Richland-Bean Blossom Community School Corporation

# EDGEWOOD SCHOOLS
Caring. Daring. Preparing.

## 2021-2022

"Collaborating to create a fair and equitable process to improve student learning"

The culture of education is changing. We as a district team choose to respond positively and professionally to create a fair teacher appraisal plan that impacts student learning. These belief statements will guide our process. Success depends on your feedback and our collaboration.

# Richland-Bean Blossom Community School Corporation
## Educator Appraisal Plan

### We believe that

a fair teacher appraisal process can improve teaching and learning;

fairness requires an appraisal that is comprehensible and practical;

fairness recognizes exceptional situations and implements procedures to address them;

a culture of professional development facilitates student growth;

the teacher appraisal process should focus on collaborative decision-making;

authentic assessment of student academic growth and professional growth requires multiple measures;

dialogue among educators promotes confidence and support for all stakeholders.

Richland-Bean Blossom Community School Corporation
2021-2022

# Table of Contents

# DESCRIPTION OF PLAN DEVELOPMENT PROCESS

| Corporation Team Members | Position |
| --- | --- |
| Alison Kingsley | EHS Teacher |
| Amy Norris | EHS World Languages Teacher |
| Chad Musselwhite | EHS Assistant Principal |
| Dirk Ackerman | EHS Principal |
| Jerry Pittsford | EPS Assistant Principal |
| Miranda Cowden | EJHS English Language Arts Teacher |
| Lisa Beeman | EJHS Special Education Teacher |
| Jill Waters | EJHS PE Teacher |
| Beth Cline | EJHS Teacher |
| Jonathan Siegelin | EJHS Principal |
| Becky Pitmman | EIS Title I Teacher |
| Susan DeMoss | EIS Grade 5 Teacher |
| Andy Scholl | EIS Assistant Principal |
| Jennifer Barrett | EIS Principal |
| Danielle Butler | EPS Kindergarten Teacher |
| Nancy Goss | EPS Grade 2 Teacher |
| Amber Mullin | EPS Teacher |
| Jerry Pittsford | EPS Assistant Principal |
| Brenda Whitaker | EPS Principal |
| Jaime Miller | STEAM Coach |
| Jerry Sanders | Superintendent |

**Description of IN-TASS training/process:**

RBBCSC joined the IN-TASS process to design an appraisal system that meets and exceeds the requirement of the Indiana legislation. The process included identifying key decision points to create a system that not only assesses, but supports, effective teaching. Decisions regarding best practices through reflective conversations were used to design a system that met the mission and beliefs held by the community of teachers and administrators of RBBCSC.

**Ongoing Plan Revisions:**

Since the onset of this plan, the Corporation Team has regularly reconvened to address legislative updates, areas of success, and areas for consideration as the plan continued to evolve. Through collaboration, the team worked to refine a plan with a purpose to develop teachers and inform ongoing student learning. The development and execution of this plan has been accomplished through a joint committee of RBBCSC teachers and administrators with a common goal in the development of a plan that meets the requirements set forth in Indiana legislation. This system not only assesses, but supports effective instruction and assessment to inform and support student learning.

**Corporation Teacher Appraisal Committee Communication Plan**

**Background/Situation Analysis:**

The Corporation Team was established to comply with Senate Enrolled Act 1 requiring annual teacher evaluations relying significantly on student learning measures. The current contract expiring at the conclusion of the 2018-2019 school year includes the Teacher Appraisal Plan. The Teacher Appraisal Plan would have been renegotiated with the new contract, however, with the passage of Senate Enrolled Act 1, the plan must create evaluations based significantly on student growth and achievement.  Also, all teachers will be appraised into one of four categories: Highly Effective, Effective, Improvement Necessary and Ineffective through a combination of soft and hard data measures gathered via the Teacher Effectiveness Rubric and student learning data. Compensation and tenure will be tied to the evaluations, with teachers in the two lower categories void of receiving raises, as well as being in risk of losing their positions.

**Key Communication Objectives:**

The Corporation team will gather feedback from staff members during the process in order to produce a plan guided by the Corporation teacher appraisal plans belief statements and mission.

**Content of Communication:**

The elements mandated by the law, the RBBCSC Corporation Teacher Appraisal Belief Statements and Mission Statement, elements of the process that allow for local control.

**Tools/Method of Communication:**

The Corporation Team will use face to face communication during faculty meetings, department meetings, grade level meetings, or other established meetings to gather feedback during the process.  Surveys and/or email may be used to gather opinions of the process or product. Updates of the process will be provided during board meeting reports. RBBCSC website will provide awareness to the process.

**Audience to Receive the Communication:**

Teachers, RBBCSC School Board Trustees, parents, and community.

**Responsible Parties for Communication:**

The Corporation Team will provide communication to their school staff and Corporation-wide later in the process.

**Evaluation and Monitoring:**

Teacher feedback at the building and Corporation levels is gathered as the process continues. Observation data is gathered and reviewed with evaluators and the committee for ongoing calibration of the observation and evaluation process across buildings.

# INTRODUCTION AND PURPOSE OF TEACHER EVALUATION

**IN-TASS Guiding Principles:**

The IN-TASS process helps Corporations create:

1. A system that ensures fair and accurate judgments about the teaching and learning process.
2. A system that enables valid judgments/assessment of student growth.
3. A system that includes multiple measures of student achievement.
4. A system that facilitates a productive professional dialogue among teachers and administrators to ensure continuous improvement.
5. A system that creates confidence and support for all stakeholders.
6. A system that incorporates procedures to address anomalies and inconsistencies in the implementation process.
7. A system that incorporates collegial decision-making.

**General Provisions for Teacher Appraisals**

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

1. Virtual Teachers will be evaluated using the Teacher Performance Expectations Rubric.

2. All teachers will be assigned one administrator to be the primary evaluator.

3. The teacher's performance evaluation may include information provided by any administrator. The source of information shall be disclosed to the teacher.

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

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

6. Modifications to these guidelines will be discussed with teacher representation per IC:20-29-6-7.

7. Only individuals who have received training and support in evaluation skills may evaluate certificated employees (IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)).

8.  (OPTIONAL) Teachers acting as evaluators clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their professional responsibilities (IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)).

9.  All evaluators receive training and support in evaluation skills through the INTASS Level 1 online training modules (general overview of the evaluation process) and through the Teachscape, Inc. Focus for Observers online, self-paced solution for training, assessing, and maintaining observer proficiency when applying the Danielson Framework for Teaching Evaluation instrument to teaching practice. The training program includes scoring practice, proficiency assessments, and calibration benchmarks (IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)).

# TEACHER PERFORMANCE EXPECTATIONS RUBRIC

The teachers will be evaluated according to a Performance Performance Expectation Rubric.
The Corporation A-F Accountability Grade used to determine performance.

| Teacher Effectiveness Performance Expectations | Highly Effective | Effective | Improvement Necessary | Ineffective |
|---|---|---|---|---|
| **Domain 1 Planning & Preparation** | | | | |
| 1.1 Demonstrates knowledge of content and structure of the discipline | 4 | 3 | 2 | 1 |
| 1.2 Demonstrates knowledge of students | 4 | 3 | 2 | 1 |
| 1.3 Established instructional outcomes | 4 | 3 | 2 | 1 |
| 1.4 Plans standards-based units of instruction and assessments | 4 | 3 | 2 | 1 |
| 1.5 Utilizes assessments to plan and analyze progress | 4 | 3 | 2 | 1 |
| | **Average Rating X 20%** | | | |
| **Domain 2 The Classroom Environment** | | | | |
| 2.1 Facilitates classroom culture/climate | 4 | 3 | 2 | 1 |
| 2.2 Establishes expectations for success | 4 | 3 | 2 | 1 |
| 2.3 Manages classroom procedures | 4 | 3 | 2 | 1 |
| 2.4 Manages student behavior | 4 | 3 | 2 | 1 |
| 2.5 Physical environment | 4 | 3 | 2 | 1 |
| | **Average Rating X 20%** | | | |
| **Domain 3 Instruction** | | | | |
| 3.1 Facilitates student engagement | 4 | 3 | 2 | 1 |
| 3.2 Differentiates instruction | 4 | 3 | 2 | 1 |
| 3.3 Communicates content | 4 | 3 | 2 | 1 |
| 3.4 Uses questioning and discussion techniques | 4 | 3 | 2 | 1 |
| 3.5 Assesses for instruction | 4 | 3 | 2 | 1 |
| | **Average Rating X 40%** | | | |
| **Domain 4 Professionalism & Collegiality** | | | | |
| 4.1 Reflects on teaching | 4 | 3 | 2 | 1 |
| 4.2 Communicates with families | 4 | 3 | 2 | 1 |
| 4.3 Professional growth | 4 | 3 | 2 | 1 |
| 4.4 Demonstrates professionalism | 4 | 3 | 2 | 1 |
| 4.5 Collaborates with peers | 4 | 3 | 2 | 1 |
| | **Average  Rating X 20%** | | | |

# TEACHER PERFORMANCE EXPECTATIONS CALCULATIONS

**Teachers**

| Teacher Effectiveness Rubric (TER)  Rating Calculations | Rating (1-4) | Weight | Summative |
|---|---|---|---|
| Domain 1 Subtotal (Plan & Prep) | | 20% | |
| Domain 2 Subtotal (Classroom Environment) | | 20% | |
| Domain 3 Subtotal (Instruction) | | 40% | |
| Domain 4 Subtotal (Professionalism) | | 20% | |
| Summative Appraisal Plan Total | | | |

**Example:**

| Teacher Effectiveness Rubric (TER)  Rating Calculations | Rating (1-4) | Weight | Summative |
|---|---|---|---|
| Domain 1 Subtotal (Plan & Prep) | 3 | 20% | .6 |
| Domain 2 Subtotal (Classroom Environment) | 3 | 20% | .6 |
| Domain 3 Subtotal (Instruction) | 3 | 40% | 1.2 |
| Domain 4 Subtotal (Professionalism) | 3 | 20% | .6. |
| | Summative Appraisal Plan Total | | 3.0 |

**Overall Ratings for the Summative Evaluation**

In order to determine the overall summative rating (as required by Indiana Code) that includes the combined scores of Teacher Evaluation Rubric and the Corporation Accountability Grade (A-F), the following scale will be enacted on a 4.0 scale (2.5 is the median score):

- High Effective            3.50 - 4.00
- Effective                 2.50 - 3.49
- Improvement Necessary      1.75 - 2.59
- 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:

- A FORMAL OBSERVATION is 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** (Appendix E) prior to the week of the observation. A **post-observation reflection form** (Appendix F) is completed by the teacher following a formal observation to document and guide the discussion regarding their lesson and provide evidence of student learning tied to the lesson objectives.
- An INFORMAL OBSERVATION is a short unannounced classroom walkthrough (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, technology integration, student intervention documentation, newsletters, communication logs, discipline logs, emails, agendas, professional development presentations, and other materials of a similar nature).

**Evaluation Process Overview**

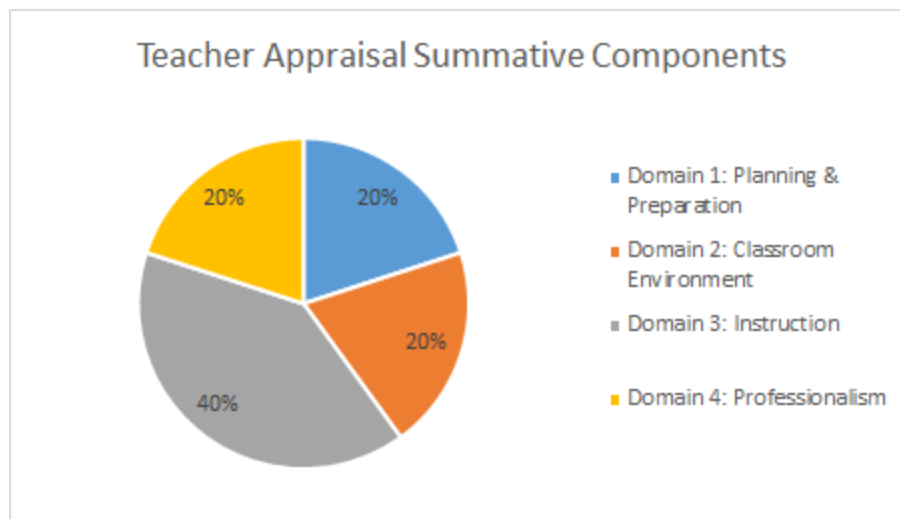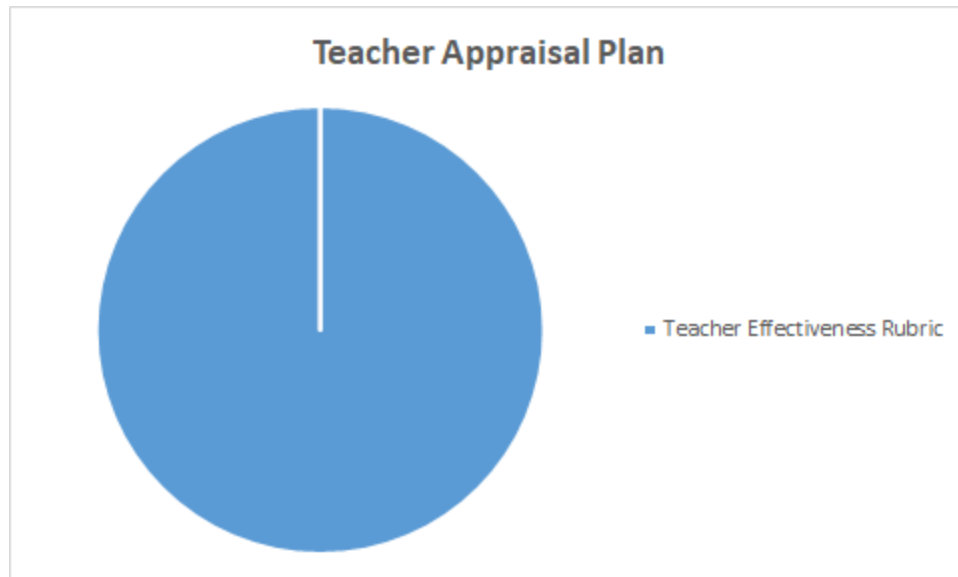|  | Initial Practitioner License (1-2 Years of Employment) | Proficient or Accomplished Practitioner License (3+ Years of Employment) |
| --- | --- | --- |
| **Introductory Performance Expectations Conference** | Group meeting to be held prior to the first formal observation. | Group meeting to be held prior to the first formal observation. |

| | | |
|---|---|---|
| **Formal Observation** | **2 (minimum one each semester).** The first Formal Observations will be an announced observation. For announced observations, the teacher will be afforded the opportunity to complete a **pre-observation form (Appendix E). The second observation should be completed by March 1.** A post-observation conference (Appendix F) may be requested by the evaluator or teacher. | **1 (minimum) observation per year. The one observation will be announced and must be completed by March 1.** If other formal observations occur, they may be announced or unannounced. For announced observations, the teacher will be afforded the opportunity to complete a **pre-observation form (Appendix E)**. A post- observation conference (Appendix F) may be requested by the evaluator or the teacher. |
| **Informal Observation** | Teachers will receive a minimum of two (2) Informal Observations and/or additional to document attainment of performance expectations in any domain.<br><br>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 required by the evaluator or the teacher. | Teachers will receive a minimum of one (1) Informal Observation and/or additional as needed to document attainment of performance expectations in any domain.  The Informal Observation is waived for a teacher who was highly effective the previous year, unless requested by the teacher.<br><br>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 required by the evaluator or the teacher. |
| **Post-Observation 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. Teachers may complete a **Post-Observation Conference Reflection Form (Appendix F)** to document and guide the discussion regarding their lesson and provide evidence of student learning tied to the lesson objectives. | 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. Teachers may complete a **Post-Observation Conference Reflection Form (Appendix F)** to document and guide the discussion regarding their lesson and provide evidence of student learning tied to the lesson objectives. |

| Artifact Evidence | Artifacts presented and reviewed as needed to document attainment of performance expectations. | Artifacts presented and reviewed as needed to document attainment of performance expectations. |
|---|---|---|
| **Summative Evaluation Conference** | To be held prior to the conclusion of the school year. Teacher must receive summative document within 7 days following the conference. (IC 20-28-11.5) | To be held prior to the conclusion of the school year. Teacher must receive summative document within 7 days following the conference. (IC 20-28-11.5) |

# TEACHER/PRINCIPAL/SUPERINTENDENT APPRAISAL PLAN SUMMATIVE COMPONENTS

The Teacher/Principal/Superintendent Effectiveness Rubric (TER) accounts for 100% of the total rating for the Teacher Appraisal Plan.

## Teacher Appraisal Plan

- Teacher Effectiveness Rubric

## Teacher Appraisal Summative Components

20% Domain 1: Planning & Preparation

20% 

40% 

- Domain 1: Planning & Preparation
- Domain 2: Classroom Environment
- Domain 3: Instruction
- Domain 4: Professionalism

Each of the domain ratings is weighted according to importance and summed to form one rating for domains 1-4. The creation and design of the rubric stresses the importance of observable teacher and student actions. These instructional behaviors are reflected in Domain 3:

Instruction. Good instruction matters more than anything else a teacher can do to improve student outcomes. Therefore, the Instruction Domain is weighted significantly more than the others to promote teacher professional development impacting positive student learning outcomes.

**Post-Observation Conference**

This conference is to be held after each formal observation to reflect upon the teacher appraisal rubric. A copy of the rubric with the evaluator's comments and observation notes will be given to the teacher in a reasonable period of time after the observation. At the conference, the teacher and evaluator will:

1. Review all performance expectation(s).
2. Answer questions and clarify expectations of the evaluator.
3. Review pieces of evidence/artifacts the teacher could use to document attainment of performance expectations.

If following both a Formal and Informal Observation, an evaluator rates a teacher as **Improvement Necessary** or **Ineffective** in any domain of the Teacher Effectiveness Rubric, then the teacher and evaluator will schedule a conference to develop and implement a Plan of Assistance (Appendix H). When developing and implementing the Plan of Assistance, 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.
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 shown improvement during the forty-five day plan.
5. Provide ongoing observations and feedback to the teacher throughout the duration of the plan.

When an evaluator assigns a teacher a Plan of Assistance, the building principal will inform the Superintendent who will, in turn, inform the Association President.

**Teacher Effectiveness Rubric (TER) Summary Conference**

A total score of Domains 1, 2, 3 and 4 will be determined at the TER Summary Conference. The teacher will receive a copy of the TER Summary to be signed by both the assigned primary evaluator and the teacher. The teacher or evaluator may request a conference to:

1. Review all performance expectation(s) and answer questions and clarify the reason(s) for the overall performance level.
2. Discuss the evaluative recommendation for the next school year (i.e. *Renewal, Non-Renewal, Plan of Assistance for **Improvement Necessary** OR **Ineffective**.*)

If the teacher makes inadequate progress on the Plan of Assistance, an evaluator may assign an additional forty-five day Plan of Assistance.

**Summative Evaluation (TER)**

**Plan of Assistance for *Improvement Necessary***
If a teacher's Summative Evaluation is ***Improvement Necessary***, the evaluator will determine if the teacher's overall performance or performance on selected expectations requires a Plan of Assistance. When implementing a Plan of Assistance, the evaluator will:

1. Identify and review the specific performance expectations not being met using the domain rubric.
2. Specify what **evidence** is needed to improve the level of performance.
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 (up to 90 days).
5. Provide ongoing observations and feedback to the teacher throughout the duration of the plan.
6. Provide or approve professional development activities that apply toward the employee's Plans of Assistance, impacting Professional Growth Points (PGPs) toward license renewal (IC 20-28-11.5-6).

When an evaluator assigns a teacher a Plan of Assistance, the building principal will inform the Superintendent who will, in turn, inform the Association President.

At the conclusion of the Plan of Assistance, the evaluator will determine whether to recommend the teacher for renewal or non-renewal.

If the evaluator and the teacher cannot jointly establish the Plan of Assistance, the building principal will do so unilaterally. The evaluator will monitor the teacher's progress in following the plan and hold a conference with the teacher.

If the status of the teacher is *Improvement Necessary* or *Ineffective,* at this conference (refer to conference form), the evaluator will determine whether the teacher has progressed to a performance level of *Effective* or *Highly Effective,* will require a second Plan of Assistance, or will be recommended for renewal or non-renewal.

When a teacher is required to have a Plan of Assistance, the building principal will inform the Superintendent who will, in turn, inform the Association President.

**Secondary Evaluator**

When a teacher has received a TER performance rating of 2.49 or lower (*Improvement Necessary* or *Ineffective*)*,* 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 will 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 will monitor the teacher's progress on the plan and make a determination on contract renewal. The second evaluator's determination 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.

**Instruction Delivered by Teachers Rated Ineffective**

Per IC 20-28-11.5-7, procedures must be established for the avoidance of situations in which a student would receive instruction for two consecutive years by a teacher rated as Ineffective. While this situation can be managed appropriately at larger buildings in the corporation with multiple sections of teachers per grade level and/or content area, this may not be the case for smaller instructional settings where each grade level may have one teacher. In cases like this, parents/guardians would be notified by the building principal concerning the teacher's evaluation and the measures being taken to assist the teacher in making professional adjustments.

# NEGATIVE IMPACT ON STUDENT LEARNING

IC 20-28-11.5-4 (c) (4) and (6) requires that the following provision be included in each school Corporation's teacher evaluation plan: *A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of Highly Effective or Effective.*

Negative Impact on Student Learning will be determined by the following:
**Teachers receiving Growth Measure Data from IDOE (Classroom Teachers Grades 4-8 E/LA and Mathematics):**

Negative Impact is characterized by a significant decrease in student achievement and a significantly low level of student growth. If there is a determination of Negative Impact, and the teacher's Summative Appraisal rating is Effective or Highly Effective, the summative level will be reduced to no higher than Improvement Necessary.

**All other Teachers**
For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally where data shows a significant number of students across a teacher's classes fail to demonstrate student learning or mastery of standards established by the State of Indiana.

**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.*

Any teacher who plans to teach at least 120 instructional days in a school year should follow procedures of administering and documenting student achievement and growth measures. These measures should be written with all planned extended leaves in mind: both the assessment of student learning and content mastery standard should consider the timing and duration of the teacher's planned absence. The evaluator must approve all parts of these student achievement measures.

If an unplanned extended leave is necessary, and the teacher's approved measures are therefore not appropriate, the percentage of the teacher's summative rating that would have been based on the student achievement and growth measures will be moved to the percentage based on the Teacher Performance Rubric at 100%. The weighting of the points will be adjusted as necessary for the designation of the teacher's performance level.

| DAYS PRESENT | EVALUATION PROCESS |
|---|---|
| 120+ days | No change – As prescribed |
| 46-119 days | Summative rating based upon measures available and appropriate: |

|  | Teacher Performance Rubric weighted for their category.<br>● Rubric score will include data from at least one formal and one informal observation by primary evaluator |
| --- | --- |
| 0-45 days | Evaluation declared incomplete for the school year. Implications for eligibility for pay raises will be determined through the collective bargaining process. |

# TEACHER EFFECTIVENESS RUBRIC

| Domain 1 Planning and Preparation | | | |
|---|---|---|---|
| **Highly Effective** | **Effective** | **Improvement Necessary** | **Ineffective** |
| **1.1 Demonstrates knowledge of content and structure of the discipline** | | | |
| Teacher demonstrates extensive knowledge of the important concepts in the discipline and how these relate to one another and to other disciplines. | Teacher demonstrates solid knowledge of the content and/or instructional practices specific to that discipline. | Teacher demonstrates limited knowledge of content and/or instructional practices specific to that discipline. | Teacher demonstrates little knowledge of the content or instructional practices specific to that discipline. |
| **1.2 Demonstrates knowledge of students** | | | |
| Teacher actively seeks knowledge of students' skills, backgrounds, cultures, language proficiency, interests, and special needs, and attains this knowledge for individual students. | Teacher actively seeks knowledge of students skills, backgrounds, cultures, language proficiency, interests, and special needs, and attains this knowledge for groups of students. | Teacher indicates knowledge of the importance of understanding students' skills, backgrounds, cultures, language proficiency, interest, and special needs, and attains this knowledge for the class as a whole. | Teacher demonstrates little or no knowledge of students' skills, backgrounds, cultures, language proficiency, interests, and special needs, and does not seek such understanding. |
| **1.3 Establishes instructional outcomes** | | | |
| Instructional outcomes are clear and represent high expectations and rigor. They offer opportunities for coordination and integration within the disciplines and are adapted to the individual student needs. | Instructional outcomes are clear and represent high expectations and rigor. They are connected to a sequence of learning. | Outcomes represent moderate expectations and rigor. Outcomes are somewhat based on assessment of student needs. | Outcomes represent low expectations of students and lack rigor and clarity. Outcomes are not based on assessment of student needs. |
| **1.4 Establishes standards-based units of instruction** | | | |

| | | | |
|---|---|---|---|
| Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (for example technology, leveled readers, alternative delivery methods, etc.) resulting in a series of learning activities designed to engage students in higher order thinking (Depth of Knowledge). These are differentiated, as appropriate, for individual learners. | The teacher plans learning experiences that align with instructional outcomes and are suitable for the groups of students. The learning activities have reasonable time allocations; they represent significant levels of higher order thinking (Depth of Knowledge) with some differentiation for different groups of students. The lesson or unit has a clear structure. | Standards are identified, but there is insufficient structure for the plans to be coherent and progressive. Plans do not represent a moderate cognitive challenge, and do not differentiate for different students. | There is little or no evidence of planning, or plans are rarely based on content standards. There is no clearly defined structure. |

**1.5 Utilizes assessments to plan instruction**

| | | | |
|---|---|---|---|
| Teacher's plan for formative student assessments is fully aligned with the instructional outcomes, with clear criteria and standards. Teacher has a well-developed process for using formative assessments. Assessments have been adapted for individual students, as needed. | The plan for student assessment is aligned with the instructional outcomes; assessments may have been adapted for groups of students as necessary. Assessment criteria and standards are clear.  Teacher has a process for using formative assessments. Teacher uses assessment results to plan for future instruction for groups of students. | Some of the instructional outcomes are assessed through the proposed approach. The use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instructions for the class as a whole. | Assessments are not aligned with instructional outcomes and contain no criteria or standards. Teacher has no plan to incorporate formative assessment in the lessons or unit, nor any plans to use assessment results in designing future instruction. |

| **Documentation for Post-Observation and/or Reflective Conference** |
|---|
| Formal, Informal, and /or participatory Observations (see attached Observation Notes) |
| Artifact Evidence (list artifacts reviewed) |
| *Improvement Necessary* (list teacher goals for improvement for any performance expectations) |

| *Ineffective:* |
|---|
| _____Adjust the teacher and student observation/evidence sections of the rubric as needed to reflect indicators needed to improve the level of performance |

| Domain 2 The Classroom Environment | | | |
|---|---|---|---|
| **Highly Effective** | **Effective** | **Improvement Necessary** | **Ineffective** |
| **2.1 Facilitates classroom culture/climate** | | | |
| Classroom interactions between the teacher and students are highly respectful. Students monitor themselves and ensure positive character and behavior among classmates. | Classroom interactions between the teacher and students are polite and respectful.<br><br>Teacher reinforces positive behaviors and uses consequences to discourage negative behavior. | Classroom interactions between the teacher and students and among students are generally appropriate and free from conflict. There are occasionally displays of insensitivity or lack of responsiveness to individual differences among students. | Classroom environment conveys a negative culture for learning, with low teacher commitment, low expectations, for student achievement, and little or no student pride in work. |
| **2.2 Establishes expectations for success** | | | |
| Instructional activities and assignments convey high expectations for all students.<br><br>Students track their academic progress and are able to communicate and use results to self-evaluate.<br><br>Student success is celebrated. | Instructional activities and assignments convey high expectations for student learning.<br><br>Students track their academic progress and can somewhat communicate about their results. Student success is recognized. | Instructional activities and assignments convey moderate expectations for student learning.<br><br>Teacher does not build "buy-in" from the students.<br><br>Students track their academic progress but do not understand its implications. Student success is not recognized. | Instructional activities, and assignments convey low expectations for student learning.<br><br>Students do not track their academic progress.<br><br>There is no acknowledgement of student success. |
| **2.3 Manages classroom procedures** | | | |

| | | | |
|---|---|---|---|
| Instructional time is maximized due to efficient classroom routines and procedures.

Teacher takes advantage of "Teachable Moments." Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.

Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. | There is little loss of instructional time due to effective classroom routines and procedures.

The teacher's management of instructional groups and/or the handling of materials and supplies is consistently successful.

The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies. | Some instructional time is lost due to only partially effective classroom routines and procedures.

The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning.

With regular guidance and prompting, students follow established routines. | Much instructional time is lost due to inefficient classroom routines and procedures.

There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively.

Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. |

## 2.4 Manages student behavior

| | | | |
|---|---|---|---|
| Student behavior is appropriate and/or effectively managed including no off task behaviors observed with the majority of student participating. Teacher's monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respectful of students. | Student behavior is appropriate and/or effectively managed. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective. | Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct. | There appear to be no established standards of conduct, and little or no teacher monitoring of students behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive or disrespectful of student dignity. |

## 2.5 Physical environment

| | | | |
|---|---|---|---|
| The teacher adapts the physical environment of | The teacher adapts the physical environment of | The teacher occasionally adapts the physical | The teacher rarely adapts the physical environment |

| | | | |
|---|---|---|---|
| the classroom to complement a variety of learning activities.

Appropriate supplies, materials, and technology are readily accessible to all students, and current student work is displayed. | the classroom to allow for collaborative as well as individual work.

Supplies and materials are usually available. Technology is used appropriately, when available. Student work is displayed. | environment of the room to allow for a variety of learning activities.

Supplies, materials, and technology are minimally accessible. Student work is displayed occasionally. | of the classroom to complement a variety of learning activities.

Appropriate supplies, materials, and technology are not readily accessible. Student work is not displayed. |

| **Documentation for Post-Observation and/or Reflective Conference** |
|---|
| Formal, Informal, and /or participatory Observations (see attached Observation Notes) |
| Artifact Evidence (list artifacts reviewed) |
| *Improvement Necessary* (list teacher goals for improvement for any performance expectations) |
| *Ineffective:* |
| _____Adjust the teacher and student observation/evidence sections of the rubric as needed to reflect indicators needed to improve the level of performance |

| **Domain 3 Instruction** | | | |
|---|---|---|---|
| **Highly Effective** | **Effective** | **Improvement Necessary** | **Ineffective** |
| **3.1 Facilitates student engagement** | | | |
| Teacher makes extensive use of a variety of activities including technology, academic games, interactive learning experiences, etc. to facilitate engagement. All students are actively engaged in content at all times. The teacher checks for understanding and reacts proactively using varied techniques to maintain student | Teacher often makes use of a variety of activities including technology, academic games, interactive learning experiences, etc. to facilitate engagement. Most of the students are actively engaged in content at all times and are not off task. Teacher notices and reacts when students are not engaged | Teacher varies some aspects of the instructional approach to facilitate student engagement. Some of the students are engaged in the learning process. Teacher notices but is slow to react when student are not engaged. | Teacher does not vary instructional methods to maintain student engagement. Few of the students are engaged in the learning process. Teacher does not notice or react when student are not engaged. |

| | | | |
|---|---|---|---|
| engagement throughout the lesson. | and checks for understanding. | | |

## 3.2 Differentiates instruction

| | | | |
|---|---|---|---|
| Teacher provides extensive differentiated ways of learning with content and assignments specific to individual student needs, all aligned to the lesson's objective. Technology is effectively integrated as an instructional tool as appropriate and as available. | Teacher provides multiple ways of learning, as appropriate, all aligned to the lesson's objective. Technology is used appropriately during instruction as available. | Teacher uses limited opportunities to differentiate instruction, activates or assignments to target different learning needs. | Teacher does not differentiate instruction, activities or assignments to target different learning needs. |

## 3.3 Communicates content

| | | | |
|---|---|---|---|
| Teacher's explanation of content is extensive and clear, developing conceptual understanding by previewing new content and connecting it with students' prior knowledge and interests. Teacher communicates instructional outcomes and content in various ways such as visual aids, graphic organizers, music, literature, and technology.<br><br>Outcomes take into account the varying needs of individual students.<br><br>Teacher's spoken and written language is expressive and the teacher finds opportunities to extend students vocabularies. | Teacher's explanation of content is clear, accurate, and connects new content with students' prior knowledge and experience. Teacher communicates instructional outcomes and content in various ways such as visual aids, graphic organizers, music, literature and technology. Vocabulary is appropriate to the students' ages and interests.<br><br>Outcomes take into account the varying needs of groups of students. | Teacher's explanation of the content may contain minor errors; some portions are clear while other portions are difficult to follow. The teacher's spoken or written language contains some errors of grammar or syntax. Vocabulary is somewhat vague or used incorrectly, causing some confusion among students.<br><br>The teacher communicates outcomes with limited expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. | Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague or used incorrectly, leaving students, confused.<br><br>The teacher communicates the outcomes as activities, rather than as student learning objectives. |

## 3.4 Uses questioning and discussion techniques

| | | | |
|---|---|---|---|
| Teacher uses a variety of questions or series of prompts to challenge students cognitively, advanced high level thinking and discourse, and promotes depth of knowledge or higher order thinking. Students formulate relevant question, initiate topics and make unsolicited contributions. | While the teacher may use some low-level questions, he or she poses questions to student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, allowing students to lead and facilitate the discussion and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. | Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. The teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results. | Teacher's questions are of low cognitive challenge, single correct responses and asked in rapid succession. Interactions between teacher and students are predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion. |

**3.5 Assesses for instruction**

| | | | |
|---|---|---|---|
| Formative assessments are fully integrated into instruction with frequent and systematic use to inform instruction and to elicit and apply diagnostic information on individual students to monitor and improve their progress.<br><br>Students to be aware of the assessment criteria. A variety of feedback, from the teacher and/or students, is accurate, specific, and advances learning.<br><br>Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students. | Teacher regularly monitors the progress of groups of students in the curriculum, making use of formative assessments to inform instruction and to elicit and apply diagnostic information on groups or individual students to monitor and improve their progress.<br><br>Students appear to be aware of the assessment criteria.<br><br>Questions/prompts/assessments are used to diagnose evidence of learning. | Teacher monitors the progress of the class as a whole but does not use formative assessments to inform instruction.<br><br>Formative assessment are used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria.<br><br>Questions/prompts/assessments are rarely used to diagnose evidence of learning. | Teacher does not monitor student learning in the curriculum.<br><br>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria. |

| Documentation for Post-Observation and/or Reflective Conference |
|---|
| Formal, Informal, and /or participatory Observations (see attached Observation Notes) |
| Artifact Evidence (list artifacts reviewed) |
| *Improvement Necessary* (list teacher goals for improvement for any performance expectations) |
| *Ineffective:* |
| ____Adjust the teacher and student observation/evidence sections of the rubric as needed to reflect indicators needed to improve the level of performance |

| Domain 4 Professionalism and Collegiality | | | |
|---|---|---|---|
| **Highly Effective** | **Effective** | **Improvement Necessary** | **Ineffective** |
| **4.1 Reflects on teaching** | | | |
| Teacher's reflection on instructional practices is highly accurate and perceptive and cites specific characteristics. Teacher draws on an extensive repertoire to suggest alternative strategies. | Teacher's reflection provides an accurate and objective description of instructional practices, citing specific characteristics.<br><br>Teacher makes some specific suggestions as to how the instructional practices might be improved, if necessary, and promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. | Teacher's reflection provides a partially accurate and objective description of instructional practices, but does not cite specific details within the reflection. Teacher makes general suggestions as to how instructional practices might be improved, if necessary.<br><br>Teacher attempts to modify the lesson when needed and to respond to student questions and interests but with moderate success.<br><br>Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon. | Teacher's reflection of instructional practices does not provide an accurate or objective description of the practices, or teacher fails to provide reflections on these practices. |

## 4.2 Communicates with families

| | | | |
|---|---|---|---|
| Teacher finds opportunities to engage families in the instructional program, as appropriate. Teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Information to families about individual students is conveyed in an appropriate, confidential and timely manner. | Teacher communicates on a regular basis with families and makes regular attempts to engage them in the instructional process. Information to families about individual students is conveyed in an appropriate, confidential manner. | Teacher adheres to school procedures for communicating with families and makes some attempt to engage families in the instructional process. | Teacher communication with families about the instructional program or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program. |

## 4.3 Professional Growth

| | | | |
|---|---|---|---|
| Teacher actively pursues optional professional opportunities to improve knowledge and practice. Teacher accepts constructive feedback to improve practices, and seeks out ways to implement new practices into instruction, where applicable. Teacher regularly shares newly learned practices and knowledge with others and seeks opportunities to lead professional learning. | Teacher actively pursues optional professional learning opportunities to improve knowledge and practice, accepts constructive feedback to improve practices, and seeks out ways to implement new practices into instruction, where applicable. | Teacher attends all mandatory professional learning opportunities, but does not seek opportunities for personal professional growth. | Teacher rarely or never attends professional learning opportunities. Teacher show little or no interest in new ideas, programs, professional reading or classes to improve teaching or learning. |

## 4.4 Demonstrates professionalism

| | | | |
|---|---|---|---|
| Teacher displays the highest standards of ethical conduct. Teacher assumes a leadership role in ensuring that school practices and procedures are honored. | Teacher displays high level of ethics and professionalism in dealings with students and colleagues, and complies fully with school and corporation | Teacher behaves in an ethical manner towards students and colleagues. Teacher complies minimally with corporation and school regulations, policies and | Teacher has little sense of ethics and professionalism. Relationships with peers are negative or nonexistent. Teacher fails to comply with school |

| | | | |
|---|---|---|---|
| | regulations, policies, procedures and timelines. | procedures, doing just enough to "get by," often failing to meet deadlines, and/or submit reports. | and corporation regulations, policies, procedures and timelines. |

**4.5 Collaborates with peers**

| | | | |
|---|---|---|---|
| Teacher takes on leadership roles within collaborative groups at the school and/or corporation level. When the opportunity exists, teacher serves as a coach or mentor to assist peers. Teacher is an active participant in collaborative endeavors. | Teacher seeks out and participates in opportunities to work with and learn from others. The teacher asks for assistance when needed and provides assistance to others in need. | Teacher participates occasionally in opportunities to work with and learn from others. Teacher does not seek assistance when needed. | Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player. |

## Documentation for Post-Observation and/or Reflective Conference

Formal, Informal, and /or participatory Observations (see attached Observation Notes)

Artifact Evidence (list artifacts reviewed)

*Improvement Necessary* (list teacher goals for improvement for any performance expectations)

*Ineffective:*

_____Adjust the teacher and student observation/evidence sections of the rubric as needed to reflect indicators needed to improve the level of performance

# Teacher Appreciation Grant Policy

The Richland-Bean Blossom School Corporation will distribute its Teacher Appreciation Grant monies received from the Indiana Department of Education to the teachers who meet the following criteria:

1. Employed in the classroom or directly provided education in a virtual classroom setting;

2. Received a Highly Effective or an Effective rating on their most recently completed performance evaluation; and

3. Employed on December 1$^{st}$ of the year the Corporation receives the Teacher Appreciation Grant monies.

The School Corporation will distribute its Teacher Appreciation Grant monies as follows:

1. To All Effective Teachers: A stipend as determined by the superintendent

2. To All Highly Effective Teachers: A stipend in the amount of 25% more than the stipend given to Effective teachers

The School Corporation will distribute the stipends within 20 business days of the distribution date by the Indiana Department of Education of the Teacher Appreciation Grant monies to the School Corporation.

-

# APPENDIX A: Pre-Observation Form - Teacher

**This portion is to be completed by the evaluator:**

| | |
|---|---|
| **Teacher:** | |
| **Subject or Course the evaluator will be observing:** | |
| **Formal Observation will occur during the week of:** | |

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

| | |
|---|---|
| **Engagement**<br><br>*Describe how you will use a variety of activities to facilitate engagement.* | |
| **Differentiation and Instruction**<br><br>*Describe how you will provide multiple ways of learning, as appropriate, and how they are aligned to the lesson's objective.* | |
| **Communicates Content**<br><br>*Describe how you will connect new content with the students' prior knowledge and experience. List any resources you will use.* | |
| **Communicated Desired Outcomes**<br><br>*Describe the instructional outcomes, how they will be communicated and differentiated for the varying needs of the students.* | |
| **Questioning and Discussion Techniques**<br><br>*Describe how discussions and questioning will be used during the lesson. List the strategies that you will* | |

| | |
|---|---|
| *use to ensure that most students participate.* | |
| **Assessment for Instruction**<br><br>*Describe how formative assessments will inform your instruction.* | |
| **Adapts Structure and Pacing**<br><br>*Describe how you will adapt pacing for all students' learning.* | |

# APPENDIX B: Post-Observation Reflection Form - Teacher

**This portion is to be completed by the evaluator:**

| | |
|---|---|
| **Teacher:** | |
| **Subject or Course the evaluator observed:** | |
| **Formal Observation will occur during the week of:** | |
| **Conference Date/Time:** | |

**This portion to be completed by the teacher:**

| Questions | Reflections |
|---|---|
| What do you feel went well during this lesson? | |
| Were you able to follow your planned lesson? | |
| What did you observe your students doing? | |
| How do you know your students understood the lesson/objectives? What evidence do you have? How were you able to assess their level of understanding? | |
| How would you approach this lesson differently? | |

| | |
|---|---|
| Evidence of student work tied to the lesson: What does the student work tell you? | |

# APPENDIX C: RBBCSC Teacher Evaluation Guidance - Use of Artifacts

**1. What is the purpose of artifacts?**

**The primary purpose of artifacts is to provide the evaluator with evidence, _not yet observed_, of teachers' work toward meeting the expectations of a given Performance Indicator.**

The primary source for evidence collection is through the pre- and post-observation conference forms and observation of the instructional process.

Additionally, artifacts may be useful in providing the evaluator a deeper look or a more extensive look into teachers' progress toward meeting the expectations of a given Performance Indicator.

To assist teachers and evaluators in understanding the connection between Domain 1 Planning & Preparation, Domain 2 The Classroom Environment, Domain 3 Instruction and Domain 4 Professionalism & Collegiality, guiding questions in the Pre-Observation and Post-Observation Forms have linked Indicators across Domains. In the event when indicators are unobservable and evidence is necessary, usually 1 - 3 artifacts are sufficient to give the evaluator enough information to provide the teacher with a rating.

The evaluator may request more or different artifacts than those already uploaded by a teacher or connected to the Pre-Observation and Post-Observation Forms. However, a small number of artifacts should still suffice, even if requested by the evaluator. It is important for teachers to understand that quantity does not necessarily equal quality when it comes to artifacts. Uploading additional artifacts or a large number of artifacts will not necessarily translate into a higher score.

Teachers should be careful to avoid assuming that Performance Indicators have not or will not be observed. Uploading a large amount of artifacts to address a Performance Indicator that will eventually be scored in observations is not an efficient use of time in this process. It may be wise to discuss, with the primary evaluator, the anticipated artifacts and Performance Indicators that will be needed and to determine the best time of the semester or year to provide artifacts.

**2. Will all artifacts be rated?**

The purpose of the Teacher Appraisal Plan is to develop and enhance professional practice. The submission of artifacts is intended to help support ratings in specific Domain Indicators and allow for professional feedback from the evaluator concerning the quality of the artifact(s). It is

not the goal of the administration to require additional work for the sake of providing evidence through artifacts. At times, the evaluator may need additional artifacts to rate specific Domain Indicators. If an evaluator asks for a specific artifact, the artifact should be reviewed and rated. However, if a teacher adds additional artifacts, the evaluator may or may not choose to review and score those artifacts, unless the teacher specifically requests that an artifact be rated.

If artifacts are included in materials as a required part of a formal Plan of Assistance, and the artifacts are specifically requested as part of the Plan of Assistance, the artifacts should be reviewed, and in many cases, rated.

**3. Can teachers upload artifacts to domains of which the teacher believes the current scores are too low?**

As stated in item #1, the primary purpose is to fill gaps in areas that have not been observed ro connected to the instructional process.

Teachers can certainly add artifacts at any time. Each time a change or addition is made to a teacher's file in Pivot, the evaluator is notified. However, as stated in item #3, the evaluator has the discretion to review and score the artifacts, unless the teacher specifically requests the artifact be rated.

**4. What are the criteria used when evaluating artifacts?**

Each Domain Competency in the rubric contains possible exemplars for each performance level. While not exhaustive, the lists do provide both the types of evidence that are meaningful and the definitions of Highly Effective through Ineffective.

On occasion, the rubric may state identical language in both the Highly Effective and Effective columns. In these cases, the definitions of quality (the Highly Effective and Effective boxes) will provide guidance to the evaluator when assigning a score.

**5. How much should artifacts weigh in final scores?**

Domains 2 (Classroom Environment) and 3 (Instruction) are mainly observable throughout the formal and informal observation process. Therefore, in those cases, the list of *Critical Attributes* and *Possible Examples* for each performance level should provide the primary context for the rating.

In some Performance Indicators, such as those related to planning, equal weight may be appropriate as it is possible to observe quality planning in action as well as see and review effective lesson plans.

Because student achievement is the primary goal of all classrooms, artifacts that display student proficiency, growth, and learning are extremely valuable and relevant when considering the appropriate rating.

Evaluators apply professional judgment when scoring each Performance Indicator at the time of the Summative Evaluation. If artifacts supply the only evidence, obviously, the judgment will be based solely on the artifact. In all other cases, evaluators will consider all pieces of evidence in totality to determine the rating. It is very difficult, at the moment the final score is applied, to place a percentage of weight that one piece of evidence has over another.

**6. Should teachers create artifacts solely for the purpose providing documented evidence?**

It is possible that the creation of artifacts is the best way teachers can provide evidence(s). Pictures, video, new approaches to planning, or new assessments, may be created by teachers as a response to observations.

The evaluation process does not mandate teachers create new artifacts, and it is not the goal of the administration to require additional work for the sake of providing evidence through artifacts. The evaluator will make observations of classrooms and artifacts, and provide feedback to the teacher. If the teacher believes the best way for the evaluator to have a clearer picture of effectiveness is through a newly created artifact, the teacher may certainly share it with the evaluator (see item #4).

**7. When is the best time to submit artifacts?**

Some Performance Indicators, such as those related to planning, often require artifacts. It is advised that teachers upload artifacts throughout the year as to avoid a rush at the end. Building administrators will communicate a consistent timeline for submission of artifacts.

Evaluators should also communicate, as early as possible, if artifacts are necessary because there are Performance Indicators missing scores.

Both evaluators and teachers can track the scoring of each Performance Indicator in Pivot. It is a shared responsibility between the teacher and evaluator to communicate.

**8. Is it possible that artifacts are unique to a building or department?**

Yes.

If a building or department chooses to emphasize a teaching practice or methodology, artifacts may be unique or specific to a location or subject/grade level.

**9. Should all artifacts be uploaded or is a binder of paper artifacts required?**

Evaluators should provide a system or a clear expectation to teachers regarding the preferred type of artifacts (electronic or paper). Teachers may upload artifacts to a shared Google Docs folder or Pivot at any time. Realizing that not all artifacts can be scanned and uploaded (i.e., art project, etc.), some artifacts may be submitted as a hard copy. It is expected, in some cases, that a blend of paper artifacts and uploaded artifacts.

Again, the expectation should be clearly communicated and understood by all parties. Time is too valuable to be spent unnecessarily uploading or turning in artifacts.

**10. What should a teacher do if he/she believes artifacts should be considered or if there is a disagreement with the score a Performance Indicator received based on an artifact?**

Teachers should approach evaluators with concerns regarding artifacts, just as evaluators are approached for any other concern. Professional dialogue is important and face to face communication is often the best way to sort through differences, even if the result is not agreeable to either or both parties.

Observations and evaluations in Pivot are open for a period of time for teacher comments and ongoing communication with evaluators. The best, most appropriate way to document professional disagreement with a score or with observation feedback is through Pivot.

# APPENDIX D: RBBCSC Formal Plan of Assistance

Teacher_____

Evaluator_____

Type of Assistance Plan (please highlight)        ____Improvement Necessary        ____Ineffective

If a teacher's Performance level is **Improvement Necessary,** the evaluator will determine if the teacher's overall performance or performance on selected domain 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.

Following a min of an informal and formal observation, during a post 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 or Needs Improvement**, then the teacher and administrator will:
1. Schedule a conference to develop and implement a formal Plan of Assistance.
2. Review what will occur using pre-conference form (Appendix E)

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

| Plan Components | Actions/Improvement Strategies |
|---|---|
| 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: increased number of classroom walk-through observations, 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. | |
| 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. | |

| | |
|---|---|
| 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.

or

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 building principal 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- a determination will be made by the evaluator 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 Superintendent of Schools who will, in turn, inform the Association President.

**Signatures**

This Plan of Assistance shall begin on _____
Date

_____
Evaluator Signature

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


_____
Teacher Signature


_____
Date

# APPENDIX E: RBB SCHOOL COUNSELOR RUBRIC

<table>
<tr>
<td colspan="4"><b>Domain 1 - Academic Achievement</b><br><b>Domain Description: School Counselors utilize data, knowledge of current trends, and standards to impact and support.</b></td>
</tr>
<tr>
<td><b>Highly Effective</b></td>
<td><b>Effective</b></td>
<td><b>Improvement Necessary</b></td>
<td><b>Ineffective</b></td>
</tr>
<tr>
<td colspan="4"><b>1.1 The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.</b></td>
</tr>
<tr>
<td>The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.school counselor does not monitor academic achievement.</td>
<td>The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration.</td>
<td>The school counselor monitors student achievement but does not utilize the data to enhance student success.</td>
<td>The school counselor does not monitor academic achievement.</td>
</tr>
<tr>
<td colspan="4"><b>1.2 The school counselors demonstrates knowledge of current trends in student development and academic achievement.</b></td>
</tr>
<tr>
<td>The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work.</td>
<td>The school counselor regularly engages in professional development.</td>
<td>The school counselor sporadically engages in professional development.</td>
<td>The school counselor does not engage in professional development.</td>
</tr>
<tr>
<td colspan="4"><b>1.3 Establishes instructional outcomes</b></td>
</tr>
<tr>
<td>The school counselor supports all students in making decisions, setting goals and taking appropriate</td>
<td>The school counselor encourages all students in using a decision-making/problem solving model and in</td>
<td>The school counselor rarely encourages students in using a decision-making/problem solving model and in</td>
<td>The school counselor does not encourage students in using a decision-making/problem solving model and in</td>
</tr>
</table>

| | | | |
|---|---|---|---|
| action to achieve goals. | developing effective coping skills for dealing with problems. The counselor assists all students in identifying short-term and long-term goals and in developing appropriate action plans. | developing effective coping skills for dealing with problems. The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans. | developing effective coping skills for dealing with problems. The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans. |

**1.4 The school counselor engages all students in problem solving, critical thinking, and other activities.**

| | | | |
|---|---|---|---|
| The school counselor consistently provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions. | The school counselor generally provides opportunities and support for students to The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.in problem solving and in investigating and analyzing concepts and questions. | The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. | The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. |

**1.5 The school counselor utilizes and sequences guidance activities and materials to impact all students' academic achievement.**

| | | | |
|---|---|---|---|
| Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage all students in appropriate decision making. Activities are logically sequenced within individual lessons. | Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons. | Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons. | Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons. |

**1.6 The school counselor supports all students in developmentally appropriate academic**

**preparation essential for a wide variety of post-secondary options.**

| | | | |
|---|---|---|---|
| The school counselor consistently guides all students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of post secondary options consistent with students' interests and abilities. | The school counselor generally guides students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and interests to goal setting and identification of post secondary options consistent with students' interests and abilities. | The school counselor rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of post secondary options consistent with students' interests and abilities. | The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options. |

| Domain 2 - Student Assistance Services | | | |
|---|---|---|---|
| Domain Description: School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration. | | | |
| **Highly Effective** | **Effective** | **Improvement Necessary** | **Ineffective** |
| **2.1 The school counselor assists all students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.** | | | |
| The school counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models appropriate behaviors. | The school counselor often encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors. | The school counselor rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors. | The school counselor does not encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors. |

**2.2 The school counselor facilitates all students' understanding of safety and survival skills and implements prevention programming to support students' healthy physical, social, emotional, and academic development including stakeholder collaboration.**

| | | | |
|---|---|---|---|
| The school counselor consistently explains the students' right to a safe and secure school environment, help students to differentiate situations that require peer support, adult assistance and professional help, help students to identify school and community resources, or implement any prevention programming for students. | The school counselor often explains the students' right to a safe and secure school environment, help students to differentiate situations that require peer support, adult assistance and professional help, help students to identify school and community resources, or implement any prevention programming for students. | The school counselor rarely explains the students' right to a safe and secure school environment, help students to differentiate situations that require peer support, adult assistance and professional help, help students to identify school and community resources, or implement any prevention programming for students. | The school counselor does not explain the students' right to a safe and secure school environment, help students to differentiate situations that require peer support, adult assistance and professional help, help students to identify school and community resources, or implement any prevention programming for students. |

**2.3 The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.**

| | | | |
|---|---|---|---|
| The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate. | -The school counselor often addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate. | The school counselor rarely addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate. | The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals. |

**2.4 The school counselor provides services to all students, fostering a clear understanding of diversity, ethnicity, and culture.**

| | | | |
|---|---|---|---|
| The school counselor consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture. | The school counselor takes a multicultural or diverse perspective into consideration when providing services to students. | The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture. | The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students. |

| Domain 3 - Career Development | | | |
|---|---|---|---|
| **Domain Description: School counselors facilitate a comprehensive career program that develops an understanding of the relationship between school and work and supports student in the application of strategies.** | | | |
| **Highly Effective** | **Effective** | **Improvement Necessary** | **Ineffective** |
| **3.1 The school counselor facilitates a comprehensive career program that is age-appropriate and aligned with local, state, and national standards.** | | | |
| The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards, utilizing outside resources (i.e. family, community, workforce), to expand career knowledge and experiences. | The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used. | The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards. | The school counselor does not facilitate age-appropriate career development. |
| **3.2 The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and the world of work.** | | | |
| The school counselor helps all students understand the relationship between educational achievement and career success, explains how work can help students achieve personal success and satisfaction, and demonstrates knowledge of students' background, skills, and interests. Data include age-appropriate assessments, increasing awareness of interests, abilities, aptitude, and | The school counselor helps all students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. The counselor promotes lifelong learning and employability skills. Some data is utilized. | The school counselor rarely helps students understand the relationship between educational achievement and career success and rarely explain how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized. | The school counselor does not help students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction. The counselor does not promote lifelong learning and employability skills. Data is not used. |

| | | | |
|---|---|---|---|
| values. The counselor uses this knowledge to meet students' needs and assist in career development, promoting lifelong learning and employability skills. | | | |

**3.3 The school counselor supports all students in the application of strategies to achieve future success and satisfaction.**

| | | | |
|---|---|---|---|
| The counselor consistently helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information. | The counselor helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information. | The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions.<br><br>Students are rarely encouraged to use research and informational resources to obtain career information. | The counselor does not help students apply decision-making skills to career awareness, career planning, course selection or career transitions.<br><br>Students are not encouraged to use research and informational resources to obtain career information. |

**3.4 The school counselor collaboratively analyzes data, utilizes research-based interventions and develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.**

| | | | |
|---|---|---|---|
| The school counselor consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. | The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. | The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. | The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. |

## Domain 4 - Leadership Level of Performance
**Domain Description: School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive school counseling**

| | | | |
|---|---|---|---|
| **program.** | | | |
| **Highly Effective** | **Effective** | **Improvement Necessary** | **Ineffective** |

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

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|---|---|---|---|
| The counselor's professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks. | Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community. | Professional goals are sometimes established. The school counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community. | Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community. |

**4.2 The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community.**

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

**4.3 The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students' needs.**

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|---|---|---|---|
| The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor demonstrates a direct impact of these | The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. | The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others. | The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders. |

| | | | |
|---|---|---|---|
| collaborative activities on students. | | | |

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

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

**4.5 The school counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation).**

| | | | |
|---|---|---|---|
| The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor demonstrates student outcome data that are directly attributable to the school counseling program. | The school counseling program consistently builds the academic, career, and personal/social development of most students in the school, supporting at least some of this with student outcome data. | The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program. | The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness. |

**4.6 The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services. Note: This may include other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students.**

| | | | |
|---|---|---|---|
| The school counselor serves as a collegial leader and positive role model to provide | The school counselor provides management activities that support the program's guidance, | The school counselor provides some, but not adequate, program management to the | The school counselor does not support the school counseling |

| | | | |
|---|---|---|---|
| management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies. | counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about students with school personnel, parents, and community agencies. | school counseling program. The school counselor is inconsistent in supporting other educational or student services programs. | program with any program management activities. The school counselor is not involved—or is minimally involved—in providing support to other educational or student services programming through partnerships. |

# APPENDIX F: RBB SCHOOL LIBRARIAN RUBRIC

<table>
<tr>
<td colspan="4"><b>Domain 1 - Purposeful Planning</b><br><b>Domain Description: School librarians work in collaboration with the classroom teacher to develop a rigorous curriculum relevant for all students. Additionally, school librarians will plan the library media program for the school.</b></td>
</tr>
<tr>
<td><b>Highly Effective</b></td>
<td><b>Effective</b></td>
<td><b>Improvement Necessary</b></td>
<td><b>Ineffective</b></td>
</tr>
<tr>
<td colspan="4"><b>1.1 Demonstrating knowledge of literature and current trends in library practice and information technology.</b></td>
</tr>
<tr>
<td>Drawing on extensive professional resources, school librarian demonstrates rich understanding of literature and of current trends in information technology.</td>
<td>School librarian demonstrates thorough knowledge of literature and of current trends in practice and information technology.</td>
<td>School librarian demonstrates limited knowledge of literature and current trends in practice and information technology.</td>
<td>-School librarian demonstrates little or no knowledge of literature and of current trends in practice and information technology.</td>
</tr>
<tr>
<td colspan="4"><b>1.2 Establishing and successfully implementing goals for the school library program appropriate to the setting and the students serve.</b></td>
</tr>
<tr>
<td>School librarian's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues</td>
<td>School librarian's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.</td>
<td>School librarian's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.</td>
<td>School librarian has no clear goals for the media program or they are inappropriate to either the situation in the school or the age of the students.</td>
</tr>
<tr>
<td colspan="4"><b>1.3 Demonstrating knowledge of resources, both within and beyond the school and district.</b></td>
</tr>
<tr>
<td>School librarian shows evidence of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.</td>
<td>School librarian shows evidence of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.</td>
<td>School librarian demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.</td>
<td>School librarian demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.</td>
</tr>
</table>

## 1.4 Developing and implementing a plan to evaluate the library program.

| | | | |
|---|---|---|---|
| School librarian's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. The librarian proactively responds to the evidence of the evaluation. | School librarian's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | School librarian has a rudimentary plan to evaluate the library program. | School librarian has no plan to evaluate the program or resists suggestions that such an evaluation is important. |

## 1.5 Establishing a culture for investigation and love of literature.

| | | | |
|---|---|---|---|
| In interactions with both students and colleagues, the school librarian conveys the essential nature of seeking information and reading literature. | In interactions with both students and colleagues, the school librarian conveys the importance of seeking information and reading literature. | School librarian goes through the motions of performing the work of the position, but without any real commitment to it. | School librarian conveys that the work of seeking information and reading literature is not worth the time and energy required. |

## 1.6 Establishing and maintaining library procedures.

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

## 1.7 Organize physical space to enable smooth flow.

| | | | |
|---|---|---|---|
| School librarian makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and | School librarian makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use. | School librarian's efforts to make use of the physical environment are uneven, resulting in occasional confusion by users. | School librarian makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and |

| | | | |
|---|---|---|---|
| computer use. In addition, book displays are attractive and inviting. | | | general confusion. |

### 1.8 Maintaining and extending the library collection in accordance with the schools' needs and within budget limitations.

| | | | |
|---|---|---|---|
| -School librarian adheres to district or professional guidelines in selecting materials for the collection. The collection is periodically purged of outdated materials. A virtual collection is maintained and updated frequently by the librarian is vibrant and well-used. All processes are done in consultation with teaching colleagues or patron needs in mind. | -School librarian adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated materials. A virtual collection is maintained by the librarian. This is done in some consultation with teaching colleagues or patron needs in mind. | -School librarian is partially successful in attempts to adhere to district or professional guidelines in selecting materials and in weeding the collection. A virtual presence may not be maintained. This is done in limited consultation with teaching colleagues or with patron needs in mind. | -School librarian fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. There is no virtual presence. This is done without consultation with teaching colleagues or with patron needs in mind. |

### Domain 2 - Effective Instruction
**Domain Description: Librarians, working collaboratively with classroom teachers, facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives. The librarian fosters a climate of urgency and expectation around achievement, excellence and respect.**

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|---|---|---|---|
| **2.1 Creating an environment conducive to learning** | | | |
| Interactions among the school librarian, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' learning needs, cultures and levels of development. | Interactions between the school librarian, students, and the classroom teachers, are polite and respectful, reflecting general warmth and caring, and are appropriate to the learning needs, cultural and developmental | Interactions between the school librarian, students, and the classroom teachers are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to | Interactions between the school librarian, students, and the classroom teachers are negative, inappropriate, or insensitive to students' learning needs, cultural and developmental differences and are characterized by |

| | differences among students. | learning needs, cultural and developmental differences among students. | sarcasm, put-downs or conflict. |
|---|---|---|---|
| **2.2 Demonstrate and Clearly Communicate Content Knowledge to Students** | | | |
| School librarian is highly effective at demonstrating and clearly communicating content knowledge to students. | School librarian is effective at demonstrating and clearly communicating content knowledge to students. Librarian demonstrates content knowledge and delivers content that is factually correct. | School librarian needs improvement at demonstrating and clearly communicating content knowledge to students. Librarian delivers content that is factually correct. | School librarian is ineffective at demonstrating and clearly communicating content knowledge to students. |
| **2.3 Engage Students in Academic Content** | | | |
| Librarian is highly effective at engaging students in academic content. | Librarian is effective at engaging students in academic content. | Librarian needs improvement at engaging students in academic content. | -Librarian is ineffective at engaging students in academic content. |
| **2.4 Check for Understanding** | | | |
| School librarian is highly effective at checking for understanding. | School librarian is effective at checking for understanding. | School librarian needs improvement at checking for understanding. | School librarian is ineffective at checking for understanding. |
| **2.5 Modify Instruction as Needed** | | | |
| School librarian is highly effective at modifying instruction as needed. | School librarian is effective at modifying instruction as needed. | School librarian needs improvement at modifying instruction as needed. | School librarian is ineffective at modifying instruction as needed. |
| **2.6 Maximize Instructional Time** | | | |
| School librarian is highly effective at maximizing instructional time. | School librarian is effective at maximizing instructional time. | School librarian needs improvement at maximizing instructional time. | -School librarian is ineffective at maximizing instructional time. |
| **2.7 Assisting students in the use of technology in the Media Center** | | | |

| | | | |
|---|---|---|---|
| School librarian proactively initiates sessions to assist students and teachers in the use of technology. | School librarian institutes sessions to assist students and teachers in the use of technology. | School librarian assists students and teachers in the use of technology when specifically asked to do so. | School librarian declines to assist students and teachers in the use of technology. |

**2.8 Collaborating with teachers in the design of instructional units and lessons**

| | | | |
|---|---|---|---|
| School librarian initiates collaboration with classroom teachers in the design of instructional lessons, locating additional resources from sources outside of the school. | School librarian initiates collaboration with classroom teachers in the design of instructional lessons. | School librarian collaborates with classroom teachers in the design of instructional lessons. | School librarian declines to collaborate with classroom teachers in the design of instructional lessons. |

**2.9 Engaging students in enjoying literature and in learning multiple literacy skills**

| | | | |
|---|---|---|---|
| Students are highly engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials. | Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials. | Only some students are engaged in enjoying literature and in learning information skills because of uneven design of activities, grouping strategies, or partially appropriate materials. | Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials. |

| Domain 3 - Leadership | | | |
|---|---|---|---|
| **Domain Description: Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.** | | | |
| **Highly Effective** | **Effective** | **Improvement Necessary** | **Ineffective** |
| **3.1 Contribute to school culture** | | | |
| School librarian seeks out leadership roles within the school, aimed at improving school efforts. Librarian goes above and beyond in dedicating time for students and peers outside of class. | School librarian contributes ideas and expertise aimed at improving school efforts. Librarian dedicates time efficiently, when needed, to helping students and peers outside of class. | School librarian will rarely contribute ideas and expertise aimed at improving school efforts. Librarian rarely dedicates time outside of class to helping students and peers. | School librarian never contributes ideas aimed at improving school efforts. Little or no time outside of class is dedicated to helping students and peers. |

**3.2 Collaborate with Peers**

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

**3.3 Establishing, evaluating, and Maintaining library procedures in regards to staffing, student or parent volunteers**

| | | | |
|---|---|---|---|
| Library assistants, students, or parent/community volunteers work independently and contribute to the success of the library. | The librarian will proactively evaluate procedures. | Library assistants, students, or parent/community volunteers are clear as to their roles. | Library assistants, students, or parent/community volunteers are confused as to their role. |

**3.4 Advocate for Student Success**

| | | | |
|---|---|---|---|
| School librarian will display commitment to the education of the students in the school, not just his/her own students. Librarian will make changes and take risks to ensure student success and advocate for students' individualized needs. | School librarian will display commitment to the education of his/her students. Librarian will attempt to remedy obstacles around student achievement and will advocate for students' individualized needs. | School librarian will display commitment to the education of his/her students. School librarian will not advocate for students' needs. | School librarian rarely or never displays commitment to the education of his/her students. Librarian accepts failure as par for the course and does not advocate for students' needs. |

**3.5 Preparing and submitting reports and budgets**

| | | | |
|---|---|---|---|
| School librarian anticipates student and teacher needs when preparing requisitions and budgets, follows | School librarian honors student and teacher requests (if appropriate) when preparing requisitions and budgets | School librarian's efforts to prepare budgets are partially successful, responding sometimes to student and teacher | School librarian ignores student and teacher requests (if appropriate) when preparing requisitions and budgets |

| | | | |
|---|---|---|---|
| established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time. | and follows established procedures. Inventories and reports are submitted on time. | requests (if appropriate) and following procedures. Inventories and reports are sometimes submitted on time. | or does not follow established procedures. Inventories and reports are routinely late. |

**3.6 Communicating with the larger community**

| | | | |
|---|---|---|---|
| School librarian proactively reaches out to parents and establishes contacts with other libraries or businesses, coordinating efforts for mutual benefit. | School librarian engages in outreach efforts to parents and the larger community. | School librarian makes sporadic efforts to engage in outreach to parents or the larger community. | School librarian makes no effort to engage in outreach to parents or the larger community |

**3.7 Participating in a Professional community**

| | | | |
|---|---|---|---|
| School librarian makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. Librarian participates and develops leadership roles in a wider professional community that includes local, state, or national events. | School librarian participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. Librarian will participate in a wider professional community that includes local, state, or national contacts. | School librarian's relationships with colleagues are cordial, and the librarian participates in school and district events when specifically requested. | School librarian's relationships with colleagues are negative or self-serving, and the librarian avoids being involved in school and district events and projects. |

**3.8 Seek professional skills and knowledge**

| | | | |
|---|---|---|---|
| -School librarian actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as sharing newly learned knowledge and practices with others and seeking out opportunities to lead professional development sessions. | School librarian actively pursues opportunities to improve knowledge and practice and seeks out ways to implement new practices where applicable. Constructive feedback to improve practices is welcomed | School librarian's participation in professional development activities is limited to those that are mandatory. | School librarian does not participate in professional development activities, and shows little or no interest in new ideas, programs, or classes to improve teaching and learning. |

| Domain 4 - Professionalism and Collegiality | | | |
|---|---|---|---|
| **Highly Effective** | **Effective** | **Improvement Necessary** | **Ineffective** |
| **4.1 Reflects on teaching** | | | |
| Teacher's reflection on the lesson is highly accurate and perceptive and cites specific characteristics. Teacher draws on an extensive repertoire to suggest alternative strategies. | Teacher's reflection provides an accurate and objective description of the lesson and cites specific characteristics. Teacher makes some specific suggestions as to how the lesson might be improved is necessary. | Teacher's reflection provides a partially accurate and objective description of the lesson, but does not cite specific details within the reflection. Teacher makes general suggestions as to how the lesson might be improved, if necessary. | Teacher's reflection on the lesson does not provide an accurate or objective description of the lesson, or teacher fails to provide reflections on lessons |
| **4.2 Communicates with families** | | | |
| Teacher finds opportunities to engage families in the instructional program, as appropriate. Teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Information to families about individual students is conveyed in an appropriate, confidential and timely manner. | Teacher communicates on a regular basis with families and makes regular attempts to engage them in the instructional process. Information to families about individual students is conveyed in an appropriate, confidential manner. | Teacher adheres to school procedures from communicating with families and makes some attempt to engage families in the instructional process. | Teacher communication with families about the instructional program or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program. |
| **4.3 Professional Growth** | | | |
| Teacher actively pursues optional professional opportunities to improve knowledge and practice. Teacher accepts constructive feedback to | Teacher actively pursues optional professional learning opportunities to improve knowledge and practice, accepts constructive feedback to | Teacher attends all mandatory professional learning opportunities, but does not seek opportunities for personal professional growth. | Teacher rarely or never attends professional learning opportunities. Teacher show little or no interest in new ideas, programs, professional |

| | | | |
|---|---|---|---|
| improve practices, and seeks out ways to implement new practices into instruction, where applicable. Teacher regularly shares newly learned practice and knowledge with others and seeks opportunities to lead professional learning. | improve practices, and seeks out ways to implement new practices into instruction, where applicable. | | reading or classes to improve teaching or learning. |

**4.4 Follows policies and procedures**

| | | | |
|---|---|---|---|
| Teacher complies fully with school and Corporation policies and procedures, taking a leadership role with colleagues. | Teacher complies fully with school and Corporation policies and procedures. | Teacher complies minimally with school and Corporation policies and procedures, often failing to meet deadlines, submit reports. | Teacher has a pattern of failing to follow state, corporation, and/or school policies and procedures. |

**4.5 Demonstrates professionalism**

| | | | |
|---|---|---|---|
| Teacher displays the highest standards of ethical conduct. Teacher assumes a leadership role in ensuring that school practices and procedures are honored within the school. | Teacher displays high level of ethics and professionalism in dealings with students and colleagues, and complies fully with school and Corporation regulations and timelines. | Teacher behaves in an ethical manner towards students and colleagues. Teacher complies minimally with Corporation and school regulations, doing just enough to "get by." | Teacher has little sense of ethics and professionalism. Relationships with peers are negative or nonexistent. Teacher fails to comply with school and Corporation regulations and timelines. |

**4.6 Collaborates with peers**

| | | | |
|---|---|---|---|
| Teacher takes on leadership roles within collaborative groups at the school and/or Corporation level. When the opportunity exists, teacher serves as a coach or mentor to assist peers. Teacher is an active participant in collaborative endeavors. | Teacher seeks out and participates in opportunities to work with and learn from others. The teacher asks for assistance when needed and provides assistance to others in need. | Teacher participates occasionally in opportunities to work with and learn from others. Teacher does not seek assistance when needed. | Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player. |

# APPENDIX G: RBB RELATED SERVICE PERSONNEL (OT & PT) RUBRIC

| Domain 1 - Purposeful Planning | | | |
|---|---|---|---|
| **Highly Effective** | **Effective** | **Improvement Necessary** | **Ineffective** |
| **1.1 Uses current and Comprehensive content/specialty area knowledge for planning** | | | |
| Plans for generalization of therapy goals in other environments. Intentionally incorporates general education curriculum into therapy plans. | Selects/adapts material, equipment, devices to meet student needs. Constructs culturally, linguistically, physically, and/or developmentally appropriate learning activities. | Does not consistently consider student need when planning therapy. Relies on a limited number of therapeutic approaches. | Lacks skills necessary to meet the needs of some students on the caseload. Does not plan based on students' needs and data. |
| **1.2 Utilizes current and appropriate practices and procedures for screening** | | | |
| Provides strategies & resources to teachers/parents for those students who do not qualify. Develops a tracking system for follow-up screenings. Provides a written summary for therapy screenings. | Administers scores, analyzes, and interprets results of screening protocols accurately. Makes appropriate recommendations with regard to future testing. Communicates results to parents and teachers in a timely manner. | Completes screening, but does not report results to teachers/parents. Does not perform actionable follow-up steps based on screening results. | Consistently does not complete screenings or respond to requests from teachers & parents |
| **1.3 Evaluation procedures** | | | |
| Utilizes a variety of tools to address cultural and linguistic differences. Uses an expanded and flexible battery of instruments. Consults with other professionals regarding the need for additional referral. | Utilizes referral concern and academic information to determine educational impact and test selection. Faithfully administers and scores tests accurately and according to the directions of the assessment tool. Follows Article 7 & SSJCSS evaluation procedures | Relies on a limited battery of assessments. Has a fragmented approach to assessments. Does not administer a comprehensive battery of tests to determine functional performance. | Gives, but does not score assessments. Relies solely on subtests to make eligibility determinations. Does not select appropriate test related to the area of concern. |

| 1.4 Interprets results, writes report, and makes placement/service recommendations | | | |
| --- | --- | --- | --- |
| Provides information to classroom teachers and parents regarding potential impact on classroom learning. Includes all pertinent screening information into the body of evaluation report. Includes suggested strategies for student skill development within the body of the report. Provides parents of students who do not qualify with information/resources on skill development. | Appropriately analyzes and interprets assessment information to develop a clear diagnostic impression. Professionally written evaluation report clearly communicates results using understandable terminology and includes all required components. Collaborates with members of the Case Conference Committee to synthesize evaluation information to determine educational impact, the presence & severity of a disability, and eligibility for therapy services The evaluation process is completed within the required timelines. | -Limited analysis and interpretation of the evaluation results. Fails to consider educational impact. | -Fails to analyze and interpret results accurately. Fails to meet timelines. Does not follow eligibility guidelines. Does not generate a report. |

| Domain 2 - Effective Instruction, Treatment and/or Instructional Support | | | |
| --- | --- | --- | --- |
| **Highly Effective** | **Effective** | **Improvement Necessary** | **Ineffective** |
| **2.1 Physical environment** | | | |
| Therapy space is inviting to students. ie: Attractive displays, student work/data is displayed, and/or behavior strategies showcased. Therapy space is used creatively to encourage/increase student participation. | Therapy room is well organized; materials are available when needed. | Therapy room lacks organization and materials may be not readily available when needed. | Therapy room is disorganized and poorly suited to working with students. |

**2.2 Implements Appropriate Progress Monitoring procedures**

| | | | |
|---|---|---|---|
| Includes student in review of data and monitoring own progress during therapy session. Student tracks progress on goals over time. | Collects, interprets, and uses data to measure progress and drive instruction. Modifies instruction based on frequent progress monitoring and reconvenes case conferences as needed. Uses progress monitoring and other data to determine need for reevaluation. Progress monitoring methods are clearly defined. Progress on goals is clearly reported and understood by others. | -Infrequently collects data. Does not utilize data to modify treatment plan. Progress monitoring procedures are vague and unclear to others. | Only gathers data at the end of the grading period. Progress on goals is not completed in IIEP at the end of the grading period. Progress on goals is not provided to parents as stated in the IEP. |

**2.3 Promotes Generalization across settings**

| | | | |
|---|---|---|---|
| Monitors and collects data of generalization across settings. Provides equipment to be utilized in other environments. Trains teachers. Monitors the completion of home practice. | -Incorporates classroom materials into therapy, as appropriate. Consistently provides students with home practice. | Limited home practice opportunities provided. Infrequent use of classroom materials in therapy setting. | Only expects student to perform skills in the therapy setting. |

**2.4 Develops student understanding of lesson objectives**

| | | | |
|---|---|---|---|
| Students can explain what they are learning and why it is important, beyond repeating the stated objective. Students actively track their skill progression. | Student therapy goals are reviewed so students understand the connection to their school success. Students are provided with a visual representation of their skill progression. | Therapy goals are inconsistently reviewed. Skill progression is not explained to students. | Therapy goals are not reviewed. |

**2.5 Uses strategies that promote Student engagement**

| | | | |
|---|---|---|---|
| Integrates a variety of current therapeutic strategies gained from professional development activities Uses and teaches technology & equipment. Adapts activities to meet the differentiated needs of the students in a group. | Provides lessons that progress at an appropriate pace to maintain engagement. Restates and rephrases instruction in multiple ways and consistently uses appropriate cues and prompts to elicit desired responses. Provides consistent and relevant feedback on student responses. Provides multiple trials/opportunities for student participation. | Students are not engaged in the lesson while they wait for an individual turn. Use of a variety of cues and prompts is limited. Provides limited and vague feedback to student responses. Provides limited trials/opportunities for student participation. | Students are consistently not engaged in the lesson. Cues and prompts are not used. Feedback is not provided to students or opportunities for participation are limited. |

**2.6 Creates culture of respect and collaboration**

| | | | |
|---|---|---|---|
| Incorporates School-wide Positive Behavior Expectations and Supports. | Standards of conduct have been established, communicated, and reviewed as necessary. Reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior. Has a good rapport with students, and shows genuine interest in their thoughts and opinion. | The standards of conduct have been established, but are not consistently reinforced. | No standards of conduct have been established. Therapist disregards or fails to address negative student behavior. |

| **Domain 3 - Leadership and Professional Responsibilities** | | | |
|---|---|---|---|
| **Highly Effective** | **Effective** | **Improvement Necessary** | **Ineffective** |
| **3.1 Advocates for student success** | | | |
| Provides IEP information to teachers, only when requested. | Provides IEP information to teachers; however, strategies and supports required for student | Provides IEP information to all teachers involved with student. | Displays commitment to the education of all the students in the school Ex: Participates in the |

| | | | |
|---|---|---|---|
| Does not communicate information on student needs and developmental guidelines with others. | success are not consistently made available for teachers to use in the classroom. Shares information on student needs & developmental guidelines, only when requested. | Advocates for students' individualized needs. Ensures that strategies and supports identified in the IEP are shared and made available for teachers' use in the classroom. Provides developmental guidelines & information on student needs to general education teachers and parents when appropriate. | Building Based Team and/or implements disabilities awareness. Provides training/modeling therapy implementation/strategies for peers, parents, paraprofessionals, and/or students. Responds to or assists with positive staff interactions on behalf of students with disabilities. |

# APPENDIX H: RBB SCHOOL PSYCHOLOGIST RUBRIC

## Domain 1 - Assessment, Data Based Decision Making, and Accountability
Domain Description: School psychologists utilize their knowledge of data-based decision making and accountability, diversity in development and learning, as well as research and program evaluation to assist staff with effective decision making regarding student needs.

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|---|---|---|---|
| **1.1 Utilizes appropriate assessment and data collection methods** | | | |
| School Psychologist fulfills the criteria for Level 3 and additionally<br>-Applies evaluation data and findings to intervention, instruction, programming, and services through written reports, intervention plans, and meetings/conferences with parents and/or school staff. | School Psychologist uses assessment and data collection methods that are:<br>-Appropriate for the intended purpose,<br>-Appropriate and individualized for the specific student's cultural, linguistic and disability background, and<br>-Of sufficient variety for the intended purpose. | School Psychologist uses assessment and data collection methods that are:<br>-Appropriate for the student, and<br>-Administered, scored, and interpreted correctly<br>But are:<br>-Limited in variety for the intended purpose, or<br>-Limited in individualization for the specific student(s). | School Psychologist uses assessment and data collection methods that are:<br>-Inappropriate for purpose and/or student, or<br>-Are administered, scored, or interpreted incorrectly. |
| **1.2 Contributes to school-wide assessment and data-based practices for academic, social-emotional, and behavioral domains.** | | | |
| School Psychologist fulfills the criteria for Level 3 and additionally:<br>-Serves as a member of school building level teams<br>(e.g., school improvement team, intervention team, etc.),<br>-Conducts a needs assessment to guide the development and delivery of building/district school-wide programs,<br>-Conducts evaluation of school-wide practices and | School Psychologist contributes to school-wide assessment practices in a manner that meets the expectations of the role/school(s).<br>Example activities include<br>-Collects, or assists with collection, of student data to inform core curriculum and instructional practices,<br>-Researches and helps select assessments for universal screening, | School Psychologist is<br>-Responsive to opportunities to contribute to school-wide assessment practices but contributions are insufficient to meet expectations of school(s)/role, and<br>-Involved in continued professional growth and learning regarding school-wide practices. | School Psychologist<br>-Lacks knowledge about school-wide assessment and data-based decision making practices,<br>-Lacks knowledge about the collection and use of school-wide data, and/or<br>-Fails to take advantage of opportunities to engage in school-wide assessment practices. |

| | | | |
|---|---|---|---|
| programs to ensure effectiveness and guide continuous improvements, or -Assists with the development and/or delivery of staff professional development to support school-wide assessment practices. | -Summarizes universal screening and/or benchmarking data, -Applies data to curricular decisions and/or instructional practices. | | |

**1.3 Contributes to progress monitoring and data-based decisions regarding intervention practices for academic, social-emotional, and behavioral domains.**

| | | | |
|---|---|---|---|
| -School Psychologist fulfills the criteria for Level 3 and additionally -Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.), -Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, -Conducts supplemental diagnostic assessments to assist in intervention selection, -Assists with the development and/or delivery of staff | -School Psychologist contributes to progress monitoring and data-based decisions regarding intervention practices in a manner that meets the expectations of the school(s)/role. Example activities include -Collects, or assists with collection, of student progress monitoring data, -Researches and helps select assessments for progress monitoring, -Summarizes progress monitoring data, and | School Psychologist is -Responsive to opportunities to contribute to progress monitoring and data-based decisions regarding intervention practices but contributions are insufficient to meet expectations of school(s)/role, and -Involved in continued professional growth and learning regarding progress monitoring and data-based decision making practices. | -School Psychologist -Lacks knowledge about data-based problem solving practices, -Lacks knowledge about the collection and use of progress monitoring data, and/or -Fails to take advantage of opportunities to engage in progress monitoring practices |

**1.4 Conducts special education evaluations to inform eligibility, service, and programming decisions.**

| | | | |
|---|---|---|---|
| School Psychologist fulfills the criteria for Level 3 and additionally -Effectively communicates evaluation findings to school staff through written reports and conferences, and/or | School Psychologist conducts evaluations that are -Compliant with minimum requirements of Article 7, -Appropriate for the student being evaluated, and | School Psychologist conducts evaluations that are -Compliant with minimum requirements of Article 7 But are -Limited in appropriateness for the | School Psychologist conducts evaluations that are - Not compliant with Article 7, and/or - Inappropriate for the student being evaluated. |

| -Utilizes evaluation findings to inform accurate eligibility, placement, and service decisions. | -Informative for instructional and/or programming purposes. | student being evaluated and/or<br>-Limited in providing instructionally relevant information. | |
|---|---|---|---|

**1.5 Completes evaluations in a timely manner.**

| Completed all in a timely manner | Few evaluations completed after compliance due dates for reasons outside the school psychologist's control | Few evaluations completed after compliance due dates for reasons within the school psychologist's control | Multiple evaluations completed past the compliance due dates |
|---|---|---|---|

**1.6 Utilizes technology as part of data-based decision making practices.**

| School Psychologist fulfills the criteria for Level 3 and additionally<br>-Utilizes technological tools and programs in innovative ways to meet the needs of school(s) and/or enhance job performance,<br>-Provides mentoring and coaching to colleagues regarding the use of technological tools and programs, | School Psychologist utilizes technology to meet the expectations of role and responsibilities. Example activities include using technological tools to<br>-collect assessment data, when appropriate,<br>-score data,<br>-summarize data,<br>-graph data, and/or<br>-share data and findings with others. | School Psychologist is<br>-Involved in continued professional growth and learning regarding the use of technological tools and programs, and/or<br>-Knowledge and skill with technological tools and programs is insufficient to meet expectations of role/school(s). | School Psychologist<br>-Lacks knowledge about the use of technological tools and programs,<br>-Lacks the skills needed to use technological tools and programs, and/or<br>-Fails to engage in professional growth and learning to gain needed knowledge and skills. |
|---|---|---|---|

---

| **Domain 2 - Interventions and Instructional Support to Develop Academic, Social, and Life Skills**<br>**Domain Description: School psychologists utilize their knowledge of intervention and instructional support, mental health, prevention, and response to assist with the development and delivery of services to students to improve learning and student outcomes.** | | | |
|---|---|---|---|
| **Highly Effective** | **Effective** | **Improvement Necessary** | **Ineffective** |
| **2.1 Contributes to school-wide curricular and instructional practices for academic, social-emotional, and behavioral domains.** | | | |

| | | | |
|---|---|---|---|
| School Psychologist fulfills the criteria for Level 3 and additionally<br>-Serves as a member of school building level teams (e.g., school improvement team, intervention team, etc.),<br>-Conducts evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements, or<br>-Assists with the development and/or delivery of staff professional development to support school-wide practices. | School Psychologist contributes to school-wide curricular and instructional practices in a manner that is consistent with the expectations of the role/school(s).<br>Example activities include<br>-Researches and helps select instructional strategies, approaches, or programs,<br>-Assists staff in learning and implementing new instructional strategies, approaches, or programs,<br>-Assists in the collection of information about implementation integrity.<br>-Assists with student safety and bullying activities. | School Psychologist is<br>-Responsive to opportunities to contribute to school-wide curriculum and instruction practices but contributions are insufficient to meet expectations of role/school(s), and<br>-Involved in continued professional growth and learning regarding curriculum and instruction for academic, social-emotional, or behavioral domains. | School Psychologist<br>-Lacks knowledge about curriculum and standards for academic, social-emotional, and behavioral domains<br>-Lacks knowledge about instructional strategies and approaches for academic, social-emotional, and behavioral domains, and/or<br>-Fails to take advantage of opportunities to engage in continued professional growth and learning. |

**2.2 Contributes to intervention practices for academic, social-emotional, and behavioral domains.**

| | | | |
|---|---|---|---|
| School Psychologist fulfills the criteria for Level 3 and additionally<br>-Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.),<br>-Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, or<br>-Assists with the development and/or delivery of staff professional development to | School Psychologist contributes to intervention practices in a manner that meets the expectations of the role/school(s).<br>Example activities include<br>- Researches and helps select intervention strategies and approaches for school(s),<br>-Helps develop intervention plans for individual students or small groups of students,<br>-Applies progress monitoring data to intervention practices and | School Psychologist is<br>-Responsive to opportunities to contribute to intervention practices but contributions are insufficient to meet expectations of school(s)/role, and<br>-Involved in continued professional growth and learning regarding intervention practices | School Psychologist<br>-Lacks knowledge about intervention strategies and practices,<br>- Fails to take advantage of opportunities to engage in continued professional growth and learning. |

| support intervention practices. | decisions about need for additional services/supports. -Assists staff in learning and implementing new intervention strategies, approaches, or programs, -Provides intervention services to individual students or small groups, or -Assists in the collection of information about implementation integrity. | | |
|---|---|---|---|

**2.3 Contributes to crisis response and intervention practices**

| School Psychologist fulfills the criteria for Level 3 and additionally -Conducts evaluation of crisis response and intervention practices to assess effectiveness and guide continuous improvements, or -Assists with the development and/or delivery of staff professional development on crisis response and intervention. -Collaborates with community agencies to provide coordinated response and services to crisis situations. | School Psychologist contributes to crisis response and intervention practices in a manner that meets the expectations of the role/school(s). Example activities include - Assists in the development of crisis response and intervention plans, -Participates in school-wide crisis response and intervention training, -Provides crisis intervention services to students, staff, and community. | School Psychologist is -Responsive to opportunities to contribute to crisis response and intervention practices but contributions are insufficient to meet expectations of school(s)/role, and -Involved in continued professional growth and learning regarding crisis response and intervention. | School Psychologist -Lacks knowledge about crisis response and intervention practices. - Fails to take advantage of opportunities to engage in continued professional growth and learning. |
|---|---|---|---|

**2.4 Utilizes information about student background and characteristics to inform instruction, intervention, and service delivery decisions.**

| School Psychologist fulfills the criteria for Level 3 and additionally -Assists with the development and/or delivery of staff | School Psychologist -Demonstrates an understanding of the influence of diversity factors through recommended strategies, | School Psychologist -Is involved in continued professional growth regarding student diversity and academic, social-emotional, and behavioral outcomes | School Psychologist -Lacks an understanding of the influence of factors such as culture, linguistic, socioeconomic status, gender or gender identity, |
|---|---|---|---|

| | | | |
|---|---|---|---|
| professional development on student diversity. -Provides mentoring and coaching to colleagues regarding issues of diversity and student learning, -Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, addressing issues of disproportionality in special education identification or suspension/expulsion data. | interventions, and/or programming, and -Knowledge and skills meet the expectations of the role and school(s) population. | But practices -Demonstrate limited application of this knowledge to instructional practices and programming/service delivery. | national origin, religion, disability, health status on student learning and behavior. - Fails to take advantage of opportunities to engage in continued professional growth and learning. |

## Domain 3 - Consultation and Collaboration

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

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

| | | | |
|---|---|---|---|
| designing a process for collaborative team meetings. | through coaching, providing feedback, modeling, etc., -Works well with others as part of a team (e.g., intervention team, problem solving team, multidisciplinary team, case conference committee) and/or -Utilizes facilitation and conflict resolution skills and strategies. | | |

**3.2 Engages in consultation and collaboration with parents and families**

| | | | |
|---|---|---|---|
| School Psychologist fulfils the criteria for Level 3 and additionally -Assists with the development and/or delivery of staff professional development on collaboration and consultation. -Provides mentoring and coaching to colleagues regarding consultation strategies -Applies knowledge in innovative ways to assist students and families. - Conducts and/or assists with parent education sessions and trainings | School Psychologist effectively engages in consultation and collaboration with parents and families in a manner that meets the expectations of the role/school(s). Example activities include - Discusses parent concerns and provides suggestions for strategies to use at home, -Clearly explains assessment data and intervention strategies, -Explains school procedures for services such as special education, intervention, etc. -Clearly explains evaluation findings following special education evaluation, and -Answers questions clearly and comprehensively. | School Psychologist -Is involved in continued professional growth regarding consultation and collaboration strategies, However individual's practices do not -Demonstrate application of this knowledge to expected roles and responsibilities | School Psychologist -Lacks knowledge about effective consultation strategies and practices, and/or - Fails to take advantage of opportunities to engage in continued professional growth and learning. |

**3.3 Engages in consultation and collaboration with Community agencies and providers.**

| | | | |
|---|---|---|---|
| School Psychologist fulfills the criteria for Level 3 and additionally<br>-Assists with the development and/or delivery of staff professional development on collaboration and consultation.<br>-Provides mentoring and coaching to colleagues regarding consultation strategies.<br>-Applies knowledge in innovative ways to assist students, families, schools, and community,<br>-Conducts professional development for community agencies and providers | School Psychologist effectively engages in consultation and collaboration with community agencies in a manner that meets the expectations of the role/school(s).<br>Example activities include<br>-Contacts community providers to obtain information needed for instructional programming,<br>-Clearly explains school procedures for services and practices,<br>-Refers students and families to community providers for needed services,<br>-Communicates with community providers in a clear and ethical manner. | School Psychologist<br>-Is involved in continued professional growth regarding consultation and collaboration strategies, However individual's practices do not<br>-Demonstrate application of this knowledge to expected roles and responsibilities | School Psychologist<br>-Lacks knowledge about effective consultation strategies and practices, and/or<br>- Fails to take advantage of opportunities to engage in continued professional growth and learning. |

| Domain 4 - Leadership<br>Domain Description: School psychologists develop and sustain professional involvement and leadership to ensure the continued learning and effective school psychological services to schools, families, and students. | | | |
|---|---|---|---|
| **Highly Effective** | **Effective** | **Improvement Necessary** | **Ineffective** |
| **4.1 Seeks professional growth and learning opportunities to advance own knowledge and skill** | | | |
| School Psychologist fulfills the criteria for Level 3 and additionally<br>-Reflects critically on own skills and identifies professional learning needs, | School Psychologist<br>-Responds well to constructive feedback,<br>-Utilizes feedback to identify areas for professional growth,<br>-Initiates attendance at optional professional learning events, | School Psychologist<br>-Attends mandatory professional learning events<br>But does not<br>-Respond to constructive feedback, | School Psychologist<br>-Fails to seek or take advantage of opportunities to engage in professional learning, and/or<br>-Fails to respond to feedback from supervisor(s) |

| | | | |
|---|---|---|---|
| -Shares newly learned knowledge and practices with colleagues and school staff, <br> -Seeks opportunities to provide professional learning sessions for colleagues and school staff | -Engages in professional reading of current research and practice, <br> -Demonstrates application of knowledge/skills addressed in attended professional learning events. | -Demonstrate application of knowledge/skill addressed in professional learning events, or <br> -Initiate attendance at optional professional learning events. | regarding the need for professional learning. |

**4.2 Contributes to School and/or Profession of School Psychology**

| | | | |
|---|---|---|---|
| School Psychologist fulfills the criteria for Level 3 and additionally <br> -Assumes leadership positions in professional organizations or school or district committees, <br> -Mentors school psychology practicum students and interns. | School Psychologist <br> -Contributes ideas and expertise to improve the functioning of the school, district, or cooperative, <br> -Participates in activities focused on improving the procedures and practices of the school, district, or cooperative, <br> -Maintains membership in professional organizations and participates in sponsored activities. | School Psychologist <br> -Responds to direct requests for involvement in activities outside the typical school day or professional advancement activities (e.g., team retreats, development of new procedures, etc.) <br> But does not <br> -Initiate involvement in such activities. | School Psychologist <br> -Rarely or never contributes ideas to improve school, district, or cooperative efforts, <br> -Rarely participates in activities that occur outside the typical school day hours, <br> -Little or no involvement in activities designed to advance the professional practice of school psychologists. |

**4.3 Advocates for student success**

| | | | |
|---|---|---|---|
| School Psychologist fulfills the criteria for Level 3 and additionally <br> -Provides support and mentoring to colleagues who are less likely to advocate on the behalf of students, <br> -Seeks systems level changes that will benefit all students and families. | School Psychologist <br> -Demonstrates a concern for student learning and outcomes by advocating for a change in instruction and services when needed, <br> -Advocates in a respectful and effective manner | School Psychologist <br> -Demonstrates a concern about student failure or lack of progress <br> But does not <br> -Advocate for student needs. | School Psychologist <br> -Demonstrates limited commitment to the growth and learning of students. <br> -Accepts student failure and lack of growth and doesn't advocate for a change in instruction or services. |

# APPENDIX I: RBB SCHOOL SOCIAL WORKER RUBRIC

<table>
<tr><th colspan="4">Domain 1 - Purposeful Planning</th></tr>
<tr><th>Highly Effective</th><th>Effective</th><th>Improvement Necessary</th><th>Ineffective</th></tr>
<tr><td colspan="4">1.1 Competency, Utilize Student, School, and Community Data to Plan</td></tr>
<tr>
<td>At level 4, a school social worker fulfills the criteria for Level 3 and additionally:<br>Has mapped community resources and incorporated such resources into the school social work plan.<br>Provides community resources as appropriate to families at case conferences.</td>
<td>School social worker uses data to formulate culturally competent:<br>School wide social work program goals, small group goals, and individual student goals. Reviews behavioral data with classroom teachers / Pathways/POINT teachers to determine need and effectiveness of social work interventions.</td>
<td>School social worker uses data to formulate culturally competent:<br>School wide social work program goals, small group goals, OR individual student goals, but not all of the above.</td>
<td>School social worker rarely or never uses data when planning.</td>
</tr>
<tr><td colspan="4">1.2 Set Ambitious and Measurable Goals</td></tr>
<tr>
<td>At level 4, a school social worker fulfills the criteria for level 3 and additionally:<br>Plans annual goals at the school-wide, targeted and individual levels.</td>
<td>School social worker develops culturally competent student goals that are:<br>Measureable Aligned to Indiana School Social Work Standards, AND Include benchmarks to help monitor progress and inform interventions throughout the year.</td>
<td>School social worker develops annual student goals that are:<br>Measureable<br>The goals may not:<br>Align to Indiana School Social Work Standards; OR<br>Include benchmarks to help monitor student progress and inform interventions throughout the year.</td>
<td>School social worker rarely or never develops achievement goals for interventions OR goals are developed, but are extremely general and not helpful for planning purposes.</td>
</tr>
<tr><td colspan="4">1.3 Utilizes Standards-Based Assessments and Interventions</td></tr>
<tr>
<td>At Level 4, a school social worker fulfills the criteria for Level 3 and additionally:</td>
<td>Based on goals, school social worker plans culturally competent interventions by:</td>
<td>School social worker plans culturally competent interventions by:</td>
<td>School social worker rarely or never plans assessments and/or interventions that are</td>
</tr>
</table>

| | | | |
|---|---|---|---|
| Plans well designed progress monitoring assessments for each intervention. These plans include opportunities to assess -periodic response to the intervention and adjustments to the intervention, both in terms of frequency and duration to better meet the identified goal. Plans school-wide prevention strategies. | Identifying evidence-based interventions, strategies and practices specific to the identified need. Determining a base-line measure from which to determine a measureable outcome. Allocating an appropriate amount of time in which to achieve the identified goal. | utilizing information from school referral form and student interview. School social worker may not: Complete a thorough data search of relevant school, community data and conduct parent / guardian interview prior to developing individual and/or group intervention strategies Utilize relevant research-based assessment tools. | evidence-based OR there is little to no evidence that the school social worker plans interventions at all. |

**1.4 Progress tracking and recording for the purposes of intervention analysis**

| | | | |
|---|---|---|---|
| At level 4, a school social worker fulfills the criteria for Level 3 and additionally: Uses school-wide group and individual data to understand the larger issues impacting sub-populations in the school community such as disproportionality, the achievement gap, access to mental health and basic needs, etc. in order to better advocate for students impacted by such issues. | School social worker uses an effective progress monitoring system to: Regularly track and record student progress Use the data to inform interventions Conform to ethical codes and standards of practice. | School social worker uses an effective system to: •Track student progress •Record student data School social worker may not: Use the data to monitor and adjust the intervention Conform to ethical codes and standards of practice such as maintaining the confidentiality of counseling sessions and case records. | School social worker rarely or never tracks and records student progress in case notes. |

| Domain 2 Effective Social Work Services | | | |
|---|---|---|---|
| Domain Description: School social workers provide comprehensive, culturally, competent, school social work services to individuals, groups, families, the school system, and the community. | | | |
| **Highly Effective** | **Effective** | **Improvement Necessary** | **Ineffective** |

## 2.1 Knowledge of the laws, rules and policies which Impact students, families and/or barriers to successful student outcomes

| | | | |
|---|---|---|---|
| At level 4, a school social worker fulfills the criteria for Level 3 and additionally:<br>School social worker is highly effective in utilizing knowledge of law, rule and policy to create positive change in the school community.<br>Work at the school and community level to advocate for changes in rules and policies that will positively impact the students and families within the school community. | School social worker effectively uses knowledge of laws, rules, and policies which impact students, families and the school community.<br>School social worker possess thorough understanding of the laws, rules, and policies which impact students, families, and the school community and is able to answer most question.<br>Is able to counsel students and parents effectively regarding relevant laws, rules, and policies and Contribute to school policy decisions. | School social worker demonstrates limited knowledge of laws, rules, and policies which impact students, families and the school community.<br>School social worker possesses a basic understanding of the laws rules, and policies which impact students, families and the school community and is able to answer some questions but has insufficient knowledge to adequately counsel students and parents effectively but may not be able to:<br>Counsel students and families regarding the laws rules and policies which affect them, or Advocate for students or families due to lack of knowledge. | School social worker is unable to answer questions from parents, teachers or the school community related to relevant laws, rules, and school policy.<br>School social worker is unable to answer questions from parents, teachers or the school community related to relevant laws, rules, and school policy.<br>School social worker is unable to contribute to school policy decisions due to lack of knowledge<br>School social worker is unable to counsel students and families regarding the laws rules and policies which affect them School social worker is unable to advocate for students or families due to lack of knowledge. |

## 2.2 Prevention Services

| | | | |
|---|---|---|---|
| School social worker is highly effective in accessing and analyzing school data. The school social worker is also highly proficient in identifying and implementing evidence-based prevention strategies to meet school community and student client needs.<br>For level 4, all of the evidence listed under | School social worker is effective in accessing and interpreting school data. The school social worker is also proficient in identifying and implementing evidence-based, culturally competent prevention strategies to meet school community and student client needs.<br>School social worker routinely provides | School social worker needs improvement in accessing and analyzing school data. Improvement is also needed in the identification and implementation of evidence-based prevention strategies to meet school community and student client needs. | School social worker is ineffective in identifying student and school community needs and providing appropriate, evidence-based prevention strategies to address them.<br>School social worker does not Allocate time for prevention services,<br>Is not involved in school wide data review and analysis. |

| | | | |
|---|---|---|---|
| level 3 is present, as well as the following: School social worker is aware of the implications of the data analysis for student clients (such as disproportionality) and advocates for, as well as implements when appropriate, prevention strategies to address any barriers to student success. | culturally competent prevention services, Is involved in school wide data review and analysis, and Is prepared to identify and implement school wide prevention programs and practices. | School social worker is prepared to allocate time for prevention services, and does so in a limited way with individual clients but Is not involved in school wide data review and analysis and Is unprepared to identify and implement school wide prevention programs and practices. | Is unaware of the implications of the data analysis for student clients. Is unprepared to identify and implement prevention programs and practices. |

## 2.3 Assessment Services

| | | | |
|---|---|---|---|
| School social worker is highly effective in assessing the needs of the school-wide community, sub-groups of students, and individual clients utilizing appropriate, culturally competent, assessment techniques and instruments to determine the appropriate intervention. For level 4, all of the evidence listed under Level 3 is present, as well as the following: School social worker knows how to assess school-wide barriers to students and school success, such as excessively high numbers of student suspensions and expulsions, in order to assist school leadership teams in planning school reform. | School social worker is effective in assessing the needs of the school-wide community, sub-groups of students, and individual clients utilizing appropriate, culturally competent, assessment techniques and instruments to determine the appropriate intervention. School social worker completes a thorough needs assessment prior to beginning school social work services utilizing a variety of culturally competent, assessment tools including. A teacher or parent referral identifying the behaviors that are preventing the student(s) from being successful. Student data, parent or student interview / social history, and, when appropriate, community information. Culturally appropriate assessment instruments | School social worker needs improvement in assessing the needs of the school-wide community, sub-groups of students, and individual clients utilizing appropriate, culturally competent, assessment techniques and instruments to determine the appropriate intervention. School social worker relies primarily on a teacher or parent referral to determine the school social work service provided to an individual or group of students. School social worker does access student data, parent or student interview, or community information prior to determining an appropriate intervention But may not typically Be familiar with, or choose to utilize, culturally competent, assessment | School social worker is ineffective in assessing the needs of the school-wide community, sub-groups of students, and individual clients utilizing appropriate, culturally competent, assessment techniques and instruments to determine the appropriate intervention. School social worker relies solely on a teacher or parent referral to determine the school social work service provided to an individual or group of students. School social worker does not access student data, parent or student interview, or community information p[prior to determining appropriate Intervention. School social worker is not families with, and / or does not utilize, assessment instruments to complete a thorough |

| | | | |
|---|---|---|---|
| | Serving on a multidisciplinary team to identify student strengths and needs. Using progress monitoring techniques to assess the response to the school social work intervention. The school social worker is competent to provide an initial assessment of child abuse, suicidal ideation, mental illness and / r behavioral concerns and is able to respond professionally to any crisis encountered in the school. | instruments to complete a thorough assessment prior to planning an Intervention. Serve on a multidisciplinary team to identify student strengths and needs Use progress monitoring techniques to continually assess the response to school social work interventions. | assessment prior to planning an intervention School social worker does not use progress monitoring techniques to continually assess the response to the school social work intervention. |

## 2.4 Intervention Services

| | | | |
|---|---|---|---|
| School social worker is highly effective in providing a continuum of culturally appropriate school wide, small group and individual social work interventions depending on the assessed needs of the school community. For level 4, all of the evidence listed under Level 3 is present, as well as the following; The provision of professional development to staff members, family, and the community on the social, emotional, behavioral and mental health barriers that students maybe-encountering and providing strategies to be implemented in the home, community, and the classroom that have | School social worker is effective in providing culturally appropriate school wide, small group, and individual social work interventions, School social worker typically: Responds to requests from the school community, the school, teachers and/or parents to provide interventions that would alleviate barriers to learning. Utilizes evidence-based interventions and supports accessing professional development on an ongoing basis to improve knowledge and implementation in this area. Demonstrates an understanding o | School social worker needs improvement in providing culturally appropriate school wide, small, group, and individual social work interventions. School social worker typically responds to requests from the school community, the school, teachers and/or parents to provide interventions that would alleviate barriers to learning. The school social worker may not Utilize evidence-based interventions and supports accessing professional development on an ongoing basis to improve knowledge and implementation in this area. | School social worker is ineffective in providing culturally appropriate school wide, small group, and individual social work interventions. School social worker rarely or never responds to requests from the school community, the school, teachers and/or parents to provide interventions that would alleviate barriers to learning. School social worker has little knowledge of evidence-bases interventions and does not access professional development to improve knowledge in this area. School social worker has little understanding of evidence-based |

| | | | |
|---|---|---|---|
| been determined to assist in overcoming such barriers. | evidence-based frameworks of intervention such as Response to Intervention and Positive Behavioral interventions and Supports and provides assistance in school-wide implementation. Collaborates with other school professionals to provide multi-disciplinary interventions to students evaluated by problem-solving teams. | Demonstrate an understanding o evidence-based frameworks of intervention such as Response to Intervention and Positive Behavioral interventions and Supports and provides assistance in school-wide implementation. Collaborate with other school professionals to provide multi-disciplinary interventions to students evaluated by problem-solving teams. | frameworks of interventions such as Response to Intervention and Positive Behavioral Interventions and Supports and is unable to assist in implementation. School social worker does not work collaboratively with other school professionals to provide multi-disciplinary interventions to students evaluated by problem-solving teams. |

## 2.5 Referral Services

| | | | |
|---|---|---|---|
| School social worker is highly effective in identifying referral resources, facilitating the process of referral, and following up on student/family referrals. For Level 4, all of the evidence listed under Level 3 is present, as well as the following: The school social worker consistently maps community resources, developing relationships and partnerships with these community services in order to better meet the needs of the school community. The school social worker makes efforts to advocate for, or develop, those resources which do not exist in the community, but for which | School social worker is effective in identifying referral resources, facilitating the process of referral, and following up on student/family referrals. School social worker responds promptly to referral from parents, staff and the community for school social work services. The social worker knows many of the local community resources. School social worker has a recognized and confidential protocol for receiving or making referrals. Referrals are formally documented including efforts to follow-up to determine the outcomes of those referrals. | School social worker needs improvement in identifying referral resources, facilitating the process of referral, and following up on student/family referrals. School social worker typically responds to referrals from parents and staff and has a handful of resources to which students / parents are most often referred. The school social worker may not: Consistently implement a recognized and confidential referral process Document all referrals Routinely follow up on referrals to determine outcomes. | School social worker is ineffective in identifying referral resources, facilitating the process of referral, and following up on student/family referrals. School social worker is unfamiliar with school community resources and rarely makes appropriate referrals to meet identified needs. School social worker has not recognized protocol for receiving or making referrals. Referrals from parents, staff, and / or the community are processed informally with little consideration for confidentiality. There is little formal documentation or follow-up to determine the outcomes of the |

| | | | |
|---|---|---|---|
| there is an identified need. | | | referrals that are made by the school social worker. |

**2.6 School Social Worker Skills**

| | | | |
|---|---|---|---|
| School social worker is highly effective in demonstrating the skills that epitomize the unique value of school social work services. For Level 4, all of the evidence listed under Level 2 is present, as well as the following: The school social worker takes every opportunity to enhance his/her school social work skills by taking advantage of professional development. The school social worker takes opportunities to share school social work knowledge and skills by providing professional development to the school/ professional community. | School social worker is effective in demonstrating the skills that epitomize the unique value of school social work services. School social worker consistently demonstrates school social work skills which include: Knowledge and skills related to the identification of social, emotional, behavioral and/or mental health barriers to students success. The relationship skills of compassion, empathetic listening, effective communication, collaborative team building, consensus building, and leadership. The organizational skills of time management, task completion and documentation. Knowledge of diversity and cultural competence. Knowledge and implementation of the Indiana School Social Work Standards. Demonstrates ethical problem solving skills. | School social worker needs improvement in demonstrating the skills that epitomize the unique value of school social work services. School social worker demonstrates some, but not all, of the following school social work skills and / or may not demonstrate them consistently: Knowledge and skills related to the identification for social, emotional, behavioral and/or may not demonstrate them consistently. Knowledge and skills related to the identification of social, emotional, behavioral and/ or mental health barriers to students success. The relationship skills of compassion, empathetic listening, effective communication, collaborative team building, consensus building, and leadership. The organizational skills of time management, task completion and documentation. The knowledge of diversity and cultural competence. | School social worker is ineffective in demonstrating the skills that epitomize the unique value of school social work services. School social worker rarely demonstrates: Knowledge and skills related to the identification of social, emotional, behavioral and/or mental health barriers to student success. The relationship skills of compassion, empathetic listening, effective communication, collaborative team building, consensus building, and leadership. The organizational skills of time management, task completion and documentation. The knowledge of diversity and cultural competence. The knowledge and implementation of the Indiana School Social Work Standard. Demonstrates ethical problem solving skills. |

| | | The knowledge and implementation of the Indiana School Social Work Standard. Demonstrates ethical problem solving skills. | |

| Domain 3 - School Social Worker Leadership |
|---|
| Domain Description: School social workers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students. |

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|---|---|---|---|
| **3.1 Contribute to School Culture** | | | |
| At Level 4, a school social worker fulfills the criteria for Level 3 and additionally may:- seek out leadership roles, and go above and beyond in making time for developing and supporting major school initiatives | School social worker will:- contribute ideas and expertise to further the schools' mission and initiatives, and dedicate time efficiently, when needed, to support major school initiatives | School social worker will:- contribute occasional ideas and expertise to further the school's mission and initiatives. School social worker typically does *not*:-use time efficiently to allow for opportunities to support initiatives to improve the culture of the school | School social worker rarely or never provides ideas aimed at improving school efforts. School social worker dedicates little or no time outside of school time towards helping students and peers. |
| **3.2 Collaborate with Peers** | | | |
| At Level 4, a school social worker fulfills the criteria for Level 3 and additionally may: work collaboratively with other student assistance professionals to develop a student assistance plan for the school, and take on leadership roles within collaborative groups such as the Indiana School Social Work Association | School social worker 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, and seek to provide other school professionals with assistance when needed . | School social worker will:-participate in occasional opportunities to work with and learn from others, and ask for assistance when needed. School social worker typically does *not:* seek to provide other school professionals with assistance when needed OR regularly | School social worker rarely or never participates in opportunities to work with others. School social worker works in isolation and is not a team player. |

| | | seek out opportunities to work with others OR work collaboratively with other student assistance professionals to develop a student assistance plan for the school. | |
|---|---|---|---|

**3.3 Advocates for Student Success**

| At Level 4, a school social worker fulfills the criteria for Level 3 and additionally may: display commitment to the educational success of all the students in the school, and make changes and take risks to ensure student success. | School social worker will:- display commitment to the educational success of all his/her student clients, attempt to remedy obstacles around student achievement, and advocate for students' individualized needs. | School social worker will:- display commitment to the educational success of all his/her student clients.<br><br>School social worker typically does *not:* advocate for students' needs | School social worker rarely or never displays commitment to the educational success of his/her student clients. School social worker accepts the obstacles to student success and does not advocate for students or their needs. |
|---|---|---|---|

| **Domain 4 Professionalism and Collegiality** | | | |
|---|---|---|---|
| **Highly Effective** | **Effective** | **Improvement Necessary** | **Ineffective** |
| **4.1 Competency Engages Families and the Community in Student Achievement** | | | |
| At Level 4, a School Social Worker fulfills the criteria for Level 3 and additionally: Strives to form relationships in which parents are given ample opportunity to participate in student achievement. Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events. | School Social Worker will: Proactively reach out to parents and the community in a variety of ways to engage them in student achievement. Respond promptly to contact from parents Engage in all forms of parent outreach required by the school | School Social Worker will: Respond to contact form parents Engage in all forms of parent outreach required by the school. School Social Worker may not: Proactively reach out to parents and the community to engage them in student achievement. | School Social Worker rarely or never reaches out to parents and / or the community and frequently does not respond to contacts from parents.School Social Worker rarely or never reaches out to parents and / or the community and frequently does not respond to contacts from parents. |

| **4.2 Competency Seek Professional Skills and Knowledge** | | | |
|---|---|---|---|
| At Level 4, a school social worker fulfills the criteria for Level 3 and additionally may: Regularly share newly learned knowledge and practices with others Seek out opportunities to lead professional development sessions. | School Social Worker will: Actively pursue opportunities to improve knowledge and practice. Seek out ways to implement new concepts into school social work practice, where applicable Welcome constructive feedback to improve practices. | School Social Worker will: Attend all mandatory professional development opportunities. School Social Worker may not: Actively pursue optional professional development opportunities Seek out ways to implement new concepts into school social work practice. Accept constructive feedback well. | School Social Worker rarely or never attends professional development opportunities. School Social Worker shows little or no interest in new ideas, programs, or workshops to improve school social work skills. |
| **4.3 Demonstrates Professionalism** | | | |
| School Social Worker displays the highest standard of ethical conduct. School Social Worker assumes a leadership role in ensuring that practices and procedures are honored within the school. | School Social Worker displays a high level of ethics and professionalism in dealings with students and colleagues and complies fully with school and district regulations and timelines. | School Social Worker behaves in an ethical manner towards students and colleagues. School Social Worker complies minimally with district and school regulations, doing just enough to get by. | School Social worker displays little sense of ethics and professionalism. Relationships with peers are negative or nonexistent. School Social worker fails to comply with school and district regulations and timelines. |
| **4.4 Fosters Others' Awareness of School Social Work Services** | | | |
| Provides in-service training on school social work service for colleagues, administrators, and/or families. Provides in-service to teachers and paraprofessionals. | Shares information on school social work services with colleagues, administrators, and/or families. | Shares information on school social work services with colleagues, administrators, and/or families when asked for information. | Rarely shares information on school social work services with colleagues, administrators, and/or families. |
| **4.5 Demonstrates professionalism** | | | |
| Teacher displays the highest standards of ethical conduct. Teacher | Teacher displays high level of ethics and professionalism in | Teacher behaves in an ethical manner towards students and colleagues. | Teacher has little sense of ethics and professionalism. |

| | | | |
|---|---|---|---|
| assumes a leadership role in ensuring that school practices and procedures are honored within the school. | dealings with students and colleagues, and complies fully with school and Corporation regulations and timelines. | Teacher complies minimally with Corporation and school regulations, doing just enough to "get by." | Relationships with peers are negative or nonexistent. Teacher fails to comply with school and Corporation regulations and timelines. |

**4.6 Collaborates with peers**

| | | | |
|---|---|---|---|
| Teacher takes on leadership roles within collaborative groups at the school and/or Corporation level. When the opportunity exists, teacher serves as a coach or mentor to assist peers. Teacher is an active participant in collaborative endeavors. | Teacher seeks out and participates in opportunities to work with and learn from others. The teacher asks for assistance when needed and provides assistance to others in need. | Teacher participates occasionally in opportunities to work with and learn from others. Teacher does not seek assistance when needed. | Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player. |

# APPENDIX J: RBB SPEECH LANGUAGE PATHOLOGIST RUBRIC

| Domain 1 - Planning and Preparation | | | |
|---|---|---|---|
| **Highly Effective** | **Effective** | **Improvement Necessary** | **Ineffective** |
| **1.1 Uses current and comprehensive content/specialty area knowledge for planning** | | | |
| Demonstrates extensive knowledge and makes connections between the content/skill and other parts of the discipline or other disciplines. | Demonstrates knowledge of evidence based practice related to the teaching assignment and/or specialty area. Demonstrates knowledge of performance levels for each student, and plans for a variety of appropriate approaches to facilitate their learning. Demonstrates knowledge of the socio-cultural background of students and applies this knowledge to teaching. | Demonstrates limited knowledge of content and / or instructional practices specific to that discipline. | Demonstrates little knowledge of the content or instructional practices specific to the discipline. |
| **1.2 Gathers appropriate information prior to determining evaluation procedures** | | | |
| Includes all pertinent screening information into the body of evaluation report. Participates in school wide staffings. | Uses Social and Developmental histories to gather information. Utilizes academic information including RTI data. Utilizes Hearing screening information. | Makes decisions regarding evaluation procedures based solely on the information included in the referral (Pre-Conference Planning - IIEP) | Begins evaluation prior to reviewing any available data. |
| **1.3 Chooses appropriate evaluation instruments** | | | |

| | | | |
|---|---|---|---|
| Utilizes a variety of tools to address cultural and linguistic differences. -or- Uses an expanded and flexible battery of instruments for assessing students. | Uses tools, protocols and strategies that are the most current and evidence based. Utilizes strategies and tools that are age appropriate and related to the referral question(s). Matches academic concerns to selection of tests. | Utilizes strategies and tools that are age appropriate for the student; however, referral data was not considered when choosing an appropriate instrument. | Utilizes instruments that do not fully address the reason for the referral. |

## 1.4 Uses appropriate evaluation procedures

| | | | |
|---|---|---|---|
| Supplements standardized measures with: •classroom observations •curriculum based •measures other educationally relevant measures that are aligned with academic standards | Faithfully administers tests accurately and according to the directions outlined by the test. Scores data from standardized assessment and other sources accurately. Appropriately analyzes and interprets information from standardized assessment and other measures. | Conducts speech/language assessments with limited interpretation of results. | Conducts speech/language assessments that are inappropriate, ineffective, and / or lack interpretation |

## 1.5 Interprets results and makes placement/service recommendations

| | | | |
|---|---|---|---|
| Provides information to classroom teachers and includes the potential impact on classroom learning. | Integrates all results from the evaluation process and develops clear diagnostic impressions. Collaborates with members of the Case Conference Committee to: •Synthesize evaluation information •Determine the presence and severity of a disability | Determines eligibility for students who may have a speech impairment and/or language impairment. Completes most evaluation(s) in time for case conference. | Fails to correctly interpret results of evaluation. Fails to meet timelines for completing evaluations. |

| | •Determines Eligibility for speech and language services Clearly communicates results using understandable terminology to all case conference participants. Provides copy of initial findings to parent at least 5 days prior to case conference. | | |
| --- | --- | --- | --- |

| **Domain 2 - Effective Instruction** | | | |
| --- | --- | --- | --- |
| **Highly Effective** | **Effective** | **Improvement Necessary** | **Ineffective** |
| **2.1 Manages scheduling of sessions and grouping of students** | | | |
| Attempts to group students by age/grade level and area of need. | Efficiently manages schedules to minimally interrupt general education curriculum/instruction. Appropriately groups students to maximize instructional time. Adjusts schedule as needed to meet time provisions of IEP. | Schedules students to meet time provisions of IEP. | Inconsistently meets time provisions outlined in IEP for students on caseload. |
| **2.2 Provides effective services to students** | | | |
| Develops and implements strategies for students' successful participation in the classroom/curriculum. Collaborates with classroom teachers regarding strategies that can be implemented within the classroom on | Prepares for intervention sessions thoroughly by: •Organizing materials • Selecting/adapting material, equipment, devices to meet student needs· Incorporating academic/instruction/c urriculum into | Provides therapy to address the common needs of the students participating in small group therapy; however, does not differentiate to address individual student needs. | Provides therapy to address the needs of some of the students participating in small group therapy. Therapy occurs in isolation. |

| | | | |
|---|---|---|---|
| a regular basis in order to maximize student progress. Service delivery is highly differentiated, incorporates a variety of models, and is highly effective, such that students make progress in the approved curriculum. Differentiated instruction meets the needs of all students participating in small group therapy. | intervention strategies to achieve communication goals.<br>• Constructs culturally, linguistically and developmentally appropriate learning activities. Accommodates student's unique learning styles and present levels of performance. Provides strategies to promote generalization of skills in a variety of settings. | | |

**2.3 Develops student understanding of lesson objectives**

| | | | |
|---|---|---|---|
| Students can explain what they are learning and why it is important, beyond repeating the stated objective. Strategies engage prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection. | Lesson objective is conveyed to students in easy to understand terms, clearly articulating what they will be able to do by the end of the lesson. Importance of the objective is explained so that students understand why they are learning what they are learning. Lessons are well organized and build on students' prior knowledge of key concepts and skills and this connection evident to students. | SLP's explanation of the lesson may contain minor errors; some portions are clear while other portions are difficult to follow, resulting in some confusion for the student. | SLP's explanation of the lesson contains major errors, leaving students confused. |

**2.4 Uses strategies that promote student engagement**

| | | | |
|---|---|---|---|
| Integrates a variety of current therapeutic strategies gained from professional development activities<br>Uses and teaches technology/AAC devices | Provides lessons that progress at an appropriate pace to maintain engagement. Restates and rephrases instruction in multiple ways and consistently uses appropriate cues and prompts to elicit desired responses. Provides | SLP varies some aspects of the lesion to facilitate student engagement. Some of the students are engaged in the learning process. SLP notices but is slow to react when students are not engaged. | SLP does not vary the lesson to maintain student engagement. Few of the students are consistently engaged in the lesson. |

| | | | |
|---|---|---|---|
| | consistent feedback and provides multiple opportunities for student participation. | | |
| **2.5 Creates culture of respect and collaboration** | | | |
| Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance. Students reinforce positive character and behavior and discourage negative behavior amongst themselves. | Students are respectful of their SLP and peers. Reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior. Has a good rapport with students, and shows genuine interest in their thoughts and opinion. | Interactions between SLP and students and among students are generally appropriate and free from conflict. | Environment conveys a negative culture for learning, with low SLP commitment, low expectations for student achievement, and little or no student pride in work. Conflicts arise between students during group therapy. |
| **2.6 Implements appropriate progress monitoring procedures** | | | |
| Includes student in review of data and monitoring own progress. | Collects, interprets and uses data to measure progress and drive instruction. Matches appropriate interventions to data. Modifies instruction based on frequent progress monitoring. Ensures that progress monitoring reports are sent home to parent with report cards. | Conducts progress monitoring; however, fails to consistently meet timelines in order to send home to parent with report card. Students track their speech and / or language progress but do not understand its implications. Student success is not recognized. | Fails to collect progress monitoring data in a timely manner. Students do not track their speech and or language progress. There is no knowledge of student success. |

| **Domain 3 - Leadership and Professional Responsibilities** | | | |
|---|---|---|---|
| **Highly Effective** | **Effective** | **Improvement Necessary** | **Ineffective** |
| **3.1 Competency advances professional skills and knowledge** | | | |

| | | | |
|---|---|---|---|
| SLP actively pursues optional professional development opportunities to improve knowledge and practice. Regularly shares newly learned knowledge and practices with others Seeks out opportunities to lead professional development sessions. | Actively pursues opportunities to improve knowledge and practice. Seeks out ways to implement new practices into instruction, where applicable. Welcomes constructive feedback to improve practices. | SLP attends all mandatory professional learning opportunities, but does not seek opportunities for personal professional growth. | SLP rarely or never attends professional learning opportunities. SLP shows little or no interest in new ideas, programs, professional readings, or classes to improve teaching or learning. |

**3.2 Follows policies and procedures**

| | | | |
|---|---|---|---|
| SLP complies fully with school, district, Forest Hills policies and procedures, and Indiana State Board of Education Special Education Rules Title 511 Article 7, taking a leadership role with colleagues. | SLP complies fully with school, district, Forest Hills policies and procedures, and Indiana State Board of Education Special Education Rules Title 511 Article 7. | SLP complies minimally with school, district, Forest Hills procedures, and Indiana State Board of Education Special Education Rules Title 511 Article 7 often failing to meet deadlines, submit reports.. | SLP has a pattern of failing to follow school, district, Forest Hills policies and procedures and Indiana State Board of Education Special Education Rules Title 511 Article 7. |

**3.3 Competency fulfills all documentation/paperwork requirements**

| | | | |
|---|---|---|---|
| Filing is completed weekly and organized in a manner that provides for immediate accessibility. | Maintains files in an organized manner and ensures all IEPs and progress monitoring data are annually placed in student file. Complies with Forest Hills & school documentation procedures including the completion of IEPS, and completion of Medicaid claims in a timely manner. Documents clearly and objectively, all activities and correspondence (including parent correspondence) relating to children on caseload. | Inconsistently completes documentation in a timely manner. | Does not complete documentation in a timely manner. |

**3.4 Participates in case conferences**

| | | | |
|---|---|---|---|
| Provides a draft IEP for parents to reference at the case conference -or- Projects IEP onto screen. Takes the lead when necessary to keep case conference on track. Defuses contentious situations during the case conference. As chair, runs the meeting efficiently while allowing opportunity for all to participate. | Case Conference notices are entered appropriately into the IIEP system and provided to parent in the parent's native language or other mode of communication, early enough to ensure that one or both parents have the opportunity to attend. Case conferences are set up at a mutually agreed upon place and time or documentation proves that parents were unresponsive to attempts to set conference. Case conferences are set up prior to the expiration date of IEP.Brings all appropriate records and documents to case conference. Meaningfully, understandably and efficiently participates in the case conference. Facilitates parent participation. Assists with completing the IIEP as needed. When Chairing a Case Conference, follows agenda and all appropriate procedures; signatures collected as needed. | SLP schedules case conference right before expiration of IEP, documentation exists; however, parent did not receive adequate notice and there is little or no time for rescheduling. SLP contributes basic information regarding the student's evaluation, reevaluation, progress toward annual goals, and strategies to promote generalization of skills. | SLP does not schedule case conferences in a timely manner. Documentation of scheduled case conferences is lacking. |

**3.5 Develops IEPs based on individual student needs; IEPs are completed using appropriate procedures**

| | | | |
|---|---|---|---|
| Volunteers to train and assist others in the use of the IIEP system. Volunteers to review and evaluate IIEPs. Provides | Goals are measurable, aligned to standards, and clearly written based on present levels of performance. Services are aligned with goals. | SLP complies minimally with Forest Hills procedures and Indiana State Board of Education Special | SLP has a pattern of failing to follow Forest Hills procedures and Indiana State Board of Education Special |

| | | | |
|---|---|---|---|
| IEPs that stand up during due process scrutiny. | Recommended accommodations are appropriate, and their use is clearly defined. Notes clearly and succinctly capture relevant discussions. Components of the IIEP are accurately completed and the document meets the "stranger" test. Develops compliant transition plans for students who are entering grade 9 or become 14 years of age. | Education Rules Title 511 Article 7. Goals are aligned to standards; however, goals are not measureable.. | Education Rules Title 511 Article 7. |

| Domain 4 - Professionalism and Collegiality | | | |
|---|---|---|---|
| **Highly Effective** | **Effective** | **Improvement Necessary** | **Ineffective** |
| **4.1 Collaborates with other to promote student success** | | | |
| Serves as a voluntary mentor to peers / newly hired SLP's. SLP takes on leadership roles within collaborative groups at the school and/or district level. | Collaborates with other professionals in matters relevant to students on their case load. Collaboration supports student success within the school. Collaborates with other professionals in how to best support all students within the school setting. Maintains professionalism during interaction with colleagues and others. SLP seeks out and participates in opportunities to work with and learn from others. The SLP asks for assistance when needed | SLP participates occasionally in opportunities to work and learn from others. SLP does not seek assistance when needed. Inconsistently collaborates with school personnel. | SLP rarely or never participates in opportunities to work with others. SLP works in isolation and is not a team player |

| | and provides assistance to others in need. | | |
|---|---|---|---|

## 4.2 Fosters others awareness of communication disorders

| Provides in-service training on communication disorders for peers, parents and/or students. Provides in-service to classroom teachers and paraprofessionals. | Provides developmental guidelines to general education teachers and offers to parents when appropriate. Shares information on communication disorders with peers and offers information to parents and students. Shares information of appropriate referrals/guidelines. | Shares information on communication disorders, developmental guidelines, and relevant referral guidelines when asked by colleagues and parents. | Rarely shares information on communication disorders, developmental guidelines and relevant referral guidelines in a timely manner. |
|---|---|---|---|

## 4.3 Communicates professionally

| Responds to communication and the processing of information within 24 hours on a routine basis. | All communication, whether voice mail, e-mail, letter or phone is handled in a professional manner. | SLP inconsistently responds to communication in a timely manner, response time is usually greater than 48 hours. | SLP rarely responds to communication in a timely manner. |
|---|---|---|---|

## 4.4 Engages family in student learning

| Strives to form relationships in which parents are given ample opportunity to participate in student learning. Is available to address concerns in a timely and positive manner, when necessary, | Proactively reaches out to parents in a variety of ways to engage them in student learning. Responds promptly to contact from parents. Engages in all forms of parent outreach required by the school. Initiates communication in parents preferred | Initiates conversation with parents, invites questions they may have; however, communication with parents occurs primarily during case conferences. Provides parents with information about how to support their child's | Communicates with parents solely at the case conference. Rarely provides information to families about how to support their child's speech and language progress at home. |
|---|---|---|---|

| | | | |
|---|---|---|---|
| outside of required outreach events. Engages parents in ongoing dialogue about how to support their child's speech and language progress at home. | mode (i.e. email, telephone, written message) to ensure families are knowledgeable about their child's therapy and progress. Provides parents with information about how to support their child's speech and | speech and language progress at least annually. | |
| **4.5 Advocates for student success** | | | |
| Displays commitment to the education of all the student in the school. Makes changes and take risks to ensure student success. | Displays commitment to the education of all his/her students. Provides IEP information to all teachers involved with student. Advocates for students' individualized needs. Ensures that all strategies and supports needed for student success are shared and made available for teachers to use in classroom. | Provides IEP information to teachers; however, strategies and supports required for student to experience success are not consistently made available for teachers to use in the classroom. | Provides IEP information to teachers when asked. |

# APPENDIX K: Instructional Coach Evaluation Rubric

## Domain 1 Planning and Preparation

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|---|---|---|---|
| **1.1: Demonstrate Knowledge of Content and Pedagogy** | | | |
| Instructional coach's practice reflects extensive knowledge of content and structure of the discipline. Instructional coach actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. | Instructional coach's practice reflects solid knowledge of content. Instructional coach understands the prerequisite relations between important concepts and the instructional practices specific to that discipline. | Instructional coach's practice reflects some awareness of the important concepts in the discipline. Instructional coach's practice exhibits minimal knowledge of prerequisite relations between content and the instructional practices specific to that discipline. | Instructional coach's practice displays little knowledge of the content. Instructional coach's practice does not exhibit knowledge of the prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline. |
| **Comments:** | | | |
| **1.2: Demonstrate Knowledge of School Programs** | | | |
| Instructional coach is deeply familiar with district initiatives and works to shape its future direction, actively seeking information to enhance planning of the program. | Instructional coach demonstrates comprehensive knowledge of district initiatives and/or of the skill in planning that program. | Instructional coach demonstrates basic knowledge of district initiatives and/or of the skill in planning that program. | Instructional coach demonstrates little or no knowledge of the district initiatives and/or of the skill in planning that program. |
| **1.3 : Set Professional Development Outcomes** | | | |

| | | | |
|---|---|---|---|
| Professional Development outcomes are stated as goals that can be measured, reflecting rigorous learning and curriculum standards when appropriate. They represent varied content and take into account the needs of individual participants. | Professional Development outcomes are stated as goals reflecting high-level learning and curriculum standards when appropriate. They are suitable for most participants and represent different types of learning. | Professional Development outcomes are of moderate rigor, suitable for some participants but reflect limited types of learning and represent some connections to the curriculum standards when appropriate. | Professional Development outcomes are unsuitable for audience, represent trivial or low level learning, and/or represent no connection to the curriculum standards when appropriate and are stated as only activities. |

**1.4: Demonstrate knowledge of resources within and beyond the school and district.**

| | | | |
|---|---|---|---|
| Instructional coach actively seeks out a wide range of resources to enrich teachers' skills in implementing school program. | Instructional coach is aware of resources available for teachers to advance their skills through the school or district and in the larger professional community. | Instructional coach demonstrates basic knowledge of resources available in the school or district for teachers to advance their skills. | Instructional coach demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills. |

**1.5: Design Coherent Professional Development**

| | | | |
|---|---|---|---|
| Instructional coach's PD is thoroughly aligned to instructional outcomes, designed with a series of learning experiences that allows for different pathways according to needs. | Instructional coach's PD is aligned to the professional development outcomes, has clear structure and is likely to engage the audience in significant learning. | Instructional coach's PD shows partial alignment to the professional development outcomes, reflects partial knowledge of audience and has recognizable structure. | Instructional coach's PD is either non- existent or poorly aligned to professional development outcomes and does not represent a coherent structure. |

**Comments:**

**1.6: Analyze Student Data to Support Instruction**

| | | | |
|---|---|---|---|
| Instructional coach is highly effective at analyzing data in partnership with the teacher to plan instruction for individual student needs. | Instructional coach has sufficient knowledge of how to analyze data to support differentiated instructional planning. | Instructional coach has basic knowledge of how to analyze data to support instruction. | Instructional coach has little or no knowledge of how to analyze data to support instruction. |

# Domain 2 Environment

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|---|---|---|---|
| **2.1: Create an environment of respect and rapport** | | | |
| Relationships with the instructional coach are highly respectful and trusting, with many contacts initiated by teachers. | Relationships with the instructional coach are respectful, with some contacts initiated by teachers. | Relationships with the instructional coach are cordial; teachers don't resist initiatives established by the instructional coach. | Teachers are reluctant to request assistance from the instructional coach. |
| **2.2: Establish an environment of on-going instructional improvement** | | | |
| The instructional coach has established a culture of professional inquiry in which teachers initiate projects to with the support of the instructional coach. | The instructional 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 nor do teachers seek advice from the instructional coach. | Instructional coach does not actively engage in the work of improving instruction. |
| **2.3: Establish norms for professional development interactions** | | | |
| Instructional coach has established clear norms of mutual respect for professional interactions, and teachers reflect these standards of conduct. | Instructional coach has established clear norms of mutual respect and for professional interaction and consistently directs adult interactions. | Instructional coach's efforts to establish norms of professional conduct are partially successful; however, inconsistently directs adult interactions. | No norms of professional conduct have been established; randomly and inconsistently directs adult interactions. |
| **2.4. Organize physical space** | | | |
| Instructional coach makes highly effective use of the physical environment, with teachers contributing to the physical arrangement. | Instructional coach makes good use of the physical environment, resulting in engagement of all participants in the PD activities. | The physical environment does not impede PD activities. | Instructional coach makes poor use of physical environment or time, resulting in poor access; little alignment between physical arrangement and PD. |

# Domain 3 Delivery of Services

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|---|---|---|---|
| **3.1: Collaborate with teachers in the design of instruction** | | | |
| Instructional coach initiates collaboration with teachers in the design of instruction and locating additional resources from sources outside the school. | Instructional coach initiates collaboration with classroom teachers in the design of instruction. | Instructional coach collaborates with classroom teachers in the design of instruction when specifically asked to do so. | Instructional coach declines to collaborate with classroom teachers in the design of instruction. |
| **3.2: Communicate clearly and accurately** | | | |
| Instructional coach regularly and accurately communicates information and engages in ongoing dialogue with stakeholders. | Instructional coach accurately and consistently communicates information to stakeholders. | Instructional coach partially communicates information to stakeholders. | Instructional coach does not clearly communicate information to stakeholders. |
| **3.3: Engage teachers in learning new instructional strategies** | | | |
| Instructional Coach engages teachers in acquiring new instructional skills and reflective conversation to determine areas for growth. | Instructional Coach engages teachers in acquiring new instructional skills. | Instructional coach's efforts to engage teachers in professional learning are partially successful, with some participation. | Instructional Coach does not provide opportunities to engage in professional learning. |
| **3.4. Demonstrate flexibility and responsiveness** | | | |
| Instructional coach continually seeks ways to make changes to improve in response to stakeholder requests. | Instructional coach makes revisions when it is needed. | Instructional coach makes modest changes when confronted with evidence of the need for change. | Instructional coach adheres to a plan, in spite of evidence of its inadequacy. |

# Domain 4 Professional Responsibilities

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|---|---|---|---|

| 4.1: Reflect on practice | | | |
|---|---|---|---|
| Instructional coach draws on an extensive repertoire to suggest specific alternative strategies, accompanied by predictions of likely consequences. Instructional Coach makes specific suggestions as to how the support program might be improved. | Instructional coach's reflection is an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional Coach makes specific adjustments to improve practice based on feedback. | Instructional coach's reflection on practice is generally accurate and objective without citing specific examples and with only global suggestions as to how it might be improved. | Instructional coach does not reflect on practice, or the reflections are inaccurate or self- serving. |

| 4.2: Prepare and submit documentation | | | |
|---|---|---|---|
| Instructional coach acknowledges stakeholders when preparing documents, follows established procedures, and suggests improvements. Documents are submitted on time and follow-up is documented. | Instructional coach follows established procedures for preparing and submitting documents. Documents are sometimes submitted on time and complete. | Instructional coach's efforts to prepare documents are partially successful and mostly follow established procedures for preparing and submitting documents. Documents are usually on time. Documents are occasionally incomplete. | Instructional coach does not follow established procedures for preparing and submitting documents. Documents are routinely late or incomplete. |

| 4.3: Participate in a professional community | | | |
|---|---|---|---|
| Instructional coach makes substantial contributions to school and district events and projects, shares attained knowledge and skills, and assumes a leadership role with colleagues. | Instructional coach participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | Instructional coach's relationships with colleagues are cordial, and the coach participates in school and district events and projects when specifically requested | Instructional coach's relationships with colleagues are negative or self-serving, and the coach avoids being involved in school and district events and projects. |

| 4.4: Grow and develop professionally | | | |
|---|---|---|---|
| Instructional coach actively pursues PD and makes a substantial contribution to the profession through such activities as participating in state or national conferences. | .Instructional coach seeks out opportunities for professional development based on an individual assessment of need. | Instructional coach's participation in professional development activities is limited to those that are convenient or are required. | Instructional coach does not participate in professional development activities, even when activities are clearly |

| | | | needed for skill enhancement. |
|---|---|---|---|
| 4.5. Show professionalism | | | |
| Instructional coach adheres to the highest standards of honesty, integrity and confidentiality. Instructional Coach assumes a leadership role within the district, school and larger coaching community. Instructional coach assumes a leadership role with colleagues. | Instructional Coach's interactions with colleagues are characterized by high standards of honesty, integrity and confidentiality. All staff are fairly served. Instructional coach displays full compliance with school and district regulations. | Instructional Coach's interactions with colleagues are honest but inconsistent. Instructional Coach displays minimal compliance with school and/or district regulations. | Instructional Coach's professional interactions are characterized by questionable integrity. Instructional coach does not comply with school and/or district regulations. |

# APPENDIX L: Glossary

**Day**: Each time the word "day" appears it will represent school day. Example, 45 days = 45 school days.

**Domain:** There are four domains, or broad areas of instructional focus, included in the Teacher Effectiveness Rubric: Planning and Preparation, Classroom Environment, Instruction, Professionalism and Collegiality. Under each domain, competencies describe the essential skills of effective instruction.

**End-of-Year Conference:** A conference in the spring during which the teacher and primary evaluator discuss the teacher's performance on the Teacher Effectiveness Rubric. In some cases, this conference may double as the "Summative Conference" as well.

**Evaluator:** Can be referring to either the Primary or Secondary Evaluator

**Formal Observation:** An observation lasting a minimum of 40 minutes. Extended observations can be announced or unannounced, and are accompanied by optional pre-conferences and mandatory post-conferences including written feedback within seven school days of the observation.

**Formal Plan of Assistance:** This Plan of Assistance will identify and review the specific performance expectations not being met; Specify what is needed to improve the level of performance; Provide suggestions, resources, strategies, and support the teacher may use to improve performance; Provide timelines for the teacher to follow when addressing

performance expectations, ensuring the teacher has reasonable time to show improvement; and Provide ongoing observations and feedback to the teacher throughout the duration of the plan.

**Formative Assessments** are part of the instructional process and provide data needed to adjust teaching and learning while it is happening.

**Individualized Education Plan (IEP) Objectives** – The Individualized Education Plan goals are focused on tracking student progress specifically related to a student's IEP goals throughout the year. Special education teachers should be able to track student progress on identified student learning objectives through the employment of a variety of research-based assessments that complement the implementation of research-based interventions.

**Informal Observation:** An unannounced observation lasting a minimum of 10 minutes. There are no conferencing requirements for short observations. Feedback in writing must be delivered within five instructional days.

**Pedagogical Goal** - The pedagogy goal is a personal professional development plan a teacher will work on during the school year to enhance their instructional effectiveness. They should choose the area and then develop 3-4 ways to increase their capacity within this area.

**Plan of Assistance**: 45 school days in length

**Primary Evaluator:** The person chiefly responsible for evaluating a teacher. This evaluator approves Professional Development Plans (when applicable) in the fall and assigns the summative rating in the spring. Each teacher has only one primary evaluator.

**Secondary Evaluator:** An evaluator whose observations, feedback, and information gathering informs the work of a primary evaluator. Performance Expectations Reflective Conference This conference is to be held after each formal or participatory observation to reflect upon the teacher appraisal rubric.

**Summative Evaluation:** Teacher Effectiveness Rubric

**Summative Performance Levels Conference:** This is an overall performance conference where the evaluator will review all performance expectation(s) and answer questions and clarify the reason(s) for the overall performance level and will discuss with the teacher the evaluative recommendation for the next school year (i.e. Renewal, Non-Renewal, and Plan of Assistance for Improvement Necessary OR Ineffective.)

**TER Summary Conference**: The signing off of a teacher on their final score on the Teacher Effectiveness Rubric, including any formal and informal observations. This can also be a sit-down conference at the request of the teacher or evaluator.