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**2023-2024**

**MSDWT  
TEACHER  
EVALUATION  
GUIDEBOOK 2.0**

# **Revisions reflected from Committee work in June 2023**

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***Thank you to the committee for their efforts in critically reviewing and revising our teacher evaluation guidebook and rubric language to improve transparency, accessibility, and make our vision for teaching and learning more explicit. It is important to note there will be no measures utilized within our teacher appraisal process until further notice.***

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The Metropolitan School District of Washington Township **believes** that equitable, affirming, and responsive schools operate with a fundamental belief that every student in every classroom can and will elevate their learning to the highest potential if:

- there are high expectations for culturally responsive, **student-centered instruction**.
- our students participate in a socially, physically, and intellectually safe **learning community** where their identities and voices are affirmed, valued, and represented.
- **a strong teacher and student learning partnership** is cultivated with a balance of support, feedback and productive struggle to grow student independence and self-efficacy.
- our educators model a growth mindset and commit to purposeful **collaboration and professional learning**.



## Responsive Instruction

***Instruction is responsive to student cultures and individual differences. Teacher expands and differentiates with student experiences, prior knowledge, and achievement in mind. Instruction includes student choice, voice, and agency. (Domains 1.3, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8)***

- (T) Differentiates via process, product, and/or content
- (T) Makes data-driven instructional decisions using checks for understanding as well as assessment (local, state, national) data to differentiate instruction
- (T) Explicitly models through lesson delivery (ignite, chunk, chew, review)
- (S) Knows how their personal learning is progressing based on feedback and reflection (close the loop)
- (S) Contributes to the lesson/material by actively engaging in questioning, collaborating and creating a demonstration of their understanding

## Teacher & Student Partnership

***An authentic, positive and respectful relationship between teacher and student built upon meaningful collaboration, interaction and feedback leading to trust, growth and achievement for both in the partnership. (Domains 2.1, 2.2, 2.4, 2.6, 3.4)***

- (T) Uses inclusive and asset-based language regarding their students and their abilities
- (T) Validates identities and support students to take risks in their learning environment
- (T) Involves students in defining what success and future instruction looks like
- (T&S) Invites voice and choice and students exercise voice and choice in their learning
- (T&S) Collaborates and position themselves as a listener and learner

## Learning Community

***An identity-affirming, inclusive and safe environment where students and teachers are equally invested to participate in a culture of learning with an appropriate balance of support and challenge. (Domains 2.1, 2.2, 2.4, 2.6)***

- (T) Establishes, maintains and restores relationships with students
- (T) Ensures high expectations and classroom norms are explicit, brain-aligned and regularly reinforced
- (T) Provides equitable opportunities for support, praise, and participation
- (T) Facilitates a classroom environment that is safe, welcoming, clean and organized
- (S) Actively engages in learning process as a collaborative and supportive member of the classroom community

## Collaborative Planning & PLCs

***Positive relationships among colleagues in which conversation is student-centered and focused on student growth and achievement (Domains 1.1, 1.2, 1.4, 2.3, 2.6, 2.8, 3.1, 3.3)***

- (T) Purposefully plans and prepares for daily instruction in response to the needs of all learners
- (T) Demonstrates willingness to visit others and/or reflect on own teaching
- (T) Monitors students learning by checking for understanding - using classroom assessments evident in PLC notes, Unit reflections, and daily lesson plans
- (T) Participates in a PLC and exhibits a growth mindset

***\*Special Note - How are our Elevate Core Target Practices (CTPs) evident in our evaluation rubric?***

- Domain indicators are color-coded according to the Elevate CTPs
- 2.2, 2.4, 2.6 are shared among three different CTPs and are labeled as red in the rubric

## MSD of Washington Township

### Administrative Guidelines for Teacher Performance Evaluations

#### Vision Statement for MSDWT Teacher Evaluation

A master educator in every classroom.

#### Mission Statement for MSDWT Teacher Evaluation

Collaboratively develop and implement a clearly communicated evaluation process that continuously improves instruction and student learning.

#### Belief Statements

- ✓ We believe the primary purpose of evaluation is to facilitate growth among students, teachers, and evaluators.
- ✓ We believe that the school environment should be conducive to learning.
- ✓ We believe in meaningful, effective, & sustainable professional development.
- ✓ We believe teachers deserve an evaluation system that builds on trust & collaboration.
- ✓ We believe students deserve educators who are dedicated to professional growth & student improvement.
- ✓ We believe our responsibility is to promote positive and transparent dialogue to promote growth.

#### General Provisions

All teachers shall be evaluated at least annually in the performance of their assigned duties.

1. All teachers will be assigned one administrator to be the primary evaluator.
2. The teacher's performance evaluation may include information provided by any administrator. The source of information shall be disclosed to the teacher.

#### Representation

A teacher may be afforded Association representation if they so choose during the evaluative process.

#### Right to a Reflection

Anytime during the evaluation process a teacher has the right to submit a written reflection statement to be attached to any written evaluation document.

# Teacher Performance Expectations

The following are domains with standards of performance that serve as the base for the evaluation process and will be continually in force and in effect for all teachers. A performance level will be indicated for each domain. A reminder that Domain indicators are color-coded according to the Elevate CTPs

**\*PLEASE NOTE: LINKS to the Domains are in the far left column.**

Teacher Performance Expectations			Ineffective	Improvement Necessary	Effective	Highly Effective
Domain 1	Preparation for Learning	Purposeful Planning				
		1.1 Plans for a student program of instruction in accordance with adopted curriculum	1	2	3	4
		1.2 Demonstrates an understanding of how students develop and learn in the planning for student learning	1	2	3	4
		1.3 Uses a variety of planning resources	1	2	3	4
		1.4 Plans and prepares for the needs of all students	1	2	3	4
Domain 1 Total Possible Points = 16			Subtotal for Domain divided by 4 =			
Domain 2	Climate	2.1. Develops and maintains a positive classroom climate	1	2	3	4
		2.2 Communicates high expectations for all students	1	2	3	4
	Instruction	2.3 Demonstrates a mastery of subject/content and standards	1	2	3	4
		2.4 Uses instructional strategies and resources to teach for understanding	1	2	3	4
		2.5 Differentiates instruction to meet the needs of all students	1	2	3	4
		2.6 Engages all students in learning	1	2	3	4
		2.7 Helps students practice and deepen new knowledge through direct and explicit instruction, cooperative learning, inquiry methods, and independent practice	1	2	3	4
	Assessment	2.8 Assesses student learning and uses assessment data to adjust instructional practices for student success	1	2	3	4
Domain 2 Total Possible Points = 32			Subtotal for Domain divided by 8 =			
Domain 3	Professional Practice	Participation in Learning Communities				
		3.1 Works with colleagues in a respectful, collegial manner in the ongoing cycle of development, implementation, evaluation of curriculum and professional learning communities	1	2	3	4
		3.2 Reflects on practice, data and student work to improve future instruction	1	2	3	4
		3.3 Uses different forms of professional development to improve instruction	1	2	3	4
		3.4 Communicates effectively to establish and maintain two-way lines of communication with students and parents	1	2	3	4
Domain 3 Total Possible Points = 16			Subtotal for Domain divided by 4 =			

# Teacher Rating Calculation

## Standard Rating Calculation

Domain I Subtotal =	÷ 4	x .25		
Domain II Subtotal =	÷ 8	x .55		
Domain III Subtotal	÷ 4	x .20		
<b>Domain Total</b>		<b>1.0</b>	<b>x 1.0</b>	
			<b>Total</b>	

HIGHLY EFFECTIVE	= 3.50 – 4.00
EFFECTIVE	= 2.50 – 3.49
IMPROVEMENT NECESSARY	= 1.75 – 2.49
INEFFECTIVE	= 1.00 – 1.74



## Evaluative Evidence

Evaluative evidence provides documentation of a teacher's attainment of performance expectations. The types of evaluative evidence are as follows:

- **FORMAL OBSERVATION** - an extended observation, usually the length of a class period. When the formal observation is an announced observation, the teacher will be afforded the opportunity to complete a pre-observation form prior to the week of the observation (Appendix B). The announced formal observation will take place within a week's specified time period to view the instructional activities of the teacher. *See Evaluation Process Overview for Description of the Announced or Unannounced nature of observations.*
- **INFORMAL OBSERVATION** - a short unannounced visitation (duration usually 10-15 minutes) by the evaluator to observe the teacher in any of the domain areas.  
In addition, **ARTIFACTS** can be presented and reviewed as needed to document attainment of performance expectations. Artifacts are materials that relate to or affect instruction (e.g. lesson plans, assessments, unit planning materials, study guides, homework assignments, student work, professional development documentation, technology integration, student intervention documentation, newsletters, communication logs, discipline logs, emails, agendas, professional development presentations, IB portfolios, and other materials of a similar nature).

Evidence, specific to areas of teaching such as counseling, art, music, physical education, instructional coaches, etc. may be developed and used to provide feedback on teachers' performance relative to the Performance Expectations.

**VIDEO RECORDED OBSERVATION** – Video recorded observations may take the form of an Informal or Formal Observation. If, the teacher and evaluator agree, the teacher may submit a video recording of a classroom lesson. The evaluator, will script and score the recorded lesson in the same manner as an “in person” observation. All timelines regarding in person observation feedback and Post-Observation Conferences applies to recorded observations. The evaluator and teacher may view segments of the video or the video in its entirety as part of the Post-Observation Conference.

Video recorded observations may substitute for in person observations according to the following guidelines:

Teacher Experience	Video Recorded Observation In Lieu of In-Person Observation
Years 1-2 in the District	A Video Recorded Observation may be used for an Informal Observation. Only one Informal Observation may be used per year.
Years 3 and above in the District	A Video Recorded Observation may be used to complete one required Formal or Informal Observation. Because the teacher and administrator must mutually agree to apply a video recorded lesson as a Formal or Informal Observation, the Observation will be considered as an administratively announced Observation. The administrator may elect to continue with both announced and unannounced Observations according to these Guidelines.

The teacher and evaluator will mutually determine a reasonable timeline for the teacher to produce the video recording generally not less than six (6) school/business days. Example, if it is determined on a Friday that the teacher is going to produce a video recording, then the teacher has until the following Monday to submit the video by the end of the day.

In the event that the teacher is not able to secure a video recording device or has technical difficulties, the teacher is to communicate with their evaluator to extend the timeline or request an in-person observation in lieu of the video recorded observation.

All video recorded observations, will remain the property of the MSD of Washington Township. Any publication of the recorded observations for use in outside presentations or publications, by the administration or the teacher, must comply with District policy (3231 – Outside Activities of Personnel and 8330 – Student Records)

If a teacher is placed on a Plan of Assistance, all Formal and Informal Observations (scripted and scored in Standard for Success) will be conducted in person.

Video recorded lessons used exclusively by the teacher as a means of personal reflection during a Plan of Assistance and not shared with the evaluator will not be used as a Formal or Informal Observation.

From time to time, the administration may wish to share a Video Recorded Observation with all District evaluators for training purposes. The administration must secure permission from the teacher prior to using the Video Recorded Observation for evaluator training *or other* purposes.

## Evaluation Process Overview

	<b>Up to Two (2) Years <u>MSDWT Employment</u></b>	<b>Three to Five (3 – 5) Years <u>MSDWT Employment</u></b>	<b>Six (6) or more Years of <u>MSDWT Employment</u></b>
<b>Introductory Performance Expectations Conference</b>	Group meeting to be held prior to the first formal observation.	Group meeting to be held prior to the first formal observation.	Group meeting to be held prior to the first formal observation.
<b>Formal Observation</b>	Two (2) minimum; one each semester The first Formal Observation will be an announced observation. For announced observations, the teacher will be afforded the opportunity to complete a pre-observation form.	One (1) minimum one first semester; The first Formal Observation will be an announced observation. For announced observations, the teacher will be afforded the opportunity to complete a pre-observation form.	One (1) minimum one each year) The first Formal Observation will be an announced observation. For announced observations, the teacher will be afforded the opportunity to complete a pre-observation form.
<b>Informal Observation</b>	Teachers will receive a minimum of two (2) Informal Observations and/or additional as needed to document attainment of performance expectations in any domain. A copy of the informal observation notes will be given to the teacher within a reasonable time following the informal observation. A post-conference may be requested by the evaluator or the teacher. <i>For teachers with a qualifying MSDWT evaluation rating placing them in the Effective or Highly Effective category last school year the informal observation minimum may be reduced to one (1) upon the mutual agreement of the teacher and their primary evaluator.</i>	Teachers will receive a minimum of two (2) Informal Observations* and/or additional as needed to document attainment of performance expectations in any domain. A copy of the informal observation notes will be given to the teacher within a reasonable time following the informal observation. A post-conference may be requested by the evaluator or the teacher. <i>For teachers with a qualifying MSDWT evaluation rating placing them in the Effective or Highly Effective category last school year the informal observation minimum may be reduced to one (1) upon the mutual agreement of the teacher and their primary evaluator.</i>	Teachers will receive a minimum of two (2) Informal Observations* and/or additional as needed to document attainment of performance expectations in any domain. A copy of the informal observation notes will be given to the teacher within a reasonable time following the informal observation. A post-conference may be requested by the evaluator or the teacher. <i>For teachers with a qualifying MSDWT evaluation rating placing them in the Effective or Highly Effective category last school year the informal observation minimum may be reduced to one (1) upon the mutual agreement of the teacher and their primary evaluator.</i>
<b>Artifact Evidence</b>	Artifacts presented and reviewed as needed to document attainment of performance expectations.	Artifacts presented and reviewed as needed to document attainment of performance expectations.	Artifacts presented and reviewed as needed to document attainment of performance expectations.
<b>Post-Observation Conference</b>	To be held after each formal observation A copy of the conference form and observation notes will be given to the teacher within a reasonable time after the conference.	To be held after each formal observation A copy of the conference form and observation notes will be given to the teacher within a reasonable time after the conference.	To be held after each formal observation A copy of the conference form and observation notes will be given to the teacher within a reasonable time after the conference.
<b>Summative Evaluation Conference</b>	To be held by May 15. Teacher must receive summative document within 7 days following the conference (IC 20-28-11.5).	To be held by May 15 if teacher has been assigned a Plan of Assistance – otherwise by 5 calendar days prior to the final teacher contract day. Teacher must receive summative document within 7 days following the conference (IC 20-28-11.5).	To be held by May 15 if teacher has been assigned a Plan of Assistance – otherwise by 5 calendar days prior to the final teacher contract day. Teacher must receive summative document within 7 days following the conference (IC 20-28-11.5).

## Post-Observation Conference

This conference is to be held after each formal or participatory observation to reflect upon all observed performance indicators. A copy of the observation with the evaluator's comments and observation notes will be given to the teacher within a reasonable time after the conference.

At the conference, the teacher and evaluator will:

1. Review all performance expectation(s).
2. Provide encouragement to the teacher to continue with practices that are performed at a high level.
3. Answer questions and clarify expectations of the evaluator.
4. Suggest pieces of evidence/artifacts the teacher could use to document attainment of performance expectations.

In addition to items 1-4 above, if the evaluator has determined that the teacher's performance in a domain is at the **Improvement Necessary** level, the teacher and evaluator will:

1. Review the specific performance expectation(s) not being met.
2. Specify what is needed to improve the level of performance shown on Appendix B.
3. Provide resources and guidance to the teacher in goal setting.

When the level of Ineffective or Improvement Necessary is selected for one or more Performance Indicator, a Plan of Assistance is not required. However, if the evaluator determines that there is a significant lack of proficiency in any domain area or specific teacher performance expectations rated as Improvement Necessary or Ineffective, then the administrator may:

1. Implement a Plan of Assistance at the conclusion of a scheduled Post-Observation Conference
2. Schedule a Mid-Year Conference for Ineffective, or Improvement Necessary performance to develop and implement a formal Plan of Assistance.

### **Plan of Assistance (Mid-Year Conference) for Ineffective or Improvement Necessary Performance**

This conference is only to be held if at a Post-Observation Conference it is determined that there is a significant lack of proficiency in any domain area specific teacher performance expectation(s) rated as Improvement Necessary or Ineffective.

The purpose of this conference is to develop/implement a formal Plan of Assistance for the teacher. When developing/implementing the Plan of Assistance (Appendix D), the evaluator will:

1. Identify and review the specific performance expectations not being met.
2. Specify what is needed to improve the level of performance as shown on Appendix B.
3. Provide suggestions, resources, strategies, and support the teacher may use to improve performance.
4. Provide timelines for the teacher to follow when addressing performance expectations, ensuring the teacher has reasonable time to show improvement.
5. Provide ongoing observations and feedback to the teacher throughout the duration of the plan.

The Mid-Year Conference POA may be implemented during a Post-Observation Conference. Whenever a teacher is required to have a Mid-Year Plan of Assistance, the building principal will inform the Director of Human Resources who will, in turn, inform the Association President.

## Summative Evaluation Conference& Documentation

A Summative Evaluation Conference between the primary evaluator and a teacher receiving an Effective or Highly Effective rating is **NOT REQUIRED**.

The primary evaluator or the teacher may request a Summative Evaluation Conference. If a conference is requested, the evaluator will:

1. Review all performance expectation(s).
2. Provide encouragement to the teacher to continue with practices that earned Effective and Highly Effective ratings. (Acknowledge some of the teacher's strengths or achievements that led to Effective and Highly Effective ratings.)
3. Answer questions and clarify the reason(s) for the overall performance level.

A Summative Evaluation Conference between the primary evaluator and the teacher **IS REQUIRED** if the teacher's overall rating is determined to be Improvement Necessary or Ineffective.

At the conference the evaluator will:

1. Review all performance expectation(s).
2. Provide encouragement to the teacher to continue with practices that earned Effective and Highly Effective ratings. (Acknowledge some of the teacher's strengths or achievements that led to Effective and Highly Effective ratings).
3. Answer questions and clarify the reason(s) for the overall performance level.
4. Discuss with the teacher the evaluative recommendation for the next school year (i.e. *Renewal, Non-Renewal, or Plan of Assistance*).

In the event a teacher was placed on a Plan of Assistance initiated at a Mid-Year Conference, an additional Plan of Assistance may or may not result depending on expectations met at the time of the Summative Evaluation Conference.

All information, including individual Performance Indicator scores, comments, and available Student Achievement and Growth measure scores will be accessible through Standard for Success. (See Appendix C).

Comments made by evaluators on the Summative Evaluation are only required if the teacher is rated in the Improvement Necessary or Ineffective categories.

## Plan of Assistance Timelines

### **First Teacher Day – October 15**

The Plan of Assistance will be implemented following a Post-Observation Conference and be determined by results of the entire summative evaluation instrument (Appendix C) and be based on the teacher's performance during the previous school year.

### **October 15 – March 15**

The Plan of Assistance will be implemented following a Post-Observation Conference and be determined by results of Domains I, II, and III of the summative instrument (Appendix C) and be based on the teacher's performance during the current school year.

### **March 15 – End of the School Year**

The Plan of Assistance will be implemented following a Post-Observation Conference and be determined by results of Domains I, II, and III of the summative instrument (Appendix C) and be based on the teacher's performance during the current school year. A Plan of Assistance initiated after March 15 will remain in place until the entire summative evaluation instrument (Appendix C) is completed.

At the conclusion of the Plan of Assistance, the evaluator will make a judgment as to whether the teacher will be recommended for renewal or non-renewal or be placed on an ongoing or additional Plan of Assistance.

If the evaluator and the teacher cannot jointly establish the Plan of Assistance, the administrator shall do so unilaterally. The evaluator shall monitor the teacher's progress in following the plan and hold a conference with the teacher. At this conference (refer to conference form), the evaluator will:

If the status of the teacher is *Improvement Necessary* - make a judgment as to whether the teacher has progressed to a performance level of *Effective* or *Highly Effective* or will be required to have a Plan of Assistance for either *Improvement Necessary* or *Ineffective*.

If the status of the teacher is *Ineffective* - make a judgment as to whether the teacher will be recommended for renewal or non-renewal or be required to have a Plan of Assistance for either *Improvement Necessary* or *Ineffective*.

Whenever a teacher is required to have a Plan of Assistance, the building principal will inform the Director of Human Resources who will, in turn, inform the Association President.

### **Second Evaluator**

When a teacher has been placed on a Plan of Assistance for Ineffective performance level(s), at the option of the teacher or the administrator, a second evaluator shall be appointed by the Superintendent or designee. The second evaluator will be an administrator in the building of the teacher making the request/primary evaluator making the request (or if necessary, an administrator from another building that possesses appropriate expertise). Notice of this appointment shall be sent to the teacher and the Association president. The second evaluator shall review the Plan of Assistance and previous evaluations. In addition to the evaluator, the second evaluator shall monitor the teacher's progress on the plan and make a judgment on contract renewal. The second evaluator's judgment is moot if the evaluator concludes that the objectives of the plan have been met. The second evaluator and primary evaluator will discuss the teacher's progress and status with the final responsibility of determination of employment status resting with the building principal.

## Number of Teacher Days Required for a Qualifying Evaluation – Planned Leave

A Qualifying Evaluation refers to an evaluation of a teacher that has attended a minimum number of days required for the evaluation to be considered for any additional compensation resulting from the collective bargaining process.

DAYS PRESENT	EVALUATION PROCESS
<b>120+ days</b>	No change – As prescribed.
<b>46-119 days</b>	Summative rating based upon rubric score that will include data from at least one formal and one informal observation by primary evaluator.
<b>0-45 days</b>	Evaluation declared incomplete for the school year. Implications for eligibility for pay raises will be determined through the collective bargaining process.

NOTE: If the teacher's unexpected illness or absence prevents a principal from completing at least one formal observation and one informal observation, the evaluation shall be declared incomplete.

A teacher who questions how his/her summative rating is affected by an extended leave may request a meeting with the building principal.

## Appendix A

Domain I Purposeful Planning Rubric					
		Highly Effective	Effective	In Need of Improvement	Ineffective
Purposeful Planning Performance Expectations	<b>1.1 - Purposeful Planning: Plans for a student program of instruction in accordance with adopted curriculum</b>	Consistent evidence of detailed & comprehensive lesson plans demonstrating extensive connections between previous and current learning.	Clear evidence of detailed lesson plans demonstrating some thoughtful connections between previous and current learning.	Some evidence that the teacher plans quality lessons of instruction.	Little or no evidence that the teacher plans quality lessons for instruction.
	<b>1.2 - Purposeful Planning: Demonstrates an understanding of how students develop and learn in the planning for student learning</b>	Consistent evidence that the teacher plans for students' deeper understanding of content and a variety of strategies to facilitate individual future learning.	Clear evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning.	Some evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning.	Little or no evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning.
	<b>1.3 - Purposeful Planning: Uses a variety of planning resources</b>	Consistent evidence that the teacher's planning maximizes all available resources to plan for learning.	Clear evidence that the teacher is utilizing district and school resources to plan for learning.	Some evidence that the teacher is utilizing district and school resources to plan for learning.	Little or no evidence that the teacher is utilizing district and school resources to plan for learning.
	<b>1.4 - Purposeful Planning: Plans and prepares for the needs of all students</b>	Consistent evidence that the lessons are exemplary in exhibiting plans to address unique learning and enrichment needs of all students.	Clear evidence that the teacher prepares lessons differentiated to the learning needs of the students.	Some evidence that the teacher prepares lessons differentiated to the learning needs of the students.	Little or no evidence that the teacher prepares lessons differentiated to the learning needs of the students.

Evidences related to each performance indicator is hyperlinked to the domain printable versions located on the website. These evidences are also accessible in Standard For Success. Domain indicators are color-coded according to the Elevate CTPs.



**Domain II**  
**Instruction Rubric**

		Highly Effective	Effective	In Need of Improvement	Ineffective
Climate	Performance Expectations				
	<b>2.1 - Climate: Develops and maintains a positive classroom climate</b>	Consistent evidence that the teacher uses classroom management methods at a very high level to support a positive classroom climate.	Clear evidence that the teacher uses classroom management methods to support a positive classroom climate.	Some evidence that the teacher uses classroom management methods to support a positive classroom climate.	Little or no evidence that the teacher uses classroom management methods to support a positive classroom climate.
	<b>2.2 - Climate: Communicates high expectations for all students</b>	Consistent evidence that teacher communications address high expectations for each student.	Clear evidence that teacher communications address high expectations.	Some evidence that teacher communications address high classroom expectations.	Little or no evidence that teacher communications address high expectations.
Instruction	<b>2.3 - Instruction: Demonstrates a mastery of subject/content and standards</b>	Consistent evidence that the teacher has a mastery of subject/content and standards at a deep level.	Clear evidence that the teacher knows subject/content and standards.	Some evidence that the teacher knows subject/content and standards.	Little or no evidence that the teacher knows subject/content and standards.
	<b>2.4 - Instruction: Uses instructional strategies and resources to teach for understanding</b>	Consistent evidence that the teacher uses multiple, student centered instructional strategies and resources to teach for understanding for all students.	Clear evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding for most students.	Some evidence that the teacher uses multiple instructional strategies and resources to teach for understanding for most students.	Little or no evidence that the teacher uses multiple instructional strategies and resources to teach for understanding for most students.
	<b>2.5 - Instruction: Differentiates instruction to meet the needs of all students</b>	The teacher acts on individual student needs at every point in the learning process and provides differentiated instruction to challenge every student to reach high growth.	The teacher recognizes individual student differences and provides differentiated instruction to meet student needs.	The teacher rarely recognizes individual student differences to provide differentiated instruction to meet student needs.	The teacher does not recognize individual student differences and does not provide differentiated instruction to meet student needs.
	<b>2.6 - Instruction: Engages all students in learning activities</b>	Consistent evidence that students are engaged at a high level through the use of learning activities provided in a variety of ways to engage all students.	Clear evidence that the teacher provides engaging activities to all students.	Some evidence that the teacher provides learning activities to engage students.	Little or no evidence that the teacher provides learning activities to engage students.

	Domain II				
	Instruction Rubric (Continued)				
		Highly Effective	Effective	In Need of Improvement	Ineffective
	<a href="#">2.7</a> - Instruction: Helps students practice and deepen new knowledge through direct and explicit instruction, cooperative learning, inquiry methods, and independent practice	Consistent evidence that the teacher continuously checks for understanding and adjusts instruction to ensure that students practice and deepen knowledge.	Clear evidence that the teacher checks for understanding and provides opportunities for students to practice and deepen knowledge.	Some evidence that the teacher provides opportunities for students to practice and deepen knowledge.	Little or no evidence that the teacher provides opportunities for students to practice and deepen knowledge.
Assessment Performance Expectations	<a href="#">2.8</a> - Assessment: Assesses student learning and uses assessment data to adjust instructional practices for student success	Consistent evidence that the teacher understands and uses multiple methods of formative and summative assessments to routinely engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction.	Clear evidence that the teacher understands and uses methods of formative and summative assessments to engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction.	Some evidence that the teacher understands and uses methods of formative and summative assessments to document learner progress and to guide ongoing planning and instruction.	Little or no evidence that the teacher understands and uses methods of formative and summative assessments.

Evidences related to each performance indicator is hyperlinked to the domain printable versions located on the website. These evidences are also accessible in Standard For Success. Domain indicators are color-coded according to the Elevate CTPs.

## Domain III Professional Practice Rubric

Professional Performance Expectations	Highly Effective	Effective	In Need of Improvement	Ineffective
<a href="#">3.1</a> Professional Practice: Works with colleagues in a respectful, collegial manner in the ongoing cycle of development, implementation, evaluation of curriculum and professional learning communities	The teacher contributes to school effectiveness by collaborating with and leading other professionals in a positive and productive manner taking responsibility for the success of teacher teams.	The teacher contributes to school effectiveness by collaborating with other professionals in a positive and productive manner.	Some evidence that the teacher contributes to school effectiveness by collaborating with other professionals.	Little or no evidence that the teacher contributes to school effectiveness by collaborating with other professionals.
<a href="#">3.2</a> Professional Practice: Uses different forms of professional development to improve instruction	Consistent evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice, incorporates new knowledge in an exemplary manner, and provides leadership to others in the development of best practices.	Clear evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning.	Some evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning.	Little or no evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning.
<a href="#">3.3</a> Professional Practice: Communicates effectively to establish and maintain two-way lines of communication with students and parents	The teacher accurately describes, analyzes and evaluates student work, provides routine and ongoing meaningful feedback to students and their families in a variety of ways and provides resources to improve student performance.	The teacher accurately describes, analyzes and evaluates student work, provides ongoing meaningful feedback to students and their families.	Some evidence that the teacher accurately describes, analyzes and evaluates student work provides feedback to students and provides minimal feedback to their families.	Little or no evidence that the teacher accurately describes analyzes and evaluates student work providing feedback to students and their families.
<a href="#">3.4</a> Professional Practice: Reflects on practice, data and student work to improve future instruction	Consistent evidence that the teacher engages in reflective thinking to improve instruction during lessons as well as future instruction.	Clear evidence that the teacher engages in reflective thinking to improve future instruction.	Some evidence that the teacher engages in reflective thinking to improve future instruction.	Little or no evidence that the teacher engages in reflective thinking to improve future instruction.

**Evidences related to each performance indicator is hyperlinked to the domain printable versions located on the website. These evidences are also accessible in Standard For Success. Domain indicators are color-coded according to the Elevate CTPs.**

## Appendix B

### Pre-Observation Form – Teacher

**To be completed by the evaluator:**

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

Subject/Course the evaluator will be observing: \_\_\_\_\_

Formal observation will occur during the week of: \_\_\_\_\_

**To be completed by the teacher and submitted prior to the week of formal observation:**

<b>Domain 2</b> Effective Instruction	<b>Climate</b>	Describe your methods for providing a positive classroom climate.
		Describe the diversity of students in your classroom.
	<b>Instruction</b>	List the learning objectives or standards you will target during this week of instruction.
		Describe the learning activities that will be used to engage students.
		List the instructional strategies and resources that will be used in your lessons this week.
		How will instruction be differentiated to meet the learning needs of students?
	<b>Assessment</b>	How will you assess student learning to know students' progress towards achieving the objectives or standards?

## **Appendix C**

### **Standard for Success**

The Standard for Success Teacher Training Guide is available on the Teacher Evaluation page of the MSDWT website. Click [here](#) to access the guide.

## Appendix D

### Formal Plan of Assistance

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

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

Type of Assistance Plan: \_\_\_\_\_ *Improvement Necessary* \_\_\_\_\_ *Ineffective*

If a teacher's Summative Performance level is ***Improvement Necessary***, the evaluator will determine if the teacher's overall performance or performance on selected expectations requires a formal Plan of Assistance.

If a teacher's summative performance level is ***Ineffective***, the evaluator will meet with the teacher to determine a formal Plan of Assistance.

If, during a Post-Observation Conference, it is determined that there is a significant lack of proficiency in any domain area or specific teacher performance expectations have been rated as ***Ineffective***, then the teacher and administrator will:

1. Schedule a Mid-Year Conference to develop and implement a formal Plan of Assistance.
2. Review what will occur at the Mid-Year Conference.

A Plan of Assistance shall be established between the evaluator and the teacher to include the following:

Plan Components	Action/Comments
1. Note the specific performance expectation(s) not being met. Refer to the appropriate Teacher and Student Evidence associated with the referenced performance expectations.	
2. Refer to the appropriate Teacher and Student Evidence (Rubric with Evidences) associated with the identified performance expectations addressed in this plan. Make additions to or clarify evidence in order to assist the teacher in meeting the expectations of the Plan of Assistance. Note below the Teacher/Student evidences to be addressed.	
3. Note the system that will be used to monitor this Plan of Assistance. Examples: <i>increased number of classroom walk-throughs, formal or informal observations; methods of collecting feedback from teacher on assigned reading; scheduled follow-up meetings; manner that teacher may submit written evidence or examples of student work.</i>	
4. Note the resources and support that will be extended to the teacher to assist in meeting the expectations of the Plan of Assistance. Support may include the services of a fellow teacher to serve as a classroom observer (non-evaluative), coach or mentor.	
5. Note the date by which the plan must be completed, up to 90 school days.	

Plan Components	Action/Comments
6. If the teacher's requirements to meet the expectations of the Plan of Assistance include participation in professional development activities, note below the nature of the activities, the expected time to be spent in or on the activities, and how feedback and reflection following the activities will be reported to the evaluator. Also note the anticipated Professional Growth Points for license renewal that will be applicable at the conclusion of the PD activities.	
7. Note any pre-scheduled progress meetings between the evaluator and the teacher during the duration of the Plan of Assistance.  <b>or</b> Reference or clarify any supporting documents that may be attached to this Plan of Assistance.	

If the evaluator and the teacher cannot jointly establish the Plan of Assistance, the administrator shall do so unilaterally. The evaluator shall monitor the teacher's progress in following the plan and hold a conference with the teacher. At this conference (refer to conference form), the evaluator will:

If the status of the teacher is *Improvement Necessary* - make a judgment as to whether the teacher has progressed to a performance level of *Effective* or *Highly Effective* or will be required to have a Plan of Assistance for either *Improvement Necessary* or *Ineffective*.

If the status of the teacher is *Ineffective* - make a judgment as to whether the teacher will be recommended for renewal or non-renewal or be required to have a Plan of Assistance for either *Improvement Necessary* or *Ineffective*.

Whenever a teacher is required to have a Plan of Assistance, the building principal will inform the Director of Human Resources who will, in turn, inform the Association President.

### Signatures

This Plan of Assistance shall begin on \_\_\_\_\_

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

I understand the expectations and provisions of this Plan of Assistance.

\_\_\_\_\_



## Testing Materials Procedures & Security

**[State Standardized Tests] The Corporation Test Coordinator/Department Chair/Administrator must:**

- Inventory and track assessment materials.
- Control the secure storage, distribution, administration, and collection of tests.
- Ensure that no tests are discussed and/or reproduced in any manner.
- Follow procedures located in testing manuals and those outlined by the *MSDWT Guidebook*.

### Display of Reference Materials

The following kinds of materials **MUST** be covered or removed from walls or bulletin boards during testing in all rooms or areas in which students will be assessed:

1. All posted materials such as wall charts, visual aids, posters, graphic organizers, and instructional materials that relate specifically to the content being assessed.

This includes, but is not limited to, the following items:

- Multiplication tables
  - Tables of mathematical facts or formulas
  - Fraction equivalents
  - Writing aids
  - Punctuation charts
  - Spelling or vocabulary lists
  - Phonics charts
2. All reference materials that a reasonable person might conclude offers students in that classroom or space an unfair advantage over other students.

The following materials **MAY** be posted:

- Alphabet Chart (containing letters *only*)
- Number Line (containing numbers *only*)

**All guidelines regarding Article VII (Special Education) must be followed whether administering a local or statewide assessment. Consult the student's teacher of record (TOR) if there are questions regarding the student's IEP or ILP.**

**In addition to acknowledging receipt and understanding of the Test Security Procedures and Expectations Policy, teachers must meet all requirements of the Indiana Department of Education, the United States Department of Education, and any applicable state statute regarding the assessment of students.**

## Domain 1.1

### **Purposeful Planning:**

**Plans for a student program of instruction in accordance with adopted curriculum**

### **Descriptors:**

- Lessons and unit plans reflect high expectations, evidence of backwards planning, rigor, and important concepts and skills in the adopted curriculum
- Lesson and unit plans accommodate and differentiate for a range of academic & English language proficiencies
- Lesson and unit plans use state standards and follow district pacing guides
- Lesson and unit plans have clear structure
- Lesson and unit plans display instructional strategies to meet student needs
- Lesson and unit plans incorporate instructional strategies as outlined in school improvement plan

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Consistent evidence of detailed &amp; comprehensive lesson plans demonstrating extensive connections between previous and current learning.</i>	<i>Clear evidence of detailed lesson plans demonstrating some thoughtful connections between previous and current learning.</i>	<i>Some evidence that the teacher plans quality lessons of instruction.</i>	<i>Little or no evidence that the teacher plans quality lessons for instruction.</i>
<b>Examples of Documented Evidence:</b>  Artifacts produced by students and teachers	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>Detailed and comprehensive description of instructional objectives and outcomes, activities, resources or methods to check for understanding</li> <li>"High priority" standards are represented throughout the lesson</li> <li>Interdisciplinary connections are evident.</li> <li>Clear connections between previous instruction and current instruction</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>Detailed description of instructional objectives, activities, resources or methods to check for understanding</li> <li>Acknowledgement of "high priority" standards</li> <li>Interdisciplinary connections when appropriate</li> <li>Acknowledgement of previous instruction</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>Some description of instructional objectives, activities, resources or methods to check for understanding</li> <li>Standards are covered without emphasis of "high priority"</li> <li>Interdisciplinary connections are mentioned but not explored</li> <li>Some acknowledgement of previous instruction</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>No description of instructional objectives, activities, resources or methods to check for understanding</li> <li>Standards are not addressed in planning</li> <li>Opportunities for interdisciplinary connections are missed</li> <li>No acknowledgement of previous instruction</li> </ol>

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Consistent evidence of detailed &amp; comprehensive lesson plans demonstrating extensive connections between previous and current learning.</i>	<i>Clear evidence that the teacher plans quality lessons of instruction.</i>	<i>Some evidence of detailed lesson plans demonstrating some thoughtful connections between previous and current learning.</i>	<i>Little or no evidence that the teacher plans quality lessons for instruction.</i>
<b>Examples of Observable Evidence:</b>  What the evaluator sees the students and teacher say and do	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. All materials for class are organized to maximize instructional time</li> <li>2. Agenda is posted, outlines the instructional activities and includes clear objectives</li> <li>3. Learning objectives are followed and reflects enhanced scope and sequence</li> <li>4. Plans/teaching demonstrate a clear balance of time management</li> <li>5. Displays extensive knowledge of student's prior knowledge and experience</li> <li>6. Wide range of instructional activities to meet student needs</li> <li>7. Pacing is appropriate and provides opportunities for students to extend their learning</li> <li>8. Incorporates supplemental materials, when appropriate from multiple and varied sources</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Materials are prepared and organized</li> <li>2. Agenda is posted and outlines the instructional activities</li> <li>3. Learning objectives are followed and reflect scope and sequence</li> <li>4. Plans/teaching demonstrate time management</li> <li>5. Displays knowledge of student's prior knowledge/experience</li> <li>6. Displays a range of instructional activities to meet student needs</li> <li>7. Pacing is appropriate for students Incorporates supplemental materials from multiple sources</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Materials are prepared but not organized</li> <li>2. Agenda is posted but does not outline the instructional activities</li> <li>3. Learning objectives are not followed</li> <li>4. Plans/teaching do not reflect realistic time management</li> <li>5. Displays limited evidence of student's prior knowledge/experience</li> <li>6. Limited differentiation strategies to meet student needs</li> <li>7. Pacing is problematic for some students</li> <li>8. Little incorporation of supplemental materials</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Materials are not prepared or organized</li> <li>2. Agenda is not posted</li> <li>3. Learning objectives are not followed</li> <li>4. Plans/teaching do not reflect a consideration for time management</li> <li>5. Displays no evidence of student's prior knowledge/experiences</li> <li>6. Instructional strategies are not differentiated for student needs</li> <li>7. Pacing does not reflect diverse learning needs of students</li> <li>8. Supplemental materials are not used</li> </ol>

## Domain 1.2

### **Purposeful Planning:**

**Demonstrates an understanding of how students develop and learn in the planning for student learning**

### **Descriptors:**

- Lessons and unit plans reflect knowledge of child and/or adolescent development and learning processes.
- Lessons and unit plans reflect understanding of cultural competency and special populations.
- Lessons and unit plans allow for student choice and facilitate high levels of student engagement.
- Lessons and unit plans reflect our core target practices and content specific pedagogical practices.
- Lessons and unit plans account for students' prior knowledge and individual experiences and use strategies to address the diverse needs of students.
- Lesson and unit plans reflect high expectations for each student.
- Lesson and unit plans reflect flexibility in use of time, materials, and instructional activities.
- The appropriate level of difficulty is evident in the instructional objectives.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Consistent evidence that the teacher plans for students' deeper understanding of content and a variety of strategies to facilitate individual future learning.</i>	<i>Clear evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning.</i>	<i>Some evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning.</i>	<i>Little or no evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning.</i>
<b>Examples of Documented Evidence:</b>  Artifacts produced by students and teachers	<b>Documented Evidence</b>  1. Lesson plans consistently include student choice to facilitate learning beyond the stated objectives 2. Plans are designed to consistently address gaps in background knowledge 3. Plans introduce the instructional activities that move students toward the next developmental stage 4. Plans reflect a deeper exploration of concepts that build upon each other to facilitate future learning	<b>Documented Evidence</b>  1. Lesson plans consistently include student choice 2. Plans address gaps in background knowledge 3. Plans are developmentally appropriate 4. Plans effectively build on previous concepts	<b>Documented Evidence</b>  1. Lesson plans inconsistently includes student choice 2. Plans attempt to address gaps in background knowledge 3. Some aspects of the plan are developmentally appropriate 4. Plans attempt to build on previous concepts	<b>Documented Evidence</b>  1. Lesson plans show no evidence of student choice 2. Plans do not address gaps in background knowledge 3. Plans are not developmentally appropriate 4. Plans do not build upon previous concepts

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Plans for students' deeper understanding of content and a variety of strategies to facilitate individual future learning.</i>	<i>Clear evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning.</i>	<i>Some evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning.</i>	<i>Little or no evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning.</i>
<b>Examples of Observable Evidence:</b>  What the evaluator sees the students and teacher say and do	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>Teacher displays the understanding and use of students' background, cultures, skills, language proficiency, interests and special needs for individual students</li> <li>Consistently communicates high expectations and the importance of student success for future learning</li> <li>Teaching and instructional activities that acknowledge the next stage of development</li> <li>Teaching addresses gaps of knowledge, and builds on background knowledge</li> <li>Teaching reflects a deeper exploration of concepts that build on each other</li> <li>Students are on task, take ownership for their own learning and lead classroom discussions/projects</li> <li>Instructional activities result in students achieving the instructional objectives and prepare students for future learning</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>Teacher displays the understanding and use of students' background, cultures, skills, language proficiency, interests and special needs for groups of students</li> <li>Communicates high expectations regularly</li> <li>Consistent use of developmentally appropriate teaching and instructional activities</li> <li>Teaching addresses gaps in background knowledge</li> <li>Teaching builds on previous concepts</li> <li>Students are on task and take ownership of their learning</li> <li>Instructional activities result in students achieving instructional objectives</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>Teacher displays some understanding of students' background, cultures, skills, language proficiency, interests and special needs</li> <li>Some communication of high expectations to students</li> <li>Inconsistent use of developmentally appropriate teaching and instructional activities</li> <li>Teaching attempts to address gaps in background knowledge</li> <li>Teaching attempts to build upon previous concepts</li> <li>Some students are off task and do not participate in the learning</li> <li>Instructional activities result in some students achieving instructional objectives</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>Teacher displays no knowledge of students' background, cultures, skills, language proficiency, interests and special needs</li> <li>Does not communicate high expectations to students</li> <li>Teaching and instructional activities are not developmentally appropriate</li> <li>Teaching does not address gaps in background knowledge</li> <li>Teaching does not build upon previous concepts</li> <li>Students are off task and do not participate in the learning</li> <li>Instructional activities do not achieve instructional objectives</li> </ol>

## Domain 1.3

### **Purposeful Planning: Uses a variety of planning resources**

#### **Descriptors:**

- Planning resources align with learning objectives, academic standards, English language development standards, Individualized Education Plans (IEPs) and acceptable evidence of student learning.
- Planning resources show evidence from teacher's professional development and knowledge.
- Planning resources are content and age appropriate.
- Planning resources include the use of technology.
- Use of resources to facilitate instructional activities that include multiple modalities, instructional groupings and settings.
- Uses school and community resources to enhance students understanding of content.
- Resource and materials are appropriate for academic readiness of students and reflect rigor of state standards.
- Resources and materials are prepared and ready for instruction.



	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Consistent evidence the teacher's planning maximizes all available resources to plan for learning.</i>	<i>Clear evidence that the teacher is utilizing district and school resources to plan for learning.</i>	<i>Some evidence that the teacher is utilizing district and school resources to plan for learning.</i>	<i>Little or no evidence that the teacher is utilizing district and school resources to plan for learning.</i>
<b>Examples of Documented Evidence:</b>  Artifacts produced by students and teachers	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Lesson plans include extensive evidence of varied resources</li> <li>2. Lesson plans include extensive materials and resources for the academic readiness of all students</li> <li>3. Resources in plans extensively address stated lesson objectives</li> <li>4. Thorough progress monitoring data is current and available for all students in need of support and carefully reviewed routinely with all teachers and support staff who provide them instruction</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Lesson plans include adequate evidence of varied resources</li> <li>2. Lesson plans include adequate materials and resources appropriate for the academic readiness of most students</li> <li>3. Resources in plans adequately address stated lesson objectives</li> <li>4. Progress monitoring data is current and available for all students in need of support and reviewed routinely with all teachers and support staff who provide them instruction</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Lessons plans include limited evidence of varied resources</li> <li>2. Lesson plans include limited materials and resources appropriate for the academic readiness of some students</li> <li>3. Some resources noted in plans address stated lesson objectives</li> <li>4. Progress monitoring data is available for some students in need of support and reviewed with teachers and support staff who provide them instruction</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Lesson plans include no evidence of varied resources</li> <li>2. Lessons plans include materials or resources that are appropriate for the academic readiness of little to no students</li> <li>3. Resources in planning do not address stated lesson objectives</li> <li>4. Progress monitoring data for students in need of support is incomplete or unavailable</li> </ol>

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Evidence the teacher's planning maximizes all available resources to plan for learning.</i>	<i>Clear evidence that the teacher is utilizing district and school resources to plan for learning.</i>	<i>Some evidence that the teacher is utilizing district and school resources to plan for learning.</i>	<i>Little or no evidence that the teacher is utilizing district and school resources to plan for learning.</i>
<b>Examples of Observable Evidence:</b>  What the evaluator sees the students and teacher say and do	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Materials are ready prior to instruction and effectively organized to facilitate all instructional activities</li> <li>2. Materials are accessible and available to extend learning for all students</li> <li>3. Facilitates activities that allow the integration of school and community resources</li> <li>4. Uses resources to introduce students to future learning objectives</li> <li>5. Uses progress monitoring data for all students in need of support to drive and modify their instruction appropriately. Students, as appropriate, share the status of their progress</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Materials are ready prior to instruction</li> <li>2. Materials are accessible for all learners</li> <li>3. Provides resources from the school and community to enhance learning</li> <li>4. Uses resources that are appropriate and connected to lesson objectives</li> <li>5. Uses progress monitoring data for all students in need of support to drive and modify their instruction appropriately</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Some materials are ready prior to instruction</li> <li>2. Some materials are accessible for some learners</li> <li>3. Uses some resources from school and community to enhance learning</li> <li>4. Uses resources with limited suitability or connection to lesson objectives</li> <li>5. Uses progress monitoring data sometimes for some students in need of support to drive and modify their instruction</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Materials are not ready prior to instruction</li> <li>2. Materials are not accessible for learners</li> <li>3. Does not use resources from school and community to enhance learning</li> <li>4. Resources are inappropriate for the lesson objectives</li> <li>5. Seldom uses progress monitoring data for students in need of support to drive and modify their instruction</li> </ol>

## Domain 1.4

### **Purposeful Planning: Plans and prepares for the needs of all students**

#### **Descriptors:**

- Plans and prepares for scaffolding within lessons and uses a combination of fundamental, linguistic, & visual instructional supports to facilitate independent learning.
- Lessons are continually refined on the basis of student assessment results.
- Planning provides adequate amounts of subject area content, concepts and topics.
- Planning includes whole class instruction and/or small group instruction combined with “chunking” academic & language objectives with guided practice and formative assessment.
- Optimizes personnel and instructional resources to address the needs of all students.
- Lessons contain evidence of differentiated instruction to accommodate for a range of academic & English language proficiencies.
- Effectively manages and uses instructional support staff to support effective instruction for special populations when available.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Lessons are exemplary in exhibiting plans to address unique learning and enrichment needs of all students.</i>	<i>Clear evidence that the teacher prepares lessons differentiated to the learning needs of the students.</i>	<i>Some evidence that the teacher prepares lessons differentiated to the learning needs of the students.</i>	<i>Little or no evidence that the teacher prepares lessons differentiated to the learning needs of the students.</i>
<b>Examples of Documented Evidence:</b>  Artifacts produced by students and teachers	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>Plans have evidence that student needs are being met and incorporate high level thinking and inquiry that acknowledges more complex learning objectives.</li> <li>Plans have strong evidence of consistent, high quality differentiation</li> <li>Plans have consistent evidence that instruction is based on current research and Elevate Core Target Practices that effectively introduces students to the next level of skill and content</li> <li>Co-planning with support personnel is evident, when appropriate</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>Plans have evidence that student needs are being addressed</li> <li>Plans have consistent evidence that instruction is based on differentiation</li> <li>Plans have consistent evidence that instruction is based on current research and Elevate Core Target Practices</li> <li>Plans reflect input and resources from support personnel, when appropriate</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>Plans have some evidence of addressing student needs</li> <li>Plans have some evidence of differentiation</li> <li>Plans have evidence that some instruction is based on current research and Elevate Core Target Practices</li> <li>Plans demonstrate limited involvement of support personnel in the planning process</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>Plans do not reflect acknowledgement of student needs and interests</li> <li>Plans do not reflect differentiation</li> <li>Plans do not reflect current research or Elevate Core Target Practices</li> <li>Plans do not reflect any involvement from support personnel</li> </ol>

	<b>Highly Effective</b>	<b>Effective</b>	<b>In Need of Improvement</b>	<b>Ineffective</b>
	<i>Lessons are exemplary in exhibiting plans to address unique learning and enrichment needs of all students.</i>	<i>Clear evidence that the teacher prepares lessons differentiated to the learning needs of the students.</i>	<i>Some evidence that the teacher prepares lessons differentiated to the learning needs of the students.</i>	<i>Little or no evidence that the teacher prepares lessons differentiated to the learning needs of the students.</i>
<b>Examples of Observable Evidence:</b>  What the evaluator sees the students and teacher say and do	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Awareness of current and future learning objectives</li> <li>2. Differentiated lessons build on student strengths and needs through scaffolding to prepare students for more complex learning and instructional activities</li> <li>3. Consistent use of varied instructional strategies to differentiate instruction that promote higher order thinking, student choice and student ownership of learning</li> <li>4. Resources are used consistently and well to create an inclusive learning environment, when appropriate</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Consistent understanding of learning objectives</li> <li>2. Lesson is organized to maximize learning and addresses student strengths and student needs through differentiation</li> <li>3. Consistent use of varied instructional strategies to differentiate instruction</li> <li>4. Resources are used consistently and well to support an inclusive learning environment</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. There is inconsistent understanding of learning objectives</li> <li>2. Some evidence that the lesson addresses student strengths and student needs</li> <li>3. Uses some varied instructional strategies to differentiate instruction</li> <li>4. Resources for special populations are not utilized consistently</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Students are unclear of learning objectives</li> <li>2. No evidence that the lesson addresses students strengths or student needs</li> <li>3. Does not use varied instructional strategies to differentiate instruction</li> <li>4. Resources for special populations are not utilized</li> </ol>

## Domain 2.1

### **Climate:**

### **Develops and maintains a positive classroom climate**

#### **Descriptors:**

- Creates a classroom environment that supports MSDWT best practices.
- Relevant and current student work is posted and/or shared as evidence of learning.
- Develops, shares and executes clearly defined routines, procedures and social contracts required for effective classroom management and learning.
- The physical layout of the classroom is flexible and supports learning objectives, small group instruction, cooperative learning, and joint productive activities between teacher and students.
- The teacher systematically and appropriately responds to misbehavior, includes verbal and non-verbal cues, and is sensitive to students' individual needs.
- Creates an environment of student engagement, respect and rapport.
- Physical proximity is used for instruction.
- Teachers demonstrate knowledge or caring about students' individual experiences from home, school, culture, and community.
- Teacher demonstrates a passion for teaching

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Evidence that the teacher uses classroom management methods at a very high level to support a positive classroom climate.</i>	<i>Clear evidence that the teacher uses classroom management methods to support a positive classroom climate.</i>	<i>Some evidence that the teacher uses classroom management methods to support a positive classroom climate.</i>	<i>Little or no evidence that the teacher uses classroom management methods to support a positive classroom climate.</i>
<b>Examples of Documented Evidence:</b>  Artifacts produced by students and teachers	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>Artifacts that illustrate student ownership of monitoring class agreements and expectations (e.g., <ul style="list-style-type: none"> <li>Reflection journals</li> <li>Evidence of review and revised agreements/expectations</li> <li>Daily individual behavior charts</li> <li>Behavior rubric self-assessment</li> </ul> </li> <li>Many artifacts that illustrate effective use of a comprehensive array of classroom management tools and strategies, (e.g., <ul style="list-style-type: none"> <li>Referrals</li> <li>Phone &amp; communication logs</li> <li>Seating charts</li> <li>Essential agreements</li> <li>Classroom management documents such as syllabi, procedures, agreements, etc.</li> <li>Discipline Log</li> <li>Student Work</li> </ul> </li> <li>Essential agreements are developed with student input</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>Many artifacts that illustrate effective use of a comprehensive array of classroom management tools and strategies, (e.g., <ul style="list-style-type: none"> <li>Referrals</li> <li>Phone and communication logs</li> <li>Seating charts</li> <li>Essential agreements</li> <li>Classroom management documents such as syllabi, procedures, agreements, etc.</li> <li>Discipline Log</li> <li>Student work)</li> </ul> </li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>Some artifacts that illustrate use of minimal classroom management tools and strategies</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>Absence of artifacts that illustrate the use of classroom management tools and strategies</li> </ol>

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Evidence that the teacher uses methods at a very high level to support a positive classroom climate.</i>	<i>Clear evidence that the teacher uses methods to support a positive classroom climate.</i>	<i>Some evidence that the teacher uses methods to support a positive classroom climate.</i>	<i>Little or no evidence that the teacher methods to support a positive classroom climate.</i>
<b>Examples of Observable Evidence:</b>  What the evaluator sees the students and teacher say and do	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Acknowledges student adherence to the classroom essential agreements throughout the lesson</li> <li>2. Routines, procedures, and consequences are taught, modeled, and communicated effectively to students as evidenced by student behavior</li> <li>3. Responds to behavior in a positive, timely and appropriate manner when necessary</li> <li>4. Prepares students for classroom transitions before they occur</li> <li>5. Manages student time on task using a variety of strategies to keep students engaged</li> <li>6. Teacher and student rapport is apparent through consistent student engagement in the teaching and learning process</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Essential agreements are posted and referred to</li> <li>2. Routines, procedures, and consequences are taught and communicated effectively to students and parents</li> <li>3. Responds to misbehavior in a positive and respectful manner</li> <li>4. Closely monitors time and student transitions to maximize time for learning</li> <li>5. Manages student time on task and uses proximity to keep students engaged</li> <li>6. Teacher and student rapport is apparent through clear evidence of student engagement in the teaching and learning process</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Essential agreement are not posted but referred to</li> <li>2. Routines, procedures, and consequences are taught but ineffectively communicated to students and parents</li> <li>3. Inconsistently responds to misbehavior in a positive and respectful manner</li> <li>4. Does not always monitor time and student transitions to maximize time for learning</li> <li>5. Inconsistently manages student time on task and does not always use proximity to keep students engaged</li> <li>6. Inconsistent student engagement in the teaching and learning process</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Essential agreements are neither posted nor referred to</li> <li>2. Routines, procedures, and consequences are not taught or communicated to students and parents</li> <li>3. Does not respond appropriately to misbehavior</li> <li>4. Does not monitor time and student transitions to maximize time for learning</li> <li>5. Does not manage student time on task and does not use proximity to keep students engaged</li> <li>6. Student engagement in the teaching and learning process is not observed.</li> </ol>



## Domain 2.2

### Climate:

**Communicates high expectations for all students**

### Descriptors:

- Instructional outcomes, activities, assignments, and classroom interactions convey the belief that all students are capable of achieving high levels of success through the mastery of instructional content.
- Prepares students for success by scaffolding instruction.
- Uses MSDWT best practices to communicate expectations and deliver lessons that are respectful of the diverse cultural experiences of students.
- Demonstrates respect for all students and an awareness of the need to engage all students.
- Models expectations using fundamental, linguistic, and visual learning supports.
- Students take responsibility to improve the quality of their own work.
- Communicates the expectation that all students are active participants in classroom instructional activities.
- Encourages and recognizes effort and persistence on the part of students and promotes student ownership of their learning.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Clear evidence that teacher communications address high expectations for each student.</i>	<i>Clear evidence that teacher communications address high expectations.</i>	<i>Some evidence that teacher communications address high classroom expectations.</i>	<i>Little or no evidence that teacher communications address high expectations.</i>
<b>Examples of Documented Evidence:</b>  Artifacts produced by students and teachers	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>Clearly understood grading rubrics are presented in advance and used to provide students feedback.</li> <li>Appropriate learning objectives are posted around the classroom and target appropriate learning standards</li> <li>Exemplars of high-quality work across multiple assignments</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>Clearly understood grading rubrics are utilized</li> <li>Appropriate learning objectives are posted around the classroom</li> <li>Examples of high-quality work</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>Unclear grading rubrics</li> <li>Learning objectives are evident in the classroom but inappropriate</li> <li>Some evidence of examples of high-quality work</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>No grading rubrics</li> <li>Learning objectives are not evident in the classroom</li> <li>No evidence of exemplars of high-quality work</li> </ol>

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Consistent evidence that teacher communications address high expectations for each student.</i>	<i>Clear evidence that teacher communications address high expectations.</i>	<i>Some evidence that teacher communications address high classroom expectations.</i>	<i>Little or no evidence that teacher communications address high expectations.</i>
<b>Examples of Observable Evidence:</b>  What the evaluator sees the students and teacher say and do	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. The teacher's explanation of content is clear and students make real world connections in their application of the taught content.</li> <li>2. All students are engaged in the activities and assignments and their exploration of the content</li> <li>3. Learning objectives are posted and referenced during the lesson and/or can be articulated by students</li> <li>4. Teacher communicates to students that they are capable of mastering content and continually encourages and reinforces this belief</li> <li>5. Teacher consistently and actively engages and encourages student participation in the lesson through teacher to student and student to student collaboration</li> <li>6. Students embrace productive struggle and respond appropriately to teacher feedback</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Teacher explains content clearly using real life examples</li> <li>2. Most activities and assignments are appropriate to students and almost all students are engaged in exploring content</li> <li>3. Learning objectives are posted</li> <li>4. Teacher communicates to students that they are capable of mastering content</li> <li>5. Teacher engages and encourages student participation in the lesson.</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently</li> <li>2. Activities and assignments are appropriate to some students and engage them, but others are not engaged</li> <li>3. Students are unaware of learning objectives</li> <li>4. Teacher communicates that only some of the students are capable of mastering content</li> <li>5. Teacher inconsistently engages and encourages student participation in the lesson</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. The instructional purpose of the lesson is unclear to the students, and the directions and the procedures are confusing</li> <li>2. Activities are inappropriate for student's age or background. Students are not engaged in them</li> <li>3. No learning objective is present or referenced within the classroom</li> <li>4. Teacher communicates doubt to students about the students' ability to master the content</li> <li>5. Teacher does not engage or encourage student participation in the lesson</li> </ol>

## Domain 2.3

### **Instruction:**

**Demonstrates a mastery of subject/content and standards**

### **Descriptors:**

- Demonstrates a clear understanding of the content with its connection to relevant course Academic Standards.
- Demonstrates a clear understanding of the needs of all learners required to understand the content.
- Demonstrates connections to students' individual experiences and empowers them to challenge conventional thinking in the world around them.
- Demonstrates knowledge of how the subject/content and standards are connected to real world applications.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Evidence that the teacher has a mastery of subject/content and standards at a deep level.</i>	<i>Evidence that the teacher knows subject/content and standards.</i>	<i>Some evidence that the teacher knows subject/content and standards.</i>	<i>Little or no evidence that the teacher knows subject/content and standards.</i>
<b>Examples of Documented Evidence:</b>  Artifacts produced by students and teachers	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Learning objectives, and Indiana-adopted standards are effectively integrated and consistently posted</li> <li>2. All documents are consistently rigorous and age-appropriate in language and content</li> <li>3. Documents consistently show accurate and current information</li> <li>4. Student work demonstrates real world connections extensively</li> <li>5. All documents consistently demonstrate an understanding of real-world application</li> <li>6. Consistently makes interdisciplinary connections with content area standards</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Objectives or Indiana-adopted standards are posted</li> <li>2. All documents are age-appropriate in language and content</li> <li>3. Documents show accurate and current information</li> <li>4. Student work demonstrates real-world connection</li> <li>5. All documents demonstrate an understanding of real-world use of standards</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Indiana-adopted standards are posted but inappropriate for the lesson</li> <li>2. Documents are inconsistent in age-appropriate language and content</li> <li>3. Documents do not always show accurate and current information</li> <li>4. Work products from student assignments inconsistently demonstrate limited real-world connection</li> <li>5. All documents demonstrate a limited understanding of real-world use of standards</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Indiana-adopted standards are not posted and are inappropriate for the lesson</li> <li>2. Documents are not age-appropriate in language and content</li> <li>3. Documents do not show accurate and current information and may provide misinformation</li> <li>4. Work products from student assignments do not demonstrate real-world connection</li> <li>5. All documents demonstrate little understanding of real-world use of standards</li> </ol>

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Evidence that the teacher has a mastery of subject/content and standards at a deep level.</i>	<i>Evidence that the teacher knows subject/content and standards.</i>	<i>Some evidence that the teacher knows subject/content and standards.</i>	<i>Little or no evidence that the teacher knows subject/content and standards.</i>
<b>Examples of Observable Evidence:</b>  What the evaluator sees the students and teacher say and do	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Teacher consistently demonstrates the effective use of learning objectives, and Indiana-adopted standards in the delivery of content and in facilitating classroom discussions</li> <li>2. Uses accurate and current information consistently in facilitating learning, in leading discussions and in responding to questions</li> <li>3. Consistently uses language that facilitates high order thinking, inquiry and discussion of content standards</li> <li>4. Classroom discussions and student activities consistently show evidence of real-world connections</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Teacher demonstrates the effective use of learning objectives, and Indiana-adopted standards in the delivery of content and in facilitating classroom discussions</li> <li>2. Uses accurate and current information in facilitating learning, in leading discussions and in responding to questions</li> <li>3. Uses language that facilitates high order thinking and discussion of content standards</li> <li>4. Classroom discussions and student activities show evidence of real-world connections</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Teacher demonstrates limited use of learning objectives, and Indiana-adopted standards in the delivery of content and in facilitating classroom discussions</li> <li>2. Inconsistently uses accurate and current information in delivering content, in leading discussions and in responding to questions</li> <li>3. Inconsistently uses language that facilitates high order thinking and discussion of content standards</li> <li>4. Classroom discussions and student activities inconsistently show evidence of real-world connections</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Teacher does not demonstrate the effective use of learning objectives, and Indiana-adopted standards in the delivery of content and in facilitating classroom discussions</li> <li>2. Does not use accurate and current information in delivering content, in leading discussions and in responding to questions</li> <li>3. Does not use language that facilitates high order thinking and discussion of content standards</li> <li>4. Classroom discussions and student activities do not show evidence of real-world connections</li> </ol>

## Domain 2.4

### Instruction:

Uses instructional strategies and resources to teach for understanding

### Descriptors:

- Uses developmentally and linguistically appropriate strategies and resources.
- Uses student centered strategies and resources.
- Uses strategies linked to students' prior understandings and experiences to facilitate learning.
- Uses a variety of whole group, small group, cooperative learning, and independent practice strategies to motivate and engage all students.
- Uses scope, sequence and pacing effectively to optimize student learning.
- Uses strategies to facilitate reflection and critical thinking.
- Uses strategies that effectively communicate curriculum content, facts, ideas, language, and terminology.
- Uses technology as appropriate to enhance and extend learning opportunities.
- Uses fundamental, linguistic, and visual learning supports to enhance and extend learning opportunities.
- Uses differentiated strategies that are aligned with students' individual cognitive and English proficiency levels to demonstrate learning.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Consistent evidence that the teacher uses multiple, student centered instructional strategies and resources to teach for understanding for all students.</i>	<i>Clear evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding for most students.</i>	<i>Some evidence that the teacher uses multiple instructional strategies and resources to teach for understanding for most students.</i>	<i>Little or no evidence that the teacher uses multiple instructional strategies and resources to teach for understanding for most students.</i>
<b>Examples of Documented Evidence:</b>  Artifacts produced by students and teachers	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Documents and resources are aligned with the grade/content level curriculum to address the range of readiness and student development</li> <li>2. Lesson plans show evidence of activities that reflect high level of student participation, self-directed learning, self-reflection and student responsibility</li> <li>3. Documents include student interest inventories, family demographics, student writing samples, cultural histories and student biographies and link to instructional activities</li> <li>4. Lesson plans reflect extensive use of multiple teaching strategies, i.e. cooperative learning, projects, individual, small and whole group activities, applied learning, presentations etc.</li> <li>5. Documents include differentiated re-teaching,</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Documents and resources are aligned with the grade/content level curriculum to address the range of readiness and student development</li> <li>2. Lesson plans show evidence of activities that reflect a high level of student participation, self-reflection and student responsibility</li> <li>3. Documents include student interest inventories, family demographics, student writing samples, cultural histories and student biographies</li> <li>4. Lesson plans reflect the use of multiple teaching strategies, i.e. cooperative learning, projects, individual, small and whole group activities, applied learning, presentations etc.</li> <li>5. Documents include re-teaching, acceleration and curriculum compacting</li> <li>6. Documents reflect curriculum adaptations to appropriately</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Documents and resources are not clearly aligned with the grade/content level curriculum to address the range of readiness and student development</li> <li>2. Lesson plans show limited evidence of activities that reflect high level of student participation and student responsibility</li> <li>3. Some documents that include student interest inventories, family demographics, student writing samples, cultural histories and student biographies</li> <li>4. Lesson plans reflect limited use of multiple teaching strategies, i.e. cooperative learning, projects, individual, small and whole group activities, applied learning, presentations etc.</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Documents and resources do not exist or are not aligned with the grade/content level curriculum to address the range of readiness and student development</li> <li>2. Lesson plans show no evidence of activities that reflect high level of student participation</li> <li>3. No documents that include student interest inventories, family demographics, student writing samples, cultural histories and student biographies</li> <li>4. Lesson plans do not reflect the use of multiple teaching strategies, i.e. cooperative learning, projects, individual, small and whole group activities, applied learning, presentations etc.</li> <li>5. Documents do not include re-teaching, acceleration and curriculum compacting</li> </ol>



	<p>acceleration and curriculum compacting to optimize learning</p> <p>6. Documents reflect curriculum adaptations to appropriately address the readiness and skills of all students to optimize learning</p> <p>7. Documents that include activities that are focused on student inquiry, problem-solving, applied to real life situations</p> <p>8. Documents that illustrate the effective and innovative use of technology in lesson plans and instructional activities</p> <p>9. Documents illustrate extensive use of student input for identifying and selecting appropriate curricular inquiries, i.e. speakers, community resources, service learning. etc.</p>	<p>address the readiness and skills of all students</p> <p>7. Documents that include activities that are focused on problem-solving, applied to real life situations</p> <p>8. Documents that illustrate the effective use of district provided technology in lesson plans and instructional activities</p> <p>9. Documents illustrate the use of curriculum inquiries, i.e. speakers, community resources, service learning. etc.</p>	<p>5. Documents include limited re-teaching, acceleration and curriculum compacting</p> <p>6. Documents reflect limited curriculum adaptations to address the readiness and skills of all students</p> <p>7. Few documents that include activities that are focused on problem-solving, applied to real life situations</p> <p>8. Few documents that illustrate the effective use of district provided technology in lesson plans and instructional activities</p> <p>9. Documents illustrate limited use of curricular inquiries i.e. speakers, community resources, service learning. etc.</p>	<p>6. Documents do not reflect curriculum adaptations to address the readiness and skills of all students</p> <p>7. No documents that include activities that are focused on problem-solving, applied to real life situations</p> <p>8. No documents that illustrate the effective use of district provided technology in lesson plans and instructional activities</p> <p>9. Documents illustrate little or no use of curricular inquiries i.e. speakers, community resources, service learning. etc.</p>
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	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Consistent evidence that the teacher uses multiple, student centered instructional strategies and resources to teach for understanding for all students.</i>	<i>Clear evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding for most students.</i>	<i>Some evidence that the teacher uses multiple instructional strategies and resources to teach for understanding.</i>	<i>Little or no evidence that the teacher uses multiple instructional strategies and resources to teach for understanding.</i>
<b>Examples of Observable Evidence:</b>  What the evaluator sees the students and teacher say and do	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Instructional strategies and resources are engaging, builds on prior knowledge, and authentic</li> <li>2. Teacher considers student input in the scaffolding and pacing of the lesson.</li> <li>3. The teacher links the instructional purpose of the lesson to the larger curriculum</li> <li>4. The directions and procedures are clear; the teacher anticipates possible student misunderstandings and models the process to ensure clarity</li> <li>5. The teacher's explanation of content is thorough and clear, developing conceptual understanding thorough clear scaffolding and connecting with student's interests</li> <li>6. The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Instructional strategies and resources are meaningful and engaging and relate to the learning objective.</li> <li>2. Teacher appropriately scaffolds lesson</li> <li>3. The teacher states clearly, at some point during the lesson, what the students will be learning</li> <li>4. The directions and procedures are clear and the teacher intervenes when students misunderstand models the process to be followed in the task</li> <li>5. The teacher's explanation of content is thorough and clear and develops conceptual understanding</li> <li>6. The teacher uses questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Instructional strategies are engaging but are not appropriate for the lesson</li> <li>2. Teacher spends insufficient time scaffolding.</li> <li>3. The teacher provides little elaboration or explanation about what the students will be learning</li> <li>4. The directions and procedures lack clarity and the teacher does not intervene when students misunderstand</li> <li>5. The teacher's explanation of content is not clear, does not develop conceptual understanding</li> <li>6. The teacher frames some question designed to promote student thinking, but many have a single correct answer, and the teacher calls on only a few students</li> <li>7. Students have few opportunities for reflection and closure on the lesson to</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Instructional strategies are inappropriate and do not meet the learning objectives</li> <li>2. There is no evidence of scaffolding</li> <li>3. At no time during the lesson does the teacher convey to students what they will be learning</li> <li>4. The directions and procedures are not clear and/or not provided</li> <li>5. The teacher does not explain the content.</li> <li>6. The teacher uses questions that are rapid-fire and convergent, with a single correct answer and do not invite student thinking</li> <li>7. Students have no opportunity for reflection and closure on the lesson to consolidate their understanding</li> <li>8. The teacher does not check for individual student understanding</li> </ol>

	<p>thinking and discourse, and promote metacognition</p> <ol style="list-style-type: none"> <li>Students have varied opportunities for reflection and closure on the lesson to consolidate their understanding</li> <li>The teacher consistently “takes the pulse” of the class; continuous monitoring of student understanding and uses strategies to elicit information about individual student understanding</li> <li>Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria</li> <li>Students are comfortable with the use of technology to support their learning and are encouraged to integrate technology to extend and broaden their learning opportunities</li> <li>Lessons and activities illustrate extensive use of student input for identifying and selecting appropriate supplemental resources i.e. speakers, community resources, service learning, etc.</li> <li>Instruction provides multiple opportunities for students to benefit from each other in</li> </ol>	<ol style="list-style-type: none"> <li>Students have opportunities for reflection and closure on the lesson to consolidate their understanding</li> <li>The teacher “takes the pulse” of the class through continuous checks and use of strategies to elicit information about individual student understanding</li> <li>Students indicate that they clearly understand the characteristics of high-quality work</li> <li>Students are comfortable with the use of technology to support their learning and are encouraged to integrate technology to extend and broaden their learning opportunities (e.g. peer collaboration on My Big Campus, discussion boards, Dropbox)</li> <li>Lessons and activities illustrate the use of supplemental resources i.e. speakers, community resources, service learning, etc.</li> <li>Instruction provides opportunities for students to benefit from each other in discussion and cooperative learning activities</li> </ol>	<p>consolidate their understanding</p> <ol style="list-style-type: none"> <li>The teacher occasionally checks for individual student understanding and fails to consistently “take the pulse” of the class</li> <li>Students indicate that they do not clearly understand the characteristics of high-quality work</li> <li>Students rarely use technology to support their learning and are not encouraged to integrate technology to extend and broaden their learning opportunities</li> <li>Lessons and activities illustrate the limited use of supplemental resources i.e. speakers, community resources, service learning, etc.</li> <li>Instruction provides few opportunities for students to benefit from each other in discussion and cooperative learning activities</li> </ol>	<ol style="list-style-type: none"> <li>The teacher gives no indication of what high-quality work looks like</li> <li>Students are not comfortable with the use of technology to support their learning and are not encouraged to integrate technology to extend and broaden their learning opportunities</li> <li>Supplemental resources i.e. speakers, community resources, service learning, etc. are not evidence</li> <li>Instruction does not provide opportunities for students to benefit from each other in discussion and cooperative learning activities</li> </ol>
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	discussion and cooperative learning activities 13. Students initiate higher-order questions and learning activities			
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## Domain 2.5

### Instruction:

**Differentiates instruction to meet the needs of all students**

### Descriptors:

- Differentiates by students' culture, life experiences, interests, and readiness.
- Differentiates learning supports, assignments, checks for understanding, and assessments for all students.
- Differentiates instruction by content, process, product and learning environment.
- Develops lessons and instructional activities that support the implementation of IEP and ILP specifications through appropriate accommodations.
- Uses flexible grouping strategies for instruction.
- Uses a variety of ways for students to respond and demonstrate learning of subject matter content.
- Intentionally adjusts instruction in response to evidence of student understanding.
- Provides a variety of learning options or different paths to learning curriculum content, concepts, and skills.
- Adapts instructional strategies to students' individual academic abilities and English language proficiency levels in listening, speaking, reading, and writing.
- Provides resources and assignments for diverse learning abilities
- Incorporates joint-productive and challenging instructional activities and includes students in the planning of instructional activities and choosing areas of interest in instructional lessons.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>The teacher acts on individual student needs at every point in the learning process and provides differentiated instruction to challenge every student to reach high growth.</i>	<i>The teacher recognizes individual student differences and provides differentiated instruction to meet student needs.</i>	<i>The teacher rarely recognizes individual student differences to provide differentiated instruction to meet student needs.</i>	<i>The teacher does not recognize individual student differences and does not provide differentiated instruction to meet student needs.</i>
<b>Examples of Documented Evidence:</b>  Artifacts produced by students and teachers	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>Alternative, differentiated assignments are available</li> <li>Lesson plans show assignments are differentiated through strategic use of graphic organizers, hands on activities, demonstrations, effective scaffolding techniques, speech appropriate to students' English proficiency, clear academic tasks, modeling – the use of visuals, hands-on activities, gestures and body language, probing incorrect answers with students</li> <li>Lesson plans reflect an understanding of the relationship between students' cultures, experiences, interests and learning objectives</li> <li>Multiple data sources are reviewed routinely to inform planning and instruction</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>Alternative, differentiated assignments are available</li> <li>Lesson plans show assignments are differentiated through the strategic use of graphic organizers, hands on activities, demonstrations, effective scaffolding techniques, speech appropriate to students' English proficiency, clear academic tasks, modeling – the use of visuals, hands-on activities, gestures and body language, probing incorrect answers with students</li> <li>Lesson plans incorporate student culture and experiences in instructional activities and assignments</li> <li>Multiple data sources are reviewed routinely to inform planning and instruction</li> <li>IEPs consist of required components and reflect some</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>Alternative, differentiated assignments are rarely available</li> <li>Lesson plans show inconsistent use of student interests, culture and experiences, differentiated assignments through graphic organizers, hands on activities, demonstrations, effective scaffolding techniques, speech appropriate to students' English proficiency, clear academic tasks, modeling – the use of visuals, hands-on activities, gestures and body language, probing incorrect answers with students</li> <li>Lesson plans show limited understanding of student culture and experiences</li> <li>Multiple data sources are sometimes used to inform planning and instruction</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>Differentiated assignments are not available</li> <li>Lesson plans do not show an understanding of how to use graphic organizers, hands on activities, demonstrations, effective scaffolding techniques, speech appropriate to students' English proficiency, clear academic tasks, modeling – the use of visuals, hands-on activities, gestures and body language, probing incorrect answers with students</li> <li>Lesson plans do not show evidence of an understanding of student culture and experience</li> <li>Multiple data sources do not inform planning and instruction</li> <li>IEPs do not meet the required components and reflect no review of students' current levels of performance based</li> </ol>

	<p>5. Lesson plans show activities, assignments and projects demonstrate student awareness of their own strengths and weaknesses through independent learning activities and group projects</p> <p>6. IEPs consist of required components and reflect a thorough review of students' levels of performance based on current progress monitoring data</p>	<p>review of students' levels of performance based on current progress monitoring data</p>	<p>5. IEPs inconsistently consist of the required components and reflect little review of students' levels of performance based on current progress monitoring data</p>	<p>on current progress monitoring data</p>
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	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>The teacher acts on individual student needs at every point in the learning process and provides differentiated instruction to challenge every student to reach high growth.</i>	<i>The teacher recognizes individual student differences and provides differentiated instruction to meet student needs.</i>	<i>The teacher rarely recognizes individual student differences to provide differentiated instruction to meet student needs.</i>	<i>The teacher does not recognize individual student differences and does not provide differentiated instruction to meet student needs.</i>
<b>Examples of Observable Evidence:</b>  What the evaluator sees the students and teacher say and do	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Teacher makes fluid, natural adjustments during the course of instruction in response to evidence of student understanding</li> <li>2. Teacher consistently differentiates by content, process, product and/or environment</li> <li>3. Instruction is characterized by the dynamic use of examples that link to student cultures and shared experiences in instructional activities and teacher student interactions</li> <li>4. Teacher appropriately uses differentiated assessment and instruction material for all students</li> <li>5. Teacher maintains an appropriate balance between whole group, small group and individualized instruction</li> <li>6. Multiple data sources are reviewed routinely to create flexible grouping of students</li> <li>7. Students work collaboratively and make choices in the learning process that reflect an awareness of their own strengths and interests</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Teacher makes adjustments upon review of instruction in response to evidence of student understanding</li> <li>2. Teacher differentiates by content, process, product and/or environment</li> <li>3. Teacher incorporates students' culture, interests and life events into instructional activities</li> <li>4. Teacher appropriately uses differentiated assessment and instruction material for identified students</li> <li>5. Teacher maintains an appropriate balance between whole group, small group and individualized instruction</li> <li>6. Students are flexibly grouped based on data</li> <li>7. Students work collaboratively</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Teacher's differentiation is inconsistent or lacks reasoning for differentiation</li> <li>2. Teacher attempts to differentiate by content, process, product and/or environment</li> <li>3. Superficial opportunities to explore students' interests and experiences</li> <li>4. Teacher inconsistently uses differentiated assessment and instruction material for some students</li> <li>5. The teacher's instruction occasionally uses small group or individualized instruction but is primarily whole group instruction</li> <li>6. Students are flexibly grouped without data to support decision</li> <li>7. Students work collaboratively but are grouped inappropriately</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Teacher does not attempt to differentiate instruction</li> <li>2. Teacher does not differentiate by content, process, product and/or environment</li> <li>3. Teacher creates misunderstanding of student backgrounds or does not attempt to incorporate students' interests and experiences</li> <li>4. Teacher makes no attempt to use differentiated assessment and instruction material for all students</li> <li>5. The teacher's instruction is characterized by whole group instruction</li> <li>6. Student grouping is random</li> <li>7. Students do not work collaboratively</li> </ol>



## Domain 2.6

**Instruction:**  
**Engages all students in learning activities**

**Descriptors:**

- Ensures whole-class, small-group, cooperative, and independent work is well organized.
- Ensures students are demonstrating their understanding using multiple methods differentiated by academic ability and English language proficiency levels.
- Uses a variety of strategies, including lessons incorporating student's background knowledge, cultural experiences, and interests.
- Uses individual and group instructional activities that give students clear expectations and responsibilities.
- Uses lessons and activities that incorporate student participation through presentation, explanation and discussion.
- Uses instructional activities and lessons that require a variety of learning formats and instructional groupings
- Uses deliberate time and pacing to ensure that students have the opportunity to become engaged in the lesson and instructional activity.
- Uses a variety of scaffolded techniques to communicate performance expectations and directions for instructional activities.
- Incorporates collaborative instructional activities and includes students in the planning of instructional activities and choosing areas of interest in instructional lessons.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Consistent evidence that students are engaged at a high level through the use of learning activities provided in a variety of ways to engage all students.</i>	<i>Clear evidence that the teacher provides engaging activities to all students.</i>	<i>Some evidence that the teacher provides learning activities to engage students.</i>	<i>Little or no evidence that the teacher provides learning activities to engage students.</i>
<b>Examples of Documented Evidence:</b>  Artifacts produced by students and teachers	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Clear rules, procedures and expectations for participating in instructional activities</li> <li>2. A variety of methods and formats for presenting student work</li> <li>3. Process for flexible grouping assignments</li> <li>4. Information that demonstrates how student backgrounds, experiences and interests are incorporated into lessons</li> <li>5. Rubrics that describe expectations for student activities</li> <li>6. Written description of the instructional tasks involved in the lesson which includes student presentation, feedback and discussion</li> <li>7. Lesson plans include strategies that include students in the design and selection of their learning experiences</li> <li>8. Written protocols for participation in individual and group activities</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Clear rules, procedures and expectations for participating in instructional activities</li> <li>2. A variety of methods and formats for presenting student work</li> <li>3. Process for flexible grouping assignments</li> <li>4. Information that demonstrates how student backgrounds, experiences and interests are incorporated into lessons</li> <li>5. Rubrics that describe expectations for student activities</li> <li>6. Written description of the instructional tasks involved in the lesson which includes student presentation, feedback and discussion</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Rules, procedures and expectations for participating in instructional activities lack clarity</li> <li>2. Little documentation of variety of methods and formats for presenting student work</li> <li>3. Process for flexible grouping assignments lack clarity</li> <li>4. Limited information that demonstrates how student backgrounds, experiences and interests are incorporated into lessons</li> <li>5. Limited documentation that describe expectations for student activities</li> <li>6. Written description of the instructional tasks involved in the lesson that includes student presentation, feedback and discussion lack clarity</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Rules, procedures and expectations for participating in instructional activities do not exist</li> <li>2. No documentation for the use of variety of methods and formats for presenting student work</li> <li>3. No documentation for the use of flexible grouping</li> <li>4. No information that demonstrates how student backgrounds, experiences and interests are incorporated into lessons</li> <li>5. No documentation that describe expectations for student activities</li> <li>6. No documentation of the instructional tasks involved in the lesson includes student presentation, feedback and discussion</li> </ol>

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Consistent evidence that students are engaged at a high level through the use of learning activities provided in a variety of ways to engage all students.</i>	<i>Clear evidence that the teacher provides engaging activities to all students.</i>	<i>Some evidence that the teacher provides learning activities to engage students.</i>	<i>Little or no evidence that the teacher provides learning activities to engage students.</i>
<b>Examples of Observable Evidence:</b>  What the evaluator sees the students and teacher say and do	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>Students are involved in creating the rules, procedures and expectations for participating in instructional activities</li> <li>Teacher effectively uses strategies to prevent student disengagement and maintains student involvement in instructional activities</li> <li>The pacing of the lesson motivates student participation and facilitates and sustains high levels of engagement</li> <li>Students appropriately select and effectively use a variety of methods and formats for presenting student work</li> <li>Students help to create and are able to articulate and demonstrate the written protocols for participation in group activities</li> <li>The teacher engages students by moving throughout the classroom, calling on students, giving students time to</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>Students are able to express the rules, procedures and expectations for participating in instructional activities</li> <li>Teacher effectively uses strategies to re-engage/redirect distracted students</li> <li>The pacing of the lesson is appropriate and adjustable</li> <li>Teacher directs and enables students to use a variety of methods and formats for presenting student work</li> <li>Students are able to articulate and demonstrate the written protocols for participation in group activities</li> <li>The teacher engages students by moving throughout the classroom, calling on students, giving students time to respond, providing prompt feedback, listening to students, and challenging students</li> <li>Teacher provides students with frequent opportunities for interaction and discussion; e.g.,</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>There is some question that the students know and are able to express the rules, procedures and expectations for participating in instructional activities</li> <li>Teacher does not always effectively use strategies to re-engage/redirect distracted students</li> <li>The pacing of the lesson does not consistently sustain student engagement and the teacher does not always make necessary adjustments</li> <li>Teacher directs and students use limited methods and formats for presenting student work e.g. the same response and formats are observed over repeated lessons</li> <li>Students are not consistently able to articulate and demonstrate the written protocols for participation in group activities</li> <li>The teacher rarely engages students by moving throughout the classroom, calling on students, giving students time to</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>Students do not understand and are not able to express the rules, procedures and expectations for participating in instructional activities</li> <li>Students are disengaged and strategies to re-engage/redirect distracted students are not effective</li> <li>The pacing of the lesson is not appropriate and the teacher does not make necessary adjustments</li> <li>Student responses reflect whole group instruction with little discussion e.g. written assignments, question and answer</li> <li>Students are not able to articulate and demonstrate the written protocols for participation in group activities</li> <li>The teacher does not engage students</li> <li>Does not provide frequent opportunities for frequent</li> </ol>

	<p>respond, providing prompt feedback, listening to students, and challenging students</p> <p>7. Teacher provides frequent opportunities for student interaction and discussion, e.g., to partner, to share thinking, discuss and write about the work followed by whole class sharing and discussion where nearly all students participate.</p> <p>8. Consistently checks for understanding (e.g., individual response boards, hand signals showing agreement, disagreement, or confusion, think-group-share, question cup sticks, answer by raising fingers, turn and talk, small group)</p> <p>9. Materials and resources support the learning goals and require intellectual engagement, as appropriate</p> <p>10. Nearly all students are actively engaged in the learning</p> <p>11. Creates learning activities that enables students to extend their knowledge to the real world</p>	<p>to partner, to share thinking, discuss and write about the work followed by whole class sharing and discussion where many students participate</p> <p>8. Checks for understanding (e.g., individual response boards, hand signals showing agreement, disagreement, or confusion, think-group-share, question cup sticks, answer by raising fingers, turn and talk, small group)</p> <p>9. Materials and resources support the learning goals and require intellectual engagement, as appropriate</p> <p>10. Many students are actively engaged in the learning</p> <p>11. Teacher draws upon students real world experiences</p>	<p>respond, providing prompt feedback, listening to students, and challenging students</p> <p>7. Infrequent opportunities for interaction and discussion, e.g., the teacher invites students to respond directly to one another's ideas, but few students respond, the teacher calls on many students, but only a small number actually participate in the discussion, student engagement with the content is largely passive; the learning consists primarily of facts or procedures</p> <p>8. Limited checks for understanding (e.g., individual response boards, hand signals showing agreement, disagreement, or confusion, think-group-share, question cup sticks, answer by raising fingers, turn and talk, small group)</p> <p>9. Insufficient materials and resources support the learning goals and are not intellectually rigorous</p> <p>10. Some students are actively engaged in the learning</p>	<p>opportunities for interaction and discussion</p> <p>8. Does not check for understanding (e.g., individual response boards, hand signals showing agreement, disagreement, or confusion, think-group-share, question cup sticks, answer by raising fingers, turn and talk, small group)</p> <p>9. Materials and resources do not support the learning goals</p> <p>10. Students have no engagement in the learning activity</p>
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## Domain 2.7

### Instruction:

Helps students practice and deepen new knowledge through direct and explicit instruction, cooperative learning, inquiry methods, and independent practice

### Descriptors:

- Instruction allows for students to demonstrate proficiency and mastery of learning standards in independent and interdependent group problem solving.
- Repeated opportunities to apply the use of new concepts and skills in real-world problem-solving activities.
- Learning includes cooperative whole group and small group instructional conversations that have a clear academic goal, develop students' academic language, foster critical thinking and encourages an awareness and appreciation for different perspectives.
- Instruction challenges students' creative processes.
- Teacher uses activities that allow students to create a joint product while assuming individual responsibility for their own learning.
- Critical questions and ideas are formulated and addressed during instructional activities.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Consistent evidence that the teacher continuously checks for understanding and adjusts instruction to ensure that students practice and deepen knowledge.</i>	<i>Clear evidence that the teacher checks for understanding and provides opportunities for students to practice and deepen knowledge.</i>	<i>Some evidence that the teacher provides opportunities for students to practice and deepen knowledge.</i>	<i>Little or no evidence that the teacher provides opportunities for students to practice and deepen knowledge.</i>
<b>Examples of Documented Evidence:</b>  Artifacts produced by students and teachers	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Teacher planning documents, instructional activities, and student work artifacts include a variety of instructional experiences and methods for student engagement, the application of learning, and an assessment of mastery</li> <li>2. Plans focus on teacher facilitated learning processes as well as delivery of content</li> <li>3. Instructional activity documents focus on the process for learning</li> <li>4. Planning and documents show the intentional awarding of responsibility for learning to students and includes projects, presentations to document the participation and involvement of students</li> <li>5. Critical thinking and problem-solving strategies are evident in room postings and instructional objectives</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Teacher planning documents, instructional activities, and student work artifacts include a variety of instructional experiences and methods for student engagement, the application of learning, and an assessment of mastery</li> <li>2. Plans focus on teacher facilitated learning processes as well as delivery of content</li> <li>3. Instructional activity documents focus on the process for learning</li> <li>4. Critical thinking and problem-solving strategies are evident in room postings and instructional objectives</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Teacher planning documents, instructional activities, and student work artifacts show inconsistency in variety of instructional experiences and methods for student engagement, the application of learning, and an assessment of mastery</li> <li>2. Plans focus on inconsistent use of teacher facilitated learning processes</li> <li>3. Instructional activity documents focus inconsistently on the process for learning</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Teacher planning documents, instructional activities, and student work artifacts show little to no variety of instructional experiences and methods for student engagement, the application of learning, and an assessment of mastery</li> <li>2. Plans focus on delivery of content rather than learning processes</li> <li>3. Instructional activity documents focus on recall of facts and ideas</li> </ol>

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Consistent evidence that the teacher continuously checks for understanding and adjusts instruction to ensure that students practice and deepen knowledge.</i>	<i>Clear evidence that the teacher checks for understanding and provides opportunities for students to practice and deepen knowledge.</i>	<i>Some evidence that the teacher provides opportunities for students to practice and deepen knowledge.</i>	<i>Little or no evidence that the teacher provides opportunities for students to practice and deepen knowledge.</i>
<b>Examples of Observable Evidence:</b>  What the evaluator sees the students and teacher say and do	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Instructional activities focus on students actively involved in constructing knowledge and developing problem solving skills</li> <li>2. Students use content as a means of developing information and problem-solving skills</li> <li>3. Instructional activities are student centered, focusing on each student's interests, abilities, and learning styles</li> <li>4. Students extensively research and use resources beyond the classroom and the school</li> <li>5. Individualized instruction targeting the specific needs of students is evidenced through the use of multiple data sources</li> <li>6. Teacher explicitly incorporates discussion that consistently challenges students to question prior learning, beliefs, and experiences</li> <li>7. Appropriate discussion techniques are used to stimulate student inquiry</li> <li>8. Teacher asks open-ended questions intended to provoke feedback for student self-reflection and assessment</li> <li>9. Instructional activities acknowledge student voice as central to the learning experience where students choose what they will learn, how they will learn, and how they will assess their own learning</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Instructional activities focus on students actively involved in constructing knowledge and developing problem solving skills</li> <li>2. Students use content as a means of developing information and problem-solving skills</li> <li>3. Instructional activities are student centered, focusing on each student's interests, abilities, and learning styles</li> <li>4. Students often research and use resources beyond the classroom and the school</li> <li>5. Individualized instruction targets the specific needs of students</li> <li>6. Teacher explicitly incorporates discussion that challenges students to question prior learning, beliefs, and experiences</li> <li>7. Appropriate discussion techniques are used to stimulate student inquiry</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Instructional activities inconsistently focus on students actively involved in constructing knowledge and developing problem solving skills</li> <li>2. The learning of facts and ideas is often the purpose of content instruction</li> <li>3. Some instructional activities are student centered, focusing on each student's interests, abilities, and learning styles</li> <li>4. Students inconsistently research and use resources beyond the classroom and the school</li> <li>5. Individualized instruction inconsistently targets the specific needs of students</li> <li>6. Teacher inconsistently uses discussion that challenges students to question prior learning, beliefs, and experiences</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Students are not involved in constructing knowledge or developing problem solving skills</li> <li>2. The learning of facts and ideas is the purpose of content instruction</li> <li>3. Instruction is teacher centered students take a passive, receptive role, teacher chooses what the students will learn, how the students will learn, and how the students will be assessed on their learning</li> <li>4. Students do not research and use resources beyond the classroom and the school</li> <li>5. There is no individualized instruction</li> <li>6. Teacher does not use discussion that challenges students to question prior learning, beliefs, and experiences</li> </ol>

## Domain 2.8

### Assessment:

**Assesses student learning and uses assessment data to adjust instructional practices for student success**

### Descriptors:

- Uses both formative and summative assessments in the instructional process that are differentiated by cognitive and English language proficiency levels.
- Prepares students for both formative and summative assessments by using a variety of scaffolding and differentiation strategies.
- Uses multiple assessment strategies (including authentic assessments) to determine student understanding and mastery of instructional content
- Uses a combination of formative, summative, and standardized assessment data to develop lessons of appropriate content and rigor.
- Uses assessment data to optimize instructional scope, sequencing and pacing.
- Collects data about student learning from a variety of sources including assessment results, student feedback, and student work.
- Develops and uses assessment data to determine and distinguish between student growth and student achievement.
- Develops and uses assessment data that addresses factual knowledge, conceptual knowledge, critical thinking, and language development.
- Uses assessment data to determine the effectiveness of instructional accommodations for students with IEPs, 504s, and ILPs.
- Teacher informs students of the various ways that their learning will be assessed and makes them aware of desired performance standards.



	Highly Effective	Effective	In Need of Improvement	Ineffective
	Consistent evidence that the teacher understands and uses multiple methods of formative and summative assessments to routinely engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction.	Clear evidence that the teacher understands and uses methods of formative and summative assessments to engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction.	Some evidence that the teacher understands and uses methods of formative and summative assessments to document learner progress and to guide ongoing planning and instruction.	Little or no evidence that the teacher understands and uses methods of formative and summative assessments.
<b>Examples of Documented Evidence:</b>  Artifacts produced by students and teachers	<b>Documented Evidence</b>  1. Records of summative assessments in student folders and teacher planning documents used to determine student beginning and ending proficiency and mastery of content knowledge and standards, e.g., national and state norm referenced and criterion-based assessment data, curriculum-based assessments, locally developed assessments, text assessments, and teacher developed assessments  2. Plans and instructional activities include different response modalities, e.g. oral, written, performance, presentation, exposition, etc., to determine student understanding and mastery of content	<b>Documented Evidence</b>  1. Records of summative assessments in student folders and teacher planning documents used to determine student beginning and ending proficiency and mastery of content knowledge and standards, e.g., national and state norm referenced and criterion-based assessment data, curriculum-based assessments, locally developed assessments, text assessments, and teacher developed assessments  2. Plans and instructional activities include different response modalities, e.g. oral, written, performance, presentation, exposition, etc., to determine student understanding and mastery of content	<b>Documented Evidence</b>  1. Incomplete records of summative assessments 2. Plans and instructional activities show inconsistent use of different response modalities, e.g. oral, written, performance, presentation, exposition, etc., to determine student understanding and mastery of content 3. Student portfolios and class instructional planning documents include assessment data that is inconsistently used as diagnostic information to ensure that lessons are appropriate for the level of mastery and proficiency of all students in the classroom 4. Instructional plans and objectives include the limited collection of assessment data to determine what content	<b>Documented Evidence</b>  1. No records of summative assessments 2. Plans and instructional activities show no use of different response modalities, e.g. oral, written, performance, presentation, exposition, etc., to determine student understanding and mastery of content 3. Student portfolios and class instructional planning documents do not include assessment data as diagnostic information to ensure that lessons are appropriate for the level of mastery and proficiency of all students in the classroom 4. Instructional plans and objectives do not include the continuous collection of assessment data to determine what content and skills should

	<p>3. Student portfolios and class instructional planning documents include assessment data as diagnostic information to ensure that lessons are appropriate for the level of mastery and proficiency of all students in the classroom</p> <p>4. Instructional plans and objectives include the continuous collection of assessment data to determine what content and skills should be taught, the order in which content and skills should be taught, and how much time should be allocated in the teaching of content</p> <p>5. Instructional plans and artifacts include formative assessments like classroom-based assessments, district pre-post-tests, authentic assessments, rubrics, portfolios, graphic organizers, pictures, pictographs and flow charts, student presentations, student projects, etc.</p> <p>6. Student portfolios and progress records include documentation of instruction based upon an assessment of where students are in relation to grade level standards and the rate of student growth in mastering curriculum and grade level standard</p>	<p>3. Student portfolios and class instructional planning documents include assessment data as diagnostic information to ensure that lessons are appropriate for the level of mastery and proficiency of all students in the classroom</p> <p>4. Instructional plans and objectives include the continuous collection of assessment data to determine what content and skills should be taught, the order in which content and skills should be taught, and how much time should be allocated in the teaching of content</p> <p>5. Instructional plans and artifacts include formative assessments like classroom-based assessments, district pre-post-tests, authentic assessments, rubrics, portfolios, graphic organizers, pictures, pictographs and flow charts, student presentations, student projects, etc.</p> <p>6. Student portfolios and progress records include documentation of instruction based upon an assessment of where students are in relation to grade level standards and the rate of student growth in mastering curriculum and grade level standards</p>	<p>and skills should be taught, the order in which content and skills should be taught, and how much time should be allocated in the teaching of content</p> <p>5. Instructional plans and artifacts include an incomplete array formative assessments like classroom based assessments, district pre-post-tests, authentic assessments, rubrics, portfolios, graphic organizers, pictures, pictographs and flow charts, student presentations, student projects, etc.</p> <p>6. Student portfolios and progress records include insufficient documentation of instruction based upon an assessment of where students are in relation to grade level standards and the rate of student growth in mastering curriculum and grade level standards</p> <p>7. Records reflect an incomplete assessment of instructional objectives and curriculum standards</p> <p>8. There are a limited number of classroom artifacts and posted materials help students to understand the importance engaging in classroom discussions, being</p>	<p>be taught, the order in which content and skills should be taught, and how much time should be allocated in the teaching of content</p> <p>5. Instructional plans and artifacts do not include formative assessments like classroom-based assessments, district pre-post-tests, authentic assessments, rubrics, portfolios, graphic organizers, pictures, pictographs and flow charts, student presentations, student projects, etc.</p> <p>6. Student portfolios and progress records include no documentation of instruction based upon an assessment of where students are in relation to grade level standards and the rate of student growth in mastering curriculum and grade level standards</p> <p>7. Records reflect no assessment of instructional objectives and curriculum standards</p> <p>8. There are no classroom artifacts and posted materials to help students to understand the importance engaging in classroom discussions, being prepared for daily instruction, using active listening, contributing to group projects and assignments, planning and delivering effective classroom</p>
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	7. Records reflect a comprehensive assessment of instructional objectives and curriculum standards including a determination of the accuracy of student recall of facts, understanding of curriculum concepts, and the demonstration of higher order critical thinking skills and problem-solving skills	7. Records reflect a comprehensive assessment of instructional objectives and curriculum standards including a determination of the accuracy of student recall of facts, understanding of curriculum concepts, and the demonstration of higher order critical thinking skills and problem-solving skills	prepared for daily instruction, using active listening, contributing to group projects and assignments, planning and delivering effective classroom presentations, doing well on unit tests, etc., and explains the relationship of these measure to performance expectations	presentations, doing well on unit tests, etc.
	8. Classroom artifacts and posted materials help students to understand the importance engaging in classroom discussions, being prepared for daily instruction, using active listening, contributing to group projects and assignments, planning and delivering effective classroom presentations, doing well on unit tests, etc., and explain the relationship of these measures to performance expectations	8. Classroom artifacts and posted materials help students to understand the importance engaging in classroom discussions, being prepared for daily instruction, using active listening, contributing to group projects and assignments, planning and delivering effective classroom presentations, doing well on unit tests, etc., and explain the relationship of these measures to performance expectations		
	9. Artifacts of student managed assessment portfolios			

	Highly Effective	Effective	In Need of Improvement	Ineffective
	Consistent evidence that the teacher understands and uses multiple methods of formative and summative assessments to routinely engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction.	Clear evidence that the teacher understands and uses methods of formative and summative assessments to engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction.	Some evidence that the teacher understands and uses methods of formative and summative assessments to document learner progress and to guide ongoing planning and instruction.	Little or no evidence that the teacher understands and uses methods of formative and summative assessments.
<b>Examples of Observable Evidence:</b>  What the evaluator sees the students and teacher say and do	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. The teacher consistently explains to students clear criteria for assessing student work</li> <li>2. Assessment methodologies are adapted for individual students as the need arises</li> <li>3. Assessments are used at regular intervals during the course of instruction so that students can assume ownership of their learning</li> <li>4. The alignment of assessments with learning outcomes is clearly explained by the teacher during the course of instruction</li> <li>5. Assessments include different response modalities, e.g. oral, written, performance, presentation, exposition, etc., to determine student understanding and mastery of content</li> <li>6. Information from assessments is provided to students so that they can assume ownership of their learning</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. The teacher explains to students clear criteria for assessing student work</li> <li>2. Assessment methodologies are adapted for individual students as the need arises</li> <li>3. Assessments are used at regular intervals during the course of instruction</li> <li>4. The alignment of assessments with learning outcomes is clearly explained by the teacher during the course of instruction</li> <li>5. Assessments include different response modalities, e.g. oral, written, performance, presentation, exposition, etc., to determine student understanding and mastery of content</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. The teacher is not clear about the criteria for assessing student work</li> <li>2. Assessment methodologies are rarely adapted for groups of students</li> <li>3. Assessments are rarely used effectively during the course of instruction</li> <li>4. The alignment of assessments with learning outcomes is not clearly explained by the teacher during the course of instruction</li> <li>5. Assessments include limited response modalities.</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. The teacher does not explain criteria for assessing student work</li> <li>2. Assessment methodologies are not adapted for groups of students</li> <li>3. Assessments are not used effectively during the course of instruction</li> <li>4. The teacher does not explain the alignment of assessments with learning outcomes during the course of instruction</li> <li>5. There is no differentiation in assessment activities</li> </ol>

## Domain 3.1

### Professional Practice:

Works with colleagues in a respectful, collegial manner in the ongoing cycle of development, implementation, evaluation of curriculum and professional learning communities

### Descriptors:

- Actively participates in meetings (i.e. PLCs, Dept., Staff, Planning).
- Engaged in collaborative discussions regarding the use of formative and summative assessment data to improve student learning.
- Supports school mission and vision.
- Maintains and participates in a culture of collaboration through practices such as modeling for others, observing others, co-teaching, parallel teaching, and the like.
- Maintains professional standards (see Employee Guidebook for examples)
- Creates professional relationships, builds consensus, resolves differences of opinion, encourages others and values collegiality.
- Actively participates in the instructional improvement process through teaching colleagues, sharing, learning, implementing improvement strategies, and being prepared for meetings.
- Productive member of the school community.
- Participates in events supporting the school mission.
- Collaborates with colleagues to ensure that all students who need support receive it.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>The teacher contributes to school effectiveness by collaborating with and leading other professionals in a positive and productive manner taking responsibility for the success of teacher teams.</i>	<i>The teacher contributes to school effectiveness by collaborating with other professionals in a positive and productive manner.</i>	<i>Some evidence that the teacher contributes to school effectiveness by collaborating with other professionals.</i>	<i>Little or no evidence that the teacher contributes to school effectiveness by collaborating with other professionals.</i>
<b>Examples of Documented Evidence:</b>  Artifacts produced by students and teachers	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. PLC minutes reflect leadership and consistent input/ collaborative participation</li> <li>2. Consistently submits accurate PLC documentation to administrator in a timely fashion</li> <li>3. Instructional plans and artifacts further the mission and vision of the school</li> <li>4. There is documented evidence that teacher takes leadership actions in facilitating collaboration among colleagues</li> <li>5. Documented evidence that the teacher facilitates PLC commitments with other participants in a collegial fashion</li> <li>6. There is documented evidence that Teachers of Record (TOR) and classroom teachers exceed the required obligations of timely IEP and/or ILP reviews. Reviews result in the teacher taking immediate and ongoing action providing individualized support for identified students</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. PLC minutes reflect consistent input/participation</li> <li>2. Completes PLC documentation in an accurate and timely fashion</li> <li>3. Instructional plans and artifacts support the mission and vision of the school</li> <li>4. There is documentation of collaboration with colleagues</li> <li>5. Documented evidence that PLC commitments are consistently met</li> <li>6. There is documented evidence that Teachers of Record (TOR) and classroom teachers meet the required obligations of timely IEP and/or ILP reviews</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. PLC minutes reflect some/inconsistent teacher input/participation</li> <li>2. PLC notes are occasionally late and inaccurate</li> <li>3. Instructional plans and artifacts do not support the mission and vision of the school</li> <li>4. There is limited documentation of collaboration with colleagues</li> <li>5. Some documented evidence that PLC commitments are sometimes met</li> <li>6. There is limited documented evidence that Teachers of Record (TOR) and classroom teachers meet the required obligations of timely IEP and/or ILP reviews</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. PLC minutes do not reflect teacher input/participation</li> <li>2. PLC notes are consistently late, inaccurate or missing</li> <li>3. Instructional plans and artifacts detract from mission and vision of the school</li> <li>4. There is no documentation of collaboration with colleagues</li> <li>5. No documented evidence that PLC commitments are met</li> <li>6. Documented evidence that Teachers of Record (TOR) and classroom teachers meet the required obligations of timely IEP and/or ILP reviews is not available, incomplete, or of poor quality</li> </ol>

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>The teacher contributes to school effectiveness by collaborating with and leading other professionals in a positive and productive manner taking responsibility for the success of teacher teams.</i>	<i>The teacher contributes to school effectiveness by collaborating with other professionals in a positive and productive manner.</i>	<i>Some evidence that the teacher contributes to school effectiveness by collaborating with other professionals.</i>	<i>Little or no evidence that the teacher contributes to school effectiveness by collaborating with other professionals.</i>
<b>Examples of Observable Evidence:</b>  What the evaluator sees the students and teacher say and do	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Relationships with colleagues facilitates collegial relationships that are mutually supportive in fulfillment of school and district duties</li> <li>2. Consistently facilitates collaborative discussions</li> <li>3. Supports others to achieve the vision and mission of the school</li> <li>4. Facilitates the sharing of data to improve student learning</li> <li>5. Teacher is consistently prepared and brings materials that facilitate meeting processes (e.g. student work)</li> <li>6. Teachers implement support plans (i.e., IEPs, ILPs) for all identified students as written and participate in routine data reviews</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Relationships with colleagues is consistently collegial in fulfillment of school and district duties</li> <li>2. Consistently engages in collaborative discussions</li> <li>3. Works to achieve the mission and vision of the school</li> <li>4. Consistently shares data to improve student learning.</li> <li>5. Teacher comes consistently prepared to meetings</li> <li>6. Teachers implement support plans (i.e., IEPs, ILPs) for all identified students as written and participate in data reviews</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Relationships with colleagues is sometimes cordial, and often creates conflict in completion of school or district duties</li> <li>2. Infrequently engages in collaborative discussions</li> <li>3. Does not work to achieve the mission and vision of the school</li> <li>4. Sometimes shares data with colleagues to improve student learning</li> <li>5. Teacher is sometimes/inconsistently prepared for meeting</li> <li>6. Teachers implement support plans (i.e., IEPs, ILPs) for some identified students as written and participate in data reviews</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Relationships with colleagues are negative or self serving and consistently create conflict</li> <li>2. Does not participate in collaborative discussions</li> <li>3. Actively works against mission and vision of school</li> <li>4. Does not share data with colleagues to improve student learning</li> <li>5. Teacher does not come prepared to meeting</li> <li>6. Teachers implement minimal support plans (i.e., IEPs, ILPs) for identified students as written and seldom participate in data reviews</li> </ol>

## Domain 3.2

### Professional Practice:

Reflects on practice, data and student work to improve future instruction

### Descriptors:

- Researches and examines ways to improve instructional effectiveness.
- Analyzes trends and patterns in student achievement/growth data to improve instruction.
- Self-assesses to identify area of pedagogical strengths and weaknesses.
- Evaluates effectiveness of lessons and units.
- Engages in discussions about instructional improvement.
- Knows what data to collect and the reasons it is relevant.
- Reflects on their practice to improve student learning
- Evaluates effectiveness of specific strategies and behaviors across different groups of students.



	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>The teacher engages in reflective thinking to improve instruction during lessons as well as future instruction.</i>	<i>Clear evidence that the teacher engages in reflective thinking to improve future instruction.</i>	<i>Some evidence that the teacher engages in reflective thinking to improve future instruction.</i>	<i>Little or no evidence that the teacher engages in reflective thinking to improve future instruction.</i>
<b>Examples of Documented Evidence:</b>  Artifacts produced by students and teachers  *Artifacts align with observable evidence: Atlas, PLC minutes, journals, notes on lesson plans	<b>Documented Evidence</b>  1. Lesson plans consistently contain evidence that student achievement/growth data drives instruction 2. Lesson plans consistently contain methods to improve instruction that facilitate differentiation 3. Consistently collects and uses multiple data sources to inform instruction 4. Lesson plans consistently reflect differentiated instruction to address the academic readiness of students	<b>Documented Evidence</b>  1. Lesson plans contain evidence that student achievement/growth data drives instruction 2. Lesson plans consistently contain methods to improve instruction 3. Consistently collects and uses data to inform instruction. 4. Lesson plans consistently reflect the academic readiness of students	<b>Documented Evidence</b>  1. Lesson plans contain little evidence that student achievement/growth data drives instruction 2. Lesson plans contain few methods to improve instruction 3. Inconsistently collects and uses data to inform instruction 4. Lesson plans inconsistently reflect the academic readiness of students	<b>Documented Evidence</b>  1. Lesson plans contain no evidence that student achievement/growth data drives instruction 2. Lesson plans do not contain methods to improve instruction 3. Does not collect any data to inform instruction 4. Lesson plans do not reflect the academic readiness of students

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>The teacher engages in reflective thinking to improve instruction during lessons as well as future instruction.</i>	<i>Clear evidence that the teacher engages in reflective thinking to improve future instruction.</i>	<i>Some evidence that the teacher engages in reflective thinking to improve future instruction.</i>	<i>Little or no evidence that the teacher engages in reflective thinking to improve future instruction.</i>
<b>Examples of Observable Evidence:</b>  What the evaluator sees the students and teacher say and do	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Consistently checks for understanding and adjusts instruction that facilitates student engagement</li> <li>2. Facilitates discussions about lessons and data</li> <li>3. Instructional decisions are consistently supported by data and illustrate interdisciplinary planning</li> <li>4. Consistently engages in self-reflection and reflection with colleagues for professional growth</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Clear checks for understanding and adjusts instruction</li> <li>2. Clear engagement in discussions about lessons and data</li> <li>3. Instructional decisions are clearly supported by data</li> <li>4. Clearly engages in self-reflection for professional growth</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Some checks for understanding but does not always adjust instruction</li> <li>2. Inconsistently engages in discussions about lessons and data</li> <li>3. Decisions are inconsistently supported with data</li> <li>4. Inconsistent self-reflection for minimal professional growth</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Does not check for understanding</li> <li>2. Does not engage in discussions about lessons or data</li> <li>3. Decisions are not supported by data</li> <li>4. Does not engage in self-reflection for professional growth</li> </ol>

## Domain 3.3

### Professional Practice:

Uses different forms of professional development to improve instruction

### Descriptors:

- Seeks opportunities to read, learn from others, and attend both formal and informal professional development beyond district offerings to increase effectiveness.
- Participates in professional trainings and workshops at the school, district and state level.
- Holds membership in professional organizations.
- Utilizes resources from professional development to enhance instruction and school culture.
- Stays current with education and pedagogical research and seeks opportunities to increase content knowledge and pedagogical skills.
- Incorporates information and strategies from professional development in classroom practice.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>The teacher relentlessly pursues opportunities to stay current with knowledge, theory and practice, incorporates new knowledge in an exemplary manner, and provides leadership to others in the development of best practices.</i>	<i>Clear evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning.</i>	<i>Some evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning.</i>	<i>Little or no evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning.</i>
<b>Documented Evidence: Artifacts produced by students and teachers</b>  Artifacts align with observable evidence: book studies, PD, workshops, seminars, training, conferences, publishing	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Takes advantage of PD opportunities relevant to teaching area and takes leadership action in professional development</li> <li>2. Extensive membership in professional organizations including serving on boards and committees</li> <li>3. Evidence in lesson plans that reflect implementation of resources gained through PD activities and distributes/shares resources gained with colleagues</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Takes advantage of PD opportunities relevant to teaching area</li> <li>2. Consistent membership in professional organizations</li> <li>3. Consistent evidence in lesson plans that reflect implementation of resources gained through PD activities</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Inconsistent evidence of attendance at mandated district/school PD/workshops</li> <li>2. Limited membership in professional organizations</li> <li>3. Some evidence in lesson plans that reflect use of resources gained from PD activities</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. No evidence of attendance at professional development activities</li> <li>2. No membership in professional organizations</li> <li>3. No evidence in lesson plans that reflect use of resources gained from PD activities</li> </ol>

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>The teacher relentlessly pursues opportunities to stay current with knowledge, theory and practice, incorporates new knowledge in an exemplary manner, and provides leadership to others in the development of best practices.</i>	<i>Clear evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning.</i>	<i>Some evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning.</i>	<i>Little or no evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning.</i>
<b>Observable Evidence:</b>  What the evaluator sees the students and teacher say and do	<b>Observable Evidence</b>  1. Teaching reflects current pedagogical best practices to address diverse student needs 2. Professional growth is reflected in instruction and collaborative leadership with colleagues 3. Consistently shares professional knowledge with others and plays a leadership role in mentoring others	<b>Observable Evidence</b>  1. Teaching reflects consistent use of current pedagogical research best practices 2. Professional growth is consistently reflected in instruction 3. Consistently shares professional knowledge with others	<b>Observable Evidence</b>  1. Teaching reflects inconsistent use of current pedagogical research 2. Professional growth is inconsistently reflected in instruction 3. Inconsistently shares professional knowledge with others	<b>Observable Evidence</b>  1. Teaching does not reflect use of current pedagogical research 2. Professional growth is not reflected in instruction 3. Does not share professional knowledge with others

## Domain 3.4

### Professional Practice:

### Communicates effectively to establish and maintain two-way lines of communication with students and parents

#### Descriptors:

- Frequent and culturally appropriate information sent home regarding the instructional program and student progress.
- Uses interpreters, technology, school/district/community liaisons, and other vital resources to create two-way communication between the teacher and families.
- Frequent opportunities for families to engage in the learning process.
- Consistent feedback is provided to students that are descriptive, constructive, frequent and immediate to help students know what they need to do to improve.
- Celebrates and regularly communicates success with students and parents.
- Uses multiple means of communication.
- Updates relevant communication in a timely manner.
- Communicates accurate information.
- Communicates to parents and students in a professional manner.
- Responds to communications in a timely manner.
- Fosters partnerships with families/school/community to enhance student success.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>The teacher accurately describes, analyzes and evaluates student work, provides routine and ongoing meaningful feedback to students and their families in a variety of ways and provides resources to improve student performance.</i>	<i>The teacher accurately describes, analyzes and evaluates student work, provides ongoing meaningful feedback to students and their families.</i>	<i>Some evidence that the teacher accurately describes, analyzes and evaluates student work provides feedback to students and provides minimal feedback to their families.</i>	<i>Little or no evidence that the teacher accurately describes, analyzes and evaluates student work providing feedback to students and their families.</i>
<b>Examples of Documented Evidence:</b>  Artifacts produced by students and teachers	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Artifacts exist to show multiple methods and two-way communication (Skyward, Canvas, ParentSquare, classroom newsletter, interpreters, comm. liaisons) and used in a reflective manner to improve instruction</li> <li>2. Communications are clear, accurate and professional (emails, student conference information) and elicit useful feedback to create a collaborative relationship</li> <li>3. Communications are conducted in a timely manner and enable parents to actively participate in the student's learning</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Artifacts exist to show multiple and two-way methods of communication (Skyward, Canvas, ParentSquare, classroom newsletter, interpreters, comm. liaisons) that are consistently used to create an awareness of teaching and learning activities</li> <li>2. Communications are clear, accurate and professional (emails, student conference information)</li> <li>3. Communications are conducted in a timely manner and enable parents to plan</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Multiple methods of communication are not consistently used</li> <li>2. Communications are unclear, confusing and often create misunderstanding</li> <li>3. Communications are occasionally late</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>1. Does not use multiple methods of communication</li> <li>2. Communications are unclear and confusing</li> <li>3. Communications are not timely</li> </ol>

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>The teacher accurately describes, analyzes and evaluates student work, provides routine and ongoing meaningful feedback to students and their families in a variety of ways and provides resources to improve student performance.</i>	<i>The teacher accurately describes, analyzes and evaluates student work, provides ongoing meaningful feedback to students and their families.</i>	<i>Some evidence that the teacher accurately describes, analyzes and evaluates student work provides feedback to students and provides minimal feedback to their families.</i>	<i>Little or no evidence that the teacher accurately describes, analyzes and evaluates student work providing feedback to students and their families.</i>
<b>Examples of Observable Evidence:</b>  What the evaluator sees the students and teacher say and do	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Consistently communicates with parents professionally and allows parents to participate in a supportive manner with the student's learning</li> <li>2. Consistently fosters relationships with families and does so in a culturally responsive way</li> <li>3. Consistently addresses parent concerns in a preventative fashion</li> <li>4. Feedback to students is consistently descriptive, constructive, frequent and immediate and addresses future behavior and learning expectations</li> <li>5. Consistently celebrates and communicates success with students, and parents</li> <li>6. Students are expected to provide student-initiated feedback to inform classroom instruction.</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Communication with parents are clear and professional and facilitate an awareness with parents of the student's learning</li> <li>2. Consistently fosters relationships with families</li> <li>3. Consistently addresses parent concerns</li> <li>4. Feedback to students is consistently descriptive, constructive, frequent and immediate and addresses current student behavior and performance</li> <li>5. Celebrates and communicates success with students and parents</li> <li>6. Solicits student feedback for instructional improvement</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Communications with parents are not consistently clear and sometimes counter-productive</li> <li>2. Inconsistently makes attempts to foster relationships with families</li> <li>3. Inconsistently responds to parental concerns</li> <li>4. Feedback to students is limited and may not be descriptive, constructive, frequent or immediate</li> <li>5. Some celebrations and communication of success with parents and students</li> <li>6. Some use student feedback to inform instruction</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Communications with parents are non-existent or are confusing, negative and counter-productive</li> <li>2. Does not foster partnerships with families</li> <li>3. Does not respond to parental concerns and blames parents and students</li> <li>4. Feedback to students is not descriptive, constructive, frequent and/or immediate</li> <li>5. Does not celebrate and communicate success with students and parents</li> <li>6. Does not use student feedback to inform instruction</li> </ol>



## **APPENDIX**

**Counselors Effectiveness Rubric**

**Instructional Coaches**

**Social Workers Rubric**

# MSD Washington Township Counselor Effectiveness Rubric (v.2016)

Printed July 25, 2023

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## Domain 1: Planning and Preparation (25.00%)

### 1.1 Utilize Assessment Data to Plan and Analyze Progress

#### Highly Effective

*At Level 4, a counselor fulfills the criteria for Level 3 and additionally:*

Incorporates differentiated strategies in planning to reach students at their level of understanding

#### Effective

Counselor uses student achievement, achievement-related, survey and other student data to formulate plans.

- Annual program goals and student academic, career and personal/social goals

#### Improvement Necessary

Counselor rarely uses student achievement or achievement-related data and/or survey results to formulate:

- Annual program goals and student academic, career and personal/social goals

#### Ineffective

Counselor does not use student achievement data or survey results when planning

### 1.2 Set Ambitious and Measurable Program and Student Goals and Evaluate Their Effectiveness

#### Highly Effective

*At Level 4, a counselor fulfills the criteria for Level 3 and additionally:*

Shares plan with administrator(s) and school staff

Involves students in development of career, personal and social goals

#### Effective

Counselor sets ambitious and measurable annual program goals and student academic, career and personal/social goals

#### Improvement Necessary

Counselor rarely sets ambitious and measurable annual program goals and student academic, career and personal/social goals

#### Ineffective

Counselor does not set ambitious and measurable annual program goals and student academic, career and personal/social goals

### 1.3 Demonstrate Knowledge of Local, State and Federal Regulations and Resources as They Relate to Student Needs

#### Highly Effective

*At Level 4, a counselor fulfills the criteria for Level 3 and additionally:*

Counselor's knowledge of regulations and resources as they relate to student needs is extensive. Counselor develops programs to share this information with students and parents in large groups

#### Effective

Counselor demonstrates awareness of regulations and resources as they relate to student needs and individually shares this knowledge with students and parents

#### Improvement Necessary

Counselor demonstrates awareness of regulations and resources as they relate to student needs and individually shares this information with students

#### Ineffective

Counselor demonstrates little or no knowledge of regulations and resources as they relate to student needs

## Domain 2: Guidance and Counseling (50.00%)

### 2.1 Guidance activities, lessons and materials are appropriate for students, designed to make content and concepts relevant, engage all students in appropriate decision making, and are logically sequenced

### Highly Effective

*At Level 4, a counselor fulfills the criteria for Level 3 and additionally:*

Incorporates differentiated strategies in planning to reach each student at his/her level of understanding

### Effective

Counselor uses student achievement, achievement-related, survey and other student data to formulate plans.

- Annual program goals and student academic, career and personal/social goals

### Improvement Necessary

Counselor rarely uses student achievement or achievement-related data and/or survey results to formulate:

- Annual program goals and student academic, career and personal/social goals

### Ineffective

Counselor does not use student achievement data or survey results when planning

## 2.2 Provide counseling, guidance, consultation, crisis intervention, or referral after needs are assessed

### Highly Effective

*At Level 4, a counselor fulfills the 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

### Effective

Counselor is effective at providing counseling, guidance, consultation, crisis intervention or referral as needed.

- Diverse needs of students are addressed through appropriate counseling, guidance, consultation, crisis intervention or referral
- Counselor is proficient at delivering or referring student to receive appropriate service

### Improvement Necessary

Counselor is only somewhat effective at providing counseling, guidance, consultation, crisis intervention or referral as needed.

- Some needs of students are addressed through counseling, guidance, consultation, crisis intervention or referral
- Appropriateness of service is questionable
- Counselor is somewhat proficient at delivering or referring student to receive appropriate service

### Ineffective

Counselor is ineffective at providing counseling, guidance, consultation, crisis intervention or referral as needed.

- Needs of students are not adequately addressed through counseling, guidance, consultation, crisis intervention or referral
- Appropriateness of service is questionable
- Counselor is not proficient at delivering or referring student to receive appropriate service

## 2.3 Connect student learning to future plans

### Highly Effective

*At Level 4, a counselor fulfills the criteria for Level 3 and additionally:*

Utilizes resources outside of the school setting frequently

### Effective

Counselor helps students see connection between achievement, career, and future success

- Counselor helps students learn about interests, abilities and aptitude
- Counselor provides age-appropriate career awareness, information, preparation or planning assistance to students aligned with local, state and national standards
- Students practice decision-making skills to course selection and/or career planning

### Improvement Necessary

Counselor infrequently helps students see connection between achievement, career, and future success

- Only some students learn about interests, abilities and aptitude
- Counselor provides minimal career awareness, information, preparation or planning assistance to students
- Students do not practice decision-making skills to course selection and/or career planning

### Ineffective

Counselor does not help students see connection between achievement, career, and future success

- Students do not learn about interests, abilities and aptitude
- Counselor does not provide career awareness, information, preparation or planning assistance to students
- Students do not practice decision-making skills to course selection and/or career planning

## 2.4 Supports students in assessment interpretation and goal-setting

### Highly Effective

*At Level 4, a counselor fulfills the criteria for Level 3 and additionally:*

Demonstrates well-planned and systematic assessment interpretation at the appropriate developmental level

### Effective

Counselor assists students in interpreting and understanding assessment results

- Helps students set challenging academic goals and/or make course plans based on results
- Students apply knowledge of interests and aptitudes to goal-setting

### Improvement Necessary

Counselor only occasionally assists students in interpreting and understanding assessment results

- Counselor helps students make course plans
- Students infrequently apply knowledge of interests and aptitudes to goal-setting

### Ineffective

Counselor does not assist students in interpreting and understanding assessment results

- Students make course plans without counselor assistance
- Students are not encouraged to apply knowledge of interests and aptitudes to goal-setting

## 2.5 Manage routines and procedures to maintain a positive counseling environment

### Highly Effective

*At Level 4, a counselor fulfills the criteria for Level 3 and additionally:*

Utilizes student and parental assistance in maintenance

### Effective

Counselor's routines and procedures to maintain the counseling environment are effective

### Improvement Necessary

Counselor's routines and procedures to maintain the counseling environment are adequate

### Ineffective

Counselor's routines and procedures to maintain the counseling environment are non-existent or in disarray

## 2.6 Demonstrate knowledge of counseling theory and techniques and demonstrate knowledge of child and adolescent development

### Highly Effective

*At Level 4, a counselor fulfills the criteria for Level 3 and additionally:*

Always utilizes techniques when meeting with students

Helps students make independent and informed academic and personal social choices

### Effective

Counselor demonstrates understanding of counseling theory and techniques.

- Counselor frequently utilizes techniques when meetings with individual students or groups and helps students make good academic and social choices

### Improvement Necessary

Counselor demonstrates basic understanding of counseling theory and techniques.

- Counselor occasionally utilizes techniques when meeting with individual students or groups

### Ineffective

Counselor demonstrates little understanding of counseling theory and techniques.

- Counselor does not utilize techniques when meeting with students individually or in groups

## 2.7 Assist students in the formulation of academic, personal/social, and career plans based on knowledge of student needs

### Highly Effective

*At Level 4, a counselor fulfills the criteria for Level 3 and additionally:*

Engages students, parents and teachers to assist students in the formulation of individual academic,

### Effective

Counselor is effective in assisting students in the formulation of academic, personal/social, and career plans

### Improvement Necessary

Counselor attempts to assist students in the formulation of academic, personal/social, and career plans and is partially successful

### Ineffective

Counselor does not assist students in the formulation of academic, personal/social, and career plans based on knowledge of student needs

personal/social, and career plans

### Domain 3: Leadership and Professional Responsibilities (25.00%)

#### 3.1 Collaborate with Peers and Administrators

##### Highly Effective

*At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:*

Go above and beyond in seeking out opportunities to collaborate

Coach peers through difficult situations

Take on leadership roles within collaborative groups such as Professional Learning Communities

##### Effective

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

##### Improvement Necessary

Counselor will:

- Participate in occasional opportunities to work with and learn from others
  - Ask for assistance when needed.
- Counselor may not:
- Seek to provide other counselors with assistance when needed
- OR
- Regularly seek out opportunities to work with others

##### Ineffective

Counselor rarely or never participates in opportunities to work with others.

- Counselor works in isolation and is not a team player

#### 3.2 Advocate for Student Success by Engaging Families and by Collaborating with Teachers and Administration

##### Highly Effective

*At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:*

Display commitment to the education of all the students in the school

Make changes and take risks to ensure student success

Strive to form relationships in which parents are given ample opportunity to participate in student learning

Make themselves available to address concerns in a

##### Effective

Counselor will:

- Display commitment to the education of all his/her students
- Attempt to remove or remedy obstacles around student achievement
- Advocate for students' individualized needs
- Proactively reach out to parents in a variety of ways to engage them in student learning
- Respond promptly to contact from parents
- Engage in all forms of parent outreach required by the school

##### Improvement Necessary

Counselor will:

- Display commitment to the education of all his/her students
  - Respond to contact from parents
  - Engage in all forms of parent outreach required by the school
- Counselor may not:
- Advocate for students' needs
  - Proactively reach out to parents to engage them in student learning

##### Ineffective

Counselor rarely or never displays commitment to the education of his/her students.

- Counselor accepts failure as par for the course and does not advocate for students' needs.
- Counselor rarely or never reaches out to parents and/or frequently does not respond to contacts from parents

timely and positive manner, when necessary

### 3.3 Maintain and Submit Records in a Timely Fashion

#### Highly Effective

*At Level 4, a counselor fulfills the criteria for Level 3 and additionally:*

Counselor's approach to record-keeping is highly systematic and efficient, and serves as a model for colleagues across the other schools

#### Effective

Counselor's reports, records and documentation are accurate and are submitted in a timely manner

#### Improvement Necessary

Counselor's reports, records and documentation are generally accurate, but are occasionally late

#### Ineffective

Counselor's reports, records and documentation are missing, late, or inaccurate, resulting in confusion

### 3.4 Maintain Confidentiality and Display Professionalism, Including Integrity and Advocacy

#### Highly Effective

*At Level 4, a counselor fulfills the criteria for Level 3 and additionally:*

Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality

Advocate for students while taking a leadership role with colleagues

#### Effective

Counselor does not violate confidentiality and displays high standards of honesty and integrity with the school community.

- Counselor advocates for students when needed

#### Improvement Necessary

Counselor does not violate confidentiality and is honest in interactions with the school community

#### Ineffective

Counselor violates principals of confidentiality and displays dishonesty in interactions with the school community

### 3.5 Engage in Professional Development

#### Highly Effective

*At Level 4, a counselor fulfills the criteria for Level 3 and additionally:*

Actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues

#### Effective

Counselor seeks out opportunities for professional development based on an individual assessment of need

#### Improvement Necessary

Counselor participation in professional development activities is limited to those that are convenient or are required

#### Ineffective

Counselor does not participate in professional development activities, even when such activities are clearly needed for the development of counseling skills

### 3.6 Coordinate/Administer District and Statewide Testing

#### Highly Effective

*At Level 4, a counselor fulfills the criteria for Level 3 and additionally:*

#### Effective

Counselor will:

- Follow most laws and procedures as dictated by district coordinator
- Communicate with most stakeholders

#### Improvement Necessary

- Counselor follows some laws and procedures
- Communicates with some stakeholders

#### Ineffective

- Counselor does not follow procedures
- Counselor does not communicate

Follows all laws and procedures as dictated by district coordinator

Communicates with all stakeholders

### 3.7 Demonstrate Flexibility and Responsiveness

#### Highly Effective

*At Level 4, a counselor fulfills the criteria for Level 3 and additionally:*

Continually seeks ways to improve the counseling program, and makes changes in response to suggestions of all school stakeholders

#### Effective

Counselor makes revisions in counseling program when it is needed

#### Improvement Necessary

Counselor makes modest changes in the counseling program when confronted with evidence of the need for change

#### Ineffective

Counselor adheres to his or her plan, in spite of evidence of its inadequacy

### 3.8 Contribute to the School Culture

#### Highly Effective

*At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:*

Seek out and serve in leadership roles

Go above and beyond in dedicating time for students and peers

#### Effective

Counselor will:

- Contribute ideas and expertise to further the schools' mission and initiatives
- Dedicate time efficiently, when needed, to helping students and peers

#### Improvement Necessary

Counselor will:

- Occasionally contribute ideas and expertise to further the school's mission and initiatives

Counselor may not:

- Frequently dedicate time to help students and peers efficiently within the school

#### Ineffective

Counselor rarely or never contributes ideas aimed at improving school efforts.

- Counselor dedicates little or no time outside of class towards helping students and peers

## Domain 1: Planing and Preparation (30%)

### 1.1 Demonstrating knowledge of coaching, content, and pedagogy

Highly Effective	Effective	Improvement Necessary	Ineffective
Instructional coach demonstrates extensive knowledge of coaching skills and strategies, relationship dynamics, and tools to plan opportunities for the teacher to increase student engagement and achievement in learning that connects to the larger school goals.	Instructional coach uses knowledge of coaching skills and strategies, relationship dynamics, and tools that would further the teacher's progress to prepare for interactions.	Instructional coach demonstrates some knowledge of coaching skills and strategies, dynamics, and tools. Instructional coach uses them inconsistently when preparing for interactions.	Instructional coach does not demonstrate knowledge of coaching skills and strategies and/or does not use that knowledge in planning for interactions.
Instructional Coach demonstrates strong content knowledge and/or pedagogical understanding in his or her planning.	Coach demonstrates content knowledge and/or pedagogical understanding in his/her planning.	Coach uses inaccurate or incomplete content knowledge and/or content-related pedagogy in his/her planning.	Coach does not have or does not use knowledge of content and/or content-related pedagogy in his/her planning.
Instructional Coach incorporates adult learning theory in designing learning opportunities to reach every teacher at his/her level of understanding.	Instructional Coach usually incorporates adult learning theory in designing learning opportunities to reach most teachers at his/her level of understanding.	Instructional Coach rarely incorporates adult learning theory in designing learning opportunities to reach teachers at his/her level of understanding.	Instructional Coach never incorporates adult learning theory in designing learning opportunities.
Instructional Coach prepares and makes available agenda, materials, and resources for trainings, meetings, and learning opportunities.	Instructional Coach prepares materials/resources needed for training/meeting/learning opportunities are prepared and available.	Instructional Coach inconsistently prepares materials/resources needed for training/meeting/learning opportunities are prepared and available.	Instructional Coach does not prepare materials/resources needed for training/meeting/learning opportunities.

### 1.2 Demonstrating knowledge of the teacher

Highly Effective	Effective	Improvement Necessary	Ineffective
Instructional Coach allocates appropriate time for each coaching cycle which is flexible, follows district or building initiatives, and maximizes teacher learning and reflection.	Instructional Coach usually allocates appropriate time for each coaching cycle which is flexible, follows district or building initiatives, and maximizes teacher learning and reflection.	Instructional Coach rarely allocates appropriate time for each coaching cycle.	Instructional Coach never allocates appropriate time for each coaching cycle.



Instructional Coach allocates appropriate time for each professional development which is flexible, follows district or building initiatives, and maximizes teacher learning.	Instructional Coach usually allocates appropriate time for each professional development which is flexible, follows district or building initiatives, and maximizes teacher learning.	Instructional Coach rarely allocates appropriate time for each professional development.	Instructional Coach never allocates appropriate time for each professional development.
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### 1.3 Demonstrating knowledge of a school's goals and levels of teacher skill in delivering that program

Highly Effective	Effective	Improvement Necessary	Ineffective
Instructional coach is deeply familiar with a school's goals and works to shape its future direction.	Demonstrates basic knowledge of a school's goals and teacher skill level in delivering that pedagogy and makes contributions when asked	Demonstrates little knowledge of a school's program and of teacher skill in delivering that pedagogy	Demonstrates no knowledge of or makes assumptions of a school's goals or of teacher skill in delivering that pedagogy
Instructional coach matches professional development opportunities to staff's professional development needs based on information from building evaluators, personal observation, school data, the school improvement plan, or district initiatives.	Instructional Coach matches professional development opportunities to staff's professional development needs	Instructional Coach inconsistently matches professional development opportunities to staff's professional development needs.	Instructional Coach provides professional development opportunities with no correlation or plan.

### 1.4 Demonstrating knowledge of resources, both within and beyond the school district

Highly Effective	Effective	Improvement Necessary	Ineffective
Instructional coach actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program, as well as actively pursues professional development opportunities that make a substantial contribution to the profession.	Is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills	Demonstrates basic knowledge of resources available in the school and district for teachers to advance their skill	Demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills

## 1.5 Establishing a coherent goal-based support plan to improve teacher practice

Highly Effective	Effective	Improvement Necessary	Ineffective
Instructional coach and teacher use evidence-based data to collaboratively establish a plan with specific goals focused on teacher's needs.	Instructional coach uses strategies and data to establish a goal-based coherent plan based on the teacher's needs.	Instructional coach uses prescribed strategies and data to establish a goal-based coherent plan for providing service to the teacher.	Instructional coach does not establish a goal-based support plan for providing service to the teacher.

## 1.6 Reflecting on practice

Highly Effective	Effective	Improvement Necessary	Ineffective
Instructional coach uses evidence and seeks feedback from stakeholders to shape the coach's future practice. Instructional coach develops a plan for improving practice.	Instructional coach's reflection is accurate and based on evidence with specific suggestions on how to improve his/her practice.	Instructional coach reflects with some accuracy, but reflection is not evidence-based. Suggestions for improvement are rudimentary.	Instructional coach does not reflect and/or know if his/her practice is effective or misjudges the impact of his/her practice on the teacher's progress. Instructional coach has no suggestions on how to improve.
Instructional Coach requests constructive feedback to help reflect on educational practices.	Instructional Coach welcomes constructive feedback to improve practices when offered.	Instructional Coach does not consistently change educational practices based on constructive feedback.	Instructional Coach shows little or no interest in implementing new ideas or strategies to improve teaching and learning.

## Domain 2: The Environment and Delivery of Service (40%)

### 2.1 Creating an environment of trust and respect

Highly Effective	Effective	Improvement Necessary	Ineffective
The coach uses Partnership Principals to build trusting relationships with many teachers where dialogue is encouraged over giving advice or directives.	The coach uses Partnership Principals to build trusting relationships with some teachers where dialogue is encouraged over giving advice or directives.	The coach builds cordial relationships with teachers.	The coach does not use Partnership Principals to build trusting relationships with teachers.

### 2.2 Creating a culture on ongoing instructional improvement

Highly Effective	Effective	Improvement Necessary	Ineffective
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Instructional Coach has established a culture of professional inquiry in which teachers initiate instructional improvement to be undertaken with the support of the coach	Promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills	Teachers do not resist the offerings of support from the instructional specialist	Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency
A variety of methods to access instructional support are clear to all teachers and have been developed following feedback from administrators and teachers	Has communicated clear methods for teachers to use in gaining access to support	Some methods (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not	When teachers want to access assistance from the instructional coach, they are not sure how to go about it

### 2.3 Engaging teachers in the coaching process

Highly Effective	Effective	Improvement Necessary	Ineffective
Teacher initiates and suggests methods (i.e. observations, modeling, questioning and co-teaching), resources and data throughout the process to reflect on his/her growth and is actively engaged throughout the interaction.	Instructional coach uses a variety of methods (i.e. observations, modeling, questioning, and co-teaching), resources, and data that are thought-provoking and appropriate to the teacher's needs, and enhances the teacher's understanding of the instructional process. Teacher is engaged in the interaction.	Instructional coach's use of methods (i.e. observations, modeling, questioning, and co-teaching), resources, and data are partially suitable, resulting in limited engagement by the teacher.	Instructional coach's use of methods (i.e. observations, modeling, questioning, and co-teaching), resources, and data are not appropriate. Teacher is not engaged in the interaction.
The instructional coach partnership empowers the teacher in establishing a purpose for interaction and facilitates the teachers' own goal-setting. The instructional coach adapts his/her approach based on teacher needs. The instructional coach engages teachers in a cycle of improvement.	The instructional coach partners with teachers in proposing a purpose for interaction, identifying current reality, and setting measurable and achievable goals. The instructional coach may rely on one approach.	The instructional coach struggles to identify current reality with the teacher and/or may not have a clear purpose for interaction with the teacher. The instructional coach dictates goals rather than collaborates with the teacher. The instructional coach's approach may be an obstacle to creating a partnership.	The instructional coach does not attempt to partner with the teacher. The instructional coach offers no purpose for interaction or support. The instructional coach does not assist the teacher in setting goals.

### 2.4 Coordinating work with other colleagues (coaches, department chairs, etc) to support teacher

**Highly Effective**

Instructional coach actively seeks out opportunities to collaborate and coordinate work with colleagues within the district and/or school to support teacher and school initiatives.

**Effective**

Instructional coach has met with and coordinates services with colleagues within the district, areas, and/or school to support the teacher.

**Improvement Necessary**

Instructional coach is aware of and attempts to contact colleagues within the district, area, or school to support the teacher.

**Ineffective**

Instructional coach makes no effort to seek out or become aware of other colleagues within the district, area, or school to support the teacher.

**2.5 Sharing Expertise with Staff**

Highly Effective	Effective	Improvement Necessary	Ineffective
The quality of the instructional coach lessons and workshops are uniformly high and appropriate to the needs of the teachers being served. Best practices are modeled by Instructional Coach during presentations.	The quality of the instructional coaches' lessons and workshops is high and appropriate to the needs of the teachers being served. Instructional Coach occasionally models best practices during presentations. Instructional Coach conducts little follow-up work with teachers.	Quality of the instructional coaches' lessons and workshops are mixed, with some of them being appropriate to the needs of the teachers being served. Best practices? are considered but not modeled.	Lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served

**2.6 Growing and developing professionally**

Highly Effective	Effective	Improvement Necessary	Ineffective
Instructional coach seeks out feedback from their supervisor, colleagues, and/or teachers. Instructional coach actively pursues professional development opportunities and shares the learning with colleagues and teachers.	Instructional coach welcomes feedback and engages supervisor and/or colleagues in a discussion about it. Instructional coach seeks out opportunities for professional development based on an individual assessment of need.	Instructional coach reluctantly accepts feedback on practice from supervisors and/or colleagues or has a limited understanding of the feedback. Participation in professional development activities are limited to those that are convenient or are required.	Instructional coach resists feedback on practice from supervisors and/or colleagues. Instructional coach does not attend or attends and does not participate in professional development.

**Domain 3: Leadership (20%)****3.1 Collaborate with peers**

Highly Effective	Effective	Improvement Necessary	Ineffective
Instructional coach offers or provides assistance to others.	Instructional coach asks for assistance and provides assistance to others when asked.	Instructional coach is aware of and attempts to contact colleagues within the district, area, or school to support the teacher.	Instructional coach does not seek or offer assistance.

Instructional Coach initiates or engages in the sharing of educational strategies, content knowledge, or lesson plans with colleagues.	Instructional Coach actively listens and collaborates with others in a professional manner.	Instructional Coach occasionally struggles working with others in a professional manner.	Instructional Coach negatively impacts the collaboration of others or works in isolation and is not a team player.
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### 3.2 Seek and implement professional skills and knowledge

Highly Effective	Effective	Improvement Necessary	Ineffective
Instructional Coach pursues, implements, and/or shares knowledge and practices with other grade/team, building, and/or districts.	Instructional Coach actively pursues opportunities to improve knowledge and practices within his/her classroom.	Instructional Coach only attends mandatory professional development opportunities.	Instructional Coach rarely or never attends professional development opportunities.
Instructional Coach independently seeks opportunities to learn about and research district practices and resources.	Instructional Coach collaboratively seeks opportunities to learn about and research district practices and resources.	Instructional Coach needs help to learn about and research district practices and resources.	Instructional Coach never learns about or researches district practices and resources.

### 3.3 Advocate for teacher success

Highly Effective	Effective	Improvement Necessary	Ineffective
Instructional Coach displays a commitment to the growth of teachers in a grade level, department, and/or building.	Instructional Coach displays commitment to the education of all his/her teachers in his/her building.	Instructional Coach displays a commitment to the education of some of his/her students.	Instructional Coach rarely or never displays any commitment to the education of his/her teachers.
Instructional Coach models a continued willingness to make changes to ensure teacher success.	Instructional Coach attempts to remedy obstacles around teacher achievement.	Instructional Coach rarely attempts to remedy obstacles around student achievement.	Instructional Coach never attempts to remedy obstacles around teacher achievement.
Instructional Coach frequently advocates for teachers' needs.	Instructional Coach advocates for teachers' needs.	Instructional Coach occasionally advocates for teachers' needs.	Instructional Coach accepts failure as par for the course and does not advocate for teachers' needs.

## Domain 4: Professional Responsibilities (10%)

### 4.1 Attendance

Meets Standard	Does Not Meet Standard
Individual meets or exceeds established corporation attendance requirements/guidelines	Individual fails to meet established corporation attendance requirements/guidelines

### 4.2 On-time arrival

Meets Standard	Does Not Meet Standard
Individual meets or exceeds established corporation Arrival and Departure time requirements/guidelines.	Individual fails to meet established corporation Arrival and Departure time requirements/guidelines.

#### 4.3 Policies, procedures, and expectations

Meets Standard	Does Not Meet Standard
Individual demonstrates compliance of state, corporation, and school policies and procedures (e.g. timely records, supervision assignments, appropriate attire, etc.).	Individual fails to demonstrate compliance of state, corporation, and school policies and procedures (e.g. timely records, supervision assignments, appropriate attire, etc.).

#### 4.4 Professional Behavior

Meets Standard	Does Not Meet Standard
Individual interacts with students, colleagues, administrators, guests, parents/guardians, and community members in a professional manner.	Individual fails to interact with students, colleagues, administrators, guests, parents/guardians, and community members in a professional manner.

#### 4.5 District/Building Goals

Meets Standard	Does Not Meet Standard
Individual implements District/Building/Grade-level/Department goals and or initiatives	Individual fails to or refuses to implement District/Building/Grade-level/Department goals and or initiatives

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### Domain 1: Purposeful Planning (25.00%)

#### 1.1 Utilize Student, School and Community Data to Plan

##### Unsatisfactory

Definitely below acceptable standards; performance of job requirements is consistently deficient.

##### Satisfactory

Meets acceptable standards; performance of job requirements is consistent.

##### Good

Above acceptable standards; performance usually exceeds job requirements.

##### Excellent

Outstanding; unquestionably above acceptable standards; performance consistently exceeds job requirements.

#### 1.3 Utilize Assessments and Interventions

##### Unsatisfactory

Definitely below acceptable standards; performance of job requirements is consistently deficient.

##### Satisfactory

Meets acceptable standards; performance of job requirements is consistent.

##### Good

Above acceptable standards; performance usually exceeds job requirements.

##### Excellent

Outstanding; unquestionably above acceptable standards; performance consistently exceeds job requirements.

#### 1.4 Progress Tracking and Recording for Purposes of Intervention Analysis

##### Unsatisfactory

Definitely below acceptable standards; performance of job requirements is consistently deficient.

##### Satisfactory

Meets acceptable standards; performance of job requirements is consistent.

##### Good

Above acceptable standards; performance usually exceeds job requirements.

##### Excellent

Outstanding; unquestionably above acceptable standards; performance consistently exceeds job requirements.

### Domain 2: Effective Social Work Services (25.00%)

#### 2.1 Knowledge of the laws, rules and policies which impact students, families and the school creating protections and /or barriers to successful student outcomes.

##### Unsatisfactory

Definitely below acceptable standards; performance of job requirements is consistently deficient.

##### Satisfactory

Meets acceptable standards; performance of job requirements is consistent.

##### Good

Above acceptable standards; performance usually exceeds job requirements.

##### Excellent

Outstanding; unquestionably above acceptable standards; performance consistently exceeds job requirements.

#### 2.4 Intervention Services

##### Unsatisfactory

Definitely below acceptable standards; performance of job requirements is consistently deficient.

##### Satisfactory

Meets acceptable standards; performance of job requirements is consistent.

##### Good

Above acceptable standards; performance usually exceeds job requirements.

##### Excellent

Outstanding; unquestionably above acceptable standards; performance consistently exceeds job requirements.

#### 2.5 Referral Services

##### Unsatisfactory

Definitely below acceptable standards; performance

##### Satisfactory

Meets acceptable standards; performance of job

##### Good

Above acceptable standards; performance usually

##### Excellent

Outstanding; unquestionably above acceptable

of job requirements is consistently deficient.

requirements is consistent.

exceeds job requirements.

standards; performance consistently exceeds job requirements.

## 2.6 School Social Work Skills

### Unsatisfactory

Definitely below acceptable standards; performance of job requirements is consistently deficient.

### Satisfactory

Meets acceptable standards; performance of job requirements is consistent.

### Good

Above acceptable standards; performance usually exceeds job requirements.

### Excellent

Outstanding; unquestionably above acceptable standards; performance consistently exceeds job requirements.

## 2.7 Understanding and Knowledge of Community Resources

### Unsatisfactory

Definitely below acceptable standards; performance of job requirements is consistently deficient.

### Satisfactory

Meets acceptable standards; performance of job requirements is consistent.

### Good

Above acceptable standards; performance usually exceeds job requirements.

### Excellent

Outstanding; unquestionably above acceptable standards; performance consistently exceeds job requirements.

## Domain 3: School Social Worker Leadership (25.00%)

### 3.1 Contribute to School Culture

#### Unsatisfactory

Definitely below acceptable standards; performance of job requirements is consistently deficient.

#### Satisfactory

Meets acceptable standards; performance of job requirements is consistent.

#### Good

Above acceptable standards; performance usually exceeds job requirements.

#### Excellent

Outstanding; unquestionably above acceptable standards; performance consistently exceeds job requirements.

### 3.2 Collaborate with All School Personnel

#### Unsatisfactory

Definitely below acceptable standards; performance of job requirements is consistently deficient.

#### Satisfactory

Meets acceptable standards; performance of job requirements is consistent.

#### Good

Above acceptable standards; performance usually exceeds job requirements.

#### Excellent

Outstanding; unquestionably above acceptable standards; performance consistently exceeds job requirements.

### 3.3 Seek Professional Skills and Knowledge

#### Unsatisfactory

Definitely below acceptable standards; performance of job requirements is consistently deficient.

#### Satisfactory

Meets acceptable standards; performance of job requirements is consistent.

#### Good

Above acceptable standards; performance usually exceeds job requirements.

#### Excellent

Outstanding; unquestionably above acceptable standards; performance consistently exceeds job requirements.

### 3.4 Advocate for Student Success

#### Unsatisfactory

Definitely below acceptable standards; performance of job requirements is consistently deficient.

#### Satisfactory

Meets acceptable standards; performance of job requirements is consistent.

#### Good

Above acceptable standards; performance usually exceeds job requirements.

#### Excellent

Outstanding; unquestionably above acceptable standards; performance consistently exceeds job requirements.



3.5 Engage Families and the Community in Student Achievement

Unsatisfactory	Satisfactory	Good	Excellent
Definitely below acceptable standards; performance of job requirements is consistently deficient.	Meets acceptable standards; performance of job requirements is consistent.	Above acceptable standards; performance usually exceeds job requirements.	Outstanding; unquestionably above acceptable standards; performance consistently exceeds job requirements.

Domain 4: Core Professionalism (25.00%)

4.1 Attendance

Unsatisfactory	Satisfactory	Good	Excellent
Definitely below acceptable standards; performance of job requirements is consistently deficient.	Meets acceptable standards; performance of job requirements is consistent.	Above acceptable standards; performance usually exceeds job requirements.	Outstanding; unquestionably above acceptable standards; performance consistently exceeds job requirements.

4.2 On-Time Arrival

Unsatisfactory	Satisfactory	Good	Excellent
Definitely below acceptable standards; performance of job requirements is consistently deficient.	Meets acceptable standards; performance of job requirements is consistent.	Above acceptable standards; performance usually exceeds job requirements.	Outstanding; unquestionably above acceptable standards; performance consistently exceeds job requirements.

4.3 Policies and Procedures

Unsatisfactory	Satisfactory	Good	Excellent
Definitely below acceptable standards; performance of job requirements is consistently deficient.	Meets acceptable standards; performance of job requirements is consistent.	Above acceptable standards; performance usually exceeds job requirements.	Outstanding; unquestionably above acceptable standards; performance consistently exceeds job requirements.

4.4 Respect

Unsatisfactory	Satisfactory	Good	Excellent
Definitely below acceptable standards; performance of job requirements is consistently deficient.	Meets acceptable standards; performance of job requirements is consistent.	Above acceptable standards; performance usually exceeds job requirements.	Outstanding; unquestionably above acceptable standards; performance consistently exceeds job requirements.

