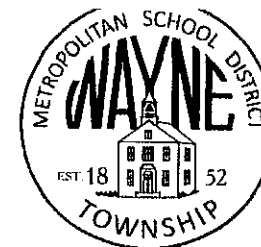
Administrator Name: _____ **School:** _____

Evaluator: _____ **Date:**___Click here to enter a date._____

Rubric

Domain 1: Human Capital Manager	—	x .166	= 0.00
Domain 2: Instructional Leadership	—	x .166	= 0.00
Domain 3: Personal Behavior	—	x .166	= 0.00
Domain 4: Building Relationships	—	x .166	= 0.00
Domain 5 Culture of Achievement	—	x .166	= 0.00
Domain 6: Organizational, Operational, & Resource Management	—	x .166	= 0.00

	Total	0.00	x .80	= 0.00
Data	Score	—	x .20	= 0.00
Final Score				0.00

Highly Effective	4.00 – 3.50
Effective	3.49 – 2.50
Improvement Necessary	2.49 – 1.75
Ineffective	1.74 – 1.00

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_____
Administrator Signature

_____
Evaluator Signature

ADMINISTRATOR IMPROVEMENT PLAN
FOR

_____
(Administrator)

1. Background of this Plan.

Evaluations of the performance of, _____ by, _____ will require the
(Administrator)   (Supervisor)

consideration of termination of the employment of _____ if not corrected by _____,
(Administrator)   (Date)

This improvement plan is to be implemented by _____ and must result in acceptable performance
Administrator)

by _____ in all areas by _____.
Administrator)   (Date)

2. Process of Development of this Plan.

This performance improvement plan was developed jointly by _____ and _____
(Administrator)   (Supervisor)

at a series of meetings during the time period of _____.

3. Areas in Which Improvement Must Occur:

Area(s) Needing Improvement	Statement of Minimum Acceptable Performance and Source of the Standard (Example: Job Description, Board Policy)	Suggested Improvement Activities for each Area of Improvement.	Evaluation Method, Evaluator(s), and Schedule for Determination
1._____	1._____	1. _____	1. _____

C

4. Responsibility for Implementation

The responsibility for acceptable performance is solely with _____ . Support, suggestions for guidance,
(Administrator)

and periodic assessments of progress will be provided to _____ by _____ .
(Administrator)   (Supervisor)

5. Agreement of _____
(Administrator

I agree that I have been directed by _____ to make my best effort to fully implement
(Supervisor)

this improvement plan and eliminate the deficiencies noted before the date of _____ . I acknowledge

that I have been told by _____ that a failure or refusal to eliminate the deficiencies noted may
(Supervisor)

result in _____ proposing that the Board cancel my contract.
(Supervisor)

6. Approval by: _____
(Supervisor)

I approve of the aforementioned Plan on _____
(Date)

_____
(Supervisor's Signature)

_____
(Administrator Signature)   _____
                                                             (Date)

cc: Administrator
      Supervisor

MSD of Wayne Township
Certified Evaluation Schedule

Employee Group	Evaluator Responsible
Administrators	Superintendent Assistant Superintendent Principal Supervisors
Teachers	Principal/Assistant Principal

Due Dates and Other Relevant Information

Teacher evaluations shall be conducted according to Administrative Guideline D425-R. **All teacher evaluations are due by the last working day of the school year (with the exception of those evaluations impacted by statewide test data).** For teachers in statewide testing grades/subjects, evaluation conferences will be finalized within fifteen (15) days upon receipt of state data from IDOE.

Administrator evaluations will be due December 31 of each year.

Due to poor performance, teachers may be informed of an upcoming evaluation at any time. For example, an Established Teacher who is not performing to at an effective level should be informed of an upcoming evaluation. Each evaluation will be partially based on at least two observations.

FOR ADDITIONAL INFORMATION:

Wayne Administrative Guideline D425-R Evaluation of Teaching Staff Plan

M.S.D. of Wayne Township Superintendent Evaluation Rubric

INDICATOR	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective	Comments
1.0 Human Capital Manager – The superintendent uses the role of human capital manager to drive improvements in building leader effectiveness and student achievement.					
1.1 The superintendent effectively recruits, hires, assigns, and retains school employees DESIRED OUTCOMES: The superintendent considers effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the employee and monitors the effectiveness of the personnel process utilized throughout the school corporation. The superintendent considers school and/or corporation goals when making personnel decisions.					
1.2 The superintendent creates a professional development system for school leaders based on proficiencies and needs. DESIRED OUTCOMES: The superintendent has developed a system of job-embedded professional development that differentiates training and implementation based on individual leaders. The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective leaders.					

1.3	The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities. **DESIRED OUTCOMES:** The superintendent has identified and provided an environment for mentoring administrators, instructional and other personnel who have assumed administrative positions and/or administrative responsibilities.					
1.4	**The superintendent provides evidence of delegation and trust in corporation leaders.** **DESIRED OUTCOMES:** Employees throughout the corporation are empowered in formal and informal ways. Instructional personnel participate in the facilitation of meetings and exercise leadership in committees, task forces and mentorships; other employees, including noncertified, exercise appropriate authority and assume leadership roles. The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership.					

Modified from 2012 ISBA/IAPSS Rubric

Revised February 4, 2014 by M.S.D. of Wayne Twp BOE

| 1.5 | The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance.

DESIRED OUTCOMES:
The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team.

The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition.

The superintendent balances individual recognition with team and corporation wide recognition.

Corrective and positive feedback is linked to corporation goals and both the superintendent and administrative team can cite examples of where feedback is used to improve individual and corporation performance. | | | | | |

Modified from 2012 ISBA/IAPSS Rubric

Revised February 4, 2014 by M.S.D. of Wayne Twp BOE

INDICATOR	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective	Comments
2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of each student.					
2.1	**The superintendent interprets the educational goals and objectives to school personnel with the expectation of competent and effective performance.** **DESIRED OUTCOMES:** The superintendent documents examples of decisions in teaching, assignment, curriculum, assessment, and intervention on the basis of data analysis of established goals and objectives The superintendent has coached school administrators to improve their data analysis skills.					
2.2	**The superintendent shall establish curriculum and instructional strategies to meet the needs of a diverse school community and its learners.** **DESIRED OUTCOMES:** The superintendent reviews student achievement data. Strategies of instruction, interventions and programs are monitored, evaluated and reported.					

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2.3	The superintendent ensures evidence of student improvement by providing instructional strategies and student services programs that are appropriately developed, coordinated, implemented and evaluated. **DESIRED OUTCOMES:** The superintendent can specifically document examples of decisions made. A record of improved student achievement exists on multiple indicators of student success. Explicit use of previous data indicates that the superintendent has focused on improving performance. In areas of previous success, the superintendent identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the superintendent highlights the need, creates effective interventions, and reports improved results.					
2.4	The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement **DESIRED OUTCOMES:** The superintendent surveys staff and other school community groups in this area regarding their views. The superintendent seeks input from various stakeholders in matters related to the improvement in student achievement.					

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INDICATOR	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective	Comments
3.0 Personal Behavior – The superintendent models civility and personal behaviors that reflect expectations for all student and adult relationships in the school corporation.					
3.1 The superintendent models professional, ethical, respectful, and civil behavior at all times and expects the same behavior from others. The superintendent models behavior that demonstrates fairness, integrity and respect for all. DESIRED OUTCOMES: The superintendent models appropriate professional behavior to all, and encourages a positive and professional response from all members of the school community.					
3.2 The superintendent organizes time and projects for effective leadership. DESIRED OUTCOMES: Personal organization allows the superintendent to consider innovations and be available to engage in leadership activities and collaborate with people at all levels. The superintendent applies project management to systems thinking throughout the organization.					

Modified from 2012 ISBA/IAPSS Rubric

Revised February 4, 2014 by M.S.D. of Wayne Twp BOE

| 3.3 | The superintendent represents the Board and the school corporation before the public, projecting a knowledgeable and positive image for public education and as a model for all staff.

DESIRED OUTCOMES:
The superintendent projects a knowledgeable and positive image in all matters of the school corporation

The superintendent engages the school and the greater community, including elected officials with accurate data about the school corporation. | | | | | |

Modified from 2012 ISBA/IAPSS Rubric

Revised February 4, 2014 by M.S.D. of Wayne Twp BOE

INDICATOR	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective	Comments
4.0 Building Relationships – The superintendent builds relationships that effectively support the mission and goals of the school corporation to achieve transformative results.					
4.1 The superintendent demonstrates effective communication with parents and community. **DESIRED OUTCOMES:** There is clear evidence of parent-centered and community-centered communication, including open forums, focus groups, surveys, personal visits, and effective use of technology. Survey data suggests that parents and community members feel empowered and supportive of educational objectives. The superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation. The superintendent manages an ever-broadening portfolio of partnerships and collaborations that support and help to advance the strategic plan of the school corporation.					

Modified from 2012 ISBA/IAPSS Rubric

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4.2	The superintendent forges consensus for change and improvement throughout the school corporation.					
	DESIRED OUTCOMES: The superintendent uses strategies to achieve a consensus for change and improvement.					
	Guides others through change and addresses resistance to that change.					
	Systemically monitors, implements and sustains the success of strategies for change.					
4.3	The superintendent understands the role of the superintendent in engaging the public in educational issues, some of which, may be controversial.					
	DESIRED OUTCOMES: The superintendent employs a variety of strategies to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner.					
	The superintendent encourages open dialogue, considers diverse points of view, and empowers and supports administrators in utilizing conflict resolution strategies.					

4.4	The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation by supporting open communication and dialogue with school board members.					
	DESIRED OUTCOMES: The superintendent communicates with all school board members routinely, using a variety of mechanisms, such as weekly notes, up-dates, and telephone calls.					
	The superintendent has created an environment where input feedback and from all school board members is both sought and encouraged.					
	The superintendent engages in open discussion with the school board.					
4.5	The superintendent provides the school board with a developed agenda and background material before each board meeting.					
	DESIRED OUTCOMES: The superintendent, in collaboration with the school board creates an agenda that prioritizes items related to student achievement and provides complete and thorough background material so that the board can make informed decisions.					

Modified from 2012 ISBA/IAPSS Rubric

Revised February 4, 2014 by M.S.D. of Wayne Twp BOE

INDICATOR	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective	Comments
5.0 Culture of Achievement – The superintendent develops a corporation-wide culture of achievement aligned to the school corporation's vision of success for every student.					
5.1 **The superintendent empowers building leaders to set high and demanding academic and behavior expectations for every student and ensures that students are consistently learning.** **DESIRED OUTCOMES:** The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance. Multiple data sources are utilized to analyze corporation and schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals. Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.					

Modified from 2012 ISBA/IAPSS Rubric

Revised February 4, 2014 by M.S.D. of Wayne Twp BOE

5.2	The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement that is recognized and honored through a variety of activities. DESIRED OUTCOMES: The superintendent reports on the progress of rigorous academic goals and corporation academic priorities that have been established by the superintendent and approved by the school board. The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board. The superintendent provides a variety of initiatives and activities that honor students and staff.					
5.3	The superintendent ensures that all students have full and equitable access to educational programs, curricula, and available supports. which include a safe, nurturing, orderly and civil environment. DESIRED OUTCOMES: The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs.					
5.4	The superintendent guides building-level staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning, with children building relationships with each other DESIRED OUTCOMES: The superintendent sets clear expectations and provides resources to support administrators to engage all families in supporting their children's learning at school and home.					

INDICATOR	(4) Highly Effective	(3) Effective	(2) Improvement Necessary	(1) Ineffective	Comments
6.0 Organizational, Operational, and Resource Management – The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.					
6.1 The superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement, grading of schools, and objective data on curriculum, teaching practices, and leadership practices. **DESIRED OUTCOMES:** Decision-making is neither by consensus nor by leadership mandate, but is based on the data. Data is reflected in decisions, ranging from course and classroom assignments to the discontinuance of programs. The superintendent can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis. A variety of data sources, including qualitative and quantitative, are used. Data sources include state, corporation, school, and classroom assessments. Inferences from data are shared outside the school community to identify and replicate the most effective practices.					

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6.2	The superintendent demonstrates personal proficiency in technology implementation and utilization. **DESIRED OUTCOMES:** The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives. The superintendent serves as a model for technology implementation.					
6.3	The superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation's physical plant, equipment, auxiliary services (e.g., food services, student transportation), and the Operations Center, ESES and the Wayne Wellness Center. **DESIRED OUTCOMES:** The superintendent has procedures in place to address the safety of students and staff in the event of a disaster. Staff members have a working knowledge of procedures. The superintendent's staff is properly trained and competent to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services. Monitoring steps are in place to measure operation efficiencies.					

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Modified from 2012 ISBA/IAPSS Rubric

6.4	The superintendent provides responsible fiscal stewardship. **DESIRED OUTCOMES:** The superintendent saves fiscal resources for the corporation and reallocates those resources to help the corporation achieve its strategic priorities. Results indicate the positive impact of reallocated resources in achieving strategic priorities. The superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources.					
6.5	The superintendent demonstrates compliance with legal requirements relevant to the operation of the school corporation. **DESIRED OUTCOMES:** The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and adheres to those standards and requirements.					

Metrics Percentages

For Calendar Year	
Date Established	
Assessment Instrument	80%
Corporation Accountability Grade	11%
Goals / Objectives	9%
Total =	100%

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Superintendent Evaluation Summary

School Corporation	MSD of Wayne Township	Date		Composite Score
Number of Board Members	7			#DIV/0!

1.0 Human Capital manager -- The superintendent uses the role of human capital manager to drive improvements in building leader effectiveness and student achievement.

Standard Score: #DIV/0!

Indicator	1	2	3	4	5	6	7	Indicator Score
1.1								
1.2								
1.3								
1.4								
1.5								

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

Standard Score: #DIV/0!

Indicator	1	2	3	4	5	6	7	Indicator Score
2.1								
2.2								
2.3								
2.4								

3.0 Personal Behavior - The superintendent models personal behaviors that set the tone for all student and adult relationships in the school corporation.

Standard Score: #DIV/0!

Indicator	1	2	3	4	5	6	7	Indicator Score
3.1								
3.2								
3.3								

4.0 Building Relationships - The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.

Standard Score: #DIV/0!

Indicator	1	2	3	4	5	6	7	Indicator Score
4.1								
4.2								
4.3								
4.4								
4.5								

5.0 Culture of Achievement - The superintendent develops a corporation-wide culture of achievement aligned to the school corporation's vision of success for every student.

Standard Score: #DIV/0!

Indicator	1	2	3	4	5	6	7	Indicator Score
5.1								
5.2								
5.3								
5.4								

6.0 Organizational, Operational, and Resource Management - The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.

Standard Score: #DIV/0!

Indicator	1	2	3	4	5	6	7	Indicator Score
6.1								
6.2								
6.3								
6.4								
6.5								

Superintendent Goals / Objectives

School Corporation	MSD of Wayne Township

Number of Goals/ Objectives	1

Exceeds All Goals — Highly Effective = 4
Meets all goals, may exceed in some — Effective = 3
Meets half of goals — Improvement Necessary = 2
Meets less than half of goals — Ineffective = 1

Board Members

Goal	1	2	3	4	5	6	7	Board Consensus Rating
1								#DIV/0!
2								#DIV/0!
3								#DIV/0!
4								#DIV/0!
5								#DIV/0!
6								#DIV/0!

Goals / Objectives Score =	#DIV/0!

Superintendent Evaluation Metrics Summary

Superintendent	Dr. Jeffrey K. Butts	Calendar Year:		
		Date:		
	Raw Score	Weight	Final Score
Leadership Outcomes (Rubric Score)	#DIV/0!	80%	#DIV/0!
Corporation Accountability Grade (A-F)	1.0	11%	0.1
Superintendent Goals/Objectives Rating	#DIV/0!	9%	#DIV/0!
		TOTAL	#DIV/0!
Annual Evaluation Rank	#DIV/0!		

Comprehensive Effectiveness Rating

School Board

President _____

Vice-President _____

Secretary _____

Member _____

Member _____

Member _____

Member _____

Member _____

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Corporation Accountability Grade

School Corporation	MSD of Wayne Township	Date:

Accountability Grade =

	Grade	Points
		1

A-F Grade Scoring Criteria

A	Highly Effective = 4
B	Effective = 3
C	Improvement Necessary = 2
D or F	Ineffective = 1