

Franklin Township Community Schools: Teacher Evaluation System Plan Document



2018-2019

Revision 8/30/2018

The Teacher Evaluation System represents a shift in staff evaluation for the Franklin Township Community School Corporation. This handbook is a revision of the handbook that was in effect for the 2018 – 19 school year. It has been revised to accommodate changes in legislation and changes that make the evaluation standards a little more rigorous.

This document is not complete, nor do I believe it will ever be complete. It will continue to evolve whether that is through new legislation or through our own discovery methods. New ideas will be tested and challenged. We may find areas that need to be modified or removed. A periodic review of our evaluation system, like any good system needs to be included if it is to serve the school system well.

Dr. Bruce Hibbard
Superintendent
August 2018

Indiana Teacher Evaluation: Public Law 90

The 2011 Education Agenda put students first by focusing on the individuals who most strongly influence student learning every day — teachers. Franklin Township teachers are hard-working and devoted to the success of every student. They deserve to be recognized for their hard work and devotion.

To do this, fair, credible and accurate annual evaluations are needed to differentiate teacher performance and to support professional growth. With the help of teachers and administrators, Franklin Township Community School Corporation has developed an evaluation system based not only on the State of Indiana model but crafted from the research and collaboration of many teachers (through the years) in Franklin Township.

According to the State of Indiana, every evaluation system must:

- **Be Annual:** Every teacher, regardless of experience, deserves meaningful feedback on their performance on an annual basis.
- **Include Student Growth Data:** Evaluations must be student-focused. First and foremost, an effective teacher helps students make academic progress. A thorough evaluation system includes multiple measures of teacher performance, and growth data must be one of the key measures.
- **Include Four Rating Categories:** To retain our best teachers, we need a process that can truly differentiate our best educators and give them the recognition they deserve. If we want all teachers to perform at the highest level, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling.

The Teacher Evaluation System (TES) was created by a team of teachers and administrators who researched several models of evaluation systems; the Indiana RISE model, the systems proposed by Charlotte Danielson and Robert Marzano, and the work of the teacher evaluation model that had been developed by Franklin Township several years before which was also based on the research from Danielson.

Principal/Evaluators have and will continue to have training with instructional strategies, observation techniques, and appropriate professional development that will help improve inter-rater reliability. Administrative and leadership meetings are also opportunities to delve deeper into topics of evaluations for which the evaluators feel they need assistance.

Categories of Teachers

Teachers will be grouped as follows:

- **Beginning Teachers (1 – 2 years of experience) and New Teachers to the District** – This group of teachers will receive four observations, all long, one each quarter, two (2) announced and two (2) unannounced, one (1) formal and three (3) informal so no lesson plans required.
- **Experienced Teachers (not new to the district)** – All teachers employed by the FTCSC will be observed two times each year. Each teacher will receive a short/informal evaluation (15 – 20 minutes) and a long/formal evaluation (50 – 60 minutes). There will be a pre-conference meeting between the administrator and the teacher. Within ten (10) days of the pre-conference the administrator will complete the observation.
- The two groups above will be further divided, those who work with state standardized testing (ELA and Math) and those who do not. *

Teacher Groups:

Group 1 - Teachers that teach grades K-3 (do NOT teach grades 4-8 ELA and/or Math) and all grades of the following SLP's, resource teachers, related arts teachers, CIP teachers, Social Studies or Science.

- Teacher Evaluation Rubric = 70%
- Student Growth = 15%
- Goal = 10%
- School Grade = 5%

Group 2 - Teachers who teach grades 4-12 grade ELA and/or math are required by law to use part of the pie for state standardized testing growth. FTCSC has decided to dedicate 5% for state standardized testing and 10% for local assessments.

- Teacher Evaluation Rubric = 70%
- State standardized testing = 5% (Student Growth Total = 15%)*
- Local Assessment (Items such as Airway) = 10% (Student Growth Total = 15%)
- Goal = 10%
- School Grade = 5%

Group 3 - Teachers who have non-teaching assignments. This includes instructional coaches, media specialists, counselors and school psychologists.

- Teacher Evaluation Rubric = 85%
- Goal = 10%
- School Grade = 5%

***This data can be found in the LVIS licensing system:**

- Right hand side of page – Click on School Reporting
- Click on Teacher Effectiveness Rating (Use RISE Column)
- Select your school

- Use 17-18 Year Data
- Run Report
- Teachers who fall into a category other than classroom teacher will meet all the same requirements but will be observed with a different rubric.
- **In addition:**
 - Each teacher will write a goal that follows the SMART goal format and is tied to building and/or district goals.
 - Each teacher will submit student growth data determined through an assessment. If the teacher instructs in a grade or content area in which state provided assessments, the state assessment must be used.
 - Each teacher will have the school grade as designated by the Indiana Department of Education as part of their summative evaluation score.

All teachers will be evaluated every year. All teachers will participate in a pre-conference with their evaluator as required by law. Evaluator will hold observation within ten (10) days of the preconference.

All evaluations must be completed by the evaluator, reviewed by the teacher, and submitted by the building principal to the Human Resources Department.

If a teacher does not agree with the evaluation/assessment by the administrator/evaluator, the teacher may write a rebuttal statement that will be included with the evaluation when submitted to the HR Department. The teacher may additionally request and be granted a meeting with the Chief People Officer.

Performance Level Ratings

Each teacher will receive a rating in one of the four performance levels:

- **Highly Effective:** A highly effective teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence in locally developed and selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Effective:** An effective teacher consistently meets expectations. This is a teacher who has consistently met expectations in locally developed and selected competencies believed to be highly correlated with positive learning outcomes. The effective teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana

Department of Education. It should be noted that the committee that created this document suggested that most teachers “live” in the world of effective teaching and will occasionally “dance” in the world of highly effective.

- **Improvement Necessary:** A teacher who is rated as improvement necessary requires a change in performance to meet expectations. This is a teacher who has been determined to require improvement in locally developed and selected competencies reasonably believed to be highly correlated with positive learning outcomes. In aggregate, the students of a teacher rated improvement necessary have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Ineffective:** An ineffective teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations in locally developed and selected competencies reasonably believed to be highly correlated with positive learning outcomes. In aggregate, the students of a teacher rated ineffective have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Students who are in an ineffective teacher’s classroom will be carefully monitored by the principal to ensure that they are not assigned to an ineffective teacher the following year. In the case that a student’s assignment would be unavoidable, the principal will contact the parents of the student(s) and inform them of the teacher’s status and what type of support will be offered by the school corporation to provide opportunities for their student(s) to be successful.

Negative Impact

IC 20-28-11.5-4(c)(6)

A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective

511 IAC 10-6-4(c)

Negative impact on student learning shall be defined as follows:

- (1) For classes measured by statewide assessments with growth model data, the department shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement. Cut levels shall be published by August 1.
- (2) For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally where data show a significant number of students across a teacher’s classes fails to demonstrate student learning or mastery of standards established by the state.

Student Not Instructed by an ineffective teacher

School corporation will notify parents in writing if a student is effected by an ineffective teacher as defined below:

IC 20-28-11.5-7

(c) If a teacher did not instruct students in the school year immediately before the school year in which students are placed in the teacher's class, the teacher's rating under this chapter for the most recent year in which the teacher instructed students, instead of for the school year immediately before the school year in which students are placed in the teacher's class, shall be used in determining whether subsection (b) applies to the teacher.

(d) If it is not possible for a school corporation to comply with this section, the school corporation must notify the parents of each applicable student indicating the student will be placed in a classroom of a teacher who has been rated ineffective under this chapter. The parent must be notified before the start of the second consecutive school year.

Evaluation Plan Discussion

School corporation will present to the school board at a public board meeting and discussed with the teachers' association at central discussion per Indiana Code below:

IC 20-28-11.5-4

(e) This subsection applies to plans applicable to annual performance evaluations for school years beginning after June 30, 2015. The plan must:

(1) be in writing; and

(2) 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. This discussion is not subject to the open door law (IC 5-14-1.5). The plan is not subject to bargaining, but a discussion of the plan must be held

The Evaluation Cycle

The Evaluation Process contains 4 measures of assessment. Each assessment will be weighted on a percentage basis to the whole. The performance rubric which will include the observations performed by an evaluator will count for 70% of the final (summative) score. Student growth (assessment) is 15% of the total. The final two are goal setting (performance) and school grade worth 10% and 5% respectively.

Each measure is scored individually and then calculated into a total final score. This is the score that determines the final effectiveness rating. If a teacher does not score in the highly effective or effective category, the teacher will not be eligible for a pay increase the following year.

Teacher Groups:

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A. Goal= SMART Goal created in September.

Goals get a little confusing. There are technically two types of goals now. SMART Goal and Growth Goal. Definitions and weighted scores listed below.

SMART Goal-10% of Final Score

- 4 points=exceeds the stated measurement in the goal.
- 3points=meets the stated measurement in the goal.
- 2 points=did not meet the stated measurement in the goal, evidence is provided. The teacher can provide evidence as to why the goal was NOT met. Teacher can provide evidence of steps taken by the teacher to make the goal.
- 1point=did not meet the stated measurement in the goal, no evidence provided.

B. Student Growth- For group 1 teachers this is 15% of your evaluation and for group 2 teachers this is 10% of your evaluation. A student growth goal must be data driven and students must show growth. SO—If you wrote your personal goal to be a data driven SMART goal, then you’ve already taken care of this. If your SMART goal was not data driven, you will need to write a second growth goal. For the growth goal all you need to do is show student growth. If students grow 1%, you’ve met the student growth goal.

Student Growth Score Weighted

- 4 points=Yes, the results of the assessment shows growth.
- 0 points=No, there was NO growth indicated from the data.

C. Teacher Performance Observations: Minimum of 1 short and 1 long (informal/formal). If the evaluator or teacher want additional observations that can be done but only one of each can be submitted for the evaluation.

Short=15-20 minutes unannounced

Long= class period or duration of content lesson (approximately 60 min)

Preconference required- discuss goals or to discuss class/content dynamics Evaluator will hold observation within ten (10) days of the preconference.

Observation - unannounced but shortly after the preconference. After observation, submit the lesson plan in PIVOT. Your administrator may ask for further documents to be uploaded into PIVOT. One example of each subcategory listed is helpful, but not required.

Teacher Performance Domains and weights:

- Domain 1 Instruction 40%
- Domain 2 Classroom Environment 40%
- Domain 3 Preparation and Planning 10%
- Domain 4 Professional Responsibility 10%

D. School Grade

A=4

B=3

C=2

D=1

F=0

Observation of Teacher Practice: Questions and Answers regarding the process

How will my proficiency in the four categories be assessed?

Your proficiency will be assessed by a primary evaluator who will be either your principal or your assistant principal. The primary evaluator will evaluate you [throughout the year] during one formal (long) evaluation and one informal (short) observation.

What is the role of the primary evaluator (principal or assistant principal)?

Your primary evaluator is responsible for tracking your evaluation results and helping you to set goals for your development. The primary evaluator will hold a pre-conference with the teacher. The primary evaluator will observe in your classroom. Goals and student growth will also be monitored by the primary evaluator. Once all data is gathered, the primary evaluator will look at information collected by all observations throughout the year and determine your summative rating. He or she will meet with you to discuss this summative rating in a final conference.

How are the evaluators trained (principal or assistant principal)?

Primary and secondary evaluators are trained annually through district professional development on the teacher evaluation system, any changes to the system, timeline, or law as well as inter-rater reliability.

What is a secondary evaluator?

A secondary evaluator may perform short observations as well as work with teachers to pass along information to the primary evaluator. A secondary evaluator does NOT determine the final rating of a teacher – the summative evaluation.

What is a formal or long observation?

A formal/ long observation will be more extensive than a short observation. This could be one period in the secondary level or may be 50-60 minutes to cover an area such as math at the elementary level. There will be only one formal observation each year.

What is an informal or short observation?

A short or informal observation is scheduled to last between 15 - 20 minutes. There are no conferencing requirements around a short observation. There is only 1 mandatory short observation scheduled as part of the evaluation cycle. However, a primary or secondary evaluator may conduct a short observation at any time during the year.

What is the purpose of a short observation?

A short observation gives an evaluator to see a snippet of a normal classroom day. The evaluator may observe classroom management techniques, posted objectives, student engagement, instructional or technology practices being used.

Are there mandatory conferences that accompany a formal observation?

A pre-conference is now required by law. The pre-conference can include a check for understanding on how the evaluation process works, goal discussion, or any other piece of the evaluation conference. Any pieces of information that the evaluator would like to see during the conference (lesson plans, grade book, etc.) must be requested of the teacher prior to the pre-conference.

A post-conference is required after an observation. The evaluator and the teacher should share the results of the observation.

What support is available for those teachers who are in need of assistance with their performance?

These teachers will be observed numerous times. The primary evaluator will determine if the teacher should be placed on a professional development support plan. This plan will be for all teachers that are rated improvement necessary or ineffective.

How will my observations be scored?

Both long and short observations are times for evaluators to collect information. There will be no summative rating assigned until all information is collected and analyzed at the end of the year. However, evaluators are expected to provide specific and meaningful feedback on performance following all observations.

Domains 3 and 4 are difficult to observe. How will I be assessed in those domains?

Evaluators may need to collect material outside of the classroom to assess these domains. Teachers should be proactive in demonstrating their proficiency in these areas. However, evidence collection in these two domains should not be a burden on teachers that detracts from quality instruction. Evaluators should not ask for these documents unless there is a question of performance. Examples of evidence for these domains may include but are not limited to:

Domain 3 – Planning and Preparation

Lesson and unit plans, planned instructional materials and activities, assessments, and systems for record keeping.

Domain 4 – Professional Responsibility

Documents from team planning and collaboration, call-logs or notes from parent-teacher meetings, and attendance records from professional meetings or school based activities.

How does an evaluator take notes?

During an observation, an evaluator will take evidence-based notes, writing specific instances of what the teacher said and the teacher did in the classroom. The evidence that evaluators record during the observation should be non-judgmental, but instead reflect a clear and concise account of what occurred in the classroom.

EVIDENCE	JUDGMENT
Teacher asks: Does everyone understand? (3 students nod yes, no response from others) Teacher says: Great, let's move on.	The teacher doesn't do a good job of making sure students understand concepts.
Teacher asks: How do we determine an element? (No student responds after 2 seconds) Teacher says: By protons, right?	
Teacher to Student 1: Will you explain your work on this problem? (Student explains work.) Teacher to Student 2: Do you agree or disagree with this method? (Student agrees) Teacher continues: Why do you agree?	The teacher asks students a lot of engaging questions and stimulates good classroom discussion

The evaluator will take these notes and match them to the appropriate indicators on the rubric in order to provide the teacher with rubric-aligned feedback. Teachers will be able to see the scores, comments, and interim scores after observations. This will be achieved through a software system that evaluators will be using to match indicators and evidence.

What is professional judgment?

Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment. No observation rubric, however detailed, can capture all of the nuances of how teachers interact with students. And synthesizing multiple sources of information into a final rating on a particular professional competency is inherently more complex than checklists or numerical averages. The rubric provides a framework upon which evaluators can base their professional judgment.

Professional judgment should also consider the ways and extent to which a teacher's practice grew over the year, a teacher's response to feedback and support, how a teacher adapted his or her instruction to their current students, and many other appropriate factors that cannot be directly accounted for in the rubric before settling on a final rating. In short, evaluators'

professional judgment bridges the best practices set forth in the rubric and the specific context of a teacher's school and students.

Is the rubric the only measure for which a teacher is scored?

The summative (final) evaluation will consist of 4 components only one of which is the rubric. Each of the components will carry its own weighted value. All four components are reviewed in the pages that follow. Their specific percentage value is also given.

EVALUATION DEADLINES FOR TEACHERS AND EVALUATORS

17/18 EVALUATIONS			
	Teachers		Evaluators
		9/25/18	Complete and finalize 17/18 Summative Evaluations
18/19 EVALUATIONS			
	Teachers		Evaluators
8/16/18	Goal preparation.	8/16/18	Assist teachers with goal preparation.
10/1/18	Growth Plan entered into PIVOT for evaluator approval.	10/1/18	Begin review and approval of goal/growth plan.
10/26/18	Goal approved deadline.	10/26/18	Finalize approval of goals.
12/20/18	Goal progress should be entered into PIVOT. Goal does not have to be completed by this date.		
5/20/19	All goals must be completed. Add your data and mark the goal as completed in the PIVOT system.		

		6/3/19	Observations and evaluations should be completed and finalized in PIVOT.
		Fall 2019	Summative evaluations completed (if data available).

Franklin Township Community Schools – Teacher Evaluation System Rubric

The Teacher Evaluation System Performance Rubric consists of four domains, stated competencies, the knowledge of an effective teacher, and the disposition (attitudes/beliefs) of an effective teacher. This part of the evaluation process counts for 70% of the overall summative rating. Within the rubric the first two categories (competencies) are Instruction and Classroom Environment. These two are weighted at 40% each of the total score. The remaining two, Planning and Preparation and Professional Responsibility, are weighted at 10% each.

Each category begins with a description of an effective teacher followed by the individual indicators for each competency.

Category 1 - Instruction

- **Knowledge** – An effective teacher
 - has a deep understanding of the state standards and the corresponding skills, the strategic plan, and the district approved curriculum
 - understands the processes of reading, writing, and problem-solving related to their subject area
- **Disposition** – An effective teacher
 - values real world applications as an integral part of the curriculum
 - appreciates the integrations and influence of the state standards, the strategic plan, and of the curriculum on student learning
 - strongly believes in the importance of reflection and dialogue related to developing and modifying the curriculum
- **Competencies**
 - Best practices and strategies.
 - Demonstrating flexibility, responsiveness, and checks for understanding.
 - Differentiating instruction for students.

1.1 Competency Best Practices and Strategies

The teacher demonstrates knowledge, pedagogy and coherent instruction through the use of the district-approved curriculum and the State Standards

Highly Effective	<ul style="list-style-type: none">• Teacher displays extensive knowledge of the important concepts in the discipline and how these relate to other disciplines.• The sequence of learning activities follows a coherent plan aligned to instructional goals and designed to
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	engage students in high level cognitive ability.
Effective	<ul style="list-style-type: none"> • Teacher displays solid knowledge of the important concepts in the discipline and how they relate to one another. • Most of the learning activities are aligned with instructional outcomes and which an organized progress of an effective lesson which could follow the M. Hunter model for instruction. (Although Hunter's full model may be stretched over multiple days, daily lesson includes communication of the goal, objective or standard, and includes closure at the end of the class period.) • Instruction is based on the district-approved curriculum and State Standards.
Improvement Necessary	<ul style="list-style-type: none"> • Teacher displays solid knowledge of the important concepts in the discipline and how they relate to one another. • Most of the learning activities are aligned with instructional outcomes and which an organized progress of an effective lesson which could follow the M. Hunter model for instruction. (Although Hunter's full model may be stretched over multiple days, daily lesson includes communication of the goal, objective or standard, and includes closure at the end of the class period.) • Instruction is based on the district-approved curriculum and State Standards.
Ineffective	<ul style="list-style-type: none"> • The teacher makes content errors or does not correct errors made by students. • The teacher displays little understanding of prerequisite knowledge. • Learning strategies are poorly aligned with the instructional outcomes, do not follow an organized progression, and are not designed to engage students in active intellectual activities or have unrealistic time allocations. • There is no evidence of the lesson having any elements of an effective lesson plan.

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1.2 Competency Demonstrating Flexibility, Responsiveness, and Checks for Understanding

The teacher monitors understanding to inform instruction and makes necessary adjustments to instruction.

Highly Effective	<p>Teacher fulfills the criteria as an Effective Teacher and additionally:</p> <ul style="list-style-type: none">• Teacher checks for understanding by probing or requesting clarification to move students to higher levels of thinking and deeper levels of understanding.• Teacher uses open-ended questions to identify common misunderstandings and assess student mastery of material at a range of both lower and higher order thinking.
Effective	<ul style="list-style-type: none">• Teacher uses a variety of methods to check for understanding of content but misses key moments to inform instruction and adjusts the lesson as necessary.• Teacher uses wait time effectively both after posing a question and before helping students think through a response.• Teacher doesn't allow students to opt-out of checks for understanding and follows-up with students.
Improvement Necessary	<ul style="list-style-type: none">• Teacher sometimes checks for understanding of content but misses key moments to inform instruction and adjust the lesson as necessary.• Teacher provides insufficient wait time after posing a question before helping with an answer or moving forward with content.• Teacher sometimes allows students to opt-out of checks for understanding without cycling back to these students.
Ineffective	<ul style="list-style-type: none">• Teacher rarely or never checks for understanding of content or misses nearly all key moments to inform

	<p>instruction and adjust the lesson as necessary.</p> <ul style="list-style-type: none"> • Teacher frequently proceeds with content before students have a chance to respond to questions or frequently gives the answer rather than helping students think through the question and then answer. • Teacher frequently allows students to opt out of checks for understanding and does not cycle back to these students.
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1.3 Competency Differentiating Instruction for Students

The teacher differentiates instruction and engages students in academic content that promotes student mastery of the objective and meets individual student needs.

Highly Effective	<p>Teacher fulfills the criteria as an Effective teacher and additionally:</p> <ul style="list-style-type: none"> • Teacher advances the lesson at an appropriate pace and students are actively engaged • Teacher encourages interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements.
Effective	<ul style="list-style-type: none"> • Teacher uses multiple instructional strategies • Teacher links concepts to prior learning • Teacher integrates applicable and available technology as a tool to engage students in academic content • Teacher provides opportunities to meaningfully practice, apply, and demonstrate learning
Improvement Necessary	<ul style="list-style-type: none"> • Teacher uses limited instructional strategies • Teacher rarely links concepts to prior learning • Teacher uses applicable and available technology with limited engagement of students related to academic content

	<ul style="list-style-type: none"> Teacher offers students minimal opportunity to meaningfully practice and apply concepts.
Ineffective	<ul style="list-style-type: none"> Teacher's instructional strategies lack purpose Teacher does not link concepts to prior learning Teacher avoids using applicable and available technology Teacher provides students insufficient opportunities to meaningfully practice or apply concepts

Category 2 - Classroom Environment

- Knowledge** – An effective teacher:
 - knows classroom strategies that motivate and inspire students to learn.
 - knows the dynamics of interpersonal relationships.
 - knows several time management strategies.
 - knows the skills and strategies of student behavior management to maintain dignity and respect.
- Disposition** – An effective teacher
 - Possesses democratic values and positive attitudes towards students, school, and learning.
 - Intuitively senses personal responsibility for the safety and security of students.
- Competencies**
 - Creating the environment
 - Managing the environment

2.1 Competency Creating a Culture of Respect, Rapport, and Collaboration

The teacher creates a culture where students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions. (It is understood some students may not have the prerequisite skills necessary to fully engage in content even though the teacher adjusts instruction to accommodate the skill level of the learners.

Highly Effective	<p>Teacher fulfills the criteria as an Effective Teacher and additionally:</p> <ul style="list-style-type: none"> Teacher has good rapport with students and shows interest in their thoughts and opinions.
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	<ul style="list-style-type: none"> Teacher has developed a classroom culture in which students demonstrate an investment in the academic success of their peers as evidence by respectful behavior when collaborating or showing interest when sharing thoughts and opinions.
Effective	<ul style="list-style-type: none"> Teacher reinforces positive character and behavior using appropriate consequences to discourage negative behavior. Teacher has a good rapport with students. Teacher monitors those students who may be hesitant to ask for help when needed or give up easily; teacher monitors and attempts to engage those students who may be afraid to take on challenges and risk failure.
Improvement Necessary	<ul style="list-style-type: none"> Teacher may reinforce positive behavior through praise OR enforce consequences for negative behavior, but not both. Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others. Teacher is unaware of those who are hesitant to ask for help when needed or give up easily; teacher disregards students who may be afraid to take on challenges and risk failure.
Ineffective	<ul style="list-style-type: none"> Teacher rarely or never reinforces positive behavior through praise. Teacher rarely or never addresses negative behavior. Teacher frequently makes discouraging comments and/or allows peers to make discouraging comments; as a result, students are generally afraid to take on challenges and risk failure.

2.2 Competency Managing the Classroom Procedures to Maximize Instructional Time.

The teacher maximizes instruction time and uses appropriate classroom management techniques.

Highly Effective	<ul style="list-style-type: none"> Teacher uses classroom techniques resulting in appropriate student behavior and student learning. Routines, transitions, and procedures are well executed; students know what they are
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	<p>supposed to be doing and when with minimal prompting from the teacher.</p> <ul style="list-style-type: none"> • Students are on-task and follow instructions with minimal prompting. • Students are engaged in meaningful work while teacher attends to management tasks, i.e. taking attendance, etc. • Teacher executes routines for handling materials and supplies to facilitate student learning with minimal loss of instructional time.
Effective	<ul style="list-style-type: none"> • Teacher uses appropriate classroom management techniques and consistently redirects inappropriate student behavior. • Teacher manages disruption to maximize learning. • There may be delays when students are not engaged in meaningful work. • Teacher competently handles materials and supplies.
Improvement Necessary	<ul style="list-style-type: none"> • Teacher's classroom management is sporadic and results in inappropriate behavior and some disruption to the learning environment. • Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed. • Significant prompting from the teacher is necessary for students to follow instructions and remain on-task. • There are extended delays when students are not engaged in meaningful work. • Teacher handles materials and supplies in a disorganized manner resulting in loss of instructional time.
Ineffective	<ul style="list-style-type: none"> • Teacher does not correct or redirect inappropriate student behavior resulting in students remaining off task. • Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed. • Even with significant prompting, students frequently do not follow directions and are off task.

	<ul style="list-style-type: none"> • There are significant periods of time in which students are not engaged in meaningful work. • Teacher loses instructional time and learning is halted due to the disorganized handling of materials and supplies.
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Category 3 - Planning and Preparation

- **Knowledge** – An effective teacher:
 - uses goal oriented lesson planning and current research based strategies.
 - aligns assessments with standards, objectives, and goals.
- **Disposition** – An effective teacher:
 - is sensitive to student learning needs, styles, and preferences.
 - values the art and craft of teaching.
 - values the necessity of multiple authentic assessments.
 - is receptive to innovative and effective ways to assess student learning.
- **Competencies**
 - Utilize data to plan based on student knowledge.
 - Set measureable achievement goals.
 - Design coherent instruction.
 - Design appropriate student assessment.

3.1 Competency Utilize Assessment Data to Plan Based on Student Knowledge.

The teacher uses assessment data to formulate achievement goals, unit plans, and lesson plans as evidenced through the formal observation process.

Highly Effective	Teacher fulfills the criteria as Effective and additionally: <ul style="list-style-type: none"> • Teacher uses assessment data to drive and adjust preparation and planning. • Teacher incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding.
Effective	<ul style="list-style-type: none"> • Teacher uses assessment data to formulate achievement goals, unit plans, and lesson plans. • Teacher adjust plans based on assessment data, modifying instruction

	and assignments to enable students to reach mastery.
Improvement Needed	<ul style="list-style-type: none"> Teacher has access to assess data but is not able to use the data in an effective way. Teacher rarely uses assessment data to formulate achievement goals, unit plans, and/or lesson plans.
Ineffective	<ul style="list-style-type: none"> Teacher is unaware of how to use assessment data to effectively drive instruction. Teacher rarely or never uses prior assessment data when planning.

3.2 Competency Setting Instructional Outcomes

The teacher sets measurable achievement goals.

Highly Effective	Teacher fulfills the criteria as Effective and additionally: <ul style="list-style-type: none"> Teacher plans an ambitious student achievement goal including all elements of the SMART goal process. (Strategic and Specific; Measurable; Attainable; Results-based; Time bound)
Effective	<ul style="list-style-type: none"> Teacher uses or develops a student achievement goal that is: Measureable, aligned to standards, includes benchmarks to help monitor learning, and inform interventions throughout the term.
Improvement Needed	<ul style="list-style-type: none"> Teacher attempts to set goals for student achievement but is missing multiple goal setting elements. Teacher develops a student achievement goal that is measurable. The goal may not align to standards, or include benchmarks to help monitor learning, and inform interventions throughout the term.
Ineffective	<ul style="list-style-type: none"> Teacher does not set goals.

	<ul style="list-style-type: none"> • Teacher rarely or never develops student achievement goals. • Teacher may develop extremely general goals that are not helpful for planning purposes.
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3.3 Competency Designing Coherent Instruction

The teacher develops standards-based lesson and/or unit plans and assessments.

Highly Effective	<p>Teacher fulfills the criteria as Effective and additionally:</p> <ul style="list-style-type: none"> • Teacher anticipates student reaction to content; allocation of time per unit is flexible; and/or reflects level of difficulty of each unit. • Teacher plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction.
Effective	<ul style="list-style-type: none"> • Teacher intentionally aligns the curriculum to meet standards and plans lessons and/or units including: • Identifying content standards that students will master in each unit. • Reflecting upon assessments prior to the beginning of each unit to allow for backward planning. • Allocating an appropriate amount of time for each unit. • Formative assessments are utilized frequently throughout the unit to inform instruction.
Improvement Needed	<ul style="list-style-type: none"> • Teacher aligns the curriculum to meet standards and plans lessons and/or units using at least one of the following: • Identifies content standards that students will master in each unit. • Reflects upon assessments prior to the beginning of each unit to allow for backward planning. • Allows an appropriate amount of time for each unit. • Formative assessments are utilized frequently throughout the unit to inform instruction.

Ineffective	<ul style="list-style-type: none"> Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that the teacher plans units at all.
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3.4 Competency Designing Student Assessment

The teacher implements assessments that measure progress towards mastery and inform instruction.

Highly Effective	<p>Teacher fulfills the criteria as Effective and additionally:</p> <ul style="list-style-type: none"> Teacher creates/utilizes well designed unit assessments that align with a summative assessment (state, district, or teacher created). Teacher incorporates a variety of informal assessments to check for understanding, as well as summative assessments when necessary and uses all assessments to directly inform instruction.
Effective	<ul style="list-style-type: none"> Teacher implements assessments that measure progress towards mastery and assessments that inform instruction.
Improvement Needed	<ul style="list-style-type: none"> Teacher uses assessments that fail to measure progress towards mastery and that do not inform instruction.
Ineffective	<ul style="list-style-type: none"> Teacher uses only district required assessments without using other informal assessment to inform instruction.

Category 4 – Professional Responsibility

- Knowledge** – The effective teacher understands
 - the importance of treating others fairly, compassionately, and respectfully
 - the value of ethical behavior and how it influences relationships
 - the importance of strong written and oral communication skills
 - and is aware of issues and opportunities for professional endeavors
 - the need for teacher leadership
- Disposition** – The effective teacher

- is willing to consult with other adults regarding the education and well-being of students
- values the worth of all people
- believes teachers are professionals
- has the willingness to address the needs of the school and district
- **Competencies**
 - Communicates with a variety of methods and maintains records, as required, to engage parents/guardians in student learning as evidenced in the student management system and other documented methods.
 - Is reliable and dependable within the learning community.

4.1 Competency Communicating with Families

The teacher communicates using a variety of methods and maintains records, as required, to engage parents/guardians in student learning as evidence in the student management system and other documented methods.

Highly Effective	<ul style="list-style-type: none"> ● Teacher consistently updates records in the district approved student management system and maintains appropriate documentation in all required areas. ● Teacher proactively reaches out, in a variety of ways, to engage parents/guardians in student learning. ● Teacher initiates contact with and responds promptly to parent/guardian communication. ● Teacher engages in parent outreach required by the district. BACK TO SCHOOL NIGHT/ PARENT TEACHER CONFERENCES. ● Teacher strives to form partnerships in which parents are given opportunity to participate in student learning. ● Teacher is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events.
Effective	<ul style="list-style-type: none"> ● Teacher dependably updates records in the district approved student management system and maintains appropriate documentation in all required areas. ● Teacher reaches out, in a variety of ways, to engage parents/guardians in student learning. ● Teacher responds promptly to contact from parents/guardians.

	<ul style="list-style-type: none"> Teacher engages in parent outreach required by the district: BACK TO SCHOOL NIGHT/PARENT CONFERENCES
Needs Improvement	<ul style="list-style-type: none"> Teacher inconsistently updates records in the district approved student management system and maintains appropriate documentation in all required areas. Teacher makes limited attempt to engage parents/guardians in student learning Teacher responds infrequently to contact from parents. Teacher misses opportunities to engage in parent outreach required by the district: BACK TO SCHOOL NIGHT/PARENT CONFERENCES
Ineffective	<ul style="list-style-type: none"> Teacher unreliably updates records in the district approved student management system resulting in inaccurate documentation in required areas. Teacher rarely reaches out to parents/guardians and infrequently responds to contract from parents/guardians. Teacher consistently misses opportunities to engage in parent outreach required by the district: BACK TO SCHOOL NIGHT/PARENT TEACHER CONFERENCES

4.2 Competency Participating in A Professional Learning Community

The teacher is reliable and dependable within the learning community.

Highly Effective	<ul style="list-style-type: none"> Teacher is purposefully reliable, dependable, and actively engaged in collaboration and in sharing curricular reflections with colleagues to improve instruction and promote continuous learning.
Effective	<ul style="list-style-type: none"> Teacher is frequently reliable and dependable and thoughtfully shares curricular reflections with the learning community.
Improvement Needed	<ul style="list-style-type: none"> Teacher is inconsistently reliable and dependable.

	<ul style="list-style-type: none"> Teacher simplistically shares curricular reflections with the learning community.
Ineffective	<ul style="list-style-type: none"> Teacher is unreliable and infrequently dependable. Teacher rarely shares curricular reflections with the learning community.

4.3 Competency Growing and Developing Professionally

The teacher recognizes the need for continual growth and development.

Highly Effective	<ul style="list-style-type: none"> Teacher pursues professional development opportunities and is willing to lead others in growing professionally. Teacher actively pursues opportunities to improve knowledge and practice. Teacher seeks out ways to implement new instructional practices when applicable. Teacher welcomes constructive feedback to improve practices.
Effective	<ul style="list-style-type: none"> Teacher attends and participates in all mandatory professional development opportunities.
Needs Improvement	<ul style="list-style-type: none"> Teacher rarely or never attends professional development opportunities.
Ineffective	<ul style="list-style-type: none"> Teacher consistently avoids professional development opportunities. Teacher shows little or no interest in new ideas, programs, or opposes available methods to improve teaching and learning.

4.4 Competency Showing Professionalism

The teacher demonstrates professional behavior supporting a positive school culture.

Highly Effective	<ul style="list-style-type: none"> Teacher deliberately exhibits a professional and respectful attitude within the entire school environment and promotes a positive school climate and culture.
Effective	<ul style="list-style-type: none"> Teacher exhibits a professional and respectful attitude within the school environment and supports a positive school climate and culture.

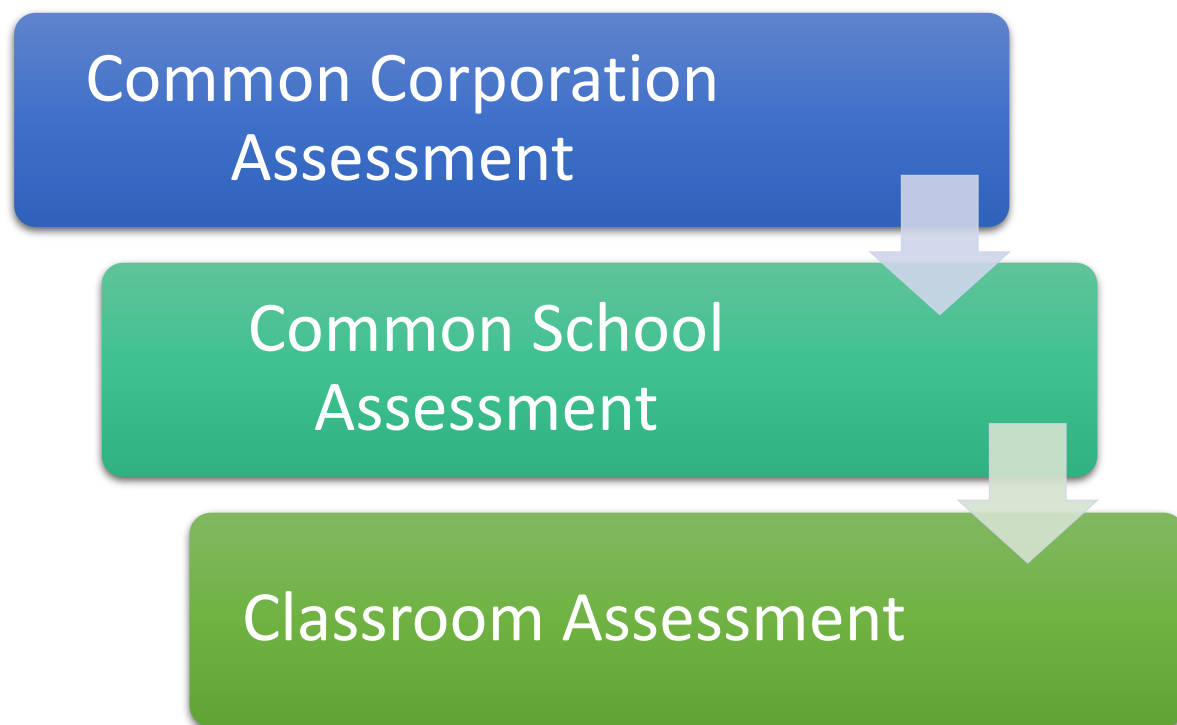
Improvement Needed	<ul style="list-style-type: none"> Teacher inconsistently exhibits a professional and respectful attitude within the school environment and hinders a positive school climate and culture.
Ineffective	<ul style="list-style-type: none"> Teacher lacks a professional and respectful attitude within the school environment and obstructs a positive school climate and culture.

Franklin Township Community Schools - Student Growth (Assessment)

Effective teachers have learning goals for their students and use assessments to measure their progress. For those who teach 4th through 8th grade Math or ELA, information on the extent to which students grow academically is provided annually in the form of growth model data (state standardized testing). Teachers of other grades do not have such information available.

This component of the evaluation process will be divided into two groups. Those who do have growth model data and those who do not have individual growth model data.

For subjects without state standardized testing data, student growth will need to be measured by another type of assessment. The hierarchy for such alternative assessments follows the following model.



The Student Growth (Assessment) will be 15% of the total summative score.

However, the Student Growth measure will be further divided. Grades; 4 – 8 have no choice but to include the State provided growth model data. For teachers in these grades, the state standardized testing data will only be 5% of the total 15%. The remaining 10% will follow the hierarchy as shown above.

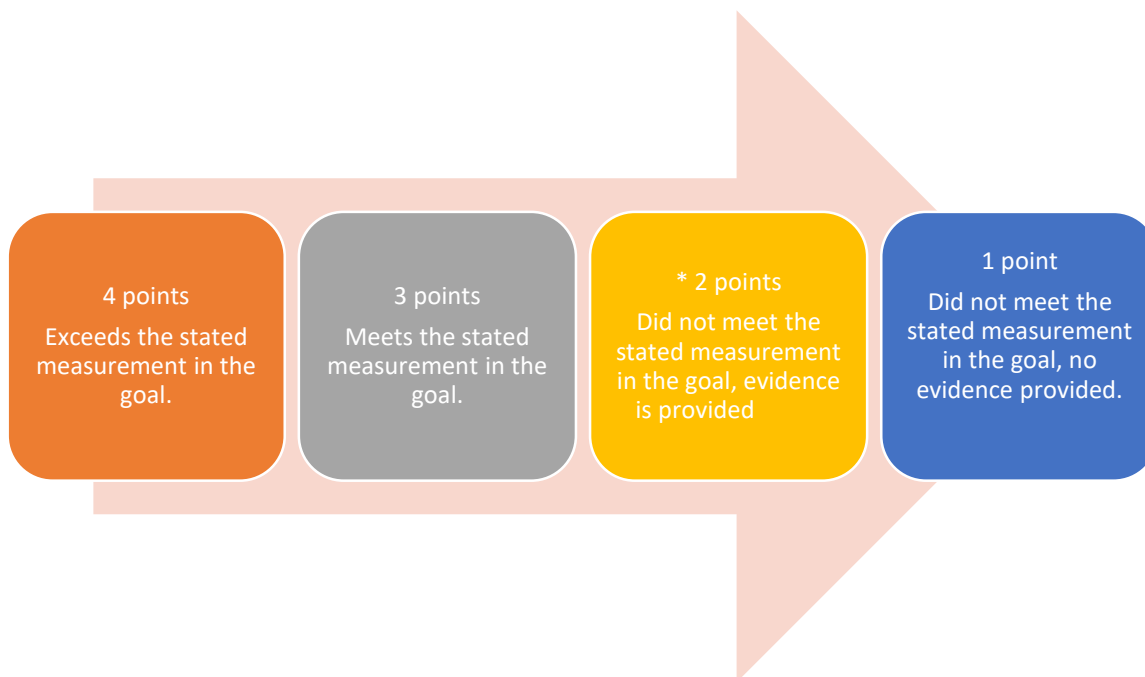
Teachers in all other grades or content areas will use the hierarchy. It is possible, in some grades or content areas, that growth will be measured by a teacher developed assessment. Other teachers may use alternative assessments already used by the school district.

Franklin Township Community School Corporation – Goal Setting

Ten percent of the summative score is based on a goal that is written by the teacher. This goal must have a link to the district goals (strategic plan), the building goals, or the measure of student growth that has been selected.

The criteria for the goal is as follows:

1. It must be in the SMART goal format
2. It must be aligned as stated above.



* The teacher can provide evidence as to why the goal was not met. Examples could include a change in the size of the target group or other influences on the data.

The district goals for the 2018 – 2019 school year follow on the next page. Building goals will need to be secured from your building principal.

Franklin Township Community Schools - School Grade

The final 5% of the overall summative score is based on the grade issued to the school by the IDOE. When the school grade is made available it will be used for performance evaluation purposes. The grade represents the team work and collaboration that is needed to promote the success of the students and the school.

Points are awarded as follows:

A = 4 points

B = 3 points

C = 2 points

D = 1 point

F = 0 point

Example of Scoring

Performance Rubric	70% of final score
Student Growth (Assessment)	15% of final score
Personal Goal	10% of final score
School Grade	5% of final score

Final Summative Score

3.5 – 4.00	Highly Effective
2.5 – 3.4	Effective
1.75 – 2.4	Needs Improvement
0.00 – 1.74	Ineffective

The PIVOT software will calculate the final score based on the scale above. Examples of the calculation are as follows:

		Weight	Formula		
Rubric Final Score	3.25	70%	$3.25 \times .70$	2.28	Effective
Assessment	3.0	15%	$3.0 \times .15$	.45	Effective
School Grade	4.0	05%	$4.0 \times .05$	.2	Effective
Goal	3.	10%	$3.0 \times .15$	.30	Effective
Total				3.23	Effective

		Weight	Formula		
Rubric Final Score	2.75	70%	$2.75 \times .70$	1.93	Effective
Assessment	2.6	15%	$2.6 \times .15$	.39	Effective
School Grade	3.0	05%	$3.0 \times .05$	.15	Effective
Goal	2.	10%	$2.0 \times .10$	.2	Needs Improvement
Total				2.67	Effective

		Weight	Formula		
Rubric Final Score	1.23	70%	$1.23 \times .70$	.86	Ineffective
Assessment	2.4	15%	$2.4 \times .15$	.36	Needs Improvement
School Grade	4.0	05%	$4.0 \times .05$	.20	Highly Effective
Goal	3.0	10%	$3.0 \times .10$	.30	Effective
Total				1.72	Ineffective

The Teacher Support (Remediation) Phase

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

1. Initial Administrative Notice and Support Phase
2. Collegial Support Phase
3. Intensive Administrative Intervention Phase

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

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

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

There may be times when a teacher in any portion of the TEACHER EVALUATION SYSTEM has unacceptable behavior. If this should occur, there are provisions for moving the teacher

immediately to Intensive Support Phase of TEACHER EVALUATION SYSTEM. Also, in cases of state statute or criminal law violations, the teacher may be suspended pending due process. All professional development received during the remediation phase will be used for Professional Growth Points for license renewal.

Initial Administrative Notice and Support Phase

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

The process is as follows:

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

Collegial Support Phase

The Collegial Support Phase of the Teacher Support section of TEACHER EVALUATION SYSTEM, is focused on expanding the number of resources in an effort to more fully assist the teacher in meeting professional expectations for educators in FTCSC. The process follows a

very similar format as the Administrative Support Phase, while expanding the amount of support to assist the teacher.

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

Intensive Administrative Intervention Phase

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

- At the conclusion of the Collegial Support Phase, the administrator notifies the teacher that he/she is moving into the Intensive Support of the Teacher Support Phase of TEACHER EVALUATION SYSTEM. The notification is in writing and includes the reasons for movement into Intensive Support. The flow chart defining the Teacher Support Phase is explained to the teacher.

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

Forms:

- Notification of placement in Initial Support Phase
- Teacher Support Phase Plan

FRANKLIN TOWNSHIP COMMUNITY SCHOOL CORPORATION

TO: Teacher's Name
FROM: Principal's Name
SUBJECT: Placement in the Initial Support Phase
DATE: 11/14/2018

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

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

(List areas from rubric here)

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

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

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

Franklin Township Community School Corporation

Teacher Support Phase Plan

Teacher _____ Date _____

School _____ Assignment _____

Principal _____

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

Support Team Members and positions _____

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

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

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

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

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

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

Initial Conference:

Principal _____ Date _____

Teacher _____ Date _____

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

Final Conference of this phase:

Principal _____ Date _____

FRANKLIN TOWNSHIP COMMUNITY SCHOOL CORPORATION

INSTRUCTIONAL COACH EVALUATION RUBRIC

Domain 1: Professional Relationships				
Competencies	Highly Effective(4)	Effective(3)	Improvement Necessary(2)	Ineffective(1)
1.1 Build Trust	At level 4 a coach fulfills most to all of the criteria at level 3 and additionally: Most to all staff receive assistance in improving their instructional skills.	Establishes and displays clear norms of mutual respect for professional interaction, including honesty, integrity and confidentiality. Projects and maintains positive and productive relationships with colleagues, seeks feedback. Some staff receive assistance in improving instructional skills, Resources, data and feedback are given in a timely fashion. Communicates effectively and appropriately with principal.	Inconsistently establishes and displays clear norms of mutual respect for professional interaction, including honesty, integrity, and confidentiality. Few staff members receive assistance in improving instructional skills. Projects and maintains positive and productive relationships with select groups of staff and principal.	Fails to establish and display clear norms of mutual respect for professional interaction, including honesty, integrity and confidentiality. Fails to maintain positive and productive relationships with colleagues and principal. Staff members do not receive assistance in improving their skills.
1.2 Engages Others	Engages most instructional staff and other instructional coaches in acquiring new instructional skills by challenging adults at their instructional level and pacing and adjusting coaching strategies or plans appropriately.	Initiates efforts to collaborate with staff and other instructional coaches within the district. Promotes a culture of professional inquiry.	Collaborates with staff and other instructional coaches when required. Does not encourage professional inquiry.	Does not regularly collaborate with others or support professional inquiry.

Domain 2: Effective Coaching Skills				
Competencies	Highly Effective(4)	Effective(3)	Improvement Necessary(2)	Ineffective(1)
2.1 Routines and Procedures	Organizes and maintains resources and the environment to support staff and programs in ways that maximizes usage.	Organizes environment and resources to support staff and programs.	Environment and resources are inconsistently organized.	Environment and resources are disorganized and not regularly utilized.
2.2 Knowledge and Resources	Demonstrates thorough knowledge of areas and trends in professional development. Has a full awareness of resources available in the larger professional community for teachers to advance their skills. Instructional strategies and materials are innovative and/or from multiple, research-based sources. Planning and delivery of high quality support and/or professional development is evident in teacher growth in area of focus.	Demonstrates a thorough knowledge of the school's initiatives and goals. Has a full awareness of research-based resources available in the school and district for teachers to advance their instructional skills and locates those resources when asked to do so.	Demonstrates an incomplete knowledge of school's initiatives and goals. Has some knowledge of resources available and/or inconsistently provides those when asked to do so.	Is often unaware of school's initiatives and goals or available resources. Does not regularly follow through on providing resources when asked.
2.3 Assessment Team Member	Demonstrates thorough knowledge of township assessments and is a crucial member of the assessment team. (DIBELS, MCLASS Math, PASI, PSI, STATE STANDARDIZED TESTING, IREAD, PHELPS)	Demonstrate a somewhat thorough knowledge of township assessments.	Demonstrates an incomplete knowledge of township assessments.	Is often unaware of township assessments.

2.4 Assessment Data Interpretation	Leads grade level teams and/or school in using data and assessments to support instruction.	Assists in assessment data interpretation and in using data and assessments to support instruction.	Assists in interpreting data but does not link it to instructional planning or student achievement goals.	Does not effectively collaborate with staff or use student data to assist with planning.
2.5 Requested Observation	When requested by teachers, uses data from observation to make suggestions on improving instruction and student achievement based on data collected, students' needs, and knowledge of goals for teacher growth.	Following observations, requested by teachers, guided reflection and conference provide an accurate and objective description of practice, citing specific positive and negative characteristics. Uses coaching strategies, including questioning, and/or makes specific suggestions as to how the instruction might be improved.	Feedback from teacher requested observations is always focused on suggestions and lacks objective description and or questioning strategies to promote teacher reflection and growth.	When requested by teachers, observation is performed however, data is not collected or shared and feedback and reflection with teachers is not evident.
2.6 Interventions/ Tier III	Demonstrates thorough knowledge of how to formally gather data in order to determine placement of students in tier III intervention groups. Communicates information with parents, teachers, principals, and interventionists.	Demonstrates a somewhat thorough knowledge of how to gather data in order to determine placement of students in tier III intervention groups. Ability to communicate information with parents, teachers, principals, and interventionist is somewhat inconsistent.	Demonstrates incomplete knowledge of how to gather data in order to determine placement of students in tier III intervention groups. Lacks ability to communicate information with parents, teachers, principals, and interventionist is somewhat inconsistent.	Little to no knowledge of data and ability to determine placement of students in tier III intervention groups. Little to no ability to communicate information to parents, teachers, principals, and interventionists.
2.7 90 Minute Reading Block and Tier II	Demonstrates thorough knowledge of how to formally gather data in order to determine grouping	Demonstrates a somewhat thorough knowledge of how to gather data in order to determine	Demonstrates incomplete knowledge of how to gather data in order to determine	Little to no knowledge of data and ability to determine placement of students in tier II

	of students into tier II intervention groups. Supports teachers and grade level teams with this process. Demonstrates thorough knowledge of how to support teachers with implementation of the 90 Minute Reading Block.	placement of students in tier II intervention groups. Ability to support teachers and grade level teams with this process is somewhat inconsistent. Demonstrates a somewhat thorough knowledge of how to support teachers with implementation of the 90 Minutes Reading Block.	placement of students in tier II intervention groups. Lacks ability to support teachers and grade level teams with this process. Demonstrates incomplete knowledge of how to support teachers with implementation of the 90 Minutes Reading Block.	intervention groups. Little to no ability to support teachers and grade level teams with this process. Demonstrates little to no knowledge of how to support teachers with implementation of the 90 Minutes Reading Block.
2.8 Documentation and Data	Regularly analyzes and reflects on building level data, including longitudinal data, with staff.	Creates and maintains documentation of data from assessments and/or programs as requested by administrators.	Inconsistently maintains documentation of data.	Does not maintain documentation of data.

Franklin Township Community School Corporation

Counselor Evaluation Rubric

Domain 1: Purposeful Planning a Preparation School Counselors use student data and survey results to plan, set annual student goals, organize, deliver and manage an effective school counseling program.				
Competency	Highly effective(4)	Effective(#)	Improvement Necessary(2)	Ineffective(1)
1.1 Utilize Data to Plan	At Level 4, a counselor fulfills the criteria for Effective as well as some of the following: -Incorporates differentiated strategies in planning.	Counselor uses: -student achievement-related, survey and other student data to formulate plans.	Counselor rarely uses: -student achievement or achievement-related data and/or survey results to formulate plans.	Counselor does not: -use student achievement data or survey results when planning.
1.2 Set Attainable and Measurable Program and Goals	At Level 4, a counselor fulfills the criteria for Level 3 and additionally: -shares plan with administrator(s) and school staff.	Counselor sets : -ambitious and measurable annual program goals and student academic, career and personal/social goals.	Counselor rarely sets: -ambitious and measurable annual program goals and student academic, career and personal/social goals.	Counselor does not set: -ambitious and measurable annual program goals and student academic, career and personal/social goals.
1.3 Plan, Organize, Deliver and Manage Effective Counseling Program	At Level 4, a counselor fulfills the criteria for Level 3 and additionally: -follows a state or national comprehensive school counseling model according to standards.	Counselor participates in: -planning -organizing -delivering and -managing of effective counseling program utilizing research-based interventions.	Counselor rarely participates in: -planning -organizing -delivering and -managing of effective counseling program.	Counselor does not complete: -planning -organizing -delivering or -management of an effective counseling program.
1.4 Planning the student support program, integrated with the overall school programs	At Level 4, a counselor fulfills the criteria for Level 3 and additionally: -Counselor's guidance program plan is highly coherent and has been developed following consultation with administrators and teachers.	Counselor's plan: -is well designed and supports staff, students, and parents in improving their knowledge base of available resources or strategies to use regarding student assistance.	Counselor's plan: -has a guiding principle and includes a number of worthwhile activities for staff, students, and parents, but some of them don't fit with the broader goals.	Counselor's plan: -consists of random collection of unrelated activities, lacking coherence or an overall structure.

Domain 2: Delivery of Counseling Services

Counselors use professional counseling skills in prevention, assessment, intervention and referral to remove barriers to student success

Competency	Highly Effective(4)	Effective(3)	Improvement Necessary(2)	Ineffective(1)
2.1 Follow laws, rules and policies, adhering to ethical standards, and respecting student confidentiality to help students overcome barriers to learning.	At Level 4, a counselor fulfills criteria for Level 3 and additionally: -is highly effective at following laws, rules and policies, adhering to professional ethical standards and respecting student confidentiality. -counselor stays current with changes to laws, rules, policies and ethical standards.	An Effective Counselor: -is efficient at following laws, rules and policies, adhering to professional ethical standards and respecting student confidentiality. -professional conduct and integrity is exhibited. -ethical and legal codes are followed. -consultation and supervision are used when needed. -student interventions appear appropriate to the situation.	An Improvement Necessary Counselor: -struggles at following laws, rules and policies, adhering to professional ethical standards and respecting student confidentiality. -professional conduct and integrity is occasionally lacking. -ethical and legal codes are mostly followed. -consultation and supervision are used when needed but not sought. -student interventions appear questionable at times.	An Ineffective Counselor: -does not follow laws, rules and policies, adhere to professional ethical standards or respect student confidentiality. -reflects professional conduct and integrity that is generally lacking. -lacks compliance to ethical and legal codes. -consults and supervises students when needed but opportunities are not sought. -prepared interventions appear questionable.
2.2 Provide counseling, guidance, consultation, crisis intervention or referral as needed	At Level 4, a counselor fulfills criteria for Level 3 and additionally: -counselor is highly effective at providing counseling, guidance, consultation, crisis intervention or referral as needed. -works well with school staff and administrators to facilitate identification of students in need of services.	An Effective Counselor: -is effective at providing counseling, guidance, consultation, crisis intervention or referral as needed. -meets the diverse needs of students addressed through appropriate counseling, guidance, consultation, crisis intervention or referral. -is proficient at delivering or referring students to receive appropriate service.	An Improvement Necessary Counselor: -is somewhat effective at providing counseling, guidance, consultation, crisis intervention or referral as needed. -meets the needs of some student through counseling, guidance, consultation, crisis intervention or referral. -has the appropriateness of their service questioned. -is somewhat deficient at delivering or referring students to receive appropriate service.	An Ineffective Counselor: -is ineffective at providing counseling, guidance, consultation, crisis intervention or referral as needed. -inadequately addresses needs of students through counseling, guidance, consultation, crisis intervention or referral. -has appropriateness of service questioned. -is not proficient at delivering or referring student to receive appropriate service.

2.3 Connect student need to future success	<p>At Level 4, a counselor fulfills criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -is highly effective at connecting student needs to future plans. -utilizes resources outside of the school setting. -helps families see connections between achievement and career/future success. 	<p>An Effective Counselor:</p> <ul style="list-style-type: none"> -helps students see connection between needs and future success. -helps student and families learn about interests, abilities, aptitude, and resources. -provides age-appropriate career awareness, information preparation or planning assistance to students. (MS/HS) -provides information for students to practice decision-making when selecting course work or career planning. (MS/HS) 	<p>An Improvement Necessary Counselor:</p> <ul style="list-style-type: none"> -infrequently helps students see connection between achievement and career/future success. -help some students learn about interests, abilities and aptitude. -provides minimal career awareness, information, preparation or planning assistance to students. -minimally practices decision-making skills with students during course selection and/or career planning. (MS/HS) 	<p>An Ineffective Counselor:</p> <ul style="list-style-type: none"> -does not help students see connection between achievement and career/future success. -does not help students learn and interests, abilities and aptitude. -does not provide career awareness, information, preparation or planning assistance to students. -does not practice
2.4 Create Culture of Respect	<p>At Level 4, a counselor fulfills criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -is highly effective at creating a culture of respect and collaboration. -seeks out opportunities to reinforce positive behavior and/or skillfully defuses emotionally charged situations. 	<p>An Effective Counselor:</p> <ul style="list-style-type: none"> -is effective at creating a culture of respect and collaboration. -requires students to be respectful during time spent together. -reinforces positive behavior and explains consequences appropriately in order to discourage negative behavior. 	<p>An Improvement Necessary Counselor:</p> <ul style="list-style-type: none"> -needs improvement at creating a culture of respect and collaboration. -works with students that are generally respectful of their counselor, but may occasionally act out or need to be reminded of buildings norms. 	<p>An Ineffective Counselor:</p> <ul style="list-style-type: none"> -is ineffective at creating a culture of respect and collaboration. -works with students that are frequently disrespectful of them as evidenced by discouraging remarks or disruptive behavior.

Domain 3: Professional Leadership and Collaboration

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

Competency	Highly Effective(4)	Effective(3)	Improvement Necessary(2)	Ineffective(1)
3.1 Contribute to School Culture	At Level 4, a counselor fulfills criteria for Level 3 and additionally: -seeks out leadership roles. -goes above and beyond in dedicating time for students and peers.	An Effective Counselor will: -contribute ideas and expertise to further the schools mission and initiatives. -dedicate time efficiently, when needed, to helping students and peers. -counselor has a good rapport with students and shows genuine interest in their thoughts and opinions.	An Improvement Needed counselor will: -contribute occasional ideas and expertise to further the schools mission and initiative. -infrequently dedicate time to help students and peers. -occasionally praise positive behavior or occasionally address negative behavior.	An Ineffective counselor: -rarely or never contributes ideas aimed at improving school efforts. -dedicates little or no time towards helping students and peers. -rarely or never praises positive behavior.
3.2 Collaborate with Peers	At Level 4, a counselor fulfills criteria for Level 3 and additionally: -goes above and beyond in seeking out opportunities to collaborate. -coaches peers through difficult situations. -takes on leadership roles within collaborative groups.	At Effective, a counselor will: -seek out and participate in regular opportunities to work with and learn from others. -ask for assistance, when needed and provide assistance to others in need.	An Improvement Needed counselor will occasionally: -participate in opportunities to work with and learn from others. -does not ask for or perceive need for assistance or collaboration.	An Ineffective counselor: -rarely or never attends professional development opportunities. -show little or no interest in new ideas, programs, or classes to improve counseling and learning.
3.3 Seek Professional Skills and Knowledge	At Level 4, a counselor fulfills criteria for Level 3 and additionally: -regularly shares newly learned knowledge and practices with others. -seeks out opportunities to lead professional development sessions.	An Effective counselor: -actively pursues opportunities to improve knowledge and practice. -seeks out ways to implement new practices where applicable. -welcomes constructive	An Improvement Needed counselor: -attends all mandatory professional development opportunities. -does not actively pursue optional professional development opportunities.	An Ineffective counselor: -rarely or never displays commitment to the education of his/her students. -accepts failures as par for the course and does not seek any professional development.

		feedback to improve practice.	-does not seek out ways to implement new practices. -does not accept constructive feedback well.	
3.4 Advocate for Student Success	At Level 4, a counselor fulfills the criteria of Level 3 and additionally: -displays commitment to the education of all students. -proposes creative changes to ensure student success.	An Effective counselor: -displays commitment to the education of all his/her students. -attempts to remove or remedy obstacles to student achievement. -advocates for students' individual needs.	An Improvement Needed counselor: -inconsistently displays commitment to the education of all his/her students. -advocates inconsistently for students' needs.	An Ineffective counselor: -rarely or never displays commitment to the education of his/her students. -accepts failure as par for the course and does not advocate for students' needs.
3.5 Engage Families in Student Learning	At Level 4, a counselor fulfills the criteria of Level 3 and additionally: -strives to form relationships in which parents are given ample opportunity to participate in student learning. -is available to address concerns in a timely and positive manner, when necessary.	An Effective counselor: -proactively reaches out to parents to engage them in student learning. -responds to contact from parents in a timely, respectful manner.	An Improvement Needed counselor: -responds to contact from parents. -does not necessarily reach out to parents to engage them in student learning.	An Ineffective counselor: -rarely or never reaches out to parents. -frequently does not respond when contacted by parents.

Domain 4: Professionalism		
Competency	Meets Standards	Does Not Meet Standards
4.1 Attendance	Individual demonstrates a pattern of meeting attendance guidelines.	Individual demonstrates a pattern of unexcused absences or inappropriate use of absences (absences that are in violation of procedures set forth by the Master Contract).
4.2 On-Time Arrival	Individual demonstrates a pattern of meeting arrival guidelines.	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by the Master Contract).

4.3 Policies, Procedures, and Expectations	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. submitting discipline referrals, timely grading records, supervision assignments, appropriate attire, etc.)	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. submitting discipline referrals, timely grading records, supervision assignments, appropriate attire, etc.)
4.4 Respect	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a timely, respectful manner.
4.5 District / Building Goals	Individual demonstrates a pattern of implementing building and/or district goals.	Individual demonstrates a pattern of failing to implement building and/or district goals.

FRANKLIN TOWNSHIP COMMUNITY SCHOOL CORPORATION
SPEECH-LANGUAGE PATHOLOGIST EVALUATION RUBRIC

Domain 1: Effective Planning and Preparation				
Competency	Highly Effective(4) As well as meeting all of effective elements, the SLP:	Effective(3)	Improvement Necessary(2)	Ineffective(1)
1.1 Uses current and comprehensive content/specialty area knowledge for planning	Displays solid content/skill knowledge and makes connections between the content/skill and other parts of the discipline or other disciplines to collaborate on IEP goals.	<p>Displays knowledge of evidence-based practice related to the teaching assignment and/or specialty area.</p> <p>Displays knowledge of performance levels for each student, and plans for a variety of appropriate approaches to facilitate their learning.</p> <p>Displays knowledge of the socio-cultural background of students and applies this knowledge to teaching. Provides planning that reflects understanding of general education curriculum.</p>	The SLP meets 1-2 of the effective elements	The SLP meets none the effective elements.

1.2 Gathers appropriate information prior to the determining evaluation procedures	Includes all pertinent information from data collection in the body of the evaluation report including but not limited to teacher observation, DIBELS, grades, social developmental history, classroom, and intervention data	Uses social and developmental histories to gather information Utilizes academic information regarding classroom & intervention data Utilizes hearing screening information	The SLP meets 1-2 of the effective elements	The SLP meets none of the effective elements.
1.3 Chooses appropriate evaluation instruments	Utilizes a variety of tools to address cultural and linguistic differences, both standardized and informal. Uses an expanded and flexible battery of instruments for assessing students	Uses tools, protocols, and strategies that are the most current and evidence-based Utilizes strategies and tools that are age appropriate and related to the referral questions(s). Matches academic concerns to selection of tests.	The SLP meets 1-2 of the effective elements	The SLP meets none of the effective elements.
1.4 Uses appropriate evaluation procedures	Utilizes educationally relevant measures that are aligned with academic standards. Supplements standardized measures with curriculum-based activities or measurements	Faithfully administers tests accurately and according to the directions outlined by the test. Scores data from standardized assessment and other sources accurately. Appropriately analyzes and interprets information from standardized assessment and other measures.	The SLP meets 1-2 of the effective elements	The SLP meets none of the effective elements.

		Supplements standardized measures with classroom observations		
1.5 Interprets results and makes placements/service recommendations	Provides information to classroom teacher & support professionals and includes the potential impact on classroom learning	Integrates all results from the evaluation process and develops clear diagnostic impressions. Collaborates with members of the Case Conference Committee to: -synthesize evaluation information -determine the presence and severity of a disability -determine eligibility for speech and language services based on Franklin Township district criteria. Clearly communicates results using understandable terminology to all case conference participants.	The SLP meets 1-2 of the effective elements	The SLP meets none of the effective elements.
1.6 Completes hearing screenings	Reports screening results in a timely manner and collaborates with other school personnel for follow up	Effectively and efficiently completes hearing screenings for students in accordance with district and state guidelines and procedures. Reports screening results in a timely manner and follows up as needed	The SLP meets 1-2 of the effective elements	The SLP meets none of the effective elements.

Domain 2: Effective Instructions, Treatment and/or Instructional Support				
Competency	Highly Effective(4) As well as meeting all of effective elements, the SLP:	Effective(3)	Improvement Necessary(2)	Ineffective(1)
2.1 Manages scheduling of sessions and grouping of students	Groups students by age/grade level and disorder to the maximum extent possible according to master academic schedule	Efficiently manages schedules to minimally interrupt general education curriculum/instruction Appropriately groups students to maximize instructional time Adjusts schedule as needed to meet time provision of IEP	The SLP meets 1-2 of the effective elements	The SLP meets none of the effective elements.
2.2 Prepares for effective service delivery	Develops strategies for student successful participation in the classroom, curriculum, home program, or community	Constructs culturally, linguistically and developmentally appropriate learning activities. Accommodates student's unique learning styles and present levels of performance Prepares for intervention sessions thoroughly by: <ul style="list-style-type: none"> Organizing materials Selecting/adapting material, equipment, devices to meet student needs Incorporating academic/instruction/curriculum into intervention strategies to achieve communication goals Uses a variety of service delivery models (push-in, pull-out, 5-minute, co-teaching, consultation)	The SLP meets 1-2 of the effective elements	The SLP meets none of the effective elements
2.3 Implements, collects, and completes appropriate data collection & progress	Includes student in review of data and monitoring own progress	Collects, interprets, and uses data to measure progress and drive instruction Matches appropriate interventions to data	The SLP meets 1-2 of the effective elements	The SLP meets none of the effective elements.

monitoring procedures		Modifies instruction based on frequent progress monitoring Completes timely progress reports according to IEP		
2.4 Develops student understanding of goals and objectives	Students can explain what they are learning and why it is important, beyond repeating the stated objective	Lesson objective & importance are conveyed to students in easy to understand terms. Lessons are well organized and build on students' prior knowledge of key concepts and skills and this connection evident to students	The SLP meets 1 of the effective elements	The SLP meets none of the effective elements
2.5 Uses strategies that promote student engagement	Restates and rephrases instruction in multiple ways and modes and consistently uses appropriate cues and prompts to elicit desired responses	Provides lessons that progress at an appropriate pace to maintain engagement Restates and rephrases instruction and consistently uses appropriate cues and prompts to elicit desired responses Provides consistent feedback and provides multiple opportunities for student participation.	The SLP meets 1-2 of the effective elements	The SLP meets none of the effective elements.
2.6 Creates Culture of Respect & Collaboration	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	Encourages collaboration and students are respectful of their SLP and peers SLP reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior. SLP has a good rapport with students, and show genuine interest in their thoughts and opinions.	The SLP meets 1-2 of the effective elements	The SLP meets none of the effective elements.

	amongst themselves			
2.7 Utilizes evidence-based instructional strategies	Instructional strategies are differentiated to meet individual needs	Integrates a variety of current therapeutic strategies Effectively matches instructional strategy to student need	The SLP meets 1 of the effective elements	The SLP meets none of the effective elements.

Domain 3: Leadership and Professional Responsibilities				
Competency	Highly Effective(4) As well as meeting all of effective elements, the SLP:	Effective(3)	Improvement Necessary(2)	Ineffective(1)
3.1 Advances professional skills and knowledge	Regularly shares newly learned knowledge and practices with others Seeks out opportunities to lead professional development sessions Goes above and beyond to assist others with their professional growth (provide in-service after hours, volunteer to mentor or coach, etc.)	Identifies needs and develops a plan for continuing education Responds to supervisor suggestions for professional growth Seeks out ways to implement new practices into instruction, where applicable	The SLP meets 1-2 of the effective elements	The SLP meets none of the effective elements.
3.2 Advocates for student success	Displays commitment to the education of all students in the school Makes changes to ensure student success.	Displays commitment to the education of all his/her students. Provides IEP information to all teachers involved with the student	The SLP meets 1-2 of the effective elements	The SLP meets none of the effective elements.

		Advocates for students' individualized needs		
3.3 Engages families in student learning	Strives to form relationships in which parents are given ample opportunity to participate in student learning Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events.	Proactively reaches out to parents in a variety of ways to engage them in student learning. Responds promptly to contact from parents Engages in all forms of parent outreach required by the school.	The SLP meets 1-2 of the effective elements	The SLP meets none of the effective elements.
3.4 Manages caseload appropriately	Mentors others in appropriate management of caseload	Fulfills all Teacher of Record (TOR) responsibilities Frequently monitors progress and goals and reconvenes case conference as needed. Using progress monitoring and other data, makes appropriate recommendations for continuing in or dismissal from special education	The SLP meets 1-2 of the effective elements	The SLP meets none of the effective elements.
3.5 Fulfills all documentation paperwork requirements	Filing is completed weekly and organized in a manner that provides for immediate accessibility	Maintains files in an organized manner and assures all IEPs and progress monitoring data are annually placed in student file Complies with documentation procedures including the completion of IEPs, and submission	The SLP meets 1-2 of the effective elements	The SLP meets none of the effective elements.

		<p>of Medicaid claims in a timely manner</p> <p>Documents clearly and objectively, all activities and correspondence (including parent correspondence) relating to students on caseload</p>		
3.6 Collaborates with others to promote student success	Serves as a voluntary mentor to peers	<p>Communicates all necessary information to administration</p> <p>Collaborates with other professionals in matters relevant to case load.</p> <p>Maintains professionalism during interaction with colleagues and others</p>	The SLP meets 1-2 of the effective elements	The SLP meets none of the effective elements.
3.7 Contributes to the school, district	<p>Takes initiative and provides leadership in promoting a productive and collegial climate.</p> <p>Volunteers to participate in school and FTCSC committees and/or projects and makes a significant contribution by assuming a leadership role.</p>	<p>Provides support and cooperation that characterize relationships with colleagues.</p> <p>Upholds all of the policies and procedures of the assigned school and FTCSC.</p> <p>Volunteers to participate in school or FTCSC committees/projects, and actively participates.</p> <p>Displays interpersonal conduct with colleagues and</p>	The SLP meets 1-2 of the effective elements	The SLP meets none of the effective elements.

		supervisors that is cordial, collaborative and respectful.		
3.8 Fosters others' awareness of communication disorders	<p>Provides in-service training on communication disorders for peers, parents, and/or students</p> <p>Provides in-service training to classroom instructional assistants</p>	<p>Provides developmental guidelines to general education teachers and offers to parents when appropriate</p> <p>Shares information on communication disorders with peers and offer information to parents and students</p> <p>Shares information of appropriate referrals/guidelines</p>	The SLP meets 1-2 of the effective elements	The SLP meets none of the effective elements
3.9 Meaningfully participates in case conferences	<p>Takes the lead when necessary to keep case conference on track according to agenda</p> <p>Defuses contentious situation during case conference</p> <p>As chair, runs the meeting efficiently while allowing opportunity for all to participate</p>	<p>Brings all appropriate records and documents to case conference</p> <p>Meaningful, understandable, and efficient participation in the case conference</p> <p>Facilitates parent participation</p> <p>Assists with completing the IEP as needed</p> <p>When chairing a case conference, follows agenda and all appropriate procedures; signatures collected as needed</p>	The SLP meets 1-2 of the effective elements	The SLP meets none of the effective elements.
3.10 Develops IEPs based on individual student needs and are completed	Volunteers to train and assist others in the use of the IEP system	Goals are measurable and clearly written and based on present levels of performance	The SLP meets 2-3 of the effective elements	The SLP meets none of the effective elements.

using appropriate procedures	<p>Volunteers to review and evaluate IEPs.</p> <p>Provides IEPs that stand up during due process scrutiny</p>	<p>Services are aligned with goals Recommended accommodations are appropriate, and their use is clearly defined</p> <p>Notes clearly and succinctly capture relevant discussions</p> <p>Components of the IEP are accurately completed and the document meets the “stranger” test</p>		
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FRANKLIN TOWNSHIP COMMUNITY SCHOOL CORPORATION

SCHOOL PSYCHOLOGIST EVALUATION RUBRIC

Domain 1: Assessment, Data-Based Decision Making, and Accountability

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

Competency	Highly Effective(4)	Effective(3)	Improvement Necessary	Ineffective
1.1 Utilizes appropriate assessment and data collection methods	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <p>-Applies evaluation data and findings to intervention, instruction, programming, and services through written reports, intervention plans, and meetings/conferences with parents and/or school staff.</p>	<p>School Psychologist uses assessment and data collection methods that are</p> <p>-Appropriate for the intended purpose,</p> <p>-Appropriate and individualized for the specific student’s cultural, linguistic and disability background, and</p> <p>-Of sufficient variety for the intended purpose.</p> <p>-Utilizes appropriate assessment and</p>	The School Psych meets 1-2 of the effective elements	The school psych meets none of the effective elements

		data collection (review of existing data)		
1.2 Contributes to school-wide assessment and data-based practices for academic, social-emotional, and behavioral domains.	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <p>-Conducts a needs assessment to guide the development and delivery of building/district school-wide programs,</p> <p>OR</p> <p>-Conducts evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements,</p> <p>Or</p> <p>-Assists with the development and/or delivery of staff professional development to support school-wide assessment practices.</p>	<p>School Psychologist contributes to school-wide assessment practices in a manner that meets the expectations of the role/school(s).</p> <p>Serves as a member of school building level teams (e.g., school improvement team, intervention team, etc.),</p> <p>-Summarizes universal screening and/or benchmarking data,</p> <p>-Serves as member of school building teams (e.g. school improvement team, intervention team, PBIS, SOS, PLC team etc.)</p> <p>-Applies data to curricular decisions and/or instructional practices.</p>	The School Psych meets 1-2 of the effective elements	The school psych meets none of the effective elements
1.3 Contributes to progress monitoring and data-based decisions regarding intervention practices for academic, social-emotional, and behavioral domains.	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <p>-Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements,</p> <p>OR</p>	<p>School Psychologist contributes to progress monitoring and data-based decisions regarding intervention practices in a manner that meets the expectations of the school(s)/role.</p> <p>Serves as a member of student level teams (e.g., intervention team,</p>	The School Psych meets 1-2 of the effective elements	The school psych meets none of the effective elements

	<ul style="list-style-type: none"> -Conducts supplemental diagnostic assessments to assist in intervention selection, OR -Assists with the development and/or delivery of staff professional development to support intervention practices. 	<ul style="list-style-type: none"> problem solving team, etc.), -Collects, or assists with collection, of student progress monitoring data, -Summarizes progress monitoring data, and -Applies progress monitoring data to intervention practices and decisions about need for additional services/supports. 		
1.4 Conducts special education evaluations to inform eligibility, service, and programming decisions.	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> -Creates a report that is concise, logically structured, provides a clear diagnostic view of the student, gives recommendations for classroom, and uses parent-friendly terms 	<p>School Psychologist conducts evaluations that are</p> <ul style="list-style-type: none"> -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. -Compliant with minimum requirements of Article 7, -Appropriate for the student being evaluated, and -Informative for instructional and/or programming purposes. 	The School Psych meets 1-2 of the effective elements	The school psych meets none of the effective elements
1.5 Completes evaluations in a timely manner.	All evaluations completed and case	-A few evaluations are completed after compliance due	The School Psych meets 1-2 of the effective elements	The school psych meets none of the effective elements

	conferenced by due date	dates but for reasons outside the school psychologist's control -Evidence of reasons for due dates not meet recorded in IEP notes and/or IEP software communication section		
1.6 Utilizes technology as part of data-based decision making practices.	School Psychologist fulfills the criteria for Level 3 and additionally -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,	School Psychologist utilizes technology to meet the expectations of role and responsibilities. Uses technological tools to -collect assessment data, when appropriate, -score data, -summarize data, -graph data, and -share data and findings with others.	The School Psych meets 1-2 of the effective elements	The school psych meets none of the effective elements

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.

Competency	Highly Effective(4)	Effective(3)	Improvement Necessary(2)	Ineffective(1)
2.1: Contributes to intervention practices for academic, social-emotional, and	School Psychologist fulfills the criteria for Level 3 and additionally --Serves as a member of school building level teams (e.g., GEI/SOS intervention team, problem solving team, school improvement team, PBIS team) -Assists in the evaluation of intervention practices and programs to	School psychologist demonstrates knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional	The School Psych meets 1-2 of the effective elements	The school psych meets none of the effective elements

behavioral domains.	<p>ensure effectiveness and guide continuous improvements (e.g., procedures to assess GEI/SOS implementation integrity and fidelity)</p> <p>OR</p> <p>--Assists with the development and/or delivery of staff professional development to support intervention practices (e.g., academic/emotional/behavioral interventions, positive behavioral supports).</p> <p>OR</p> <p>-Provides intervention services to individual students or small groups</p>	<p>functioning and mental health.</p> <p>School Psychologist contributes to intervention practices in a manner that meets the expectations of the role/school(s) by</p> <p>-Helping to develop intervention strategies/plans for individual students or small groups of students and researches these as appropriate as evidenced by activities including the following: Involvement on school teams (e.g., GEI/SOS, PLC discussions re: student/class/school data, behavior teams, data teams)</p> <p>Participation in the pre-referral process (e.g., reviewing records, data from DIBELS/progress monitoring) Assistance in the collection of information regarding intervention implementation integrity and fidelity (monitoring /supporting GEI/SOS interventions) Assists staff in learning and implementing new intervention strategies, approaches, or programs through consultation with staff regarding interventions using evidence based research sources.</p> <p>Inclusion of intervention recommendations in psychoeducational reports</p>		
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<p>2.2 Utilizes information about student background and characteristics to inform instruction, intervention, and service delivery decisions.</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> -Assists with the development and/or delivery of staff professional development on student diversity including the provision of 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, participates in addressing issues of disproportionality in special education identification or discipline (suspension/expulsion) data through consultation/collaboration/training 	<p>School Psychologist - Review of the contents of psych file, Case Conference/GEI/SOS discussions/notes to ensure the following information was collected and considered as appropriate:</p> <ul style="list-style-type: none"> • Thorough & relevant social & developmental history information • Medical & mental health information as appropriate • School history (school enrollment/changes, attendance) • Information gathered from multiple sources as appropriate • Data related to exclusionary factors • Home-language survey & use of the cultural-linguistic matrix as appropriate (ENL) • Evidence of how student background & characteristics may have influenced the intervention recommendations or service delivery 	<p>The School Psych meets 1-2 of the effective elements</p>	<p>The school psych meets none of the effective elements</p>
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Domain 3: Leadership

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

Competency	Highly Effective(4)	Effective(3)	Improvement Necessary(2)	Ineffective(1)
3.1: Seeks professional growth and learning opportunities to advance own knowledge and skill	School Psychologist fulfills the criteria for Level 3 and additionally -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, and	School Psychologist -Responds well to constructive feedback, -Utilizes feedback to identify areas for professional growth, -Initiates attendance at optional professional learning events, -Engages in professional reading of current research and practice, -Demonstrates application of knowledge/skills addressed in attended professional learning events.	The School Psych meets 1-2 of the effective elements	The school psych meets none of the effective elements
3.2: Contributes to School and/or Profession of School Psychology	School Psychologist fulfills the criteria for Level 3 and additionally -Assumes leadership positions in professional organizations or school or district committees,	School Psychologist -Contributes ideas and expertise to improve the functioning of the school, district, or cooperative, -Participates in activities focused on improving the procedures and practices of the school, district, or cooperative, -Maintains membership in professional organizations and	The School Psych meets 1-2 of the effective elements	The school psych meets none of the effective elements

	-Mentors school psychology practicum students and interns.	participates in sponsored activities.		
3.3: Advocates for student success	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> -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. - Mentors other school psychologists 	<p>School Psychologist</p> <ul style="list-style-type: none"> -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 -Makes recommendations in psych reports and as part of the case conference committee 	The School Psych meets 1-2 of the effective elements	The school psych meets none of the effective elements
3.4 Engages in consultation and collaboration with school staff.	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> -Assists with the development and/or delivery of staff professional development on collaboration and consultation. -Provides mentoring and 	<p>School Psychologist effectively engages in consultation and collaboration with school staff in a manner that meets the expectations of the role/school(s).</p> <ul style="list-style-type: none"> -Supports teachers with intervention implementation through coaching, providing feedback, modeling, etc., OR -Works well with others as part of a team (e.g., intervention team, problem solving team, multidisciplinary team, case conference committee) OR 	The School Psych meets 1-2 of the effective elements	The school psych meets none of the effective elements

	<p>coaching to colleagues regarding consultation strategies.</p> <p>-Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, designing a process for collaborative team meetings.</p>	<p>-Utilizes facilitation and conflict resolution skills and strategies. OR -Role in following up with BIT/Intervention plans -- Involvement in problem solving with teachers as directed by building leader</p>		
3.5: Engages in consultation and collaboration with parents and families.	<p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <p>-Assists with the development and/or delivery of staff professional development on collaboration and consultation.</p> <p>-Provides mentoring and coaching to colleagues regarding consultation strategies.</p>	<p>School Psychologist effectively engages in consultation and collaboration with parents and families in a manner that meets the expectations of the role/school(s).</p> <p>- Discusses parent concerns and provides suggestions for strategies to use at home,</p> <p>-Clearly explains assessment data and intervention strategies,</p> <p>-Reports are written in "parent friendly" terms</p> <p>- Information/resources/handouts shared with parents as appropriate</p> <p>-Meets with parents prior to the case conference as requested</p>	The School Psych meets 1-2 of the effective elements	The school psych meets none of the effective elements

FRANKLIN TOWNSHIP COMMUNITY SCHOOL CORPORATION

MEDIA SPECIALIST EVALUATION RUBRIC

Domain 1: Planning and Preparation				
Competency	Highly Effective(4)	Effective(3)	Improvement Necessary(2)	Ineffective(1)
1.1 Demonstrating knowledge of literature, current trends and resources for students and staff.	-Drawing on extensive Professional resources, Media Specialist demonstrates rich understanding of literature and of current trends in information technology. - Librarian maintains a network of professional contacts and resources to stay current with trends (this includes reading current journals, blogs, and using social media) and shares with staff and students	-Media Specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology. - Media Specialist maintains a professional network to stay current with trends. This includes reading current journals, blogs, and using social media.	-Media Specialist demonstrates limited knowledge of literature and current trends in practice and information technology. -Media Specialist reads journals to learn about current trends	-Media Specialist demonstrates little or no knowledge of literature and of current trends in practice and Information technology.
1.2 Establishing Goals for the Library Media Program	-Goals for the media program are clear and appropriate to the situation in the school, to the age of the students, to the school performance plan and are developed following consultations with others.	-Goals are clear and appropriate to the age of students and the school performance plan.	-Goals are rudimentary and are partially suitable to the age of students and the school performance plan.	-has no clear goals, or goals are not appropriate to the age of the students and the school performance plan.

1.3 Developing and Implementing a plan to integrate, evaluate and provide reflection on the Media Program	<ul style="list-style-type: none"> -Plan is coherent, taking into account scheduled time in the library, <i>collaborative</i> work with teachers, and work in the maintaining and extending the collection. -Media specialist's evaluation plan contains a variety of sources of evidence and displays a clear vision of how the media program can be improved year after year citing specific examples. 	<ul style="list-style-type: none"> -program is well designed with guiding principles and activities to support both teachers and students with their information. -plan to evaluate the media program states clear goals and show a collection of evidence to prove the goals have been met. - some specific suggestions as to how the program might be improved. 	<ul style="list-style-type: none"> -program has a guiding principle and includes a number of worthwhile activities, but some do not fit with the broader goal. - has a rudimentary plan to evaluate the media program. -reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved. 	<ul style="list-style-type: none"> - program consists of a random collection of unrelated activities, lacking coherence or an overall structure. - has no plan to evaluate the media program or resists suggestions that such a plan is important. -does not reflect on practice, or the reflections are inaccurate or self-serving.
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Domain 2: The Environment				
Competency	Highly Effective(4)	Effective(3)	Improvement Necessary(2)	Ineffective(1)
2.1 Creating an Environment of Respect and Rapport	-Interactions both between the Media Specialist, individual students, and the classroom teachers are respectful, and sensitivity is present toward students' cultures and developmental differences.	-Interactions, both between the Media Specialist and students, and the classroom teachers are polite and respectful.	-Interactions, both between the Media Specialist and students, are generally appropriate and free from conflict but may be 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, putdowns, or conflicts.
2.2 Establishing a Culture for investigation and Love of Literature	-Media specialist, in interactions with both students and colleagues, conveys	-Media specialist, in interactions with both students and	- Media specialist goes through the motions of performing the	- Media specialist conveys a sense that the work of seeking information

	a sense of the essential nature of seeking information and reading literature.	colleagues, conveys a sense of importance of seeking information and reading literature.	work of the position, but without any real commitment to it.	and reading literature is not worth the time and energy required.
2.3 Establishing and Maintaining Media Center Procedures Managing Student Behavior	<p>-Routines and procedures are seamless in their operation, with students assuming considerable responsibility for their smooth operation.</p> <p>-Standards of conduct are clear with evidence of student participation in setting them.</p> <p>-Media Specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs.</p> <p>-Media Assistants work independently and contribute to the success of the media center.</p>	<p>-Routines and procedures (Ex. circulation of materials, working on computers, independent work) have been established and function smoothly.</p> <p>-Standards of conduct appear to be clear to students, and the Media Specialist monitors student behavior against those standards.</p> <p>-Media Specialist's response to student misbehavior is appropriate and respectful to students.</p> <p>- Media assistants are clear as to their role.</p>	<p>-Routines and procedures (Ex. circulations of materials, working on computers, independent work) have been established but function sporadically.</p> <p>- Media Specialist appears to have made an effort to establish standards of conduct for students and tries to monitor student behavior, but these efforts are not always successful.</p> <p>-Efforts to establish guidelines for media assistants are partially successful.</p>	<p>-Routines and procedures (Ex. circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion.</p> <p>Shows no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior.</p> <p>Response to student misbehavior is repressive or disrespectful of student dignity.</p> <p>Media assistants are confused as to their role.</p>

2.4 Organizing Physical Space to Enable Smooth Flow	-Media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.	-Media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	-Media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	-Media specialist's makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.
2.5 Organize virtual space	-Media specialist makes highly effective use of the virtual environment, resulting in clear promotions and marketing.	-Media specialist makes effective use of the virtual environment, resulting in adequate presence devoted to promoting and marking.	-Media specialist's efforts to make use of the virtual environment are uneven, resulting in occasional confusion.	-Media specialist's makes poor use of the virtual environment, resulting in poor use, promotion and marking.
Notes 2.5	Virtual spaces may include, but is not limited to, blogs, Twitter, Facebook or other social media, databases, ebooks, and audiobooks.			

Domain 3: Delivery of Service				
Competency	Highly Effective(4)	Effective(3)	Improvement Necessary(2)	Ineffective(1)
3.1 Maintaining and Extending the Library Collection in Accordance with the School's Needs and within the budget limitations	-Media Specialist selects materials for the collection thoughtfully and periodically weeds the collection of outdated material. Collection is balanced among different areas. Inventories and reports are accurate and completed in a timely manner.	-Media Specialist adheres to district or professional guidelines in selecting materials for the collection and periodically weeds the collection of outdated material. Collection is balanced among different areas. Inventories and reports are accurate and completed in a timely manner.	-Media Specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	-Media Specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically weed the collection of outdated material. Collection is unbalanced among different areas.
3.2 Setting Tone for Engaging Students in Enjoying Literature and in Learning Information Skills	-Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.	- Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	- Only some students are engaged in enjoying literature and in learning information skills	-Students are not engaged in enjoying literature and in learning information skills because of poor design of activities or poor grouping strategies.

3.4 Demonstrating Flexibility and Responsiveness	-Media specialist is continually seeking ways to improve the media program and makes changes as needed in response to student, parent, or teacher input.	-Media specialist makes revisions to the media program when they are needed.	-Media specialist makes modest changes in the media program when confronted with evidence of the need for change.	-Media specialist adheres to the media program, in spite of evidence of its inadequacy.
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Domain 4: Instruction				
Competency	Highly Effective(4)	Effective(3)	Improvement Necessary(2)	Ineffective(1)
4.1 Teacher demonstrates knowledge, pedagogy, and coherent instruction and designs/implements lessons aligned with district-approved curriculum map appropriate for delivery by both media specialist and clerk.	-Teacher displays extensive knowledge of the important concepts in the discipline and how these relate to other disciplines. -The sequence of learning activities follows a coherent sequence aligned to instructional goals and designed to engage students in high-level cognitive activity.	-Teacher displays solid knowledge of the important concepts in the discipline and how they relate to one another. -Most of the learning activities are aligned with instructional outcomes and follow an organized progression which follows the M. Hunter models for instruction. Daily lessons include communication of the goal, objective, or standard and include closure at the end of a lesson. -Instruction is based on the district-approved curriculum map.	-The teacher is familiar with the important concepts of the content but displays a lack of awareness of how these concepts relate to one another. -Some of the learning activities and materials are aligned with the instructional outcomes. -The lesson lacks either the communication of an opening goal (or objective, standard) or closure included in the M. Hunter model for instruction. -Instruction is not fully based on district-approved curriculum map.	-The teacher makes content errors or does not correct errors made by students. -The teacher displays little understanding of prerequisite knowledge. -Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activities or have unrealistic time allocations. -The teacher does not incorporate M. Hunter's model of instruction.

Domain 5: Professional Responsibilities		
Competency	Meets Standards	Does Not Meet Standards
5.1 Attendance	Individual demonstrates a pattern of meeting attendance guidelines.	Individual demonstrates a pattern of unexcused absences or inappropriate use of absences (absences that are in violation of procedures set forth by the Master Contract).
5.2 On-Time Arrival	Individual demonstrates a pattern of meeting arrival guidelines.	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by the Master Contract).
5.3 Policies, Procedures, and Expectations	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. submitting discipline referrals, timely grading records, supervision assignments, appropriate attire, etc)	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. submitting discipline referrals, timely grading records, supervision assignments, appropriate attire, etc.)
5.4 Respect	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner.
5.5 District/Building Goals	Individual demonstrates a pattern of implementing building and/or district goals.	Individual demonstrates a pattern of failing to implement building and/or district goals.