

South Bend Community School Corporation
Certified Educator Evaluation Plan
V151113

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I. Belief Statement and Purpose

The South Bend Teacher Evaluation Plan is designed to facilitate educator and teacher professional growth and proficiency and to increase student learning.

II. Foundations

SBCSC has launched a multi-phase process to create an Educator Growth & Proficiency System, pursuant to Indiana Code 20-28-11. The design and implementation process began with an initiative aimed at constructing shared understanding among all SBCSC staff of what constitutes effective instruction toward the district's vision of *Quality Learning for Every Student Every Day*. The initiative was built as a collaborative inquiry among teacher and administrator educators into two Essential Questions.

What constitutes effective teaching, according to best current knowledge, in service of Quality Learning for Every Student Every Day?

How might educators engage one another in reflection about their teaching, and their learners' progress?

The initiative developed two strands of inquiry, one aligned to each of the essential questions. Effective instruction is described in the *Framework for Effective Teaching* based on the work of the New Teacher Center at the University of California at Santa Cruz. Effective leadership is described in a parallel *Framework for Administrator Growth & Proficiency*. Discourse about teaching and learning is described as collegial learning conversation, built on the work of the Thinking Collaborative (formerly the Centers for Adaptive Schools and Cognitive Coaching).

All SBCSC administrators, each with a teacher learning partner, experienced the core learning series of the initiative. These partners became the first participants in the Growth and Proficiency System. Also, two further rounds of core learning took place, significantly increasing the pool of certificated educators who are versed in the concepts and practices of the Teaching and Learning Initiative.

Development of the System for Educator Growth and Proficiency centers on processes to assure that all certificated staff members have opportunities to construct shared understanding of the necessary processes and products. In this way the SBCSC seeks to make transparent a critical obligation that remains only implicit in the Summer, 2012 *Education Policy Brief* from the Center for Evaluation and Education Policy.

Citing the work of the National Center for Teacher Quality, the *Policy Brief* emphasizes the importance of all stakeholders developing "an understanding of intent and philosophy of teacher appraisals" and "collaborative discussion regarding the protocols and procedures of implementation." These steps are both necessary and insufficient, in that they seem to

presume shared understanding of what constitutes effective teaching – an untenable presumption, from our perspective. It is at this foundational level that the SBCSC initiative is developing dialogue and discussion: only through such investment in constructing shared understanding of quality teaching and learning can we provide the essential foundation for a System for Educator Growth and Proficiency that aligns to the vision of *Quality Learning for Every Student Every Day*. Administrators and teachers involved in the Growth and Proficiency work to date will serve as resources as we expand our teacher evaluation efforts across all of the teachers in the South Bend Community Schools.

During the 2014/15 school year, the district entered into a partnership with the Indiana Teacher Appraisal and Support System (INTASS) team at Indiana University. With the support of INTASS, the district has formalized an Oversight Committee to continuously review and improve all components of the evaluation plan. The Oversight Committee includes teachers appointed by the teachers' representative to ensure legal obligations to discuss the plan are met. Members of the Oversight Committee have voluntarily completed the INTASS Level 1 Evaluator Certification process.

III. Legislative Requirements and Plan Components

This plan includes in its design a research based rubric to determine teacher professional practices performance, and an array of state and local measures to determine student growth and achievement. These plan components are used to arrive at an overall summative evaluation rating of Highly Effective, Effective, Improvement Necessary, or Ineffective as required by state code. It is designed to meet the requirements of state legislation and Indiana School Code requirements for teacher evaluation including but not limited to the following:

- A. The use of student growth and achievement to significantly inform teacher ratings
- B. The use of a research based rubric to determine teacher instructional effectiveness
- C. The inclusion of at least two formal classroom observations and a summative evaluation conference for all teachers with explicit strategies required for pre and post conferences
- D. Specifying steps taken to address the performance of any teacher identified as having "negative impact" on student growth and achievement.
- E. The use of specific records and documents to monitor and record the evaluation of every teacher in the district each year.
- F. Every educator as defined by the legislation will be evaluated annually.
- G. Every educator as defined by the legislation will receive a rating each year in the four evaluation rating levels of Highly Effective, Effective, Improvement Necessary, and Ineffective.
- H. The explanation of the plan to the governing body in a public meeting before the evaluations are conducted (9/21/15).

IV. Evaluation Process

A. Teacher Professional Practice

The South Bend teacher evaluation process incorporates the Areas of Performance of the *Framework for Effective Teaching* to define and evaluate teaching quality and proficiency. The *Framework for Effective Teaching* teacher professional practices rubric and its components listed below will form the basis of the evaluation of teacher instructional effectiveness.

- Area 1: Understanding and Organizing Subject Matter for Student Learning
- Area 2: Planning Instruction and Designing Learning Experiences for All Students
- Area 3: Creating and Maintaining an Effective Environment for Student Learning
- Area 4: Engaging and Supporting All Students in Learning
- Area 5: Assessing Student Learning
- Area 6: Developing as a Professional Educator

In addition, the administrators will engage all teachers in at least two formal observations of their teaching. Further, informal observations to encourage reflective dialogue between evaluators and teachers will be encouraged as part of the evaluation process.

1. Formal Observations

Two formal observations are required of all teachers in order to be in compliance with Indiana requirements for Teacher Evaluation. One formal observation will take place in the fall semester (prior to January 16); one formal observation will take place in the second semester (prior to May 15). It is the supervisor's responsibility to arrive at a mutually agreed upon time for scheduling these formal observations. Additionally, it is the teacher's responsibility to identify a lesson for observation and prepare for the nature and scope of the observation during a pre-observation planning phase with the supervisor. During the pre-observation planning phase, the administrator and teacher should arrive at mutually agreed upon times for the observation and the post-observation conference.

The conferences are guided by the Area of Performance 4 protocols (Appendix A, pre-observation; Appendix B, post-observation). The observations are snapshots of the teachers planning, instruction, classroom environment, and classroom management. They are used with other evidence gathered during the year to inform the teacher practices component of the overall evaluation. Any and all of the six areas of the Framework for Teaching may or may not be a part of the evidence observed and recorded during the observation. The observations will inform but not

be the sole basis for determining the teacher's growth and proficiency during the evaluation process.

Formal observations are comprised of:

- a. Pre-observation planning with the appropriate protocol (Appendix A), held up to two working days prior to the observation. The pre-observation planning can occur in more than one way (electronically, face to face, etc.). Face to face pre-observation planning is not mandatory but must be scheduled if requested by either the teacher or the evaluator.
- b. The observation of a full lesson with data gathering related to the Framework for Effective Teaching.
- c. *Observation data made available to the teacher in SFS* within three working days of the conclusion of the observation.
- d. A post-observation conference held within five (5) working days of the observation.

2. Informal Observations

Informal observations (walkthroughs) are encouraged, and are to be conducted at administrator discretion. All walkthroughs must be documented in SFS and made available to the teacher within 24 hours. As with the formal observations, evidence gathered during the informal observations may be used to inform the teacher growth and proficiency ratings.

3. Timelines and Procedures

Administrators will engage all teachers in the following:

a. Self Assessment

Teachers who did not complete a year end self assessment in SFS during the Spring of the prior school year shall complete a self assessment in SFS by October 15. Teachers will also have an option of completing a revised self assessment by February 1. Each teacher will rate themselves as Highly Effective, Effective, Improvement Necessary, or Ineffective in each element of performance. For teachers who completed a Year-End Self-Assessment in the Spring of the prior school year, that self assessment will serve as the next year's opening Self-Assessment.

b. Pre-observation Planning

The pre-observation planning is for the teacher and administrator to determine areas of emphasis for the teacher and class during the formal observation. It may be thought of as goal setting for areas of improvement that the teacher wants to work on.

The document preparation for the pre-observation planning with the administrator is guided by Appendix A (which is also available in SFS). Please note that the Professional Target Learning Area (PTLA) and “slice” designations that were used in the Growth and Proficiency pilot are no longer included in the this plan. The *Framework for Effective Teaching* (Appendix E) will serve as the research based rubric for the teacher practice portion of the teacher evaluation. The Student Target Learning Area (STLA) has been re-conceptualized as a Student Learning Objective (SLO) as described in the state guidelines, and can serve as one of the secondary learning measures of student growth and achievement for this portion of the teacher evaluation. Both will be used to calculate and award the state required summative ratings of Highly Effective, Effective, Improvement Necessary, or Ineffective.

c. Two formal observations

The first formal observation should be completed by January 16. The second formal observation should be completed by May 15.

d. Post-observation conference

Completed by the administrator and the teacher using Appendix B as a guideline and held within five working days of the conclusion of the observation.

e. Year-End Self-Assessment

Completed by the teacher in SFS. Each teacher will rate themselves as Highly Effective, Effective, Improvement Necessary, or Ineffective. The Year End Self-Assessment will also serve as the next year’s opening Self-Assessment. The Year-End Self-Assessment is due five (5) days prior to the Year End Conference.

f. Year-End Conference

This conference draws on the Year-End Self-assessment as well as other evidence gathered during the year. It is the administrator’s responsibility to schedule the year end conference at a mutually agreed upon time with the teacher. All Year-End Conferences should be completed no later than May 20.

g. Finalizing an Evaluation

No later than three weeks after the IDOE releases IGM data to school corporations, each teacher shall have access to their finalized evaluation in SFS. The information from the Framework for Effective Teaching and the student growth and achievement measures will be used to determine a rating of Highly Effective, Effective, Improvement Necessary, or Ineffective as required by state code.

B. Measurement of Student Growth and Achievement

The following measures that reflect district wide, grade level, and state assessments are currently used in South Bend Community Corporation to measure student growth and achievement and may be used for the teacher evaluation process: Acuity, mClass, IREAD, End of Course Assessments (ECA), Accuplacer, and ISTEP+ (Indiana Growth Model grades 4 - 8).

1. Student Growth and Achievement Target Calculations

Student Growth will be calculated in the following manner using one or more of the assessments identified for use in the teacher evaluation plan.

A baseline performance level for each student will be determined for each student where a pre and post-testing format is appropriate. Where a projected performance level is available from the instrument manual, this can be used to determine whether a student has met their projected growth after the second testing.

Where there is no projected performance available, growth projections may be established in the following manner.

- a. For assessments where there is a pre and post testing format an increase of 50% of the difference between a student's performance on the pretest and 100 will be expected for posttest performance in order for the student to have met their growth target. For example, step 1) pre-test performance score (or rating if a rubric is used to assess student performance) = 50, step 2) 100 minus pretest performance of 50 = 50, step 3) 50 divided by 2 = 25, step 4) 25 (or a 50%) increase added to the pretest performance of 50 yields an individual growth target score of 75 for the student's post-test performance score. A student achieving this performance score will be designated as having met their growth or achievement target.
- b. For assessments where there is no pre and post testing format, growth targets may be determined through the use of historical district data. For instance, the percent of students scoring at a particular level on end of course assessment in a

teacher's classroom can be compared with the percent of students scoring at this level historically, in the district.

2. Procedures for Establishing Student Learning Objectives (SLO's)

Definition of Student Learning Objective: Student learning objectives are targets of student growth and achievement set at the start of the school year that teachers and students work towards throughout the year. A teacher must establish targeted learning objectives for at least one class (rather than a subset of a class).

The procedures used in the Growth and Proficiency Pilot to establish Student Teacher Learning Assessment (STLA's) will be used in the establishment of Student Learning Objectives (SLO's). Student Learning Objectives will be developed in one of the following ways. They will be developed using published assessment instruments used at the corporation, school, grade or classroom levels, or with locally developed instruments including common assessments or teacher made tests. Student learning objectives are targets of student growth and achievement set at the start of the school year that teachers and students work towards through-out the year. They should be aligned with state standards, should reflect appropriate rigor and complexity if locally developed, and use appropriate formatting. They must show high expectations for all students.

There are five steps to writing a Student Learning Objective (SLO):

- Step 1: Select Quality Assessments
- Step 2: Determine Students' starting Points
- Step 3: Write Student Learning Objectives
- Step 4: Track Progress and Refine Instruction
- Step 5: Review Results and Score

Teachers and administrators will use one of the templates provided in SFS to document steps 1 – 5.

3. Weights for Student Growth and Achievement

The student growth and achievement portion of the teacher evaluation will receive a weighting of 34%.

- **For teachers of English and/or mathematics in grades 4 - 8** 18% of the overall rating will come from the rating assigned by the Indiana Department of Education based on the median Individual Growth Model (IGM) score of all students in their classes who were enrolled in the district no later than the 18th day of school and remain enrolled on April 1.

- **For all other primary center teachers** 18% of the overall rating will come from the rating assigned by the Indiana Department of Education based on the median Individual Growth Model (IGM) score of both the math and ELA IGM scores of all students in 4th grade in their school who were enrolled in the district no later than the 18th day of school and remain enrolled on April 1.
- **For all other intermediate center teachers** 18% of the overall rating will come from the rating assigned by the Indiana Department of Education based on the median Individual Growth Model (IGM) score of all students in a grade(s) and discipline(s) who were enrolled in the district no later than the 18th day of school and remain enrolled on April 1. The decision regarding which grade(s) and discipline(s) to use will be made via a collegial conversation between the educator and evaluator no later than April 1.
- **For high school teachers** 18% of the overall rating will come from the district high school accountability grade provided by the Indiana Department of Education. The accountability grade is a comprehensive measure that includes 10th grade ECA passing rates in math and English/language arts, improvement in ECA passing rates from 8th grade ISTEP+, college and career readiness scores, and graduation rates. All teachers in a high school can have an impact on one or more of these components, and school-wide initiatives and efforts can impact this metric. Because the grade assigned by IDOE is on a scale of 0.0 – 4.0 it must be converted to a scale of 1.0 – 4.0 for use in the teacher evaluation ratings. The formula for conversion is $N = 0.75x + 1$ where x is the district-wide high school accountability grade and N is the converted grade.
- **For all teachers the other 16% of the overall rating will come from Student Learning Objectives or SLO's.**

V. ARRIVING AT THE WEIGHTED SUMMATIVE RATING

For each domain in the appropriate Framework, for the IGM or standardized component, and for the SLO component, evaluators will assign each teacher a score of 4=highly effective, 3=effective, 2=improvement necessary, or 1= ineffective. These ratings must be entered into SFS allowing the software to weight the Framework at 66%, the IGM or standardized component at 18%, and the SLO at 16%. SFS will then calculate a final summative rating.

The South Bend Corporation numerical performance thresholds for the summative ratings that reflect the state rating levels are:

Ineffective -	1 – 1.75
Improvement Necessary -	> 1.75 - 2.5
Effective -	> 2.5 - 3.25
Highly Effective -	> 3.25

VI. Number of Teacher Days Required for a Qualifying Evaluation

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 162 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.

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. The table below illustrates requirements and adjustments made as a result of number of days taught.

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. • 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.

VII. Support Plan for Struggling Teachers

If at any time during the year, the evaluator determines that the teacher is in need of support, the evaluator will develop a Performance Improvement Plan (Appendix M) with the teacher. It is important to note that this plan must occur prior to the summative

conference and summative rating, and is designed to prevent teacher failure. However, if the teacher still earns a rating of Improvement Necessary or Ineffective, or a designation of having “negative impact,” then the Performance Improvement Plan will remain in effect for the following school year. In this case, the evaluator may choose to modify the plan with the teacher. This plan will be reviewed and monitored by the Superintendent or designee(s). Performance towards instructional improvement goals will be documented through observations and conferences. Resources to assist the teacher may include:

- Coaching and consultation from a Coach or Facilitator assigned by the school supervisor or Chief Academic Officer
- Coaching and consultation from an education peer or an administrator
- Conference, classes, videos, podcasts, and workshops on specific topics
- Print resources, and/or
- Other resources to be identified.

VIII. Year End Conference

In the Year-End Conference the administrator engages the teacher in reflection on the year’s Growth & Proficiency work, reviewing evidence of both the Framework for Effective Teaching and results including student growth and achievement data as available. Where data is not yet available, a score of zero should be entered to calculate a lowest possible rating. In concluding the Year-End Conference the Administrator may make either of two recommendations.

i. Continued employment

This recommendation indicates that the teacher is expected to meet or exceed the threshold of performance for a rating of at least Effective (2.5).

ii. Continued employment under Performance Improvement Plan

This recommendation indicates that the teacher is expected to earn a rating of Improvement Necessary or Ineffective.

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

IX. Performance Improvement Plan

If a teacher’s Summative Performance Level Rating is Improvement Necessary or Ineffective, the teacher and evaluator shall develop a Performance Improvement Plan. When implementing a Performance Improvement Plan, the evaluator will:

- A. Identify and review the elements and student growth expectations not being met.

- B. Specify what evidence is needed to improve the level of performance
- C. Provide suggestions, resources, strategies, and support the teacher may use to improve performance.
- D. Require the use of the certified staff's license renewal credits (PGP) in professional development activities intended to help the certified staff achieve an effective rating on the next performance evaluation.
- E. Provide timelines for the teacher to follow when addressing performance expectations, ensuring the teacher has reasonable time to show improvement (up to 90 instructional days).
- F. Provide ongoing observations and feedback to the teacher throughout the duration of the plan.

Whenever a teacher is required to have a Performance Improvement Plan, the building principal will inform the Superintendent or Designee. The supervising administrator, in consultation with the educator and his/her NEA representative, then develops the teacher's Performance Improvement Plan.

X. Dispute Resolution

A panel, composed of the superintendent representative, teacher union representative (if applicable) and a neutral third person (agreed upon by the first two representatives), shall resolve disputes where the administrator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolution must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the Superintendent.

XI. Procedures to Ensure Students Do Not Receive Instruction from Ineffective Teachers Two Years in Row

(This section applies to any teacher instructing students in a content area and grade subject to IC 20-32-4-1(a) (1) and IC 20-32-5-2).

Per Indiana code, a student will "not be instructed for two (2) consecutive years by two (2) consecutive teachers, each of whom was rated as Ineffective under this chapter in the school year immediately before the school year in which the student is placed in the respective teacher's class. If this situation cannot be avoided, parents will be notified according to State statute."

XII. Negative Impact

IC 20-28-11.5-4(c) (6) requires 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 as follows:

- A. For those teachers who teach classes measured by statewide assessments that are included in the growth model data (English Language Arts and Mathematics grades 4-8), for a teacher to be determined as negatively impacting student learning both of the following criteria must be met:
1. Mean ISTEP+ scale score – ISTEP+ scale scores for all students assigned to a teacher will be averaged and then compared to the same variable from the previous year. In order for a teacher to be identified as negatively impacting student learning, the mean ISTEP+ scale score must drop by 15 or more scale points from one year to the next.
 2. Median student growth percentile – The median student growth percentile of all students assigned to a teacher will be measured. In order for a teacher to be identified as negatively impacting student learning, the median student growth percentile must be 15 or less.

This rigorous requirement supports an accurate identification of negative impact and protects against statistical anomalies. Teachers who meet this definition of negative impact may not receive a final rating of effective or highly effective.

- B. For all other teachers, a summative rating on the Framework for Effective Teaching (or the corresponding Framework being used for that position) in the ineffective range shall indicate negative impact on student learning.

XIII. Dismissal

This recommendation indicates that the teacher has made little or no progress toward the Growth Target(s) of a Performance Improvement Plan with intensive support, indicating that evidence continues to reflect a level of performance of Improvement Necessary, or Ineffective in the Areas of Performance identified in the Performance Improvement Plan. A teacher who remains on assignment pending dismissal remains under the Performance Improvement Plan. If a principal provides a teacher a written preliminary decision to either non-continue or cancel the teacher's contract, the teacher has five (5) school days to request a conference with the superintendent.

Appendix A

Pre-Observation Guidelines

(These guidelines should serve as a platform for structuring a pre-observation conversation. There is not an expectation that teachers be required to provide written responses to questions prior to the pre-observation conversation.)

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Classroom instruction that engages and supports all students in learning is comprised of five themes:

- a. Connecting students' prior knowledge, life experience, and interests with essential questions, unit outcomes, and lesson learning targets through planned questions and activities.
- b. Employing a variety of strategies, activities, and resources to engage students in learning and formative assessment through active participation, differentiating these to address students' diverse learning needs.
- c. Promoting students' autonomy, interaction with others, and choice by using a variety of learning experiences and supporting students in learning to make effective choices among activities.
- d. Engaging students in problem-solving, creative and critical thinking, and other higher order thinking by selecting topics, activities, and questions that consider multiple perspectives.
- e. Promoting self-directed, reflective learning by designing and using learning activities that enable students to set goals and criteria, to develop strategies, and to monitor and reflect on progress

(Source: Framework for Effective Teaching, Area of Performance Four: Engaging and Supporting All Students in Learning)

Context of the Lesson

- What unit of study are you working in?
- What Indiana Standards guide the unit?
- What essential questions guide the unit?
- Where in the sequence of lessons does this lesson fit?
- What has happened prior to this lesson?
- What do you anticipate will follow the lesson?
- What **objectives** – in terms of **learning outcomes for students** – will guide the lesson?
- How will you frame the **purpose** of the lesson for the students?

Description of the Lesson

- What teaching strategies will you use to accomplish the lesson's objectives?
- How will you connect the content of this lesson to the students' prior learning?
- What means will you use to convey new information or skills?
- What will you be doing during the lesson?
- What will the students be doing?

Assessment

- What knowledge & skills is/are needed for students to be successful in this lesson?
- What is the range of knowledge & skills that your students are bringing to this lesson?
- How have you assessed this? What evidence...?
- During the lesson, what means will you use to check for understanding?
- In what ways – or with what questions – will you cause students to extend their thinking to high levels? (E.g.: *Bloom's Taxonomy*: application, analysis, synthesis, evaluation)
- What will you see or hear from students to let you know that they have mastered the objective(s) of your lesson?
- How will students be involved in the assessment work of the lesson?
- What student work will we plan to study together to assess student learning?

Differentiation of Instruction

- How will you accommodate the range of learning styles in your class?
(visual – auditory – kinesthetic)
- How will you accommodate the range of readiness and interests in this class so that each student is reasonably challenged?
(content – process – products)

Focus

- What concerns are you considering about the lesson – perhaps about students, or the content, the methods, or the assessments that you have in mind?

*When it fits to
offer these choices*

- ♦ What would you like me to focus on in this observation?
- ♦ What data would you like me to collect during the observation?

Appendix B

Post-Observation Guidelines

(These guidelines should serve as a platform for structuring a post-observation conversation. There is not an expectation that teachers be required to provide written responses to questions prior to the post-observation conversation.)

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Teacher Responses

1. Reflecting on this (these) lesson(s) that I observed, what are your impressions?
2. Considering what actually took place, what would you identify as the evidence to support your impressions?
3. Visualizing your behavior and activity in the lesson(s), how did it compare with your plans?

Observation Data

Given our pre-observation focusing plans, here is the information that I collected.

(E.g., script; frequency counts; question/answer log; behavior of identified students; etc.)

4. Reviewing this information...
 - (A) What meaning do you make of it, in terms of your instruction?
 - (B) How does it fit with your predictions?

Student Activity and Learning

5. Recalling the students' activity and behavior...
 - (A) What did you notice?
 - (B) How did it compare with what you anticipated?
6. Focusing on the students' performance, how do the lesson results compare with your objectives?
7. Considering the student work during (and after) the lesson(s), what did the students learn?
8. What indicators in the students' work illustrate the learning that you've identified?
9. Recalling the objective(s) that guided this lesson, and given the student work that you are considering, where do your students stand?

Strengths and Revisions/Improvements

10. Reflecting on your teaching in this lesson, what principal strengths would you identify?
 - Check for evidence/examples if needed.
 - Support/confirm if suitable.
 - Identify others if observed – this is for recognition & acknowledgement, not praise.
11. If you could repeat this lesson, what decisions & choices would you make differently? In what ways might you improve upon your work in the lesson?
 - Support/confirm if suitable, with evidence/examples.
 - Identify others if observed, with evidence/examples.

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Appendix C

Informal Observations

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Quality Learning for Every Student Every Day!

Framework for Effective Teaching: Areas and Elements of Performance

<p>1. Understanding and Organizing Subject Matter for Student Learning</p> <p>1a. Demonstrates knowledge of subject matter content, learning theory, and student development.</p> <p>1b. Organizes curriculum to support student mastery of Indiana Academic Standards.</p> <p>1c. Develops student understanding and mastery through instructional strategies suitable to the subject matter.</p> <p>1d. Uses materials, resources, and technologies to make subject matter accessible to all students.</p>	<p>4. Engaging and Supporting All Students in Learning</p> <p>4a. Connects students' prior knowledge, life experience, and interests with essential questions and learning outcomes.</p> <p>4b. Uses a variety of instructional strategies and resources to respond to students' diverse needs.</p> <p>4c. Facilitates learning experiences that promote autonomy, interaction, and choice.</p> <p>4d. Engages students in problem-solving, creative and critical thinking, and other activities that make subject matter meaningful.</p> <p>4e. Promotes self-directed, reflective learning for all students.</p>
<p>2. Planning Instruction and Designing Learning Experiences for All Students</p> <p>2a. Draws on and values students' backgrounds, interests, prior knowledge, and developmental learning needs.</p> <p>2b. Establishes and articulates purpose and outcomes for student learning.</p> <p>2c. Develops and sequences instructional activities and materials for student learning.</p> <p>2d. Designs short-term and long-term plans to foster student learning.</p> <p>2e. Modifies instructional plans to adjust for student needs.</p>	<p>5. Assessing Student Learning</p> <p>5a. Establishes and communicates learning outcomes for all students.</p> <p>5b. Collects and uses information from multiple sources to assess student learning.</p> <p>5c. Involves and guides all students in assessing their own learning.</p> <p>5d. Uses the results of assessment to guide instruction.</p> <p>5e. Communicates with students, families, and other audiences about student progress.</p>
<p>3. Creating and Maintaining an Effective Environment for Student Learning</p> <p>3a. Creates a physical environment that engages all students.</p> <p>3b. Establishes a climate that promotes fairness and respect.</p> <p>3c. Promotes social development and group responsibility.</p> <p>3d. Establishes and maintains standards for student behavior.</p> <p>3e. Plans and implements classroom procedures and routines that support student learning.</p> <p>3f. Uses instructional time effectively.</p>	<p>6. Developing as a Professional Educator</p> <p>6a. Reflects on teaching practice and plans professional learning.</p> <p>6b. Establishes professional goals and pursues opportunities to grow professionally.</p> <p>6c. Participates in professional communities to learn and to improve professional practice.</p> <p>6d. Works with families to improve professional practice.</p> <p>6e. Works with peers and other staff to improve professional practice.</p> <p>6f. Balances professional responsibilities and maintains motivation.</p>

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Appendix D

Framework for Effective Teaching

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Quality Learning for Every Student Every Day!

Framework for Effective Teaching

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South Bend Community Schools
South Bend, IN
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Framework for Effective Teaching

An Introduction to Design and Components

The *Framework for Effective Teaching* is designed to provide an explicit definition of proficient teaching. The *Framework* is designed for use throughout the Pre-K-12 program. The *Framework* is based on the work of the National Board for Professional Teaching Standards (NBPTS), published in 1994 as *What Teachers Should Know and Be Able to Do*. The power and usefulness of this work was such that it is the foundation of four generations of frameworks for describing good teaching. The *Framework for Effective Teaching* is adapted in great part from the fourth generation of the NBPTS Core Propositions, developed at the New Teacher Center at the University of California at Santa Cruz as the six Areas of Performance which form the foundation of *The Framework*.

Components of the *Framework for Effective Teaching*

A. Areas of Performance

1. Understanding and Organizing Subject Matter for Student Learning
2. Planning Instruction and Designing Learning Experiences for All Students
3. Creating and Maintaining an Effective Environment for Student Learning
4. Engaging and Supporting All Students in Learning
5. Assessing Student Learning
6. Developing as a Professional Educator

B. Standard for Each Area of Performance

A standard of teacher performance accompanies each Area of Performance. The standards describe what a teacher must know and do on a consistent basis.

C. Elements of Performance

Each Area of Performance is divided into four to six Elements of Performance, for a total of 31 Elements. An example in Area 2, Planning and Designing, is Element 2a: Draw on and value students' backgrounds, interests, and developmental learning needs. A second example, in Area 5, Assessing Student Learning is Element 5c: Involve and guide all students in assessing their own learning. A third example, in Area 6, Developing as a Professional Educator, is Element 6c: Participate in professional communities to learn... The Elements guide self-assessment and learning, while proficiency is rated holistically at the level of the Areas of Performance.

D. Definition of Proficiency

A written description of proficiency, *The Target*, accompanies each Element of Performance. These provide teachers and others with clear guidance as to what a teacher is expected to know and do on a consistent basis.

E. Continuum of Proficiency

Each Element of Performance is also accompanied by a four-point rubric of proficiency, from basic (*Getting Started*) to proficient (*The Target*). These rubrics support teachers in self-assessment and planning for further learning and growth.

Framework for Effective Teaching: Fundamental Qualities

The *Framework for Effective Teaching* is designed to be: (1) comprehensive, (2) public, (3) generic, (4) demonstrated in diverse ways, (5) inclusive, (6) progressive, (7) research-grounded, and (8) constructivist.

1. Comprehensive

The *Framework* addresses teacher responsibilities in and out of the classroom. Thirty-one (31) essential Elements of effective teaching are clustered in six Areas of Performance: (1) Understanding and Organizing Subject Matter for Student Learning, (2) Planning Instruction and Designing Learning Experiences for All Students, (3) Creating and Maintaining an Effective Learning Environment for Student Learning, (4) Engaging and Supporting All Students in Learning, (5) Assessing Student Learning, and (6) Developing as a Professional Educator.

2. Public

Definition of what constitutes effective teaching is clearly known to all: a standard is stated for each of the six Areas of Performance, and proficiency is defined for each of the 31 Elements which are organized in the Areas. The *Framework* is available to all.

3. Generic

The *Framework* is based on constructs and themes that apply across specific teaching settings and approaches; it is not a checklist of teacher behaviors. This can be seen in the language of the *Framework*; for example, Element 5b reads, "Collects and uses information from multiple sources to assess student learning," rather than identifying specific ways to do so.

4. Diverse Demonstration

The *Framework* is comprehensive in its description of teaching, so some Areas of Performance can be observed as teachers work in the classroom: Engaging and Supporting All Students in Learning, for example. Other Areas are demonstrated in different ways: "Understanding Subject Matter" might be observed in a curriculum map or in a professional conversation; "Works with families..." (6d) might be observed in a parent-student conference; "Participates in professional learning communities..." (6c) might be observed in a conversation with other staff or in the text of a learning journal.

5. Inclusive

The *Framework* consistently states that teachers must focus on high quality learning for all students: for example Area 2 focuses on planning and design for "...All Students; Element 3a pertains to the physical environment of the classroom "...that engages all students," Element 4e pertains to self-directed and reflective learning "...for all students," and Element 5c states the expectation that "all students" must be involved in self-assessment.

6. Progressive

Each of the Elements of the *Framework* is defined in quality terms by a 4-point rubric that defines a range of levels of proficiency for each of the defining Elements of Performance.

7. Research-Grounded

The *Framework* is based on the body of research and evidence that identifies principles of effective practice for maximum learning by all students, and over a decade of research and experience with communicating the essentials of effective teaching.

8. Constructivist

Human understanding of any concept depends on the meaning that an individual develops personally on the basis of prior experience and new input. *Personal experience, current knowledge, cognitive structures at the time, and effective connections* contribute to the different ways that individuals understand common content. The *Framework* is designed to support teachers as they construct personal knowledge of quality in their field through practice of and reflection on effective teaching.

Adapted from: *Enhancing Professional Practice: A Framework for Teaching*, Danielson (1996)

Framework for Effective Teaching: Areas and Standards of Performance

<p><u>1. Understanding and Organizing Subject Matter for Student Learning</u></p> <p>Teachers exhibit strong working knowledge of subject matter, learning theory, and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Teachers use their knowledge of subject matter, learning theory, student development, instructional strategies and resources to make subject matter accessible to all students. Teachers use these areas of knowledge to interrelate ideas and information within and across curricular areas to extend students' understanding.</p>	<p><u>4. Engaging and Supporting All Students in Learning</u></p> <p>Teachers build on students' prior knowledge, life experience, and interests to conceive high-level learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction, and choice. Teachers actively engage all students in problem-solving, and creative and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.</p>
<p><u>2. Planning Instruction and Designing Learning Experiences for All Students</u></p> <p>Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning outcomes for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design and document long-term and short-range plans that incorporate subject matter knowledge, reflect grade-span and grade-level curriculum expectations, and include a repertoire of instructional strategies. Teachers use instructional activities that promote the attainment of high level learning goals by all students, and connect with student experiences and interests of all. Teachers modify and adjust instructional plans according to student engagement and achievement and to support the achievement of high level outcomes by all students.</p>	<p><u>5. Assessing Student Learning</u></p> <p>Teachers establish and clearly communicate high-level learning outcomes and targets for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote high-level academic achievement and personal growth for all students. Teachers exchange specific, timely, and progress-focused information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic mastery.</p>
<p><u>3. Creating and Maintaining an Effective Environment for Student Learning</u></p> <p>Teachers create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.</p>	<p><u>6. Developing as a Professional Educator</u></p> <p>Teachers reflect on their teaching practice and actively engage in planning their professional learning. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers know the benefits of Professional Communities for learning, and participate consistently. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote school goals, and improve professional practice by working collegially with all school staff. Teachers fulfill their basic responsibilities, and balance professional responsibilities and maintain motivation and commitment to all students.</p>

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Domain 1: Understanding and Organizing Subject Matter for Student Learning				
Level of Performance				
	<i>Highly Effective (4)</i>	<i>Effective (3)</i>	<i>Improvement Necessary (2)</i>	<i>Ineffective (1)</i>
1.1: Demonstrates knowledge of subject matter content, learning theory, and student development	Flexibly uses and demonstrates comprehensive knowledge of subject matter, learning theory, and student development to ensure that all students master key concepts and skills, and major themes from multiple perspectives. Makes connections in subject matter within and between areas of curriculum. Enriches and extends subject matter with student interests in mind.	Uses knowledge of subject matter, learning theory, and student development to teach and promote mastery of key concepts and essential skills. Demonstrates awareness of common misconceptions held by students.	Demonstrates minimal knowledge of subject matter, and use of learning theory, and student development. Inconsistently teaches key concepts and essential skills.	Does not demonstrate knowledge of subject matter, learning theory, and student development. Does not teach key concepts and essential skills.
1.2: Organizes curriculum to support student mastery of Indiana Academic Standards (IAS)	Integrates themes, concepts, and skills from the Indiana Academic Standards in unit, lesson, and assessment plans. Organizes and develops plans to support all students in grasping relationships among various themes, concepts, and skills across the curriculum.	Identifies major themes, key concepts and essential skills, and organizes unit and lesson plans around these. Reference is made to the Indiana Academic Standards.	Demonstrates minimal knowledge of the major themes, key concepts, and essential skills within curriculum to guide lesson planning. Little reference is made to the Indiana Academic Standards.	Does not demonstrate knowledge of the major themes, key concepts, and essential skills within curriculum to guide unit and lesson planning. No reference to Indiana Academic Standards.

Domain 1: Understanding and Organizing Subject Matter for Student Learning				
Level of Performance				
	<i>Highly Effective (4)</i>	<i>Effective (3)</i>	<i>Improvement Necessary (2)</i>	<i>Ineffective (1)</i>
1.3: Develops student understanding and mastery through instructional strategies suitable to the subject matter	Develops and uses multiple subject matter appropriate strategies, which challenge all students and address likely misconceptions. Assists students to individually construct and apply their own knowledge and to think critically about the subject matter. Matches strategies appropriate to subject matter to encourage student understanding, mastery of skills, and critical thinking. Strategies utilize students' interests and backgrounds.	Uses suitable strategies matched with subject matter in order to communicate concepts and demonstrate skills. Displays basic pedagogical knowledge. Student misconceptions are recognized.	Uses a limited variety of instructional strategies to make the content accessible to students. Displays little understanding of pedagogical issues involved in learning the content.	Does not use multiple instructional strategies to make the content accessible to students. Does not display understanding of pedagogical issues involved in learning the content.
1.4: Uses materials, resources, and technologies to make subject matter accessible to all students	Selects, adapts, and creates a wide range of relevant materials, resources, and technologies from multiple sources to enrich and extend learning that reflects the cultural and learning diversity of all students, and develops routines to provide equity of access to quality learning resources.	Uses required and additional instructional materials, resources, and technologies to present concepts and demonstrate skills. Some materials and resources reflect students' diversity. Develops routines to provide equitable access to resources.	Uses required instructional materials, resources, and technologies for specific lessons to support student learning.	Does not consistently use required instructional materials, resources, and technologies for specific lessons to support student learning.

Domain 2: Planning Instruction and Designing Learning Experiences for All Students

Level of Performance				
	<i>Highly Effective (4)</i>	<i>Effective (3)</i>	<i>Improvement Necessary (2)</i>	<i>Ineffective (1)</i>
2.1: Draws on and values students' backgrounds, interests, prior knowledge, and developmental learning needs	Uses a wide range of available and developed resources to construct lessons that incorporate students' backgrounds, prior knowledge, skills, and interests, as well as learning needs & styles. All appropriate resources are identified in unit and/or lesson plans. Develops & gathers materials from multiple sources to supplement required resources.	Lessons acknowledge students' backgrounds, prior knowledge, skills, and interests, as well as learning needs and styles. Resources are identified in lesson plans.	Uses required materials & resources to plan and carry out lessons, with minimal and inconsistent attention to students' backgrounds, interest, prior knowledge, and learning needs. Minimal resources are identified in lesson plans.	Does not consistently use required materials & resources to plan and carry out lessons. Lessons lack attention to students' backgrounds, interests, prior knowledge, and learning needs. Does not use resources identified in lesson plans.
2.2: Establishes and articulates purpose and outcomes for student learning	Articulates & connects unit and lesson purposes and learning outcomes to instructional activities. Holds high expectations for all students when setting learning outcomes. Students have opportunities to engage in personal goal setting, and self-assessment.	The purposes and outcomes for units and lessons are consistently communicated to students. The purpose and learning outcomes are listed in the lesson plans.	Unit and lesson purposes and outcomes are inconsistently identified for students. Instructional activities may be minimally explained to students.	Unit and lesson purposes and outcomes are rarely or not identified for students. The relationship of instructional activities with the lesson purposes and outcomes is not explained to students.
2.3: Develops and sequences instructional activities and materials for student learning	Sequences instructional activities and materials to address the learning styles of all students and develop higher order thinking as students develop in knowledge, skills, application, & communication. Explicit connections are made within & across subject areas. All aspects are fully listed in unit and/or lesson plans.	Plans appropriately sequenced instruction and use of materials to meet students' learning styles, and develop student knowledge & skills. Opportunities for higher order thinking are provided. Instructional plans & resources are fully listed in unit and/or lesson plans.	Develops most concepts and skills through a series of lessons that are connected and considers a range of learning styles. Unit and/or lesson plans reflect minimal or inconsistent documentation of lesson and instructional activities and instructional resources.	Does not develop lessons to address identified concepts and skills. Does not use available resources to develop lessons and instructional activities. Does not clearly and explicitly sequence lessons throughout a unit.

Domain 2: Planning Instruction and Designing Learning Experiences for All Students				
	Level of Performance			
	<i>Highly Effective (4)</i>	<i>Effective (3)</i>	<i>Improvement Necessary (2)</i>	<i>Ineffective (1)</i>
2.4: Designs short-term and long-term plans to foster student learning	Designs units of study that connect subject areas long and short term instructional planning and instructional activities. Unit plans include Indiana Academic Standards, key concepts & skills, summative assessment tasks, learning targets or indicators and formative assessments, sequence of lessons, and instructional resources. Components are listed in lesson plans.	Designs sequences of lessons based on Indiana Academic Standards. The plans include key concepts and skills, summative assessment tasks, and instructional resources. Lists some-to-all of these components in lesson plans.	Minimal or inconsistent use of Indiana Academic Standards for designing sequences of lessons. The plans inconsistently include key concepts and skills, summative assessment tasks, and instructional resources. Lists some of these components in lesson plans.	Does not plan for lessons and activities to address Indiana Academic Standards.
2.5: Modifies instructional plans to adjust for student needs	Uses formative assessments to inform students of their progress, and to design modifications of lessons in advance. Throughout the learning activities, formative assessments for student learning are used to guide changes in instruction, inform students of progress, and support students' self-assessment.	Adjusts plans in advance to accommodate student interests & present levels of performance. Makes modifications during lessons to address student misconceptions & current performance. Formative assessments for student learning are used to guide changes in instruction and inform students of progress.	Inconsistently adjust lessons based on formative assessment for student understanding and performance in previous lessons.	Does not modify or adjust lessons for student understanding.

Domain 3: Creating and Maintaining an Effective Environment for Student Learning

Level of Performance				
	<i>Highly Effective (4)</i>	<i>Effective (3)</i>	<i>Improvement Necessary (2)</i>	<i>Ineffective (1)</i>
3.1: Creates a physical environment that engages all students	<p>Designs and manages room and resources to accommodate students' needs and involvement in learning. Students are engaged in planning the classroom environment. Displays are integral to learning activities. The arrangement of the physical environment ensures safety and accessibility, and facilitates constructive interaction and purposeful engagement for all students in learning activities.</p>	<p>Arranges and manages room for easy movement and access to resources. Room displays represent current Unit of student and are used in learning activities. The arrangement of the physical environment ensures safety and accessibility, and facilitates constructive interaction and purposeful engagement for all students in learning activities.</p>	<p>Arranges room with limited teacher accessibility to or visibility of students. Room displays may relate to the curriculum. Movement and access may be restricted by barriers.</p>	<p>Has not arranged room for teacher accessibility to or visibility of students. Room is void of displays related to curriculum. Barriers impair learning.</p>
3.2: Establishes a climate that promotes fairness and respect	<p>Sustains caring, respectful, and equitable relationships with all students. Supports students in developing skills to collaborate, to respond to disrespect, to mediate conflicts, and to support a climate of fairness and caring. Models equitable and respectful relationships.</p>	<p>Builds caring, friendly rapport with students. Uses strategies to respond to unfairness and disrespect. Encourages students to respect differences among individuals.</p>	<p>Establishes rapport with some individual students. Acknowledges some incidents of unfairness and disrespect.</p>	<p>Rarely or never establishes rapport with students. Does not acknowledge incidents of unfairness and disrespect.</p>
3.3: Promotes social development and group responsibility	<p>Engages students in individual and group work that teaches collaboration and promotes responsibility to the classroom community. Supports students in taking initiative in classroom leadership.</p>	<p>Uses strategies and activities to promote students' individual responsibility and recognition of others' rights and needs. Students share in classroom responsibilities.</p>	<p>Inconsistently encourages student responsibility for self. Occasionally creates opportunities for individual students to have classroom responsibilities.</p>	<p>Does not encourage student responsibility for self or create opportunities for individual students to have classroom responsibilities.</p>

Domain 3: Creating and Maintaining an Effective Environment for Student Learning				
	Level of Performance			
	<i>Highly Effective (4)</i>	<i>Effective (3)</i>	<i>Improvement Necessary (2)</i>	<i>Ineffective (1)</i>
3.4: Establishes and maintains standards for student behavior	Engages students in defining expectations, and maintaining & monitoring classroom behavior in respectful ways. When corrective consequences are needed, they are consistently natural, logical, or restitution-based.	Establishes expectations and consequences for student behavior. Responds appropriately to disruptive behavior and promotes positive behaviors.	May communicate rules and consequences. Inconsistently monitors behavior while teaching and during student work time.	Does not communicate or enforce roles and consequences.
3.5: Plans and implements classroom procedures and routines that support student learning	Engages students in developing, supporting, and taking ownership of routines and procedures that support equitable participation of all students in all classroom activities.	Identifies/develops, teaches, and supports, routines and procedures for all learning activities. May engage students in this.	Develops and guides students to learn routines and procedures for most activities.	Procedures to support instructional activities and student learning are rarely or never established.
3.6: Uses instructional time effectively	Designs all lessons to include appropriate sequence of activities for inquiry or direct instruction, with time for all students to complete learning activities. Paces instruction and classroom business to maintain student engagement and provide for student self-assessment of work and time-on-task.	Designs lessons to include appropriate sequence of activities for inquiry or direct instruction, with time for completion of learning activities. Paces instruction and classroom business to maintain student engagement. At times engages students in self-assessment of time-on-task.	Provides inadequate time for students to complete learning activities. Develops some routines for classroom business and most transitions are timely. Pacing of learning activities, classroom routines, and transitions is inconsistent.	Does not pace learning activities, classroom routines, and transitions.

Domain 4: Engaging and Supporting All Students in Learning

Level of Performance				
	<i>Highly Effective (4)</i>	<i>Effective (3)</i>	<i>Improvement Necessary (2)</i>	<i>Ineffective (1)</i>
4.1: Connects students' prior knowledge, life experience, and interests with essential questions and learning outcomes	Uses questions and activities to extend students' integration of interests and background knowledge with the unit's and the lesson's learning outcomes. Makes adjustments during lesson to ensure that all students meet the outcomes.	Implements activities and elicits questions that help students make connections between their life experiences, interests, and background knowledge with unit's and the lesson's outcomes.	Occasionally asks questions that elicit student's prior knowledge, life experiences and interests. Some connections are made to the learning outcomes of the lesson. Some connections may be made to the unit's outcomes.	Does not connect students' prior knowledge, life experience, and interests with essential questions and learning outcomes.
4.2: Uses a variety of instructional strategies and resources to respond to students' diverse needs	Uses an extensive repertoire of strategies and resources to engage all students through active participation in learning and formative assessment. Differentiates learning and assessment strategies to accommodate students' diverse learning styles and needs. Incorporates student involvement in the identification of instructional resources to respond to diverse interests and needs.	Varies instruction to increase student participation. Selects strategies, resources and visuals with consideration of students' learning needs and styles. Uses formative assessment to determine instructional effectiveness.	Uses a limited number of instructional strategies. Delivers instruction and available resources and materials. Inconsistently adapts instruction to address the diversity of student interests and needs. Formative assessment is inconsistently used.	Does not vary instructional strategies and resources to respond students' diverse needs. Formative assessment is not understood or used during the course of instruction.
4.3: Facilitates learning experiences that promote autonomy, interaction, and choice	Uses a variety of learning experiences to develop independent working skills and group participation skills in all students. Supports all students in making effective choices of learning activities.	Varies learning experiences to include work in large groups and small groups as well as individual work. Group participation skills are acknowledged in planning instruction.	Directs learning experiences through whole group and individual work with limited possibilities for interaction and choice.	Does not facilitate learning experiences that promote autonomy, interaction, and choices.

Domain 4: Engaging and Supporting All Students in Learning

Level of Performance				
	<i>Highly Effective (4)</i>	<i>Effective (3)</i>	<i>Improvement Necessary (2)</i>	<i>Ineffective (1)</i>
4.4: Engages students in problem solving, creative and critical thinking and other activities that make subject matter meaningful	Engages students in analysis of facts and key concepts, practice of skills, and higher order thinking through activities and questions that consider multiple perspectives. Supports all students to initiate problem-posing, problem-solving, and inquiry. Makes connections between subject matter and student life experiences.	Engages students in an analysis of facts and key concepts. Focuses questions on key concepts and practice of skills. Asks questions to elicit higher order thinking from students.	Focuses questions mostly on facts and important concepts to support learning subject matter.	Does not engage student in problem solving, creative and critical thinking, and other activities that make subject matter meaningful.
4.5: Promotes self-directed, reflective learning fall all students	Consistently designs and uses learning activities that enable students to set goals and criteria, and to develop strategies for demonstrating, monitoring, and reflecting on progress and process, expecting students to use an intentional inquiry process.	Teachers & supports self-monitoring and assessment skills. Students have frequent opportunities to reflect on and discuss progress and process, and strategies for improvement.	Provides some opportunities for students to monitor their own work and to reflect on progress and process. May teach skills to enable self-monitoring and assessment.	Does not promote self-directed, reflective learning.

Domain 5: Assessing Student Learning

Level of Performance				
	<i>Highly Effective (4)</i>	<i>Effective (3)</i>	<i>Improvement Necessary (2)</i>	<i>Ineffective (1)</i>
5.1: Establishes and communicates learning outcomes for all students	Learning goals are established by the teacher, students, and families and are appropriate to students' needs and the curriculum; and meet district and state expectations. Goals are communicated to all students and families, and are revised as needed.	Learning goals are established in relation to students' needs and the curriculum, and meet district and state expectations. Goals are communicated to all students and their families, and are revised as needed.	Inconsistent evidence that goals and outcomes are determined through a determination of student instructional needs and communicated to students. Learning goals are inconsistent in meeting school and district expectations.	Few or no learning goals are established. Learning goals are not revised or clearly communicated to students or families.
5.2: Collects and uses information from multiple sources to assess student learning	Engages students in designing formative assessment tasks for learning to inform instruction and to inform students of their progress toward learning targets. Uses, develops, and differentiates summative assessment tasks of learning that are aligned with the Indiana Standards.	Uses strategies for formative assessment activities to inform instruction. Also employs summative assessment tasks to assess students' mastery relative to the Indiana Standards and learning target rubrics or other tools.	Uses a limited number of courses of information to assess student learning and understand student progress.	Does not assess student learning and/or uses assessment strategies that are not appropriate to instructional objectives and students' learning.
5.3: Involves and guides all students in assessing their own learning	Student self-assessment and reflection are routinely integrated into the learning activities. Students engage in regular peer assessment of work using criteria articulated in the rubrics for the current learning targets.	Student reflection and self-assessment are included in most learning activities. The teacher models skills and assessment strategies to help students understand their own work and discuss it with peers.	Student reflection is encouraged and guided by the teacher during some activities. Opportunities are provided for students to discuss work with peers.	The teacher does not encourage students' to reflect or assess their own work.

Domain 5: Assessing Student Learning

Level of Performance				
	<i>Highly Effective (4)</i>	<i>Effective (3)</i>	<i>Improvement Necessary (2)</i>	<i>Ineffective (1)</i>
5.4: Uses the results of assessment to guide instruction	Consistently and explicitly includes a wide range of assessment results to plan and revise lessons and instructional activities to support class and individual student needs and achievement. Establishes class and student long and short term goals. Anticipates student misconceptions by consistently checking for understanding, then using this knowledge in planning instruction.	Information from a variety of ongoing assessments is used to plan and modify learning activities. Assessments are used to adjust instruction while teaching in response to student needs.	Information from a limited range of assessments is used to plan learning activities and may support class needs and achievement. Assessments are occasionally used to adjust instruction while teaching.	Information about student learning is inappropriately or not used by the teacher to plan, guide, or adjust instruction.
5.5: Communicates with students, families, and other audiences about student progress	Engages students, families, and support personnel in timely discussions regarding student progress and improvement plans. Ongoing information is provided from a variety of sources for students, families, and support personnel. Often students participate with the teacher to exchange information about their learning with families and support personnel in ways that improve understanding and encourage academic progress.	Provides students with specific and timely information about their current progress and how to improve their work. Establishes regular communication with families and support personnel. Designs/tailors information to audience needs.	Provides some information about student learning to students, families and support personnel to promote understanding and academic progress, but the information is incomplete or unclear.	Does not communicate about student learning to students, families, and support personnel.

Domain 6: Developing as a Professional Educator

Level of Performance

	<i>Highly Effective (4)</i>	<i>Effective (3)</i>	<i>Improvement Necessary (2)</i>	<i>Ineffective (1)</i>
6.1: Reflects on teaching practice and plans professional learning	Maintains ongoing reflective practice and action research in supporting student learning and raising the level of academic achievement. Engages, provides leadership, and fosters reflection among colleagues for school wide impact on student learning. Provides mentoring and role modeling for new teachers in professional standards and collaboration.	Engages in reflection individually and with colleagues on the relationship between making adjustments in teaching practice and impact on the full range of learners.	Rarely reflects on elements of teaching or considers related professional learning opportunities.	Does not reflect to improve instruction. Does not provide feedback on reflection or engage in professional learning.
6.2: Establishes professional goals and pursues opportunities to grow professionally	Sets and modifies a broad range of professional goals connected to improvement of instructional practice and impact on student learning within and beyond the classroom. Engages in ongoing inquiry into teacher practice for professional development. Contributes to professional organizations, and develops opportunities to extend own teaching practice. Set goals are authentic, challenging, and based on self-assessment.	Aligns personal goals with school and district goals, and focuses on improving student learning. Engages in and contributes to professional development targeted on student achievement. Pursues a variety of additional opportunities to learn professionally.	Develops some goals, perhaps limited to those required. Attends only required professional learning activities.	No evidence of developed goals. Rarely participates in professional growth opportunities.
6.3: Participates in professional communities (PCs) to learn and to improve professional practice	Provides leadership in one or more PCs. Promotes the learning opportunities and productive collaborative communities with building and district personnel. Uses PC's for mentoring or peer coaching and collectively to guide curriculum, assessment, and professional learning decisions.	Is a regular participant in one or more PCs. Contributes actively and regularly brings own student data and/or concerns for collaboration and feedback. Knows and consistently practices the methods of effective Professional Communities that focus on learning.	Teacher is aware of the underlying ideas & practices of effective PCs for learning but participates on a limited basis.	Little or no participation in professional communities in education.

Domain 6: Developing as a Professional Educator				
	Level of Performance			
	<i>Highly Effective (4)</i>	<i>Effective (3)</i>	<i>Improvement Necessary (2)</i>	<i>Ineffective (1)</i>
6.4: Works with families to improve professional practice	Structures a wide range of opportunities for families to contribute to the classroom and school community. Supports a school/district environment in which families take leadership to improve student learning. Adjusts communications to families based on awareness of cultural norms and wide range of experiences with schools.	Provides opportunities and support for families to actively participate in the classroom and school. Adjusts communications to families based on awareness of cultural norms and wide range of experiences with schools.	Is aware of the role of the family in student learning and the need for interactions with families but the communication with the families occurs infrequently.	Does not communicate effectively with families.
6.5: Works with peers and other staff to improve professional practice	Provides leadership and works constructively with peers and other staff by engaging staff in dialogue and reflection to support student learning and teacher growth. Contributes to the learning of others.	Exhibits positive working relationships with peers and support staff. Collaborates with peers and others to plan curriculum, coordinate resources, and solve problems.	Limited positive working relationship with peers.	Does not establish a positive working relationship with peers.
6.6: Balances professional responsibilities and maintains motivation and commitment to all students	Integrates the full range of professional responsibilities into advanced planning and prepares for situations that may be challenging. Supports colleagues to maintain the motivation, resiliency, and energy to ensure that all students achieve.	Anticipates professional responsibilities and manages time and effort required to meet expectations. Pursues ways to support students' diverse learning needs and maintains belief in students' capacity for achievement.	Some understanding of professional responsibilities and commitment to students is demonstrated.	No understanding of professional responsibilities or commitment to students is evident.

Appendix E
Framework: Social Workers

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Quality Learning for Every Student Every Day!

Framework for Social Workers: Areas and Elements of Performance

<p>1. Understanding and Organizing Subject Matter</p> <ul style="list-style-type: none"> 1a. Demonstrates knowledge of Social Work theories and techniques. 1b. Demonstrates knowledge of community resources and ability to effectively use them on behalf of clients. 1c. Demonstrates knowledge of goals, processes, and legal requirements of the educational system. 1d. Demonstrates ability to provide preventive and therapeutic services to students and families. 1e. Demonstrates specialized knowledge in human behavior and child development through any or all of the following: staff inservice, classroom presentation, parent education, etc.. 1f. Demonstrates ability to collect and utilize information about students from a variety of sources. 1g. Maintains records. 1h. Functions independently according to the beliefs and ethics of the Social Work profession. 	<p>4. Engaging and Supporting</p> <ul style="list-style-type: none"> 4a. Participates in and/or conducts parent conferences effectively. 4b. Works cooperatively and demonstrates rapport with students, staff, and parents. 4c. Demonstrates sound judgment and diplomacy in dealing with social, emotional and developmental problems. 4d. Utilizes Social Work techniques, such as empathy, tolerance, self-determination, conflict resolution, problem solving, etc. 4e. Participates as a collaborative team member. <p>5. Assessing</p> <ul style="list-style-type: none"> 5a. Reports suspected abuse and neglect and cooperates in the subsequent DCS investigation as mandated by law. 5b. Participates in the identification of children needing Special Education programs. 5c. Develops section 504 plans for students who qualify for services. 5d. Assists with comprehensive Social Histories as requested. 5e. Participates in the Multi-Disciplinary Team Process as requested. 5f. Prepares professionally written reports as requested. 5g. Refers to or consults with Mental Health Services/Law Enforcement Agencies in crisis situations as appropriate. 5h. Participates in the development of IEPs and BIPs, and provides services listed in the plan as appropriate. 5i. Gathers statistics in accordance with Department Policy.
<p>2. Planning</p> <ul style="list-style-type: none"> 2a. Consults with the classroom teacher to foster better understanding of students with special needs and problems. 2b. Participates in staff conferences as appropriate (i.e. SAT/GEIT, Case Conferences, Staff Meetings, etc.). 2c. Networks effectively with building staff. 2d. Serves as an effective liaison between schools and families. 2e. Empowers families to access community resources. <p>3. Creating and Maintaining an Effective Environment for Student Learning</p> <ul style="list-style-type: none"> 3a. Participates in the identification of, and solution to, school problems. 3b. Provides appropriate assistance to school personnel in crisis situations. 3c. Assists in establishing a positive learning environment in school. 	<p>6. Developing as a Professional Educator</p> <ul style="list-style-type: none"> 6a. Expands skills through professional reading and with inservices, workshops, course work, etc.. 6b. Maintains ongoing portfolio of professional goals, accomplishments and affiliations. 6c. Maintains current School Social Worker licensing through required professional development.

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Appendix F
Framework: Coaching Edition

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Quality Learning for Every Student Every Day!

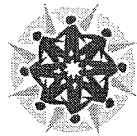
Framework for Effective Teaching: Coaching Edition

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South Bend Community Schools
South Bend, IN
Dr. Carole Schmidt, Superintendent



Via Mandala
Educational Consulting & Training
www.viamandala.com

Growth & Proficiency Edition, 2014
Adapted in part from the
New Teacher Center (2002)

Framework for Effective Teaching: Coaching Edition

An Introduction to Design and Components

The *Framework for Effective Teaching* is designed to provide an explicit definition of proficient teaching. The *Framework* is designed for use throughout the Pre-K-12 program. The *Framework* is based on the work of the National Board for Professional Teaching Standards (NBPTS), published in 1994 as *What Teachers Should Know and Be Able to Do*. The power and usefulness of this work was such that it is the foundation of four generations of frameworks for describing good teaching. The *Framework for Effective Teaching* is adapted in great part from the fourth generation of the NBPTS Core Propositions, developed at the New Teacher Center at the University of California at Santa Cruz as the six Areas of Performance which form the foundation of *The Framework*.

Components of the *Framework for Effective Teaching*

A. Areas of Performance

- | | |
|---|---|
| 1. Understanding and Organizing Subject Matter for Student Learning | 4. Engaging and Supporting All Students in Learning |
| 2. Planning Instruction and Designing Learning Experiences for All Students | 5. Assessing Student Learning |
| 3. Creating and Maintaining an Effective Environment for Student Learning | 6. Developing as a Professional Educator |

B. Standard for Each Area of Performance

A standard of teacher performance accompanies each Area of Performance. The standards describe what a teacher must know and do on a consistent basis.

C. Elements of Performance

Each Area of Performance is divided into four to six Elements of Performance, for a total of 31 Elements. An example in Area 2, Planning and Designing, is Element 2a: Draw on and value students' backgrounds, interests, and developmental learning needs. A second example, in Area 5, Assessing Student Learning is Element 5c: Involve and guide all students in assessing their own learning. A third example, in Area 6, Developing as a Professional Educator, is Element 6c: Participate in professional communities to learn.... Proficiency is assessed at the level of the Elements of Performance.

D. Definition of Proficiency

A written description of proficiency, *The Target*, accompanies each Element of Performance. These provide teachers and others with clear guidance as to what a teacher is expected to know and do on a consistent basis.

E. Continuum of Proficiency

Each Element of Performance is also accompanied by a four-point rubric of proficiency, from basic (*Getting Started*) to proficient (*The Target*). These rubrics support teachers in self-assessment and planning for further learning and growth.

Framework for Effective Teaching – Coaching Edition: Fundamental Qualities

The *Framework for Effective Teaching* is designed to be: (1) comprehensive, (2) public, (3) generic, (4) demonstrated in diverse ways, (5) inclusive, (6) progressive, (7) research-grounded, and (8) constructivist.

1. Comprehensive

The *Framework* addresses teacher responsibilities in and out of the classroom. Thirty-one (31) essential Elements of effective teaching are clustered in six Areas of Performance: (1) Understanding and Organizing Subject Matter for Student Learning, (2) Planning Instruction and Designing Learning Experiences for All Students, (3) Creating and Maintaining an Effective Learning Environment for Student Learning, (4) Engaging and Supporting All Students in Learning, (5) Assessing Student Learning, and (6) Developing as a Professional Educator.

2. Public

Definition of what constitutes effective teaching is clearly known to all: a standard is stated for each of the six Areas of Performance, and proficiency is defined for each of the 31 Elements which are organized in the Areas. The *Framework* is available to all.

3. Generic

The *Framework* is based on constructs and themes that apply across specific teaching settings and approaches; it is not a checklist of teacher behaviors. This can be seen in the language of the *Framework*; for example, Element 5b reads, "Collects and uses information from multiple sources to assess student learning," rather than identifying specific ways to do so.

4. Diverse Demonstration

The *Framework* is comprehensive in its description of teaching, so some Areas of Performance can be observed as teachers work in the classroom: Engaging and Supporting All Students in Learning, for example. Other Areas are demonstrated in different ways: "Understanding Subject Matter" might be observed in a curriculum map or in a professional conversation; "Works with families..." (6d) might be observed in a parent-student conference; "Participates in professional learning communities..." (6c) might be observed in a conversation with other staff or in the text of a learning journal.

5. Inclusive

The *Framework* consistently states that teachers must focus on high quality learning for all students: for example Area 2 focuses on planning and design for "...All Students; Element 3a pertains to the physical environment of the classroom "...that engages all students;" Element 4e pertains to self-directed and reflective learning "...for all students," and Element 5c states the expectation that "all students" must be involved in self-assessment.

6. Progressive

Each of the Elements of the *Framework* is defined in quality terms by a 4-point rubric that defines a range of levels of proficiency for each of the defining Elements of Performance.

7. Research-Grounded

The *Framework* is based on the body of research and evidence that identifies principles of effective practice for maximum learning by all students, and over a decade of research and experience with communicating the essentials of effective teaching.

8. Constructivist

Human understanding of any concept depends on the meaning that an individual develops personally on the basis of prior experience and new input. *Personal experience*, *current knowledge*, *cognitive structures at the time*, and *affective connections* contribute to the different ways that individuals understand common content. The *Framework* is designed to support teachers as they construct personal knowledge of quality in their field through practice of and reflection on effective teaching.

Adapted from: *Enhancing Professional Practice: A Framework for Teaching*, Danielson (1996)

Framework for Effective Teaching – Coaching Edition: Areas and Standards

<p><u>1. Understanding and Organizing Subject Matter for Student Learning</u></p> <p>Coaches exhibit strong working knowledge of subject matter, learning theory, and student development. Coaches organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Coaches use their knowledge of subject matter, learning theory, student development, instructional strategies and resources to make subject matter accessible to all students. Coaches use these areas of knowledge to interrelate ideas and information within and across curricular areas to extend students' understanding. Coaches support teachers in building and sustaining these capacities.</p>	<p><u>4. Engaging and Supporting All Students in Learning*</u></p> <p>Coaches build on students' prior knowledge, life experience, and interests to conceive high-level learning goals for all students. Coaches use a variety of instructional strategies and resources that respond to students' diverse needs. Coaches facilitate challenging learning experiences for all students in environments that promote autonomy, interaction, and choice. Coaches actively engage all students in problem-solving, and creative and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Coaches assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn. Coaches support teachers in building and sustaining these capacities.</p>
<p><u>2. Planning Instruction and Designing Learning Experiences for All Students</u></p> <p>Coaches plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Coaches establish challenging learning outcomes for all students based on student experience, language, development, and home and school expectations. Coaches sequence curriculum and design and document long-term and short-range plans that incorporate subject matter knowledge, reflect grade-span and grade-level curriculum expectations, and include a repertoire of instructional strategies. Coaches use instructional activities that promote the attainment of high level learning goals by all students, and connect with student experiences and interests of all. Coaches modify and adjust instructional plans according to student engagement and achievement and to support the achievement of high level outcomes by all students. Coaches support teachers in building and sustaining these capacities.</p>	<p><u>5. Assessing Student Learning</u></p> <p>Coaches establish and clearly communicate high-level learning outcomes and targets for all students. Coaches collect information about student performance from a variety of sources. Coaches involve all students in assessing their own learning. Coaches use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote high-level academic achievement and personal growth for all students. Coaches exchange specific, timely, and progress-focused information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic mastery. Coaches support teachers in building and sustaining these capacities.</p>
<p><u>3. Creating and Maintaining an Effective Environment for Student Learning</u></p> <p>Coaches create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Coaches maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Coaches encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Coaches make effective use of instructional time as they implement class procedures and routines. Coaches support teachers in building and sustaining these capacities.</p>	<p><u>6. Developing as a Professional Educator</u></p> <p>Coaches reflect on their teaching practice and actively engage in planning their professional learning. Coaches establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Coaches know the benefits of Professional Communities for learning, and participate consistently. Coaches communicate effectively with families and involve them in student learning and the school community. Coaches contribute to school activities, promote school goals, and improve professional practice by working collegially with all school staff. Coaches fulfill their basic responsibilities, and balance professional responsibilities and maintain motivation and commitment to all students. Coaches support teachers in building and sustaining these capacities. Coaches support others' development as professional educators. (See page 20.)</p>

* **Coaches are also responsible for Engaging and Supporting All (Adult) Participants in Learning.** See page 14 for the Standard.

Framework for Effective Teaching: Coaching Edition

Areas and Elements of Performance

Coaches both demonstrate and support teachers in demonstrating these Elements of Performance.

<p>1. Understanding and Organizing Subject Matter for Student Learning</p> <p>1a. Demonstrates knowledge of subject matter content, learning theory, and student development.</p> <p>1b. Organizes curriculum to support student mastery of Indiana Academic Standards.</p> <p>1c. Develops student understanding and mastery through instructional strategies suitable to the subject matter.</p> <p>1d. Uses materials, resources, and technologies to make subject matter accessible to all students.</p> <p>2. Planning Instruction and Designing Learning Experiences for All Students</p> <p>2a. Draws on and values students' backgrounds, interests, prior knowledge, and developmental learning needs.</p> <p>2b. Establishes and articulates purpose and outcomes for student learning.</p> <p>2c. Develops and sequences instructional activities and materials for student learning.</p> <p>2d. Designs short-term and long-term plans to foster student learning.</p> <p>2e. Modifies instructional plans to adjust for student needs.</p> <p>3. Creating and Maintaining an Effective Environment for Student Learning</p> <p>3a. Creates a physical environment that engages all students.</p> <p>3b. Establishes a climate that promotes fairness and respect.</p> <p>3c. Promotes social development and group responsibility.</p> <p>3d. Establishes and maintains standards for student behavior.</p> <p>3e. Plans and implements classroom procedures and routines that support student learning.</p> <p>3f. Uses instructional time effectively.</p> <p>4. Engaging and Supporting All Students in Learning</p> <p>4a. Connects students' prior knowledge, life experience, and interests with essential questions and learning outcomes.</p> <p>4b. Uses a variety of instructional strategies and resources to respond to students' diverse needs.</p>	<p>4c. Facilitates learning experiences that promote autonomy, interaction, and choice.</p> <p>4d. Engages students in problem-solving, creative and critical thinking, and other activities that make subject matter meaningful.</p> <p>4e. Promotes self-directed, reflective learning for all students.</p> <p>Adult-4.</p> <p>A4a. Engaging and Supporting All Participants in Learning Connects participants' prior knowledge, life experience, and interests with essential questions and learning outcomes.</p> <p>A4b. Uses a variety of instructional strategies and resources to respond to participants' diverse needs.</p> <p>A4c. Facilitates learning experiences that promote autonomy, interaction, & choice.</p> <p>A4d. Engages participants in problem-solving, creative and critical thinking, and other activities that make concepts and skills meaningful.</p> <p>A4e. Promotes self-directed, reflective learning for all participants.</p> <p>5. Assessing Student Learning</p> <p>5a. Establishes and communicates learning outcomes for all students.</p> <p>5b. Collects and uses information from multiple sources to assess student learning.</p> <p>5c. Involves and guides all students in assessing their own learning.</p> <p>5d. Uses the results of assessment to guide instruction.</p> <p>5e. Communicates with students, families, and other audiences about student progress.</p> <p>6. Developing as a Professional Educator</p> <p>6a. Reflects on teaching practice and plans professional learning</p> <p>6b. Establishes professional goals and pursues opportunities to grow professionally.</p> <p>6c. Participates in professional communities to learn and to improve professional practice.</p> <p>6d. Works with families to improve professional practice.</p> <p>6e. Works with peers and other staff to improve professional practice.</p> <p>6f. Balances professional responsibilities and maintains motivation.</p> <p>6g. Applies the repertoire of conversation templates for collegial conversation & coaching.</p> <p>6h. Demonstrates the Norms of Collaboration in collegial conversation & coaching.</p>
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Continued

Framework for Effective Teaching: Coaching Edition

1. Understanding and Organizing Subject Matter for Student Learning

Coaches exhibit strong working knowledge of subject matter, learning theory, and student development. Coaches organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Coaches use their knowledge of subject matter, learning theory, student development, instructional strategies and resources to make subject matter accessible to all students. Coaches use these areas of knowledge to interrelate ideas and information within and across curricular areas to extend students' understanding. **Coaches support teachers in building and sustaining these capacities.**

Element	The Target (4)	Nearly There (4)	On the Way (3)	Getting Started (2)
1a Demonstrates knowledge of subject matter content, learning theory, and student development. Supports teachers in this Element.	Flexibly uses comprehensive knowledge of subject matter, learning theory, and student development to ensure that all students master key concepts and skills, and major themes from multiple perspectives. Makes connections in subject matter within and between areas of curriculum.	Communicates significant themes, key concepts, and essential skills in an accurate, clear, and coherent manner which addresses common student misconceptions. Enriches and extends subject matter with student interests in mind.	Uses knowledge of subject matter, learning theory, and student development to teach and promote mastery of key concepts and essential skills. Demonstrates awareness of common misconceptions held by students.	Demonstrates some knowledge of subject matter, learning theory, and student development. Teaches key concepts and essential skills.
1b Organizes curriculum to support student mastery of Indiana Academic Standards (IAS). Supports teachers in this Element.	Integrates themes, concepts, and skills from the Indiana Academic Standards in unit, lesson, and assessment plans. Organizes plans to support all students in grasping relationships among various themes, concepts, and skills across the curriculum.	Uses major themes, key concepts, and essential skills identified in the Indiana Academic Standards to design units, lessons, and assessment tasks.	Identifies major themes, key concepts and essential skills, and organizes unit and lesson plans around these. Reference is made to the Indiana Academic Standards.	Demonstrates some knowledge of the major themes, key concepts, and essential skills within curriculum, to guide unit and lesson planning.

Understanding and Organizing Subject Matter for Student Learning (Pg. 2 of 2)

Element	The Target (4)	Nearly There (4)	On the Way (3)	Getting Started (2)
1c Develops student understanding and mastery through instructional strategies suitable to the subject matter. Supports teachers in this Element.	Develops and uses multiple strategies suitable to subject matter, which challenge all students and address likely misconceptions. Assists students to individually construct and apply their own knowledge and to think critically about the subject matter.	Matches strategies appropriate to subject matter to encourage student understanding, mastery of skills, and critical thinking. Strategies utilize students' interests and backgrounds, and anticipate some likely student misconceptions.	Some suitable strategies are used, matched with subject matter in order to communicate concepts and demonstrate skills. Displays basic pedagogical knowledge. Student misconceptions may be recognized.	Uses a few instructional strategies to make the content accessible to students. Displays little understanding of pedagogical issues involved in learning the content.
1d Uses materials, resources, and technologies to make subject matter accessible to all students. Supports teachers in this Element.	Selects, adapts, and creates a wide range of relevant materials, resources, and technologies from multiple sources to enrich and extend learning, to reflect the cultural and learning diversity of all students, and to provide equity of quality and access.	Selects and uses appropriate relevant instructional materials, resources, and technologies available through the school, District, Educational Service Center (NIESC), and the internet to address concepts, skills, and themes. Materials reflect diversity of student backgrounds and learning styles. Resources are provided to all students.	Uses required and additional instructional materials, resources, and technologies to present concepts and demonstrate skills. Some materials and resources reflect students' diversity. Develops some routines to provide equitable access to resources.	Uses required instructional materials, resources, and technologies for specific lessons to support student learning.

2. Planning Instruction and Designing Learning Experiences for All Students

Coaches plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Coaches establish challenging learning outcomes for all students based on student experience, language, development, and home and school expectations. Coaches sequence curriculum and design and document long-term and short-range plans that incorporate subject matter knowledge, reflect grade-span and grade-level curriculum expectations, and include a repertoire of instructional strategies. Coaches use instructional activities that promote the attainment of high level learning goals by all students, and connect with student experiences and interests of all. Coaches modify and adjust instructional plans according to student engagement and achievement and to support the achievement of high level goals by all students. **Coaches support teachers in building and sustaining these capacities.**

Element	The Target (4)	Nearly There (4)	On the Way (3)	Getting Started (2)
<p>2a. Draws on and values students' backgrounds, interests, prior knowledge, and developmental learning needs. Supports teachers in this Element.</p>	<p>Uses a wide range of publicly available and personally developed print & web-based materials to access & build upon all students' prior knowledge, interests, learning needs & styles to extend the understanding and skill of all students. All resources are documented in unit and/or lesson plans.</p>	<p>Uses a range of available and developed resources to construct lessons that incorporate students' backgrounds, prior knowledge, skills, and interests, as well as learning needs & styles. All resources are identified in unit and/or lesson plans.</p>	<p>Develops & gathers materials from multiple sources to supplement required resources. Most lessons acknowledge students' backgrounds, prior knowledge, skills, and interests, as well as learning needs and styles. Most resources are identified in lesson plans.</p>	<p>Uses required materials & resources to plan and carry out lessons, with some attention to students' backgrounds, interests, prior knowledge, and learning needs. Some resources are identified in lesson plans.</p>
<p>2b. Establishes and articulates purpose and outcomes for student learning. Supports teachers in this Element.</p>	<p>Ensures that students understand unit and lesson purposes and outcomes as found in unit and lesson plans. The outcomes reflect high expectations for all students, and challenge all at their current level of performance. Students have opportunities to engage in personal goal-setting, and self-assessing progress.</p>	<p>Articulates & connects unit and lesson purposes and learning outcomes to instructional activities. Holds high expectations for all students when setting learning outcomes. All are documented in unit and/or lesson plans.</p>	<p>The purposes and outcomes for units and lessons are usually communicated to students. All may be documented in lesson plans.</p>	<p>Unit and lesson purposes and outcomes may be identified for students. Instructional activities may be explained to students. The District curriculum is used.</p>

Planning Instruction and Designing Learning Experiences for All Students (Pg. 2 of 2)

Element	The Target (4)	Nearly There (4)	On the Way (3)	Getting Started (2)
2c Develops and sequences instructional activities and materials for student learning. Supports teachers in this Element.	Sequences instructional activities and materials to address the learning styles of all students and develop higher order thinking as students develop in knowledge, skills, application, & communication. Explicit connections are made within & across subject areas. All is fully documented in unit and/or lesson plans.	Plans appropriately sequenced instruction and use of materials to meet students' learning styles, and develop student knowledge & skills. Opportunities for higher order thinking are provided. Instructional plans & resources are fully documented in unit and/or lesson plans..	Develops most concepts and skills through a series of lessons that are connected and consider a range of learning styles. Lessons may be documented in unit and/or lesson plans with instructional resources indicated.	Develops lessons to address identified concepts and skills, using available resources. Sequence of lessons throughout a unit is either not explicit, unclear, and/or undocumented.
2d Designs short-term and long-term plans to foster student learning. Supports teachers in this Element.	Designs units of study that connect subject areas. Unit plans include Indiana Academic Standards, key concepts & skills, summative assessment tasks, learning targets or indicators and formative assessments, sequence of lessons, and instructional resources. Fully documents these components.	Designs units of study including Indiana Academic Standards, key concepts & skills, formative and summative assessment tasks, sequence of lessons, and instructional resources. Documents these components.	Designs sequences of lessons based on Indiana Academic Standards. The plans include key concepts and skills, summative assessment tasks, and instructional resources. Documents some-to-all of these components.	Plans for lessons and activities to address Indiana Academic Standards. The plans include summative assessment tasks.
2e Modifies instructional plans to adjust for student needs. Supports teachers in this Element.	Uses formative assessments to inform students of their progress, and to design modifications of lessons in advance. Throughout the learning activities, formative assessments for student learning are used to guide changes in instruction, inform students of progress, and support students' self-assessment.	Adjusts plans in advance to accommodate student interests & present levels of performance. Makes modifications during lessons to address student misconceptions & current performance.	Adjusts lessons based on formative assessment for student understanding and performance in previous lessons, having taken note of student misconceptions.	Follows unit, lesson and activity plans as designed.

3. Creating and Maintaining an Effective Environment for Student Learning

Coaches create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Coaches maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Coaches encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Coaches make effective use of instructional time as they implement class procedures and routines. **Coaches support teachers in building and sustaining these capacities.**

Element	The Target (4)	Nearly There (4)	On the Way (3)	Getting Started (2)
3a Creates a physical environment that engages all students. Supports teachers in this Element.	Designs and manages room and resources to accommodate students' needs and involvement in learning. Students are engaged in planning the classroom environment. Displays are integral to learning activities.	Designs movement patterns and access to resources to promote individual and group engagement. Room displays are used in learning activities.	Arranges and manages room for easy movement and access to resources. Room displays represent current Unit of study.	Arranges room for teacher accessibility to or visibility of students. Room displays may relate to the curriculum. Movement and access may be restricted by barriers.
3b Establishes a climate that promotes fairness and respect. Supports teachers in this Element.	Sustains caring, respectful, and equitable relationships with all students. Supports students in developing skills to collaborate, to respond to inequity and disrespect, to mediate conflicts, and to support a climate of equity and caring.	Promotes caring and respectful interactions through teaching and modeling. Responds equitably to incidents of unfairness and disrespect. Encourages students to respect differences among individuals. May engage students in conflict resolution and shared problem-solving.	Builds caring, friendly rapport with most students. Models equitable and respectful relationships. Uses some strategies to respond to unfairness and disrespect.	Establishes rapport with some individual students. Acknowledges some incidents of unfairness and disrespect.

Creating and Maintaining an Effective Environment for Student Learning (Pg. 2 of 2)

Element	The Target (4)	Nearly There (4)	On the Way (3)	Getting Started (2)
3c Promotes social development and group responsibility. Supports teachers in this Element.	Engages students in individual and group work that teaches collaboration and promotes responsibility to the classroom community. Supports students in taking initiative in classroom leadership.	Teaches the social skills needed for positive student interactions as members of large and small groups. Provides some opportunities for student leadership within the classroom.	Uses some strategies and activities to promote students' individual responsibility and recognition of others' rights and needs. Students share in classroom responsibilities.	Encourages student responsibility for self. Creates opportunities for individual students to have classroom responsibilities.
3d Establishes and maintains standards for student behavior. Supports teachers in this Element.	Engages students in defining expectations, and maintaining & monitoring classroom behavior in respectful ways. When corrective consequences are needed, they are natural, logical, or restitution-based.	Involves students in defining expectations for behavior. Uses strategies that prevent or lessen disruptive behavior and reinforce expectations. Monitors behavior while teaching and during student work time.	Establishes expectations and consequences for student behavior. Responds appropriately to disruptive behavior and promotes positive behaviors.	Communicates roles and consequences. Responds to disruptive behavior. Focuses attention on presenting lessons.
3e Plans and implements classroom procedures and routines that support student learning. Supports teachers in this Element.	Engages students in developing, supporting, and taking ownership of routines and procedures that equitably support the participation of all students in all classroom activities.	Identifies, teaches, and supports, routines and procedures for all learning activities. May engage students in this.	Develops and guides students to learn routines and procedures for most activities.	Establishes some procedures to support student learning. Students are aware of the procedures.
3f Uses instructional time effectively. Supports teachers in this Element.	Designs all lessons to include appropriate sequence of activities for inquiry or direct instruction, with time for all students to complete learning activities. Paces instruction and classroom business to maintain student engagement and provide for student self-assessment of work and time-on-task.	Designs lessons to include appropriate sequence of activities for inquiry or direct instruction, with time for completion of learning activities. Paces instruction and classroom business to maintain student engagement. May engage students in self-assessment of time-on-task.	Provides time for students to complete learning activities. Develops some routines for classroom business and most transitions are timely. Uses strategies to pace and adjust instruction to ensure continual engagement.	Pacing of learning activities, classroom routines, and transitions may be efficient.

4. Engaging and Supporting All Students in Learning

Coaches build on students' prior knowledge, life experience, and interests to conceive high-level learning goals for all students. Coaches use a variety of instructional strategies and resources that respond to students' diverse needs. Coaches facilitate challenging learning experiences for all students in environments that promote autonomy, interaction, and choice. Coaches actively engage all students in problem-solving, and creative and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Coaches assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn. **Coaches support teachers in building and sustaining these capacities.**

Element	The Target (4)	Nearly There (4)	On the Way (3)	Getting Started (2)
4a Connects students' prior knowledge, life experience, and interests with essential questions and learning outcomes. Supports teachers in this Element.	Uses questions and activities to extend students' integration of their interests and what they know with the unit's and the lesson's learning outcomes. Makes adjustments during lesson to ensure that all students meet the outcomes.	Implements activities and elicits questions that help students make connections between their life experiences, interests, and what they already know and the unit's and the lesson's outcomes.	Asks questions that elicit students' prior knowledge, life experiences and interests. Some connections are made to the learning outcomes of the lesson. Some connections may be made to the unit's outcomes.	Opens lesson to capture students' attention and interest. Teacher recognizes the value of students' prior knowledge and life experiences.
4b Uses a variety of instructional strategies and resources to respond to students' diverse needs. Supports teachers in this Element.	Uses an extensive repertoire of strategies and resources to engage all students through active participation in learning and formative assessment. Selects and differentiates learning and assessment strategies to accommodate students' diverse learning styles and needs.	Elicits student participation through a variety of instructional strategies and formative assessment methods intended to match students' learning needs and styles.	Varies instruction to increase student participation. Selects strategies, resources, and visuals with some consideration of students' learning needs and styles. Teacher recognizes the importance of formative assessment.	Uses a few instructional strategies. Delivers instruction with available resources and materials.

Engaging and Supporting All Students in Learning (Pg. 2 of 2)

Element	The Target (4)	Nearly There (4)	On the Way (3)	Getting Started (2)
4c Facilitates learning experiences that promote autonomy, interaction, and choice. Supports teachers in this Element.	Uses a variety of learning experiences to develop independent working skills and group participation skills in all students. Supports all students in making effective choices of learning activities.	Provides learning experiences utilizing individual and group structures to develop autonomy and group participation skills. Choices are provided for students regarding specific learning tasks.	Varies learning experiences to include work in large groups and small groups as well as individual work. Group participation skills are acknowledged.	Directs learning experiences through whole group and individual work with possibilities for interaction and choice.
4d Engages students in problem solving, creative and critical thinking, and other activities that make subject matter meaningful. Supports teachers in this Element.	Engages students in analysis of facts and key concepts, practice of skills, and frequent higher order thinking through activities and questions that consider multiple perspectives. Supports all students to initiate problem-posing, problem-solving, and inquiry.	Engages students through activities and questioning strategies that develop skills in understanding of key concepts and practice of skills, and important issues in the Unit. Supports all students in problem-posing, problem-solving, and higher order thinking.	Focuses questions on the unit's key concepts and practice of skills. Asks questions to elicit higher order thinking from some students.	Focuses questions on facts and important concepts to support learning subject matter.
4e Promotes self-directed, reflective learning for all students. Supports teachers in this Element.	Consistently designs and uses learning activities that enable students to set goals and criteria, and to develop strategies for demonstrating, monitoring, and reflecting on progress and process, expecting students to use an intentional inquiry process.	Teaches & supports self-monitoring and -assessment skills. Students have frequent opportunities to reflect on and discuss progress and process, and strategies for improvement.	Provides some opportunities for students to monitor their own work and to reflect on progress and process. May teach skills to enable self-monitoring and -assessment.	Directs learning experiences and monitors student progress within a specific lesson. Assistance is provided as requested by students.

Adult – 4. Engaging and Supporting All Participants in Learning

Coaches build on participants' prior knowledge, life experience, and interests to conceive high-level learning goals for all learners. **Coaches** use a variety of instructional strategies and resources that respond to participants' diverse needs. **Coaches** facilitate challenging learning experiences for all learners in environments that promote autonomy, interaction, and choice. **Coaches** actively engage all participants in problem-solving, and creative and critical thinking within and across topics and areas of focus. Concepts and skills are offered in ways that encourage learners to apply them in real-life contexts that make them meaningful. **Coaches** engage all staff and students in collegial conversation and coaching. **Coaches** assist all learners to become self-directed, and capable of articulating, demonstrating, and evaluating what they learn. (A stands for **Adult** in the Element alpha-numeric indicators.)

Element	The Target (4)	Nearly There (4)	On the Way (3)	Getting Started (2)
A-4a. Connects participants' prior knowledge, life experience, and interests with essential questions and learning outcomes.	Uses inquiry and activities to extend participants' integration of their interests and what they know with session or topic outcomes. Makes adjustments during session to ensure that all learners meet the outcomes.	Implements inquiry and activities that help participants make connections between their experiences, interests, and what they already know and the topic-at-hand and session or topic outcomes.	Asks questions that elicit participants' prior knowledge, experiences and interests. Some connections are made to the learning outcomes of the session. Some connections may be made to topic outcomes.	Opens session to capture participants' attention and interest. Recognizes and overtly acknowledges the value of learners' prior knowledge and experiences.
A-4b. Uses a variety of instructional strategies and resources to respond to participants' diverse needs.	Uses an extensive repertoire of strategies and resources to engage all learners through collaborative participation in learning. Selects and differentiates learning and self-assessment strategies to accommodate learners' diverse learning styles and needs.	Elicits learner participation through a variety of collaborative instructional strategies & supporting resources, intended to match learners' learning needs and styles. Engages participants in self-assessment.	Varies strategies & activities to increase learner participation. Selects strategies and resources with some consideration of participant interaction, learning needs, and styles. Recognizes the importance of collaboration.	Uses a few instructional strategies. Presents with available resources and materials.

Engaging and Supporting All Participants in Learning (Pg. 2 of 2)

Element	The Target (4)	Nearly There (4)	On the Way (3)	Getting Started (2)
A-4c. Facilitates learning experiences that promote autonomy, interaction, and choice.	Uses a variety of learning experiences to develop independent learning and collaborative participation skills in all participants. Supports all learners in making effective independent & collaborative choices of learning focus and processes.	Provides learning experiences utilizing individual and collaborative processes to develop autonomy and group participation skills. Choices are provided for learners regarding specific learning focus and tasks.	Varies learning experiences to include work in groups and as well as individual tasks. Collaborative skills are acknowledged.	Directs learning experiences through whole group and individual work tasks possibilities for interaction and choice.
A-4d. Engages participants in problem-solving, creative and critical thinking, and other activities that make concepts and skills meaningful.	Engages participants in analysis of facts and key concepts, practice of strategies, & frequent higher order thinking through activities & inquiry that consider multiple perspectives. Supports all learners in collaboratively initiating problem-posing, problem-solving, and inquiry.	Engages participants through activities and inquiry strategies that develop understanding of key concepts and practice of strategies, & important issues. Supports learners in collaborative problem-posing, problem-solving, and higher order thinking.	Focuses inquiry on a topic's key concepts and practice of strategies. Inquires to elicit higher order thinking from some learners.	Focuses questions on facts and important concepts to support learning.
A-4e. Promotes self-directed, reflective learning for all participants.	Consistently designs and uses learning strategies & activities that enable participants to set goals and criteria, and to develop collaborative strategies for demonstrating, monitoring, and reflecting on progress and process, expecting learners to use an intentional collaborative inquiry process.	Teaches & supports self-monitoring and -assessment skills. Participants have frequent opportunities to reflect on and talk about progress and process, and strategies for improvement.	Provides some opportunities for participants to monitor their own engagement and to reflect on progress and process. May teach skills to enable self-monitoring and -assessment.	Directs learning experiences and monitors learner progress within a specific session. Assistance is provided as requested by students.

5. Assessing Student Learning

Coaches establish and clearly communicate high-level learning outcomes and targets for all students. Coaches collect information about student performance from a variety of sources. Coaches involve all students in assessing their own learning. Coaches use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote high-level academic achievement and personal growth for all students. Coaches exchange specific, timely, and progress-focused information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic mastery. **Coaches support teachers in building and sustaining these capacities.**

Element	The Target (4)	Nearly There (4)	On the Way (3)	Getting Started (2)
5a Establishes and communicates learning outcomes for all students. Supports teachers in this Element.	Articulates and explains in student-friendly terms the unit purpose and learning outcomes, as well as lesson outcomes. Engages students in cooperative development of learning target rubrics. Provides students with exemplars of quality as defined in the rubrics.	Communicates the unit's purpose and learning outcomes, as well as lesson outcomes, to students. Uses tools such as rubrics to communicate learning targets, and with reference to students' learning styles and needs.	Identifies learning outcomes for units, and lessons, according to the Indiana Academic Standards that guide the unit of study. Outcomes are communicated as specific learning targets.	Uses available curriculum and instructional resources according to decide learning outcomes. Outcomes may or may not be communicated clearly to students.
5b Collects and uses information from multiple sources to assess student learning. Supports teachers in this Element.	Engages students in designing formative assessment tasks <i>for</i> learning - to inform instruction and to inform students of their progress toward learning targets. Uses, develops, and differentiates summative assessment tasks <i>of</i> learning that are congruent with the Indiana Academic Standards.	Develops strategies for formative assessment activities to inform instruction. Also employs summative assessment tasks to assess students' mastery relative to the Indiana Academic Standards and learning target rubrics or other tools.	Uses several assessments to monitor student progress and learning aligned to the Indiana Academic Standards.	Uses one or two sources of information to assess student learning and monitor student progress.

Assessing Student Learning (Pg. 2 of 2)

Element	The Target (4)	Nearly There (4)	On the Way (3)	Getting Started (2)
5c Involves and guides all students in assessing their own learning. Supports teachers in this Element.	Integrates student self-assessment and reflection into the learning activities. Students engage in regular peer assessment of work against criteria articulated in the rubrics for the current learning targets.	Uses learning target tools such as rubrics, presents guidelines for assessments to students. Assists students in reflecting on and assessing their own work with relation to the rubric(s).	Provides students with feedback on work- in- progress as well as completed tasks. Some student involvement in correcting work.	Checks and monitors work in progress. Communicates student progress through mandatory procedures.
5d Uses the results of assessment to guide instruction. Supports teachers in this Element.	Includes a wide range of assessments as a regular part of instruction to plan and revise lessons. Anticipates student misconceptions, using this knowledge in planning and revising. Identifies student understanding during the lesson using a variety of methods and adjusts teaching to meet student needs.	Uses multiple formal and informal assessments to plan lessons. Anticipating student misconceptions, regularly checks for understanding during the lesson using a variety of methods and adjusts teaching to meet student needs.	Uses information from several assessments sources to plan learning activities. Checks for understanding with some students while teaching, and addresses confusion and misconceptions as they arise.	Assesses student learning with one or two sources of information. Recognizes student confusion and misconceptions and re-teaches material using primarily the same method(s).
5e Communicates with students, families, and other audiences about student progress. Supports teachers in this Element.	Engages students, families, and support personnel in timely discussions regarding student progress and improvement plans. Ongoing information is provided from a variety of sources for students, families, and support personnel.	Provides students with specific and timely information about their current progress and how to improve their work. Establishes regular communication with families and support personnel. Designs/tailors information to audience needs.	Provides students with information about their current progress as they engage in learning activities. Families and support personnel are informed as needed. Consideration is given to specificity, timeliness, and constructiveness.	Provides students and families with information about their progress through mandated procedures.

6. Developing as a Professional Educator

Coaches reflect on their teaching practice and actively engage in planning their professional learning. Coaches establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Coaches know the benefits of Professional Communities for learning, and participate consistently. Coaches communicate effectively with families and involve them in student learning and the school community. Coaches contribute to school activities, promote school goals, and improve professional practice by working collegially with all school staff. Coaches fulfill their basic responsibilities, and balance professional responsibilities and maintain motivation and commitment to all students. **Coaches support teachers in building and sustaining these capacities.**

Element	The Target (4)	Nearly There (4)	On the Way (3)	Getting Started (2)
6a Reflects on teaching practice and plans professional learning. Supports teachers in this Element.	Analyzes and reflects on teaching and learning based on evidence gathered regularly from multiple sources. Plans ongoing professional learning based on reflections and other resources.	Reflects on the relationship of teaching practice and student learning evidence. Plans professional learning based on reflections.	Reflects on instructional successes and dilemmas. Plans professional learning to add to instructional strategies and knowledge of student learning.	Reflects on elements of teaching (e.g., pacing, procedures, discipline, movement, materials, etc.). Considers related professional learning.
6b Establishes professional goals and pursues opportunities to grow professionally. Supports teachers in this Element.	Sets and modifies short- and long-term goals considering self-assessment based on student learning evidence, and other feedback. Actively engages students in the application of professional learning.	Sets short-term professional goals based on self-assessment based on student learning evidence, and other feedback. Seeks out opportunities to realize professional goals.	Sets goals considering self-assessment and other feedback. Expands knowledge and skills through available professional learning opportunities.	Develops goals, perhaps limited to those required. Attends required professional learning activities.
6c Participates in professional communities (PCs) to learn and to improve professional practice. Supports teachers in this Element.	Provides leadership in at least one PC. Promotes PCs and invites others, and teaches the ideas and practices of Professional Communities Learning. Is reliable in keeping the focus on student learning.	Is a regular participant in one or more PCs. Contributes actively and regularly brings own student data &/or concerns for the Community's consideration. Knows and consistently practices the methods of effective Professional Communities that focus on learning.	Participates in at least one PC on an intermittent basis. May bring own student data &/or teaching concerns for consideration. May be aware of the underlying ideas & practices of effective PCs for learning.	Is aware of the idea of professional learning communities in education. May take part.

Developing as a Professional Educator (Pg. 2 of 2)

Element	The Target (4)	Nearly There (4)	On the Way (3)	Getting Started (2)
6d Works with families to improve professional practice. Supports teachers in this Element.	Engages all families in timely and specific dialogue about student progress, focusing on "next steps." Provides opportunities for all families to actively participate in the classroom and school.	Frequently communicates specific and timely evidence of student progress with a focus on "next steps." Takes into account family diversity. Encourages families to contribute to the classroom and school.	Shares student progress and classroom activities. Invites families to contribute in the classroom. Values family backgrounds and their role in student learning.	Communicates with families at reporting periods and school events. Advises families of problems. Recognizes the role of families in student learning.
6e Works with peers and other staff to improve professional practice. Supports teachers in this Element.	Provides leadership by engaging staff in dialogue and reflection to support student learning and teacher growth. Contributes to the learning of others.	Works constructively with peers and other staff to with a consistent focus on improving student learning through reflection on practice.	Expands positive working relationships with peers and support staff. Collaborates with peers and others to plan curriculum, coordinate resources, and solve problems.	Establishes a positive working relationship with a few peers. Interacts with peers to gather resources. May engage in broader conversation related to professional practice.
6f Balances professional responsibilities and maintains motivation. Supports teachers in this Element.	Sustains consistent commitment to all students; models professional integrity. Challenges self intellectually and creatively, modeling this and supporting other staff.	Maintains a consistent positive attitude throughout the year, demonstrates professional integrity, challenges self professionally, and supports others.	Maintains positive attitude, demonstrates understanding of professional responsibilities, and seeks support when needed.	Demonstrates a positive attitude in the classroom. Develops an understanding of professional responsibilities.

<p>Fulfills basic professional responsibilities. (Yes/No)</p>	<ol style="list-style-type: none"> 1. Communicates appropriately orally and in writing (grammar, spelling, tone, etc.). 2. Fulfills all professional responsibilities in a timely manner. 3. Adheres to all District policies and directives.
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Coaches 6. Supporting Others' Development as Professional Educators

Coaches consistently engage all colleagues in collegial conversation and coaching grounded in the Ways of Talking: dialogue and discussion. **Coaches** organize collegial conversations with explicit templates for planning, reflecting, planning & reflecting, and calibrating performance; and support others in learning and applying the templates. **Coaches** employ pausing and paraphrasing to listen for understanding, distinguishing this from other patterns of listening and responding. **Coaches** build on this by posing learning-centered questions designed to support their colleagues in making their thinking visible. **Coaches** build further on this by putting ideas on the table to make their thinking visible in ways that support others taking up and making use of their ideas. In addition to practicing these Norms of Collaboration consistently, they support others in learning & applying them.

Element	The Target (4)	Nearly There (4)	On the Way (3)	Getting Started (2)
Collegial Conversation & Coaching 6g. Applies the repertoire of conversation templates for collegial conversation & coaching. Supports teachers in this element.	<ul style="list-style-type: none"> ▪ Uses conversation templates for: <ul style="list-style-type: none"> ○ Planning ○ Reflecting ○ Planning & Reflecting ○ Calibrating ▪ Supports others in learning consistently with all staff. ▪ Supports others in learning & using the conversation templates. 	<ul style="list-style-type: none"> ▪ Uses three of the conversation templates consistently with staff. ▪ Supports others in learning & using the conversation templates. 	<ul style="list-style-type: none"> ▪ Uses two of the conversation templates, perhaps intermittently, with staff. 	<ul style="list-style-type: none"> ▪ Uses one of the conversation templates, perhaps intermittently, with staff.
Collegial Conversation & Coaching 6h. Demonstrates the Norms of Collaboration in collegial conversation & coaching. Supports teachers in this element.	<ul style="list-style-type: none"> ▪ Uses the seven Norms consistently with all staff & students. ▪ Uses Norms 1-5 at <i>The Target</i> or <i>Nearly There</i> levels of proficiency (see Norms rubrics below). ▪ Supports others in learning & using the Norms of Collaboration. ▪ Advocates for consistent use of the Norms on the part of staff & students. 	<ul style="list-style-type: none"> ▪ Uses the first five Norms consistently with staff & students. ▪ Uses these Norms at the <i>Nearly There</i> level of proficiency (see Norms rubrics below). ▪ Uses Norms 6 & 7 on key occasions. ▪ Uses these Norms at <i>Nearly There</i> or <i>On the Way</i> levels of proficiency. ▪ Supports others in learning & using the Norms of Collaboration. 	<ul style="list-style-type: none"> ▪ Uses the first four Norms with staff & students. ▪ Uses these Norms at the <i>On the Way</i> level of proficiency (see Norms rubrics below). ▪ Uses Norms 5, 6 & 7 intermittently. ▪ Uses these Norms at with <i>Getting Started</i> proficiency. 	<ul style="list-style-type: none"> ▪ Demonstrates knowledge of Norms of Collaboration. ▪ Uses some Norms on an intermittent basis. ▪ Norms that are used are at an <i>On the Way</i> level of proficiency (see Norms rubrics below).

Supporting Others' Development as Professional Educators (Pg. 2 of 3)

Collegial Conversation & Coaching: Proficiency with the Norms of Collaboration

Norm	The Target (4)	Nearly There (4)	On the Way (3)	Getting Started (2)
Pausing	<ul style="list-style-type: none"> ⇒ Pauses after others speak to reflect before responding. ⇒ Pauses before speaking to permit thoughtful construction. ⇒ Acts to support others in Pausing. 	<p>Demonstrates two of the Target criteria on a consistent basis.</p> <p>OR</p> <p>Demonstrates the Target criteria inconsistently.</p>	Demonstrates one of the Target criteria on consistent basis.	Is aware of Pausing and its purposes, but does not demonstrate any of the Target criteria on a consistent basis.
Paraphrasing	<ul style="list-style-type: none"> ⇒ Paraphrases to reflect feelings and essential content. ⇒ Uses the three types of paraphrase: <ul style="list-style-type: none"> ▪ acknowledge and clarify, ▪ summarize and organize, ▪ shift level of abstraction. ⇒ Acts to support others in Paraphrasing. 	<p>Demonstrates four of the Target criteria on a consistent basis.</p> <p>OR</p> <p>Demonstrates the Target criteria inconsistently.</p>	Demonstrates three or of the Target criteria on a consistent basis.	Demonstrates one or two of the Target criteria.
Posing Questions	<ul style="list-style-type: none"> ⇒ Builds on listening for understanding by posing questions that inquire to explore thinking. ⇒ Poses questions to specify thinking. ⇒ Employs an approachable voice. ⇒ Frames questions. ⇒ Uses exploratory language. ⇒ Uses plural forms. ⇒ Acts to support others in Posing Questions. 	<p>Demonstrates six of the Target criteria on a consistent basis.</p> <p>OR</p> <p>Demonstrates the Target criteria inconsistently.</p>	Demonstrates four or five of the Target criteria on a consistent basis.	Demonstrates two or three of the Target criteria.

Coaches 6. Coaches Support Others' Development as Professional Educators (Pg. 3 of 3)

Norm	The Target (4)	Nearly There (4)	On the Way (3)	Getting Started (2)
Putting Ideas on the Table	<ul style="list-style-type: none"> ⇒ Makes thinking and ideas visible by putting ideas on the table in ways that others can engage with and use. ⇒ Uses an approachable voice. ⇒ Signals intention & transitions. ⇒ Attends to others' cognitive styles and representational systems. ⇒ Uses specific approaches to make thinking and ideas transparent: ⇒ Describes focus of thinking; explains reasoning; <ul style="list-style-type: none"> ▪ Identifies feelings; ▪ Reveals perspective; ▪ Frames wider context; ▪ Offers concrete examples. ⇒ Chooses intentionally among these. ⇒ Acts to support others in Putting Ideas on the Table. 	<p>Demonstrates ten of the Target criteria on a consistent basis.</p> <p>OR</p> <p>Demonstrates the Target criteria inconsistently.</p>	<p>Demonstrates seven to nine of the Target criteria on a consistent basis.</p>	<p>Demonstrates four to six of the Target criteria.</p>
	<ul style="list-style-type: none"> ⇒ Offers specific, measurable, observable data. ⇒ Offers data without judgments, opinions, or inferences. ⇒ Uses Collaborative Inquiry Cycle: <ul style="list-style-type: none"> ▪ Activate & Engage ▪ Explore & Discover ▪ Organize & Integrate ⇒ Pauses. ⇒ Paraphrases. ⇒ Poses Skillful Questions. ⇒ Puts Ideas on the Table. ⇒ Balances participation. 	<p>Demonstrates eight of the Target criteria on a consistent basis</p> <p>OR</p> <p>Demonstrates the Target criteria inconsistently.</p>	<p>Demonstrates five to seven of the Target criteria on a consistent basis.</p>	<p>Demonstrates three or four of the Target criteria.</p>
Providing Data				

Solution Focused

- ⇒ “Witness the struggle”
- ⇒ Listen for words, phrases, metaphors that guide thinking
- ⇒ Reframe from problem to solution focus
- ⇒ Language of discovery & appreciation
- ⇒ Ask questions to evoke talents, successes, dreams, desires
- ⇒ Ask powerful questions to make solutions possible.
- ⇒ Support thinking to create clear images of attributes of the solution

Goal Focused

- ⇒ What do you want? Clarify and articulate goals – be explicit; what does it look like, sound like, feel like when achieved?
- ⇒ Prioritize your goals
- ⇒ Generate multiple pathways for achieving your goal; identify top 10 strategies
- ⇒ Create an action plan
- ⇒ Identify resources (people and things) needed to facilitate your achievement
- ⇒ Reflect and celebrate

Planning Focused

- ⇒ Clarify goals
- ⇒ Determine success indicators
- ⇒ Anticipate approaches, strategies, decisions
- ⇒ Identify data for self-assessment
- ⇒ Determine the action plan
- ⇒ Reflect on benefits of conversation

Reflection Focused

- ⇒ Summarize impressions
- ⇒ Recall supporting information
- ⇒ Compare, analyze, infer cause and effect relationships
- ⇒ Construct new learnings and applications
- ⇒ Reflect on benefits of conversation and refinements

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Appendix G
Framework: School Psychologists

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Quality Learning for Every Student Every Day!

Framework for Effective Practices for School Psychologists

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- 2. Areas and Elements of Performance P. 3
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- 4. Levels of Proficiency P. 17

South Bend Community Schools
South Bend, IN
January 27, 2015



Adapted from School Psychologist Professional
Practice Rubric-Indiana (August, 2012)
&
Adapted in part from The New Teacher Center
University of California at Santa Cruz (2002)

Framework for Effective Practices

An Introduction to Design and Components

The *Framework for Effective Practices* is designed to provide an explicit definition of proficient practices for School Psychologists. The *Framework* is designed for use with SBCSC School Psychologists. The *Framework* is based on the School Psychologist Professional Practice Rubric, but adapted to be representative of the roles/responsibilities of School Psychologists. The SPPPR was created by a representative group of school psychologists and school administrators from across Indiana in collaboration with a workgroup of the Indiana Association of School Psychologists (IASP). In creation of this, the Model for Comprehensive and Integrated School Psychological services (National Association of School Psychologist, 2010) was utilized. It was also developed to align with personnel evaluation materials and requirements of the Indiana Department of Education.

Components of the *Framework for Effective Practices*

Areas of Performance

1. Assessment, Data-Based Decision Making, and Accountability
2. Interventions & Instructional Support To Develop Academic, Social, and Life Skills
3. Consultation and Collaboration
4. Leadership/Developing as a Professional Educator
5. Compliance with IDEIA & IN Article 7/SBCSC Proceed

Standard for Each Area of Performance

A standard of School Psychologist performance accompanies each Area of Performance. The standards describe what a School Psychologist must know and do on a consistent basis.

Elements of Performance

Each Area of Performance is divided into four Elements of Performance, for a total of 20 Elements. Proficiency is assessed at the level of the Elements of Performance.

Definition of Proficiency

A written description of proficiency, *The Target*, accompanies each Element of Performance. These provide School Psychologists and others with clear guidance as to what a School Psychologist is expected to know and do on a consistent basis.

Continuum of Proficiency

Each Element of Performance is also accompanied by a rubric of proficiency, from basic (*Getting Started*) to proficient (*The Target*). These rubrics guide School Psychologists in self-assessment and planning for further learning and growth.

Framework for Effective Practices for School Psychologists

Areas and Elements of Performance

School Psychologists demonstrate these Elements of Performance.

<p>1. Assessment, Data-Based Decision Making, and Accountability</p> <p>School Psychologists</p> <p>1.1 Utilize appropriate assessment and data collection methods</p> <p>1.2 Develops and maintains rapport with students during the evaluation process</p> <p>1.3 Conducts special education evaluations to address student strengths and needs and to inform about eligibility</p> <p>1.4 Prepares written reports of assessment results</p>	<p>4. Leadership/ Professional Responsibilities</p> <p>School Psychologists</p> <p>4.1 Seek professional growth and learning opportunities to advance own knowledge and skill</p> <p>4.2 Advocate for student success</p> <p>4.3 Contributes to the school district</p> <p>4.4 Attendance and punctuality</p>
<p>2. Interventions and Instructional Supports to Develop Academic, Social and Life Skills</p> <p>School Psychologists</p> <p>2.1 Contribute to school-wide curricular and instructional practices for academic, social-emotional, and behavioral domains</p> <p>2.2 Contribute to individual or small group intervention practices for academic, social-emotional, and behavioral domains</p> <p>2.3 Exhibits knowledge of resources</p> <p>2.4 Utilize information about student background and characteristics to inform instruction, intervention, and service delivery decisions</p>	<p>5. Compliance with IDEIA and Indiana Article 7 regulations and SBCSC procedures</p> <p>School Psychologists</p> <p>5.1 Meet timelines in conducting evaluations</p> <p>5.2 Meet timelines in completing written notices</p> <p>5.3 Conduct caseload responsibilities (paperwork and documentation)</p> <p>5.4 Follow SBCSC policies and procedures</p>
<p>3. Consultation and Collaboration</p> <p>School Psychologists</p> <p>3.1 Engage in consultation and collaboration with school staff</p> <p>3.2 Engage in consultation and collaboration with parents and families</p> <p>3.3 Engage in consultation and collaboration with community agencies and providers</p> <p>3.4 Provide consultation and training to administrators and staff in the areas of Article 7 compliance, general case conference procedures, etc.</p>	

Framework for Effective Practices

1. ASSESSMENT , DATA BASED DECISION MAKING, AND ACCOUNTABILITY

School Psychologists utilize appropriate assessment and data collections methods, develop/maintain rapport with students during the evaluation process, conduct special education evaluations to address student strengths and needs/inform eligibility, and prepare written reports of assessment results.

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Utilizes appropriate assessment and data collection methods	School Psychologist fulfills the criteria for Level 3 and additionally: -Utilizes additional assessments than is required to further understand student needs.	School Psychologist utilizes and/or interprets assessment and data collection methods that are: -Appropriate for the intended purpose, and -Appropriate and individualized for the specific student's cultural, linguistic and disability background, and -Of sufficient variety for the intended purpose.	School Psychologist utilizes assessment and data collection methods that are: -Appropriate for the student, and -Administered, scored, and interpreted correctly But are -Limited in variety for the intended purpose, or -Limited in individualization for the specific student(s).	School Psychologist utilizes assessment and data collection methods that are: -Inappropriate for purpose and/or student, or -Administered, scored or interpreted incorrectly.
Rating: _____				

1. ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.2 Develops and maintains rapport with students during the evaluation process</p> <p>Rating: _____</p>	<p>School Psychologist:</p> <ul style="list-style-type: none"> -Consistently builds and maintains rapport with students prior to and throughout the evaluation sessions. 	<p>School Psychologist :</p> <ul style="list-style-type: none"> -Consistently builds rapport with students prior to beginning an evaluation. 	<p>School Psychologist :</p> <ul style="list-style-type: none"> -Makes inconsistent or limited attempts to build rapport with students prior to beginning an evaluation. Is inconsistent in ability to maintain rapport with students during the evaluation process. 	<p>School Psychologist:</p> <ul style="list-style-type: none"> -Fails to develop or maintain rapport with students prior to beginning an evaluation.
<p>1.3 Conducts special education evaluations to address student strengths, needs, and to inform about eligibility.</p> <p>Rating: _____</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Conducts educational evaluations that are comprehensive and go above and beyond requirements in determining student strengths and needs. 	<p>School Psychologist :</p> <ul style="list-style-type: none"> -Conducts educational evaluations that are compliant with minimum requirements of Article 7 and SBCSC procedures. Considers student diversity, culture and educational/linguistic background when determining appropriate assessments to administer to student. -Conducts educational evaluations that address all of the student's needs, whether or not they are commonly linked to the suspected disability. 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Conducts educational evaluations that are not compliant with minimum requirements of Article 7 and SBCSC procedures. -Does not consider student diversity, culture, and educational or linguistic background when determining assessments to administer. -Does not conduct educational evaluations that address all of the student's needs. 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Conducts educational evaluations that are not compliant with minimum requirements of Article 7 and SBCSC procedures. -Does not consider student diversity, culture, and educational or linguistic background when determining assessments to administer. -Does not conduct educational evaluations that address all of the student's needs.

1. ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY

<p>1.4 Prepares comprehensive reports of assessment results</p> <p>Rating: _____</p>	<p>School Psychologist::</p> <p>-Writes educational evaluation reports that are comprehensive, logically structured, and provides a clear diagnostic view and potential eligibility based on data, and</p> <p>-Provides appropriate, student specific interventions to address academic and/or functional performance.</p>	<p>School Psychologist</p> <p>-Writes educational evaluation reports that are informative for instructional and/or programming purposes.</p> <p>-Writes educational evaluation reports that effectively communicate evaluation findings to parents and school staff.</p> <p>-Provides clear recommendations for potential eligibility</p> <p>-Provides appropriate recommendations in written reports.</p>	<p>School Psychologist</p> <p>-Writes educational evaluation reports that do not always inform others regarding student strengths/needs and eligibility.</p> <p>-Writes educational evaluation reports that provide limited analysis and interpretation of evaluation findings to parents and school staff.</p> <p>-Provides minimal recommendations that are related to student needs</p> <p>-Inconsistently addresses potential eligibility</p>	<p>School Psychologist</p> <p>-Writes educational evaluation reports that do not inform others regarding student strengths/needs and eligibility.</p> <p>-Writes educational evaluation reports fail to analyze and interpret results accurately.</p> <p>-Does not provide recommendations and/or provides recommendations that are not consistent with student needs.</p> <p>-Does not address potential eligibility.</p>
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2. INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS

School Psychologists contribute to school-wide curricular and instructional practices, contribute to individual or small group intervention practices, exhibit knowledge of resources, utilize information about student background to inform instruction, intervention and services delivery decisions.

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.1 Contributes to school-wide curricular and instructional practices for academic, social-emotional, and behavioral domains</p> <p>Part of School Psychologist's role?</p> <p>___ No, indicator not applicable to this Psychologist</p> <p>___ Yes, indicate domain(s) in which this Psychologist is involved:</p> <p>___ Academic</p> <p>___ Social-Emotional</p> <p>___ Behavioral</p> <p>Rating: _____</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Serves as a member of school building level teams (e.g., intervention team, etc.), or -Reviews school-wide practices and programs to ensure effectiveness and guides continuous improvements, or -Assists with the development and/or delivery of staff professional development to support school-wide practices. -Assists staff in learning and implementing new instructional strategies, approaches, or programs, 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Demonstrates understanding of school wide curricular and instructional practices by comparing individual student performance outcomes to school-wide curricular and instructional practices. -Considers school wide curricular and instructional practice when formulating individual student recommendations. <p><i>Example activities may include:</i></p> <ul style="list-style-type: none"> -Researches and helps select instructional strategies, approaches, or programs, 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Demonstrates limited understanding of school-wide curricular practices. -Makes individual student recommendations that are not always consistent with school-wide curricular and/or instructional practices. 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Is unaware of, or lacks understanding of school-wide curricular practices. -Makes individual student recommendations unrelated to school-wide curricular and/or instructional practices.

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

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.2 Contributions to individual or small group intervention practices</p> <p>Part of School Psychologist's role?</p> <p>— No, indicator not applicable to this Psychologist</p> <p>— Yes, indicate domain(s) in which this Psychologist is involved:</p> <p>— Academic</p> <p>— Social-Emotional</p> <p>— Behavioral</p> <p>Rating: _____</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally:</p> <p>-Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.), or</p> <p>-Contributes to the evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, or</p> <p>-Assists with the development and/or delivery of staff professional development to support intervention practices.</p>	<p>School Psychologist contributes to intervention practices in a manner that meets the expectations of his/her role.</p> <p><i>Example activities may include:</i></p> <p>- Researches and helps select intervention strategies and approaches for school(s),</p> <p>-Assists in the development of intervention plans for individual students or small groups of students,</p> <p>-Applies progress monitoring data to intervention practices and decisions about need for additional services/ supports.</p> <p>-Assists staff in learning and implementing new intervention strategies, approaches, or programs,</p> <p>-May provide intervention services to individual students or small groups, or</p> <p>-Assists in the collection of information about implementation integrity.</p>	<p>School Psychologist is</p> <p>-Responsive to opportunities to contribute to intervention practices but contributions are insufficient to meet expectations of his/her role, and</p> <p>-Involved in continued professional growth and learning regarding intervention practices.</p>	<p>School Psychologist</p> <p>-Lacks knowledge about intervention strategies and practices, and</p> <p>-Fails to take advantage of opportunities to engage in continued professional growth and learning.</p>

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

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.3 Exhibits knowledge of resources</p> <p>Rating: _____</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Actively seeks other materials/ resources to enhance instruction/therapy. -Applies various combinations of resources effectively for individual students. 	<p>School Psychologist:</p> <ul style="list-style-type: none"> -Demonstrates knowledge of resources available through the school district and community. -Demonstrates knowledge of resources for students and uses them to help students gain access to the curriculum. 	<p>School Psychologist:</p> <ul style="list-style-type: none"> -Is aware of resources available through the school district and community -Is aware of resources for students and uses them to help students gain access to the curriculum. -Is aware of resources available throughout the school district and community 	<p>School Psychologist:</p> <ul style="list-style-type: none"> -Lacks knowledge about resources available through the school district and community.
<p>2.4 Utilizes information about student background and diversity to inform instruction, intervention, and service delivery decisions.</p> <p>Rating: _____</p>	<p>School Psychologist fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Assists with the development and/or delivery of staff professional development on student diversity, or -Provides mentoring and coaching to colleagues regarding issues of diversity and student learning, or -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. 	<p>School Psychologist</p> <ul style="list-style-type: none"> -Demonstrates an understanding of the influence of diversity factors through sensitive communication with families regarding recommended strategies, interventions, and/or programming. 	<p>School Psychologist:</p> <ul style="list-style-type: none"> -Communicates with families somewhat successfully; however, communications are limited or awkward. 	<p>School Psychologist:</p> <ul style="list-style-type: none"> -Fails to communicate with families in an understanding or sensitive manner.

3. CONSULTATION AND COLLABORATION

School Psychologists engage in consultation and collaboration with school staff, parents & families, and community agencies/providers, and provide consultation and training to administrators and staff in the areas of Article 7 compliance, general case conference procedures, referral process, etc.

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1 Engages in consultation and collaboration with school staff. Rating: _____	School Psychologist fulfills the criteria for Level 3 and additionally: -Utilizes facilitation and conflict resolution skills and strategies, or -Assists with the development and/or delivery of staff professional development on collaboration and consultation, or -Provides mentoring and coaching to colleagues regarding consultation strategies, or -Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, designing a process for collaborative team meetings. -Involves other potential m-team members in the decision to evaluate and actively communicates with them throughout the evaluation process	School Psychologist: -Effectively engages in consultation and collaboration with school staff. Examples may include: - Assists staff with identifying concerns to target through intervention practices, -Supports staff with intervention implementation through coaching, providing feedback, modeling, etc., -Works collaboratively with others as part of a team (e.g., intervention team, problem solving team, multidisciplinary team, case conference committee) -Consistently communicates with appropriate m-team members in a timely fashion regarding their needed involvement in student evaluations	School Psychologist: -Engages in limited consultation and collaboration with school staff regarding student needs.. -Inconsistently communicates with appropriate m-team members in a timely fashion regarding their needed involvement in student evaluations	School Psychologist: - Fails to consult and collaborate with school staff. -Fails to communicate to appropriate m-team members regarding their needed involvement in student evaluations

3. CONSULTATION AND COLLABORATION

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>3.2 Engages in consultation and collaboration with parents and families.</p> <p>Rating: _____.</p>	<p>School Psychologist fulfills the criteria for Level 3 and <u>additionally</u>:</p> <ul style="list-style-type: none"> -Effectively engages with parents in a sensitive manner throughout the assessment process -Assists with the development and/or delivery of staff professional development on collaboration and consultation with parents/families, or -Provides mentoring and coaching to colleagues regarding consultation strategies with parents/families, or --Applies knowledge in innovative ways to assist students and families, or - Conducts and/or assists with parent education sessions and trainings, or -Anticipates parents' questions regarding the evaluation and proactively addresses the concern. 	<p>School Psychologist</p> <ul style="list-style-type: none"> --Effectively engages in consultation and collaboration with parents and families during the assessment process. - Discusses parent concerns and provides suggestions for strategies to use at home, -Clearly explains assessment data and intervention strategies, -Explains SBCSC procedures for services such as special education, interventions etc. -Clearly explains evaluation results, using both visual and verbal means -Answers questions clearly and comprehensively. 	<p>School Psychologist:</p> <ul style="list-style-type: none"> -Engages in limited consultation and collaboration with parents and families regarding student needs. -Inconsistently answers parents' questions regarding evaluation results to their satisfaction 	<p>School Psychologist:</p> <ul style="list-style-type: none"> -Fails to consult and collaborate with parents and families. -Does not clearly explain evaluation results to parents during case conferences -Is unable to sufficiently answer parents' questions regarding the evaluation results

3. CONSULTATION AND COLLABORATION

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.3 Engages in consultation and collaboration with community agencies and providers. Rating: _____	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 with community agencies & providers, or -Communicates with community agencies and providers in a clear and ethical manner.	School Psychologist: -Effectively engages in consultation and collaboration with community agencies and providers in a manner that meets the expectations of his/her role. <i>Example activities may include:</i> -Contacts community agencies and providers to obtain information needed for instructional programming, -Clearly explains SBCSC procedures for services and practices to community agencies and providers -Refers students and families to community agencies and providers for needed services,	School Psychologist: -Engages in limited consultation and collaboration with community agencies and providers.	School Psychologist: -Fails to consult and collaborate with community agencies and providers.
3.4 Provides consultation and training to administrators and staff in the areas of Article 7 compliance, general case conference procedures, referral process etc.	School Psychologist fulfills the criteria for level 3 and additionally: -Provides opportunities for all staff to actively participate in professional development related to compliance issues and procedures and collaborates with other team members to support these activities.	School Psychologist -Provides leadership by engaging all staff in meaningful dialogue regarding compliance regulations. -Consistently strives to improve staff understanding of compliance issues.	School Psychologist -Inconsistently educates administrators and staff in the areas of Article 7 compliance, general case conference procedures, or the referral/evaluation process	School Psychologist -Does not take advantage of opportunities to educate administrators or staff in the areas of Article 7 compliance, general case conference procedures, or the referral/evaluation process

4. LEADERSHIP / PROFESSIONAL RESPONSIBILITIES

School Psychologists seek professional growth and learning opportunities to advance their own knowledge/skill, advocate for student success, contribute to the school district, and demonstrate regular attendance/punctuality.

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.1 Seeks professional growth and learning opportunities to advance own knowledge and skill Rating: _____	School Psychologist fulfills the criteria for Level 3 and additionally: -Reflects critically on own skills and identifies professional learning needs, -Seeks opportunities to share newly learned knowledge and practices with colleagues and school staff, -Actively engages others in the application of professional learning.	School Psychologist -Utilizes constructive feedback to develop a plan for professional growth -Engages in professional reading of current research and practice, -Demonstrates application of knowledge/ skills addressed in attended professional learning events/independent reading.	School Psychologist -Attends only mandatory professional learning events -Inconsistently utilizes constructive feedback to develop a plan for professional growth	School Psychologist -Does not pursue opportunities to advance professional skills and knowledge -Does not utilize constructive feedback for professional growth
4.2 Advocates for student success Rating: _____	School Psychologist fulfills the criteria for Level 3 and additionally: -Seeks systems level changes that will benefit all students and families	School Psychologist -Advocates for positive student learning outcomes -Advocates for a change in instruction and services when needed, -Advocates in a respectful and effective manner.	School Psychologist -Demonstrates limited advocacy for positive student learning outcomes -Inconsistently advocates for a change in instruction and services when needed -Inconsistently advocates in a respectful and professional manner	School Psychologist -Does not advocate for positive student learning outcomes -Does not advocate for a change in instruction/services when needed -Does not advocate in a respectful and professional manner

4.3 Contributes to the school district Rating: _____	School Psychologist fulfills the criteria for Level 3 and additionally: -Assumes leadership positions in school or district committees, or -Mentors newly hired school psychologists, practicum students, and/or interns	School Psychologist -Regularly contributes ideas and expertise to improve the functioning of the school district -Applies and/or shares knowledge/skills acquired from attending professional learning events -Is consistently involved in school activities -Actively volunteers for committees	School Psychologist -Infrequently contributes ideas, knowledge and expertise to improve the functioning of the school district	School Psychologist -Does not contribute ideas, knowledge and expertise to improve the functioning of the school district
4.4 Attendance and Punctuality Rating: _____	School Psychologist -Demonstrates a pattern of regular attendance as defined by SBCSC policy and the relevant collective bargaining agreement, and -Demonstrates a pattern of timeliness in arrivals, departures, attending meetings, conferences, etc.	School Psychologist -Demonstrates occasional unexcused attendance and/or -Demonstrates occasional unexcused late arrivals or early departures.	School Psychologist -Demonstrates an inconsistent pattern of unexcused attendance, and/or -Demonstrates an inconsistent pattern of unexcused late arrivals or early departures.	School Psychologist -Demonstrates a pattern of unexcused absences (those that are in violation of procedures set forth by SBCSC policy and by the relevant collective bargaining agreement) and - Demonstrates a pattern of unexcused later arrivals or early departures for attending meetings, conferences, etc.

5. COMPLIANCE WITH IDEIA AND INDIANA ARTICLE 7 REGULATIONS, AND SBCSC PROCEDURES

School Psychologists consistently meet timelines in conducting evaluations and completing Written Notices, conduct caseload responsibilities involving paperwork and documentation, and follow SBCSC policies and procedures.

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.1 Meets timelines in conducting evaluations/holding case conferences Rating: _____	School Psychologist -Meets all timelines for conducting evaluations/holding case conferences	School Psychologist -With very few exceptions, meets timelines for conducting evaluations/holding case conferences	School Psychologist -Inconsistently meets mandated timelines for conducting evaluations/holding case conferences	School Psychologist -Does not meet mandated timelines for conducting evaluations/holding case conferences
5.2 Meets timelines in completing written notices Rating: _____	School Psychologist -Meets all timelines for completing/sending out written notices for evaluations	School Psychologist -With very few exceptions, meets timelines for completing/sending out Written Notices for evaluations	School Psychologist -Inconsistently meets mandated timelines for completing/sending out Written Notices for evaluations	School Psychologist -Does not meet mandated timelines for completing/sending out Written Notices for evaluations
5.3 Conducts caseload responsibilities Rating: _____	School Psychologist fulfills the criteria for Level 3 and additionally: -Thoroughly completes the necessary components of IIEP -Routinely utilizes an effective organizational system for maintaining documentation/paperwork requirements	School Psychologist -Regularly completes the necessary components of IIEP (to minimum standards) during the referral and evaluation process -Maintains files in an organized manner -Complies with SBCSC documentation procedures including completion of checklists, logs, parental contacts, etc. -Documents clearly and objectively document all activities and correspondence relating to children on caseload	School Psychologist -Inconsistently completes necessary components of IIEP (to minimum standards) during the referral and evaluation process -Files are organized but do not contain all required components -Requires reminders to complete and/or submit required documentation	School Psychologist -Does not complete necessary components of IIEP (to minimum standards) during the referral and evaluation process -Files are disorganized and lack necessary documentation -Does not complete and/or submit documentation

5. COMPLIANCE WITH IDEIA AND INDIANA ARTICLE 7 REGULATIONS, AND SBCSC PROCEDURES

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.4 Follow SBCSC policies and procedures Rating: _____	School Psychologist -Adheres to all state, corporation, and school policies and procedures, and directives and performs the function of the job in an ethical manner	School Psychologist -Usually adheres to all state, corporation, and school policies and procedures, and directives.	School Psychologist -Demonstrates an inconsistent pattern of following state, corporation, and school policies and procedures, and directives.	School Psychologist -Demonstrates a pattern of failing to follow state, corporation, and school policies and procedures, and directives.

Appendix H

Framework: Support Team Members

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Quality Learning for Every Student Every Day!

Framework for Effective Practices for Support Team Members

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2. Areas and Elements of Performance P. 3
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4. Levels of Proficiency P. 19

South Bend Community Schools
South Bend, IN
January 27, 2015



Adapted from School Psychologist Professional
Practice Rubric-Indiana (August, 2012)

Adapted in part from The New Teacher Center
University of California at Santa Cruz (2002)

Framework for Effective Practices

An Introduction to Design and Components

The *Framework for Effective Practices* is designed to provide an explicit definition of proficient practices for Support Team Members. The *Framework* is designed for use with SBSCS Support Team Members. The *Framework* is based on the School Psychologist Professional Practice Rubric, but adapted to be representative of the roles/responsibilities of Support Team Members. The SPPPR was created by a representative group of school psychologists and school administrators from across Indiana in collaboration with a workgroup of the Indiana Association of School Psychologists (IASP). In creation of this, the Model for Comprehensive and Integrated School Psychological services (National Association of School Psychologists, 2010) was utilized. It was also developed to align with personnel evaluation materials and requirements of the Indiana Department of Education.

Components of the *Framework for Effective Practices*

Areas of Performance

1. Assessment, Data-Based Decision Making, and Accountability
2. Interventions and Instructional Support To Develop Academic, Social, and Life Skills
3. Consultation and Collaboration
4. Leadership/Developing as a Professional Educator
5. Providing Essential Monitoring for Compliance of Regulations Established by IDEIA & In Article 7
6. Core Professionalism

Standard for Each Area of Performance

A standard of support team member performance accompanies each Area of Performance. The standards describe what a support team member must know and do on a consistent basis.

Elements of Performance

Each Area of Performance is divided into three to five Elements of Performance, for a total of 24 Elements. An example in Area 1, Assessment, Data Based Decision making, is Element 1.3: Contributes to progress monitoring and data-based decisions regarding intervention practices.... A second example, in Area 2, Intervention and Instructional Support is Element 2.2: Contributes to individual or small group intervention practices for academic, social-emotional and behavioral domains. A third example, in Area 5, Providing Essential Monitoring for Compliance, is Element 5.2: Provides consultation and training to administrators and staff in areas of Article 7 compliance, general case conference procedures, and the writing of compliant IEPs.... Proficiency is assessed at the level of the Elements of Performance.

Definition of Proficiency

A written description of proficiency, *The Target*, accompanies each Element of Performance. These provide support team members and others with clear guidance as to what a support team member is expected to know and do on a consistent basis.

Continuum of Proficiency

Each Element of Performance is also accompanied by a rubric of proficiency, from basic (*Getting Started*) to proficient (*The Target*). These rubrics guide support team members in self-assessment and planning for further learning and growth.

The *Framework for Effective Practices* is designed to be: (1) comprehensive, (2) public, (3) generic, (4) demonstrated in diverse ways, (5) inclusive, (6) progressive, (7) research-grounded, and (8) constructivist.

Framework for Effective Practices for Support Team Members

Areas and Elements of Performance

Support Team members demonstrate these Elements of Performance.

<p>1. Assessment, Data-Based Decision Making, and Accountability</p> <p>Support Team Members</p> <p>1.1 Utilize appropriate assessment and data collection methods</p> <p>1.2 Contribute to school-wide assessment and data-based practices for academic, social-emotional, and behavioral domains</p> <p>1.3 Contribute to progress monitoring and data-based decisions regarding intervention practices for academic, social-emotional, and behavioral domains</p>	<p>4. Leadership/Developing as a Professional Educator</p> <p>Support Team Members</p> <p>4.1 Seek professional growth and learning opportunities to advance own knowledge and skill</p> <p>4.2 Advocate for student success</p> <p>4.3 Reflect on practice and plan professional learning</p> <p>4.4 Establish professional goals and pursue opportunities to grow professionally</p> <p>4.5 Balance professional responsibilities and maintain motivation</p>
<p>2. Interventions and Instructional Supports to Develop Academic, Social and Life Skills</p> <p>Support Team Members</p> <p>2.1 Contribute to school-wide curricular and instructional practices for academic, social-emotional, and behavioral domains</p> <p>2.2 Contribute to individual or small group intervention practices for academic, social-emotional, and behavioral domains</p> <p>2.3 Contribute to crisis response and intervention practices</p> <p>2.4 Utilize information about student background and characteristics to inform instruction, intervention, and service delivery decisions</p>	<p>5. Providing essential monitoring for compliance of regulations established by IDEIA and Indiana Article 7</p> <p>Support Team Members</p> <p>5.1 Use comprehensive knowledge of special education laws and regulations to guide and inform staff of required compliance issues</p> <p>5.2 Provide consultation and training to administrators and staff in the areas of Article 7 compliance, general case conference procedures, and the writing of compliant IEPs using IIEP software</p> <p>5.3 Review IEPs in assigned schools to assure compliance, and provides timely feedback, including training (if appropriate) to staff</p> <p>5.4 Prepare for, attend, and/or conduct staffings, case conferences, and MDCs to support IEP compliance</p>
<p>3. Consultation and Collaboration</p> <p>Support Team Members</p> <p>3.1 Engage in consultation and collaboration with school staff</p> <p>3.2 Engage in consultation and collaboration with parents and families</p> <p>3.3 Engage in consultation and collaboration with community agencies and providers</p>	<p>6. Core Professionalism</p> <p>Support Team Members</p> <p>6.1 Attendance and Punctuality</p> <p>6.2 Team Cooperation and Collaboration</p> <p>6.3 Policies and Procedures</p> <p>6.4 Communication</p> <p>6.5 Timeliness</p>

Framework for Effective Practices

1. ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY (Pg. 1 of 3)

Support Team Members utilize their knowledge of assessment, data-based decision making and accountability, diversity in development and learning to assist staff with effective decision making regarding student needs

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.1 Utilizes appropriate assessment and data collection methods</p> <p>Indicate domain(s) in which this Employee is involved:</p> <p><input type="checkbox"/> Academic</p> <p><input type="checkbox"/> Social-Emotional</p> <p><input type="checkbox"/> Behavioral</p> <p>Rating: _____</p>	<p>Support Team Member fulfills the criteria for Level 3 and additionally:</p> <p>-Applies assessment results and data to intervention, instruction, programming, and services, through intervention plans, and meetings/conferences with parents and/or school staff.</p>	<p>Support Team Member utilizes and/or interprets assessment results and data collection methods that are:</p> <p>-Appropriate for the intended purpose, and</p> <p>-Appropriate and individualized for the specific student's cultural, linguistic and disability background</p>	<p>Support Team Member utilizes and/or interprets assessment and data collection methods that are:</p> <p>-Appropriate for the student, and</p> <p>-Interpreted correctly but is limited in individualization for the specific student(s).</p>	<p>Support Team Member utilizes and/or interprets assessment and data collection methods that are:</p> <p>-Inappropriate for purpose and/or student, or</p> <p>-Interpreted incorrectly.</p>

ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY (Pg. 2 of 3)

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.2 Contributes to school-wide assessment and data-based practices for academic, social-emotional, and behavioral domains. Part of the School Psychologist's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes; Indicate domain(s) in which this Employee is involved:</p> <p><input type="checkbox"/> Academic</p> <p><input type="checkbox"/> Social-Emotional</p> <p><input type="checkbox"/> Behavioral</p> <p>Rating: _____</p>	<p>Support Team Member fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Serves as a member of school building level teams (e.g., school improvement team, intervention team, etc.), or -Conducts a needs assessment to guide the development and delivery of building/district school-wide programs, or -Contributes to the evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements, or -Assists with the development and/or delivery of staff professional development to support school-wide assessment practices. 	<p>Support Team Member contributes to school-wide assessment practices in a manner that meets the expectations of his/her role. Example activities include</p> <ul style="list-style-type: none"> -Collects, or assists with collection, of student data to inform core curriculum and instructional practices, -Applies data to curricular decisions and/or instructional practices. 	<p>Support Team Member is Responsive to opportunities to contribute to school-wide assessment practices but contributions are insufficient to meet expectations of his/her role, and</p> <ul style="list-style-type: none"> -Involved in continued professional growth and learning regarding school-wide practices. 	<p>Support Team Member:</p> <ul style="list-style-type: none"> -Lacks knowledge about school-wide assessment and data-based decision making practices, or -Lacks knowledge about the collection and use of school-wide data, and -Fails to take advantage of opportunities to engage in school-wide assessment practices.

ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY (Pg. 3 of 3)

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.3 Contributes to progress monitoring and data-based decisions regarding intervention practices for academic, social-emotional, and behavioral domains.</p> <p>Part of the Support Team Member's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes; Indicate domain(s) in which this Employee is involved:</p> <p><input type="checkbox"/> Academic</p> <p><input type="checkbox"/> Social-Emotional</p> <p><input type="checkbox"/> Behavioral</p> <p>Rating: _____</p>	<p>Support Team Member fulfills the criteria for Level 3 and additionally:</p> <p>-Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.), or</p> <p>-Contributes to the evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, or</p> <p>-Conducts supplemental diagnostic assessments to assist in intervention selection, or</p> <p>-Assists with the development and/or delivery of staff professional development to support intervention practices.</p>	<p>Support Team Member contributes to progress monitoring and data-based decisions regarding intervention practices in a manner that meets the expectations of his/her role.</p> <p><i>Example activities may include:</i></p> <p>-Collects, or assists with collection, of student progress monitoring data,</p> <p>-Researches and helps select assessments for progress monitoring,</p> <p>-Summarizes progress monitoring data,</p> <p>-Applies progress monitoring data to intervention practices and decisions about need for additional services/supports.</p>	<p>Support Team Member is responsive to opportunities to contribute to progress monitoring and data-based decisions regarding intervention practices but contributions are insufficient to meet expectations of his/her role, and</p> <p>-Involved in continued professional growth and learning regarding progress monitoring and data-based decision making practices.</p>	<p>Support Team Member</p> <p>-Lacks knowledge about data-based problem solving practices, or</p> <p>-Lacks knowledge about the collection and use of progress monitoring data, and</p> <p>-Fails to take advantage of opportunities to engage in progress monitoring and data based problem solving practices.</p>

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

(Pg. 1 of 3)

Support Team Members utilize their knowledge of intervention and instructional support to assist with the development and delivery of services to students to improve learning and student outcomes.

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.1 Contributes to school-wide curricular and instructional practices for academic, social-emotional, and behavioral domains.</p> <p>Part of the Support Team Member's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes; Indicate domain(s) in which this Employee is involved:</p> <p><input type="checkbox"/> Academic</p> <p><input type="checkbox"/> Social-Emotional</p> <p><input type="checkbox"/> Behavioral</p> <p>Rating: _____</p>	<p>Support Team Member fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Serves as a member of school building level teams (e.g., intervention team, etc.), or -Reviews school-wide practices and programs to ensure effectiveness and guides continuous improvements, or -Assists with the development and/or delivery of staff professional development to support school-wide practices. 	<p>Support Team Member contributes to school-wide curricular and instructional practices in a manner that is consistent with the expectations of his/her role.</p> <p><i>Example activities may include:</i></p> <ul style="list-style-type: none"> -Researches and helps select instructional strategies, approaches, or programs, -Assists staff in learning and implementing new instructional strategies, approaches, or programs, -Assists in the collection of information about implementation integrity. -Assists with student safety and anti-bullying activities. 	<p>Support Team Member is</p> <ul style="list-style-type: none"> -Responsive to opportunities to contribute to school-wide curriculum and instruction practices but contributions are insufficient to meet expectations of his/her role, and -Involved in continued professional growth and learning regarding curriculum and instruction for academic, social-emotional, or behavioral domains. 	<p>Support Team Member</p> <ul style="list-style-type: none"> -Lacks knowledge about curriculum and standards for academic, social-emotional, and behavioral domains; and/or -Lacks knowledge about instructional strategies and approaches for academic, social-emotional, and behavioral domains, and -Fails to take advantage of opportunities to engage in continued professional growth and learning.

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

(Pg. 2 of 3)

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.2 Contributes to individual or small group intervention practices for academic, social-emotional, and behavioral domains.</p> <p>Indicate domain(s) in which this Employee is involved:</p> <p><input type="checkbox"/> Academic</p> <p><input type="checkbox"/> Social-Emotional</p> <p><input type="checkbox"/> Behavioral</p> <p>Rating: _____</p>	<p>Support Team Member fulfills the criteria for Level 3 and additionally:</p> <p>-Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.), or</p> <p>-Contributes to the evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, or</p> <p>-Assists with the development and/or delivery of staff professional development to support intervention practices.</p>	<p>Support Team Member contributes to intervention practices in a manner that meets the expectations of his/her role.</p> <p><i>Example activities may include:</i></p> <p>- Researches and helps select intervention strategies and approaches for school(s).</p> <p>-Assists in the development of intervention plans for individual students or small groups of students,</p> <p>-Applies progress monitoring data to intervention practices and decisions about need for additional services/supports.</p> <p>-Assists staff in learning and implementing new intervention strategies, approaches, or programs,</p> <p>-May provide intervention services to individual students or small groups, or</p> <p>-Assists in the collection of information about implementation integrity to intervention practices and decisions about need for additional services/supports.</p>	<p>Support Team Member is</p> <p>-Responsive to opportunities to contribute to intervention practices but contributions are insufficient to meet expectations of his/her role, and</p> <p>-Involved in continued professional growth and learning regarding intervention practices.</p>	<p>Support Team Member</p> <p>-Lacks knowledge about intervention strategies and practices, and</p> <p>-Fails to take advantage of opportunities to engage in continued professional growth and learning.</p>

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

(Pg. 3 of 3)

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.3 Contributes to crisis response and intervention practices.</p> <p>Part of the Support Team Member's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes</p> <p>Rating: _____</p>	<p>Support Team Member fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Contributes to the 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/intervention, or -May collaborate with community agencies to provide coordinated response/services to crisis situations. 	<p>Support Team Member contributes to crisis response and intervention practices in a manner that meets the expectations of his/her role.</p> <p><i>Example activities may include:</i></p> <ul style="list-style-type: none"> - Assists in the development of crisis response and intervention plans, -Participates in school-wide crisis response and intervention training, -May provide crisis intervention services to students, staff, and community. 	<p>Support Team Member is</p> <ul style="list-style-type: none"> -Responsive to opportunities to contribute to crisis response and intervention practices but contributions are insufficient to meet expectations of his/her role, and -Involved in continued professional growth and learning regarding crisis response and intervention. 	<p>Support Team Member</p> <ul style="list-style-type: none"> -Lacks knowledge about crisis response and intervention practices and - Fails to take advantage of opportunities to engage in continued professional growth and learning
<p>2.4 Utilizes information about student background and characteristics to inform instruction, intervention, and service delivery decisions.</p> <p>Rating: _____</p>	<p>Support Team Member fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Assists with the development and/or delivery of staff professional development on student diversity, or -Provides mentoring and coaching to colleagues regarding issues of diversity and student learning, or -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. 	<p>Support Team Member</p> <ul style="list-style-type: none"> -Demonstrates an understanding of the influence of diversity factors through recommended strategies, interventions, and/or programming, and -Has knowledge and skills to meet the expectations of his/her role and school(s) population. 	<p>Support Team Member</p> <ul style="list-style-type: none"> -Is involved in continued professional growth regarding student diversity and academic, social-emotional, and behavioral outcomes <p><i>However, individual's practice</i></p> <ul style="list-style-type: none"> -Demonstrates limited application of this knowledge to instructional practices and programming/service delivery. 	<p>Support Team Member</p> <ul style="list-style-type: none"> -Lacks an understanding of the influence of factors such as culture, linguistic, socioeconomic status, gender or gender identity, national origin, religion, disability, health status on student learning and behavior, and - Fails to take advantage of opportunities to engage in continued professional growth and learning.

3. CONSULTATION AND COLLABORATION (Pg. 1 of 3)

Support Team Members utilize their knowledge of SB/CSC practices to promote learning as well as consultation and collaboration to assist staff in creating and maintaining effective learning environments.

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1 Engages in consultation and collaboration with school staff. Rating: _____	<p>Support Team Member fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Assists with the development and/or delivery of staff professional development on collaboration and consultation, or -Provides mentoring and coaching to colleagues regarding consultation strategies, or -Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, designing a process for collaborative team meetings. 	<p>Support Team Member effectively engages in consultation and collaboration with school staff in a manner that meets the expectations of his/her role.</p> <p><i>Example activities may include:</i></p> <ul style="list-style-type: none"> - Assists teachers with identifying concerns to target through intervention practices, -Supports teachers with intervention implementation 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), -Utilizes facilitation and conflict resolution skills and strategies. 	<p>Support Team Member</p> <ul style="list-style-type: none"> -Is involved in continued professional growth regarding consultation and collaboration strategies, <i>However, individual's practice</i> -Demonstrates limited application of knowledge and skills to expected roles and responsibilities. 	<p>Support Team Member</p> <ul style="list-style-type: none"> -Lacks knowledge and skills about effective consultation strategies and practices, and -Fails to take advantage of opportunities to engage in continued professional growth and learning.

3. CONSULTATION AND COLLABORATION (Pg. 2 of 3)

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.2 Engages in consultation and collaboration with parents and families. Rating: _____	<p>Support Team Member fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Assists with the development and/or delivery of staff professional development on collaboration and consultation with parents/families, or -Provides mentoring and coaching to colleagues regarding consultation strategies with parents/families, or --Applies knowledge in innovative ways to assist students and families, or - Conducts and/or assists with parent education sessions and trainings 	<p>Support Team Member effectively engages in consultation and collaboration with parents and families in a manner that meets the expectations of his/her role.</p> <p><i>Example activities may include:</i></p> <ul style="list-style-type: none"> - Discusses parent concerns and provides suggestions for strategies to use at home, -Clearly explains assessment data and intervention strategies, -Explains SBCSC procedures for services such as special education, intervention, etc. -Clearly explains evaluation findings following special education evaluation, -Answers questions clearly and comprehensively. 	<p>Support Team Member</p> <ul style="list-style-type: none"> -Is involved in continued professional growth regarding consultation and collaboration strategies, <p><i>However, individual's practice does not</i></p> <ul style="list-style-type: none"> -Demonstrate application of this knowledge to expected roles and responsibilities 	<p>Support Team Member</p> <ul style="list-style-type: none"> -Lacks knowledge about effective consultation strategies and practices, and - Fails to take advantage of opportunities to engage in continued professional growth and learning.

3. CONSULTATION AND COLLABORATION (Pg. 3 of 3)

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>3.3 Engages in consultation and collaboration with community agencies and providers.</p> <p>Part of the Support Team Member's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes</p> <p>Rating: _____</p>	<p>Support Team Member fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Assists with the development and/or delivery of staff professional development on collaboration and consultation with community agencies & providers, or -Provides mentoring/coaching to colleagues regarding consultation strategies with community agencies and providers, or -Applies knowledge in innovative ways to assist students, families, schools, and community, or -Conducts professional development for community agencies and providers 	<p>Support Team Member effectively engages in consultation and collaboration with community agencies in a manner that meets the expectations of his/her role.</p> <p><i>Example activities may include:</i></p> <ul style="list-style-type: none"> -Contacts community providers to obtain information needed for instructional programming, -Clearly explains SBCSC procedures for services and practices, -Refers students and families to community providers for needed services, -Communicates with community providers in a clear and ethical manner. 	<p>Support Team Member</p> <ul style="list-style-type: none"> -Is involved in continued professional growth regarding consultation and collaboration strategies, <p><i>However, individual's practice does not</i></p> <ul style="list-style-type: none"> -Demonstrate application of this knowledge to expected roles and responsibilities 	<p>Support Team Member</p> <ul style="list-style-type: none"> -Lacks knowledge about effective consultation strategies and practices, and -Fails to take advantage of opportunities to engage in continued professional growth and learning.

4. LEADERSHIP / DEVELOPING AS A PROFESSIONAL EDUCATOR (Pg. 1 of 2)

Support Team Members develop and sustain professional involvement and leadership to ensure the continued learning and effective services to schools, families, and students.

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>4.1 Seeks professional growth and learning opportunities to advance own knowledge and skill</p> <p>Rating: _____</p>	<p>Support Team Member fulfills the criteria for Level 3 and <u>additionally</u>:</p> <ul style="list-style-type: none"> -Reflects critically on own skills and identifies professional learning needs, -Shares newly learned knowledge and practices with colleagues and school staff, -Seeks opportunities to provide professional learning sessions for colleagues and school staff. 	<p>Support Team Member</p> <ul style="list-style-type: none"> -Responds well to constructive feedback, -Utilizes feedback to identify areas for professional growth, -Initiates attendance at optional professional learning events, -Engages in professional reading of current research and practice, -Demonstrates application of knowledge/ skills addressed in attended professional learning events. 	<p>Support Team Member</p> <ul style="list-style-type: none"> -Attends mandatory professional learning events <p><i>However, individual does not:</i></p> <ul style="list-style-type: none"> -Respond to constructive feedback, -Demonstrate application of knowledge/skill addressed in professional learning events, and/or -Initiate attendance at optional professional learning events. 	<p>Support Team Member</p> <ul style="list-style-type: none"> -Fails to seek or take advantage of opportunities to engage in professional learning, and -Fails to respond to feedback from supervisor(s) regarding the need for professional learning.
<p>4.2 Advocates for student success</p> <p>Rating: _____</p>	<p>Support Team Member fulfills the criteria for Level 3 and <u>additionally</u>:</p> <ul style="list-style-type: none"> -Provides support and mentoring to colleagues who are less likely to advocate on the behalf of students, -Seeks systems level changes that will benefit all students and families 	<p>Support Team Member</p> <ul style="list-style-type: none"> -Demonstrates a concern for student learning and outcomes by advocating for a change in instruction and services when needed, -Advocates in a respectful and effective manner. 	<p>Support Team Member</p> <ul style="list-style-type: none"> -Demonstrates a concern about student failure or lack of progress. <p><i>However, individual does not</i></p> <ul style="list-style-type: none"> -Advocate for student needs in a respectful and effective manner. 	<p>Support Team Member</p> <ul style="list-style-type: none"> -Demonstrates limited commitment to the growth and learning of students and/or -Accepts student failure and lack of growth and doesn't advocate for a change in instruction or services

4. LEADERSHIP / DEVELOPING AS A PROFESSIONAL EDUCATOR (Pg. 2 of 2)

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.3 Reflects on practice and plans professional learning Rating: _____	Support Team Member fulfills the criteria for Level 3 and additionally: -Analyzes and reflects on consultation and learning based on evidence gathered from multiple sources. -Plans ongoing professional learning based on collaborative reflections and other resources.	Support Team Member -Reflects on the relationship of consultation and student learning. -Plans professional learning based on self-reflections.	Support Team Member -Reflects on consultation successes and challenges. -Plans professional learning to add to consultation strategies.	Support Team Member -Reflects on elements of consultation. However, individual does not participate in planning related professional learning.
4.4 Establishes professional goals and pursues opportunities to grow professionally. Rating: _____	Support Team Member fulfills the criteria for Level 3 and additionally: -Modifies short term goals and sets long term goals considering self-assessment and other feedback. -Actively engages others in the application of professional learning.	Support Team Member -Sets short term professional goals based on self-assessment and other feedback. -Seeks out opportunities to realize professional goals.	Support Team Member -Sets goals considering self-assessment and other feedback. -Expands knowledge and skills through available professional learning opportunities.	Support Team Member -Develops goals, perhaps limited to those required. -Attends required professional learning activities.
4.5 Balances professional responsibilities and maintains motivation. Rating: _____	Support Team Member fulfills the criteria for Level 3 and additionally: -Sustains consistent commitment to all students and staff. -Challenges self intellectually and creatively, modeling this while supporting staff, students, and parents.	Support Team Member -Maintains a consistent positive attitude throughout the year, demonstrates professional integrity, challenges self professionally.	Support Team Member -Maintains positive attitude, demonstrates understanding of professional responsibilities, and seeks support when needed.	Support Team Member -Demonstrates a positive attitude when with students. -Develops an understanding of professional responsibilities.

5. PROVIDING ESSENTIAL MONITORING FOR COMPLIANCE OF REGULATIONS ESTABLISHED BY IDEIA AND INDIANA ARTICLE 7 (Page 1 of 2)

Support Team Members consistently use comprehensive knowledge of special education laws and regulations to guide and inform staff of required compliance issues. Support Team Members provide consultation and training to administrators and staff in the areas of Article 7, compliance, general case conference procedures, and the writing of compliant IEPs using IIEP software. Support Team Members review IEPs in assigned schools to assure compliance, and provide timely feedback, including providing training, if appropriate, to staff. Support Team Members prepare for, attend, and/or conduct staffings, case conferences, and/or MDCs to support IEP compliance.

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>5.1 Uses comprehensive knowledge of special education laws and regulations to guide and inform staff of required compliance issues.</p> <p>Rating: _____</p>	<p>Support Team Member fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Assumes leadership positions in school, department, and corporation while contributing ideas and expertise to improve compliance. 	<p>Support Team Member</p> <ul style="list-style-type: none"> -Participates in activities focused on improving the procedures and practices of the school, department, and corporation. 	<p>Support Team Member</p> <ul style="list-style-type: none"> -Responds to direct requests for involvement in professional advancement activities. <i>However, individual does not initiate involvement in such activities.</i> 	<p>Support Team Member</p> <ul style="list-style-type: none"> -Has insufficient knowledge of special education laws and regulations. Individual is <ul style="list-style-type: none"> -Reluctant to seek expertise from others in order to broaden their knowledge basis.
<p>5.2 Provides consultation and training to administrators and staff in the areas of Article 7 compliance, general case conference procedures, and the writing of compliant IEPs using IIEP software.</p> <p>Rating: _____</p>	<p>Support Team Member fulfills the criteria for level 3 and additionally:</p> <ul style="list-style-type: none"> -Provides opportunities for all staff to actively participate in professional development related to compliance issues and procedures and collaborates with other team members to support these activities. 	<p>Support Team Member</p> <ul style="list-style-type: none"> -Provides leadership by engaging all staff in meaningful dialogue regarding compliance regulations. -Strives to improve staff understanding of compliance issues. 	<p>Support Team Member</p> <ul style="list-style-type: none"> -Expands positive working relationships and collaborates with peers, support staff and administrators. 	<p>Support Team Member</p> <ul style="list-style-type: none"> -Establishes a positive working relationship with a few peers. Interacts with peers to gather resources.

5. PROVIDING ESSENTIAL MONITORING FOR COMPLIANCE OF REGULATIONS ESTABLISHED BY IDEIA AND INDIANA ARTICLE 7 (Page 2 of 2)

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.3 Reviews IEPs in assigned schools to assure compliance, and provides timely feedback, including training (if appropriate) to staff Rating: _____	Support Team Member fulfills the criteria for level 3 and additionally: -Independently and proactively works with staff to provide the needed support in assuring compliance. -Works with building administrators to implement novel ways to provide compliance training to staff.	Support Team Member -Reviews IEPs using computer checklist and feedback is provided to staff within department specified timeline. -Provides additional staff training regarding compliance issues needing to be corrected. -Maintains accurate documentation. -Informs special education supervisors of recurrent issues with specific staff.	Support Team Member -Reviews IEPs and provides feedback outside of established department timeline. -Provides staff training and documentation that is not consistent with department guidelines.	Support Team Member -Reviews and returns IEPs from assigned schools on an intermittent basis. Consistency is lacking. -Does not review IEPs within established procedures or timelines. <i>Administrators and staff express concern over lack of timely feedback provided to staff.</i>
5.4 Prepares for, attends, and/or conducts staffings, case conferences, MDCs to support IEP compliance. Rating: _____	Support Team Member fulfills the criteria for Level 3 and additionally: -Prepares staff prior to conferences about relevant issues that may impact the problem solving process.	Support Team Member -Schedules staffings, case conferences and MDCs within compliance timeline and informs necessary/required participants. -Conducts meetings that are focused and result in appropriate and realistic recommendations. -Develops a plan for follow-up and communicates to all pertinent participants. -Completes all paperwork accurately/ completely and promptly submits to Special Education Services. -Considers LRE fully and discusses and documents at staffings and/or case conferences.	Support Team Member -Sometimes recommends a staffing prior to potentially difficult case conferences. -Conducts staffings, case conferences, or MDCs outside of required timelines. Staff is not provided with advance notification of date/time. -Submits incomplete paperwork outside of established guidelines. -Recommends most restrictive option with minimal supporting documentation.	Support Team Member -Does not provide staff and/or parents with advance notification of conference/staffing. -Does not complete paperwork accurately and contains multiple compliance errors. -Makes restrictive decisions without following procedures and appropriate documentation.

6. CORE PROFESSIONALISM (Pg. 1 of 2)

Support Team Members exhibit the competencies expected in any employment situation. Support Team Members also adhere to ethical standards, follow all pertinent policies and procedures, and participate as active stakeholders across school environments.

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
6.1 Attendance and Punctuality Rating: _____	Support Team Member -Demonstrates a pattern of regular attendance as defined by SBCSC policy and the relevant collective bargaining agreement, and -Demonstrates a pattern of timeliness in arrivals, departures, attending meetings, conferences, etc.	Support Team Member -Demonstrates occasional unexcused attendance and/or -Demonstrates occasional unexcused late arrivals or early departures.	Support Team Member -Demonstrates an inconsistent pattern of unexcused attendance, and/or -Demonstrates an inconsistent pattern of unexcused late arrivals or early departures.	Support Team Member -Demonstrates a pattern of unexcused absences (those that are in violation of procedures set forth by SBCSC policy and by the relevant collective bargaining agreement) and - Demonstrates a pattern of unexcused late arrivals or early departures for attending meetings, conferences, etc..
6.2 Team Cooperation and Collaboration Rating: _____	Support Team Member fulfills the criteria for Level 3 and additionally: -Recommends appropriate solutions, and/or -Volunteers to implement agreed upon solutions, and/or -Proactively works to coordinate teams for the effective delivery of services.	Support Team Member -Demonstrates initiative and is pro-active in determining a need within the team framework.	Support Team Member -Supports others when asked to do so.	Support Team Member -Does not assist other team members when asked.
6.3 Policies and Procedures Rating: _____	Support Team Member -Adheres to all state, corporation, and school policies and procedures, and directives.	Support Team Member -Usually adheres to all state, corporation, and school policies and procedures, and directives.	Support Team Member -Demonstrates an inconsistent pattern of following state, corporation, and school policies and procedures, and directives.	Support Team Member -Demonstrates a pattern of failing to follow state, corporation, and school policies and procedures, and directives.

6. CORE PROFESSIONALISM (Pg. 2 of 2)

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
6.4 Communication Rating: _____	Support Team Member -Consistently communicates in a professional manner both orally and in writing (grammar, spelling, tone, etc.).	Support Team Member -Consistently communicates in an appropriate manner either orally or in writing.	Support Team Member -Inconsistently communicates in an appropriate manner either orally or in writing.	Support Team Member -Demonstrates a pattern of communicating in a negative or unprofessional manner both orally and in writing.
6.5 Timeliness Rating: _____	Support Team Member -Fulfills all professional responsibilities in a timely manner.	Support Team Member -Usually fulfills professional responsibilities in a timely manner.	Support Team Member -Inconsistently fulfills professional responsibilities in a timely manner.	Support Team Member -Demonstrates a pattern of failing to fulfill all professional responsibilities in a timely manner.

Appendix I

Framework: School Therapy Support Staff

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Quality Learning for Every Student Every Day!

Framework for Effective Practices For School Therapy Support Staff

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Framework for Effective Practices

An Introduction to Design and Components

The *Framework for Effective Practices* is designed to provide an explicit definition of proficient practices for School Therapy Support Staff. The *Framework* is designed for use with SBCSC School Therapy Support Staff. The *Framework* is based on the Special Services of Johnson County, IN School Psychologist Professional Practice Rubric, but adapted to be representative of the roles/responsibilities of SBCSC School Therapy Support Staff. -It was also developed to align with personnel evaluation materials and requirements of the Indiana Department of Education.

Components of the *Framework for Effective Practices*

Areas of Performance

1. Assessment, Data-Based Decision Making, and Accountability
2. Effective Instruction, Treatment and/or Instructional Support
3. Consultation and Collaboration
4. Leadership and Professional Responsibilities
5. Compliance with IDEIA & Indiana Article 7 Regulations and SBCSC Procedures

Standard for Each Area of Performance

A standard of school therapy support staff performance accompanies each Area of Performance. The standards describe what a school therapy support staff member must know and do on a consistent basis.

Elements of Performance

Each Area of Performance is divided into four to six Elements of Performance, for a total of 23 Elements. Proficiency is assessed at the level of the Elements of Performance.

Definition of Proficiency

A written description of proficiency, *The Target*, accompanies each Element of Performance. These provide School Therapy Support Staff and others with clear guidance as to what a School Therapy Support Staff member is expected to know and do on a consistent basis.

Continuum of Proficiency

Each Element of Performance is also accompanied by a rubric of proficiency, from basic (*Getting Started*) to proficient (*The Target*). These rubrics guide School Therapy Support Staff members in self-assessment and planning for further learning and growth.

Framework for Effective Practices for Therapy Support Staff

Areas and Elements of Performance

Therapy Support Staff demonstrate these Elements of Performance

<p>1. Assessment, Data-Based Decision Making, and Accountability</p> <p>Therapy Support Staff</p> <p>1.1 Use current and comprehensive content/specialty area knowledge for planning</p> <p>1.2 Utilize current and appropriate practices and procedures for screening</p> <p>1.3 Use appropriate Evaluation Procedures</p> <p>1.4 Interpret results, write reports and make placement/service recommendations</p>	<p>4. Leadership and Professional Responsibilities</p> <p>Therapy Support Staff</p> <p>4.1 Advocate for student success</p> <p>4.2 Fulfill professional responsibilities</p> <p>4.3 Provide lawful and quality therapist assistant supervision</p> <p>4.4 Demonstrates regular attendance and punctuality</p>
<p>2. Effective Instruction, Treatment and/or Instructional Support</p> <p>Therapy Support Staff</p> <p>2.1 Promote a quality physical environment</p> <p>2.2 Manage scheduling of sessions and/or grouping of students</p> <p>2.3 Implement appropriate progress monitoring procedures</p> <p>2.4 Promote generalization across settings</p> <p>2.5 Provide quality therapeutic interventions</p> <p>2.6 Establish and maintain standards for student behavior</p>	<p>5. Compliance with IDEIA and Indiana Article 7 Regulations and SBCSC Procedures</p> <p>Therapy Support Staff</p> <p>5.1 Prepare for Case conference and IEP content</p> <p>5.2 Participate in Case conference</p> <p>5.3 Meet timelines in conducting evaluations/holding case conferences</p> <p>5.4 Meet timelines in completing Written Notices</p> <p>5.5 Follow federal and state laws and SBCSC policies and procedures.</p>
<p>3. Consultation and Collaboration</p> <p>Therapy Support Staff</p> <p>3.1 Engage in consultation and collaboration with professional staff.</p> <p>3.2 Engage in consultation and collaboration with parents and families</p> <p>3.3 Contribute to the school and district</p> <p>3.4 Seek professional growth and learning opportunities to advance own knowledge and skill</p>	

Areas & Elements of Performance with Levels of Proficiency

1. ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY (Pg. 1 of 3)

School Therapy Support staff use current and comprehensive content/specialty area knowledge for planning, utilize current and appropriate practices for screening and evaluation procedures, and interpret evaluation results, write reports and make placement/service recommendations.

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Uses current and comprehensive content/specialty area knowledge for planning	<p>School Therapy Support Staff fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Plans for generalization of therapy goals in other environments. -Intentionally incorporates general education curriculum into therapy plans. -Articulates professional educational rationale for treatment strategies/handling techniques driven by students IEP goals. -Demonstrates appropriate knowledge of school-based therapy. 	<ul style="list-style-type: none"> -Utilizes knowledge of evidence based practice to target the needs of the students on the caseload. -Demonstrates knowledge of appropriate treatment strategies/handling techniques driven by students IEP goals. -Displays knowledge of performance levels for each student, and plans for a variety of appropriate approaches to facilitate their learning. -Selects/adapts material, equipment, devices to meet student needs -Constructs culturally, linguistically, physically, and/or developmentally appropriate learning activities. -Uses principals of child growth & development while conducting therapeutic learning activities. 	<ul style="list-style-type: none"> -Does not consistently consider student need when planning therapy. -Treatment strategies/handling techniques do not reflect student IEP goals. -Relies on a limited number of therapeutic approaches. 	<ul style="list-style-type: none"> -Lacks skills necessary to meet the needs of some students on the caseload. -Ineffective treatment strategies/unsafe handling techniques. -Does not plan based on students' needs and data.

1. ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY (Pg. 2 of 3)

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Utilizes current and appropriate practices and procedures for screening	<p>School Therapy Support Staff fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Provides strategies and 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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Completes screening, but does not report results to teachers/parents. -Does not perform actionable follow-up steps based on screening results. 	<ul style="list-style-type: none"> -Consistently does not complete screenings or respond to requests from teachers and parents.
1.3 Uses appropriate evaluation procedures.	<p>School Therapy Support Staff fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Utilizes/acquires information from a variety of tools/resources to address developmental differences and to appraise student's therapeutic needs. -Consults with other professionals regarding the need for additional referral. -Communicates/instructs team on criteria for therapy services. 	<ul style="list-style-type: none"> -Utilizes referral concern and academic information to determine educational impact and test selection. -Consistently administers and scores tests accurately and according to the directions of the assessment tool. -Follows Article 7 and SBCSC evaluation procedures. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY (Pg. 3 of 3)

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4 Interprets results, writes report, and makes placement/service recommendations.	<p>School Therapy Support Staff fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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 and severity of a disability, and eligibility for therapy services. -The evaluation process is completed within the required timelines. 	<ul style="list-style-type: none"> -Limited analysis and interpretation of the evaluation results. -Fails to consider educational impact. 	<ul style="list-style-type: none"> -Fails to analyze and interpret results accurately -Fails to meet timelines. -Does not follow eligibility guidelines. -Does not generate a report.

2. EFFECTIVE INSTRUCTION, TREATMENT AND/OR INSTRUCTIONAL SUPPORT

(Pg. 1 of 4)

School Therapy Support staff promote a quality physical environment, manage the scheduling of therapy sessions and/or grouping of students, implement appropriate progress monitoring procedures, promote generalization across settings, provide quality therapeutic interventions, and establish and maintain standards for student behavior.

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1 Promotes a quality physical environment	<p>School Therapy Support Staff fulfills the criteria for Level 3 and <u>additionally</u>:</p> <ul style="list-style-type: none"> -Therapy space is inviting to students – i.e.: attractive displays, student work/data is displayed, and/or behavior strategies showcased -Therapy space and materials are used creatively to encourage/increase student participation. 	<ul style="list-style-type: none"> -Therapy area is well organized; materials are available when needed. -Therapy area is conducive to treatment session. 	<ul style="list-style-type: none"> -Therapy room lacks organization and materials may not be readily available when needed. 	<ul style="list-style-type: none"> -Therapy room is disorganized and poorly suited to working with students.
2.2 Manages scheduling of sessions and/or grouping of students	<p>School Therapy Support Staff fulfills the criteria for Level 3 and <u>additionally</u>:</p> <ul style="list-style-type: none"> -Prior to the integrated therapy week, the therapist prepares a schedule to intentionally promote skill generalization, collaboration, and completion of workload responsibilities. -Mentors others in appropriate management of caseload. -Collaborates with teachers to integrate therapy goals into other activities. -Seeks opportunities to schedule co-treatment with other disciplines. 	<ul style="list-style-type: none"> -Efficiently manages and adjusts schedules by appropriately grouping and scheduling students to maximize therapy time with minimal interruptions to general education instruction. -Schedules are clearly communicated to teachers, students, and supervisors/building personnel. 	<ul style="list-style-type: none"> -Time-management skills are developing. Essential activities are carried out, but enhancements could be made to the schedule to improve efficiency. 	<ul style="list-style-type: none"> -Displays time management skills which results in frequently missed deadlines, confusion amongst co-workers, and conflicting schedules

2. EFFECTIVE INSTRUCTION, TREATMENT AND/OR INSTRUCTIONAL SUPPORT (Pg. 2 of 4)

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3 Implements appropriate progress monitoring procedures	<p>School Therapy Support Staff fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Provides means of data collection to be utilized by team members to track progress on goals. -Includes student in review of data and monitoring own progress during therapy session. -Student tracks progress on goals over time. -Consistently tracks progress on goals more than specified by the IEP. 	<p>Students are provided with a visual representation of their skill progression.</p> <ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Skill progression is not explained to students. -Infrequently collects data. -Does not utilize data to modify treatment plan. -Progress monitoring procedures are vague and unclear to others. 	<ul style="list-style-type: none"> -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. EFFECTIVE INSTRUCTION, TREATMENT AND/OR INSTRUCTIONAL SUPPORT

(Pg. 3 of 4)

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.4 Promotes generalization across settings	<p>School Therapy Support Staff fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Monitors and collects data of generalization across settings. -Provides visual cues, social stories, or equipment to be utilized in other environments as needed. -Monitors the completion of home practice. -Students can explain what they are learning and why it is important, beyond repeating the stated objective. -Student demonstrates learned skill in the general education setting. 	<ul style="list-style-type: none"> -Incorporates classroom material into therapy or therapy materials into classroom. - Enables students to develop self-monitoring and self-correction of speech errors and language skills. (SLP) -Student therapy goals are reviewed so students understand the connection to their school success. 	<ul style="list-style-type: none"> -Limited home practice opportunities provided. -Infrequent use of classroom materials in therapy setting. 	<ul style="list-style-type: none"> -Only expects student to perform skills in the therapy setting.

2. EFFECTIVE INSTRUCTION, TREATMENT AND/OR INSTRUCTIONAL SUPPORT (Pg. 4 of 4)

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.5 Provides quality therapeutic interventions	<p>School Therapy Support Staff fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Integrates a variety of current therapeutic strategies gained from professional development activities. -Uses and teaches technology, AAC devices and equipment. -Adapts activities to meet the differentiated needs of the students in a group. -Communication with student serves to enhance the overall quality of services that are provided. 	<ul style="list-style-type: none"> -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. -Models the instructional activities when appropriate. -Provides consistent and relevant feedback on student responses. -Provides multiple trials/ opportunities for student participation. -Communication with student is clear, developmentally appropriate, and results in trust and rapport. 	<ul style="list-style-type: none"> -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. -Communication with student is unclear and developmentally inappropriate. 	<ul style="list-style-type: none"> -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. -Communication with student is unclear and developmentally inappropriate.
2.6 Establishes and maintains standards for student behavior	<p>School Therapy Support Staff fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Incorporates School-wide Positive Behavior Expectations and Supports. -Uses behavior management system to redirect off-task behavior. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -The standards of conduct have been established, but are not consistently reinforced. 	<ul style="list-style-type: none"> -No standards of conduct have been established. -Therapist disregards or fails to address negative student behavior.

3. CONSULTATION AND COLLABORATION (Pg. 1 of 2)

School Therapy Support Staff engage in consultation and collaboration with professional staff, parents and families, contribute to the school and district, and seek professional growth and learning opportunities to advance their own knowledge and skill.

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1 Engages in consultation and collaboration with professional staff	<p>School Therapy Support Staff fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Serves as a mentor to peers and newly hired therapists. -Takes on leadership roles within collaborative groups at the school and/or district. -Responds to communication and the processing of information within 24 hours on a routine basis. -Takes initiative and provides leadership in promoting a productive and collegial climate. 	<ul style="list-style-type: none"> -Collaborates with other professionals and appropriate personnel regarding changes in students, staff, or programming. -Maintains professionalism during interactions with colleagues and others. -All communications, whether voice mail, e-mail, letter or phone are handled in a professional manner and are clearly written and grammatically correct. -All responses to inquiries or requests are handled in a timely manner, usually within 48 hours. -Displays interpersonal conduct with colleagues and supervisors that are cordial, collaborative, and respectful. 	<ul style="list-style-type: none"> -Participates occasionally in opportunities to work with others. -Does not seek assistance when needed. -Inconsistently collaborates with school personnel. -Occasionally has difficulty maintaining professionalism. -Inconsistently responds to communication in a timely manner, response time is usually greater than 48 hours. -Communications consistently contain grammar and spelling errors. -Does not use appropriate channels and procedures to resolve conflict. -Displays interpersonal conduct with colleagues that can be perceived as inflexible and disrespectful. 	<ul style="list-style-type: none"> -Rarely or never participates in opportunities to work with others. -Frequently has difficulty maintaining professionalism. -Rarely responds to communication in a timely manner. -Chooses inappropriate time, place, and manner to resolve conflict.

3. CONSULTATION AND COLLABORATION (Pg. 2 of 2)

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.2 Engages in consultation and collaboration with parents and families	<ul style="list-style-type: none"> -Strives to form relationships in which parents are given ample opportunity to participate in student learning. -Consistently and systematically provides home practice strategies. 	<ul style="list-style-type: none"> -Proactively reaches out to parents in a variety of ways to engage them in student learning. -Consistently provides home practice strategies. 	<ul style="list-style-type: none"> -Provides inconsistent home practice strategies. -Relies on one method of communication 	<ul style="list-style-type: none"> -Does not provide home practice strategies.
3.3 Contributes to the school and district	<ul style="list-style-type: none"> -Volunteers to participate in school and SBCSC committees and/or projects, making a significant contribution by assuming a leadership role. 	<ul style="list-style-type: none"> -Regularly volunteers and actively participates in school or SBCSC committees/projects. 	<ul style="list-style-type: none"> -Regularly volunteers to work on committees and projects. 	<ul style="list-style-type: none"> -Rarely volunteers to work on committee projects.
3.4 Seeks professional growth and learning opportunities to advance own knowledge and skill	<p>School Therapy Support Staff fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Goes above and beyond to assist others with their professional growth (providing in-service after hours, volunteer to mentor or coach, etc.). 	<ul style="list-style-type: none"> -Often attends professional learning opportunities. -Identifies needs and actively pursues opportunities to improve knowledge and practice. -Consistently utilizes constructive feedback to improve practices. 	<ul style="list-style-type: none"> -Sometimes attends professional learning opportunities. -Inconsistently utilizes constructive feedback to develop a plan for professional growth. 	<ul style="list-style-type: none"> -Rarely or never attends professional learning opportunities. -Shows little or no interest in new ideas, programs, professional readings, or classes to improve teaching or learning. -Does not utilize constructive feedback for professional growth.
		Demonstrates application of knowledge/skills addressed in attended professional learning events/independent reading.		

4. LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES (Pg. 1 of 3)

School Therapy Support Staff advocate for student success, fulfill professional responsibilities, provide lawful and quality therapist assistant supervision and demonstrate regular attendance and punctuality.

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.1 Advocates for student success	<p>School Therapy Support Staff fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Displays commitment to the education of all the students in the school. <p><i>Example: Participates in the Building Based Team and/or implements disabilities awareness.</i></p> <ul style="list-style-type: none"> -Provides training/modeling therapy implementation/strategies for peers, parents, paraprofessionals, and/or students. -Advocates in a respectful and professional manner. 	<ul style="list-style-type: none"> -Provides IEP information to all teachers involved with student. - 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 and information on student needs to general education teachers and parents when appropriate. 	<ul style="list-style-type: none"> -Provides IEP information to teachers; however, strategies and supports required for student success are not consistently made available for teachers to use in the classroom. -Shares information on student needs and developmental guidelines, only when requested. 	<ul style="list-style-type: none"> -Provides IEP information to teachers, only when requested. - Does not communicate information on student needs and developmental guidelines with others.

4. LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES (Pg. 2 of 3)

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.2 Fulfills professional responsibilities	<p>School Therapy Support Staff fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Filing is completed and organized in a manner that provides for immediate accessibility. -Shares ideas and strategies with colleagues on how to manage caseload responsibilities more efficiently. 	<ul style="list-style-type: none"> -Maintains files in an organized manner. -Complies with SBCSC documentation procedures. (i.e. completion of IEPs, submission of tracking sheets, logs, and Medicaid reporting in a timely manner). -Documents activities and correspondence (including parent communication) relating to children on caseload. 	<ul style="list-style-type: none"> -Needs reminders to complete required documentation. -Does not consistently document parent communication. -Files are organized, but do not contain all required components. 	<ul style="list-style-type: none"> -Does not complete documentation in a timely manner. - Missed the timeline for an initial evaluation in which the SLP is TOR without valid reasoning (SLP) -Files are disorganized and lack necessary documents.
4.3 Provides lawful and quality Therapist Assistant supervision	<p>School Therapy Support Staff fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Follows and implements IPLA guidelines for supervision. -Routinely evaluates the workload of the Assistants and initiates reassignment as indicated. -Maintains a system for ensuring fidelity of therapeutic interventions. 	<ul style="list-style-type: none"> -Knowledgeable of supervision guidelines. -Expectations are clear and the Assistant is assigned for maximum productivity. -Therapy data collected by the Assistant is evaluated regularly and accurately. -Areas for improved practice are communicated and documented. -Principal and district supervisors are informed of any areas of improvement needed and any unacceptable conduct. 	<ul style="list-style-type: none"> -Limits scope of Assistant to clerical duties, with minimal student contact. -Is unclear of IPLA Guidelines for Supervision. -Does not consistently review therapy data. -Does not report concerns to appropriate supervisor. 	<ul style="list-style-type: none"> -Allows Assistant to perform duties outside the scope of IPLA guidelines.

4. LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES (Pg. 3 of 3)

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.4 Demonstrates regular attendance and punctuality	<p>-Demonstrates a pattern of regular attendance as defined by SBCSC policy and the relevant collective bargaining agreement, and</p> <p>-Demonstrates a pattern of timeliness in arrivals, departures, attending meetings, conferences, etc.</p>	<p>-Demonstrates occasional unexcused attendance and/or</p> <p>-Demonstrates occasional unexcused late arrivals or early departures.</p>	<p>-Demonstrates an inconsistent pattern of unexcused attendance, and/or</p> <p>-Demonstrates an inconsistent pattern of unexcused late arrivals or early departures.</p>	<p>-Demonstrates a pattern of unexcused absences (those that are in violation of procedures set forth by SBCSC policy and by the relevant collective bargaining agreement) and</p> <p>-Demonstrates a pattern of unexcused later arrivals or early departures for attending meetings, conferences, etc.</p>

5. COMPLIANCE WITH *IDEIA* AND *INDIANA ARTICLE 7* REGULATIONS AND SBSC PROCEDURES (Pg. 1 of 3)

School Therapy Support Staff prepare for case conferences and IEP content, participate in case conferences, meet timelines in conducting evaluations/holding case conferences, meet timelines in completing Written Notices, and follow federal and state laws and SBSC Policies and Procedures.

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.1 Prepares for Case conference and IEP Content	<p>School Therapy Support Staff fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Volunteers to train and assist others in the use of the IIEP system. -Creates IEP resources and training materials. -IEP is detailed and professionally written. -Finalizes the IEP and provides a copy to the parents within mandated timelines. (SLP) 	<ul style="list-style-type: none"> -Consistently consults with CCC members prior to establishing the conference date and time prior to the expiration of the IEP. (SLP) -Prepares appropriate Notice of Case Conference and provides to appropriate staff. (SLP) -Present Levels of Performance provides detailed information on all necessary components. -Goals are consistently measurable, clearly written, and based on present levels of performance. -Services are consistently aligned with goals. -Recommended accommodations are consistently appropriate, and their uses are clearly defined. -Components and IEP are consistently compliant and the document meets the "stranger" test. -Prepares a draft IEP that is appropriately completed prior to all case conference meetings. (SLP) 	<ul style="list-style-type: none"> -Inconsistently consults with CCC members prior to establishing the conference date and time prior to the expiration of the IEP. (SLP) -Present Levels of Performance section of the IEP provides minimal information of student's current functioning. -Goals are not consistently measurable, clearly written, and/or based on present levels of performance. -Services are inconsistently aligned with goals. -Recommended accommodations are inconsistently appropriate, and their uses are not clearly defined. -Components and IEP are inconsistently compliant and the document does not meet the "stranger" test. 	<ul style="list-style-type: none"> -Does not consult with CCC members prior to establishing the conference date and time prior to the expiration of the IEP. (SLP) -Present levels are not identified. -Goals are consistently vague, not measurable and not based on present levels of performance. -Services are not aligned with goals. -Components of the IEP are incomplete. (SLP)

5. COMPLIANCE WITH IDEIA AND INDIANA ARTICLE 7 REGULATIONS AND SBSC PROCEDURES
(Pg. 2 of 3)

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.2 Participates in case conference	<p>School Therapy Support Staff fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Takes the lead when necessary to keep the case conference on track and defuses potentially contentious situations. -Effectively engages with parents in a sensitive manner. -Anticipates parents' and staff questions regarding evaluations and proactively addresses the concern. 	<ul style="list-style-type: none"> -Brings all appropriate records and documents. -Consistently facilitates parent participation by using understandable terminology, eliciting parent input, and checking for understanding throughout the conference. -Addresses all aspects of the IEP. (SLP) -Addresses all aspects of the IEP related to their area of service. (SLP/OT/PT) -Clearly explains evaluation results to parents and staff. 	<ul style="list-style-type: none"> -Does not consistently bring all appropriate records and documents to the conference. -Does not consistently facilitate parent participation by using understandable terminology, eliciting parent input, and checking for understanding throughout the conference. -Does not consistently address all aspects of the IEP. -Inconsistently answers parents' and staff questions regarding evaluation results to their satisfaction. 	<ul style="list-style-type: none"> -Makes inappropriate comments during the case conference. -Makes inappropriate recommendations regarding programming or resources. -Does not clearly explain evaluation results to parents and staff during case conferences
5.3 Meets timelines in conducting evaluations/holding case conferences	-Meets all timelines for conducting evaluations/holding case conferences	-With very few exceptions, meets timelines for conducting evaluations/holding case conferences	-Inconsistently meets mandated timelines for conducting evaluations/holding case conferences	-Does not meet mandated timelines for conducting evaluations/holding case conferences
5.4 Meets timelines in completing Written Notices	-Meets all timelines for completing/sending out Written Notices for Evaluations	-With very few exceptions, meets timelines for completing/sending out Written Notices for evaluations	-Inconsistently meets mandated timelines for completing/sending out Written Notices for evaluations	-Does not meet mandated timelines for completing/sending out Written Notices for evaluations

5. COMPLIANCE WITH *IDEIA* AND *INDIANA ARTICLE 7* REGULATIONS AND SBCSC PROCEDURES
(Pg. 3 of 3)

Element	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.5 Follows federal and state laws and SBCSC Policies and Procedures	-Adheres to all federal, state, corporation, and school policies and procedures, and directives and performs the function of the job in an ethical manner	-Usually adheres to all federal, state, corporation and school policies and procedures, and directives	-Demonstrates an inconsistent pattern of following federal, state, corporation, and school policies and procedures, and directives	-Demonstrates a pattern of failing to follow federal, state, corporation, and school policies and procedures, and directives.

Appendix J

Framework: Administrators

South Bend Framework for Effective Practices for Administrator Proficiency

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South Bend
Community School Corporation
South Bend, Indiana

Domain 3: Administrators Create and Maintain Effective Environments for Teaching and Learning

3.1 Creates & supports physical environments that engage all staff and students

Designs & manages common areas and resources to meet the needs of all staff & all students, & the involvement of all in collaborative inquiry. Staff & students are engaged in planning the common areas. Displays are integral to learning in the school community & reflect the vision of Quality Learning for Every Student Every Day (3.1.7T)	Designs & manages common areas & resources to meet staff & student needs. Provides access to resources to promote collaborative inquiry. Displays are relevant; the vision of Quality Learning for Every Student Every Day is evident in the school (3.1.7T)	Arranges and manages common areas for easy movement, to support learning, & to provide access to resources. Displays support learning (3.1.OW)	Manages common areas for staff accessibility to or visibility of students. Displays may relate to learning. Movement, access, or engagement may be limited (3.1.GS)
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3.2 Creates & supports a climate that promotes fairness, respect, & collaborative inquiry

Sustains & supports caring, respectful, and equitable collaborative relationships with all staff & students. Supports staff & students in developing skills to collaborate, to respond to inequity and disrespect, to mediate conflicts, and to support a climate of equity and caring and a spirit of inquiry throughout the school (3.2.7T)	Promotes caring and respectful collaborative interactions through teaching and modeling. Responds equitably to incidents of unfairness and disrespect, and those where collaboration falters. Encourages staff & students to respect differences among individuals. May engage staff & students in collaborative inquiry, conflict resolution and shared problem-solving (3.2.7T)	Builds caring, friendly rapport with most staff & students. Models equitable, respectful, & collaborative relationships. Uses some strategies to respond to unfairness & disrespect, and shortcomings in collaborative relationships (3.2.OW)	Establishes rapport with some individual staff & students. Acknowledges some incidents of unfairness and disrespect, and non-collaborative relationships & processes (3.2.GS)
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3.3 Promotes collaborative relations, & responsibility to groups & communities

Engages staff & students in individual and group work that teaches collaboration and promotes responsibility to school & classroom communities. Supports staff & students in taking leadership initiative (3.3.7T)	Teaches collaborative skills needed for positive interactions as members of large and small groups & learning communities. Provides some opportunities for leadership throughout the school (3.3.7T)	Uses some strategies and activities to promote individual responsibility, recognition of others' rights and needs, and collaborative interactions. Students & staff share in school responsibilities (3.3.OW)	Encourages staff & student responsibility for self. Creates opportunities for individual staff & students to have responsibilities in the school (3.3.GS)
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3.4 Establishes and maintains standards for staff & student behavior

Engages staff & students in defining expectations, and maintaining & monitoring school behavior in respectful & collaborative ways. When corrective consequences are needed, they are natural, logical, or restitution-based (3.4.TT)	Involves staff & students in defining expectations for behavior. Uses strategies that maximize collaboration & prevent distracting or disruptive behavior and reinforce expectations. Monitors behavior (3.4.NT)	Establishes expectations and consequences for staff & student behavior. Responds appropriately to distracting or disruptive behavior and promotes behavior that contributes to collaborative cultures (3.4.OV)	Communicates roles and expectations to staff & students. Responds to distractions & disruptive behavior (3.4.GS)
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3.5 Plans and implements school processes and routines that support collaborative learning

Engages staff & students in developing, supporting, and taking ownership of routines and processes that equitably support the participation of all staff & students in collaborative learning throughout the school program (3.5.TT)	Identifies, teaches, and supports routines and processes that support the participation of staff & students in collaborative learning activities (3.5.NT)	Develops and guides staff & students in learning routines and procedures for most activities. Some may be collaborative (3.5.OV)	Establishes some procedures to support staff & student learning. Staff & students are aware of the procedures (3.5.GS)
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3.6 Assures effective use of time in support of collaborative learning

Designs all activities to include collaborative learning, with processes to effectively engage all staff & students. Plans & paces all activities to support staff & student engagement and provide for student self-and peer assessment of learning & growth (3.6.TT)	Designs activities to include collaborative learning, with processes to engage staff & students. Paces the school program & activities to sustain staff & student engagement. May engage staff & students in self-assessment learning & growth (3.6.NT)	Provides time for activities that include collaborative learning for staff & students. Develops some routines for the school's program, and most transitions are organized (3.6.OV)	Organization & pacing of school activities, routines, & transitions may be efficient (3.6.GS)
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Domain 4: Administrators Engage and Support All Participants in Learning

4.1 Connects participants' prior knowledge, life experience, and interests with essential questions and learning outcomes

Uses inquiry and activities to extend participants' integration of their interests and what they know with session or topic outcomes. Makes adjustments during session to ensure that all learners meet the outcomes (4.1.TT)	Implements inquiry and activities that help participants make connections between their experiences, interests, and what they already know and the topic-at-hand and session or topic outcomes (4.1.NT)	Asks questions that elicit participants' prior knowledge, experiences and interests. Some connections are made to the learning outcomes of the session. Some connections may be made to topic outcomes (4.1.OV)	Opens session to capture participants' attention and interest. Recognizes and overtly acknowledges the value of learners' prior knowledge and experiences (4.1.GS)
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4.2 Uses a variety of instructional strategies and resources to respond to participants' diverse needs

Uses an extensive repertoire of strategies and resources to engage all learners through collaborative participation in learning. Selects and differentiates learning and self-assessment strategies to accommodate learners' diverse learning styles and needs (4.2.TT)	4	Elicits learner participation through a variety of collaborative instructional strategies & supporting resources, intended to match learners' learning needs and styles. Engages participants in self-assessment (4.2.NT)	4	Varies strategies & activities to increase learner participation. Selects strategies and resources with some consideration of participant interaction, learning needs, and styles. Recognizes the importance of collaboration (4.2.OW)	3	Uses a few instructional strategies. Presents with available resources and materials (4.2.GS)	2
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4.3 Facilitates learning experiences that promote autonomy, interaction, and choice

Uses a variety of learning experiences to develop independent learning and collaborative participation skills in all participants. Supports all learners in making effective independent & collaborative choices of learning focus and processes (4.3.TT)	4	Provides learning experiences utilizing individual and collaborative processes to develop autonomy and group participation skills. Choices are provided for learners regarding specific learning focus and tasks (4.3.NT)	4	Varies learning experiences to include work in groups and as well as individual tasks. Collaborative skills are acknowledged (4.3.OW)	3	Directs learning experiences through whole group and individual work tasks possibilities for interaction and choice (4.3.GS)	2
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4.4 Engages participants in problem-solving, creative and critical thinking, and other activities that make concepts and skills meaningful

Engages participants in analysis of facts and key concepts, practice of strategies, & frequent higher order thinking through activities & inquiry that consider multiple perspectives. Supports all learners in collaboratively initiating problem-posing, problem-solving, and inquiry (4.4.TT)	4	Engages participants through activities and inquiry strategies that develop understanding of key concepts and practice of strategies, & important issues. Supports learners in collaborative problem-posing, problem-solving, and higher order thinking (4.4.NT)	4	Focuses inquiry on a topic's key concepts and practice of strategies. Inquires to elicit higher order thinking from some learners (4.4.OW)	3	Focuses questions on facts and important concepts to support learning (4.4.GS)	2
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4.5 Promotes self-directed, reflective learning for all participants

Consistently designs and uses learning strategies & activities that enable participants to set goals and criteria, and to develop collaborative strategies for demonstrating, monitoring, and reflecting on progress and process, expecting learners to use an intentional collaborative inquiry process (4.5.TT)	4	Teaches & supports self-monitoring and -assessment skills. Participants have frequent opportunities to reflect on and talk about progress and process, and strategies for improvement (4.5.NT)	4	Provides some opportunities for participants to monitor their own engagement and to reflect on progress and process. May teach skills to enable self-monitoring and -assessment (4.5.OW)	3	Directs learning experiences and monitors learner progress within a specific session. Assistance is provided as requested by students (4.5.GS)	2
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Domain 6: Administrators Develop as Leaders and Educators

6.1 Reflects on leadership practice and plans professional learning

4 Analyzes and reflects on leadership practice based on evidence gathered regularly from multiple perspectives including staff, students, and parents. Plans ongoing professional learning based on reflections and other resources (6.1.TT)

4 Reflects on the relationship of leadership practice to teaching practice and student learning evidence. Plans professional learning based on reflections (6.1.NT)

2 Reflects on elements of leadership (e.g.: planning, implementing, monitoring processes and programs; supporting a climate for teaching, learning, and collaboration). Considers related professional learning (6.1.GS)

6.2 Establishes professional goals and pursues opportunities to grow professionally

4 Sets and modifies short- and long-term goals considering self-assessment based on evidence of teaching practice and student learning, and other feedback. Actively engages staff and students in the application of professional learning (6.2.TT)

4 Sets short-term professional goals founded on self-assessment based on evidence of teaching practice and student learning, and other feedback. Seeks opportunities to realize professional goals (6.2.NT)

2 Develops goals, perhaps limited to those required. Attends required professional learning activities (6.2.GS)

6.3 Leads & participates in professional communities (PCs) to learn, to improve professional practice, & to support others' learning and improving professional practice

4 Provides leadership in multiple PCs. Organizes, promotes, and facilitates PCs, and teaches the ideas and practices of Professional Communities focusing on learning. Is reliable in keeping the focus on system, staff, and student learning (6.3.TT)

4 Leads one or more PCs. Facilitates and contributes actively and consistently. Knows and consistently practices the methods of effective Professional Communities that focus on learning, and actively encourages these among PC members (6.3.NT)

3 Participates in at least one PC on a consistent basis. Becoming aware of the underlying ideas & practices of effective PCs focusing on learning, and sharing this developing awareness with PC members (6.3.OW)

2 Is aware of the idea of professional learning communities in education. Participates in PCs as required (6.3.GS)

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6.4 Collegial Conversation & Coaching - Applies the repertoire of conversation templates for collegial conversation & coaching

- Uses conversation templates for:
 - o Planning
 - o Reflecting
 - o Planning & Reflecting
 - o Calibrating consistently with all staff.
 - Supports others in learning & using the conversation templates (6.4.TT)
- 4 3 2
- Uses three of the conversation templates consistently with staff.
 - Supports others in learning & using the conversation templates (6.4.NT)
 - Uses two of the conversation templates, perhaps intermittently, with staff (6.4.OW)
 - Uses one of the conversation templates, perhaps intermittently, with staff (6.4.GS)

6.5 Collegial Conversation & Coaching - Demonstrates the Norms of Collaboration in collegial conversation & coaching

- 4 3 2
- Uses the seven Norms consistently with all staff & students.
 - Uses Norms 1-5 at The Target or Nearly There levels of proficiency (see Norms rubrics below).
 - Supports others in learning & using the Norms of Collaboration.
 - Advocates for consistent use of the Norms on the part of staff & students (6.5.TT)
- 4
- Uses the first five Norms consistently with staff & students.
 - Uses these Norms at the Nearly There level of proficiency (see Norms rubrics below).
 - Uses Norms 6 & 7 on key occasions.
 - Uses these Norms at Nearly There or On the Way levels of proficiency.
 - Supports others in learning & using the Norms of Collaboration (6.5.NT)
- 3
- Uses the first four Norms with staff & students.
 - Uses these Norms at the On the Way level of proficiency (see Norms rubrics below).
 - Uses Norms 5, 6 & 7 intermittently.
 - Uses these Norms at with Getting Started proficiency (6.5.OW)
- 2
- Demonstrates knowledge of Norms of Collaboration.
 - Uses some Norms on an intermittent basis.
 - Norms that are used are at an On the Way level of proficiency (see Norms rubrics below) (6.5.GS)

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6.6 Collegial Conversation & Coaching: Proficiency with the Norms of Collaboration - Pausing

Pauses after others speak to reflect before responding.	Demonstrates two of the Target criteria on a consistent basis. (6.6.OW)	Demonstrates one of the Target criteria on a consistent basis (6.6.GS)
Pauses before speaking to permit thoughtful construction.	OR	
Acts to support others in Pausing (6.6.TT)	Demonstrates the Target criteria Inconsistently (6.6.NT)	

6.7 Collegial Conversation & Coaching: Proficiency with the Norms of Collaboration - Paraphrasing

Paraphrases to reflect feelings and essential content.	Demonstrates four of the Target criteria on a consistent basis. (6.7.OW)	Demonstrates three or of the Target criteria on a consistent basis (6.7.GS)
Uses the three types of paraphrase:	OR	
• acknowledge and clarify,	Demonstrates the Target criteria Inconsistently (6.7.NT)	
• summarize and organize,		
• shift level of abstraction.		
Acts to support others in Paraphrasing (6.7.TT)		

6.8 Collegial Conversation & Coaching: Proficiency with the Norms of Collaboration - Posing Questions

Builds on listening for under-standing by posing questions that inquire to explore thinking.	Demonstrates six of the Target criteria on a consistent basis. (6.8.OW)	Demonstrates four or five of the Target criteria on a consistent basis (6.8.GS)
Poses questions to specify thinking.	OR	
Employs an approachable voice.	Demonstrates the Target criteria Inconsistently (6.8.NT)	
Frames questions.		
Uses exploratory language.		
Uses plural forms.		
Acts to support others in Posing Questions (6.8.TT)		

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6.9 Collegial Conversation & Coaching: Proficiency with the Norms of Collaboration - Putting Ideas on the Table

4	3	2
Makes thinking and ideas visible by putting ideas on the table in ways that others can engage with and use.	Demonstrates ten of the Target criteria on a consistent basis.	Demonstrates seven to nine of the Target criteria on a consistent basis (6.9.OW)
Uses an approachable voice.	OR	Demonstrates four to six of the Target criteria (6.9.GS)
Signals intention & transitions.	Demonstrates the Target criteria Inconsistently (6.9.NT)	
Attends to others' cognitive styles and representational systems.		
Uses specific approaches to make thinking and ideas transparent.		
Describes focus of thinking; explains reasoning;		
• Identifies feelings;		
• Reveals perspective;		
• Frames wider context;		
• Offers concrete examples.		
Chooses intentionally among these.		
Acts to support others in Putting Ideas on the Table (6.9.TT)		

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6.10 Collegial Conversation & Coaching: Proficiency with the Norms of Collaboration - Providing Data

Offers specific, measurable, observable data.	Demonstrates eight of the Target criteria on a consistent basis	Demonstrates five to seven of the Target criteria on a consistent basis (6.10.OW)	Demonstrates three or four of the Target criteria (6.10.GS)
Offers data without judgments, opinions, or inferences.	OR		
Uses Collaborative Inquiry Cycle:	Demonstrates the Target criteria inconsistently (6.10.N7)		
• Activate & Engage			
• Explore & Discover			
• Organize & Integrate			
Pauses.			
Paraphrases.			
Poses Skillful Questions.			
Puts Ideas on the Table.			
Balances participation (6.10.77)			

Appendix K
Framework: School Counselors

Indiana School Counselor Rubric

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Domain 1: Academic Achievement

1.1 The School Counselor Utilizes Data To Monitor Student Achievement And Works Collaboratively With Stakeholders To Enhance Student Success.

4	3	2	1
The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success. (1.1.HE)	The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration. (1.1.E)	The school counselor monitors student achievement but does not utilize the data to enhance student success. (1.1.IN)	The school counselor does not monitor academic achievement. (1.1.I)

1.2 The School Counselor Demonstrates Knowledge Of Current Trends In Student Development And Academic Achievement.

4	3	2	1
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. (1.2.HE)	The school counselor regularly engages in professional development. (1.2.E)	The school counselor sporadically engages in professional development. (1.2.IN)	The school counselor does not engage in professional development. (1.2.I)

1.3 The School Counselor Supports All Students In Making Decisions, Setting Goals And Taking Appropriate Action To Achieve Goals.

4	3	2	1
The school counselor encourages all students in using a decision-making/problem solving model and in 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. (1.3.HE)	The school counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists some students in identifying short-term and long-term goals and in developing appropriate action plans. (1.3.E)	The school counselor rarely encourages students in using a decision-making/problem solving model and in 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. (1.3.IN)	The school counselor does not encourage students in using a decision-making/problem solving model and in 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. (1.3.I)

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1.4 The School Counselor Engages All Students In Problem Solving, Critical Thinking, And Other Activities.

4 The school counselor consistently provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.HE)

3 The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.E)

2 The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.IN)

1 The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.I)

1.5 The School Counselor Utilizes And Sequences Guidance Activities And Materials To Impact All Students' Academic Achievement.

4 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. (1.5.HE)

3 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. (1.5.E)

2 Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making. Some activities are logically sequenced within individual lessons. (1.5.IN)

1 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. (1.5.I)

1.6 The School Counselor Supports All Students In Developmentally Appropriate Academic Preparation Essential For A Wide Variety Of Post Secondary Options.

4 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 postsecondary options consistent with students' interests and abilities. (1.6.HE)

3 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 postsecondary options consistent with students' interests and abilities. (1.6.E)

2 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 postsecondary options consistent with students' interests and abilities. (1.6.IN)

1 The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options. (1.6.I)

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Domain 2: Student Assistance Services

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.

4 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. (2.1.HE)

3 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. (2.1.E)

2 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. (2.1.IN)

1 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. (2.1.I)

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.

4 The school counselor consistently explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders. (2.2.HE)

3 The school counselor often explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify school and community resources; and implements any prevention programming for students. (2.2.E)

2 The school counselor rarely explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; adult assistance and professional help; assists students to identify school and community resources, or implements any prevention programming for students. (2.2.IN)

1 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. (2.2.I)

2.3 The School Counselor Provides Individual Counseling, Group Counseling, Classroom Guidance, Consultation, Crisis Intervention, And Referrals.

4 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. (2.3.HE)

3 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. (2.3.E)

2 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. (2.3.IN)

1 The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals. (2.3.I)

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2.4 The School Counselor Provides Services To All Students, Fostering A Clear Understanding Of Diversity, Ethnicity, And Culture.

4 The school counselor consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture. (2.4.HE)

3 The school counselor takes a multicultural or diverse perspective into consideration when providing services to students. (2.4.E)

2 The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture. (2.4.IN)

1 The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students. (2.4.I)

Domain 3: Career Development

3.1 The School Counselor Facilitates A Comprehensive Career Program That Is Age Appropriate And Aligned With Local, State, And National Standards.

4 The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards, utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences. (3.1.HE)

3 The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used. (3.1.E)

2 The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards. (3.1.IN)

1 The school counselor does not facilitate age-appropriate career development. (3.1.I)

3.2 The School Counselor Facilitates All Students' Understanding Of The Relationship Between Academics, Personal Qualities, Education And Training, And The World Of Work.

4 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 values. The counselor uses this knowledge to meet students' needs and assist in career development, promoting lifelong learning and employability skills. (3.2.HE)

3 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. (3.2.E)

2 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. (3.2.IN)

1 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. (3.2.I)

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3.3 The School Counselor Supports All Students In The Application Of Strategies To Achieve Future Success And Satisfaction.

4	3	2	1
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. (3.3.HE)	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. (3.3.E)	The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are rarely encouraged to use research and informational resources to obtain career information. (3.3.IN)	The counselor does not help students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are not encouraged to use research and informational resources to obtain career information. (3.3.I)

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.

4	3	2	1
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. (3.4.HE)	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. (3.4.E)	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. (3.4.IN)	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. (3.4.I)

Domain 4: Professional Leadership

4.1 The School Counselor Establishes Professional Goals And Pursues Opportunities To Grow Professionally.

4	3	2	1
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. (4.1.HE)	Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community. (4.1.E)	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. (4.1.IN)	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. (4.1.I)

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4.2 The School Counselor Takes A Leadership Role As An Advocate Within The Counseling Department, The School Setting, And The Community.

4
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. (4.2.HE)

3
The school counselor provides consistent and effective leadership in the school counseling program and the school. (4.2.E)

2
The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style. (4.2.IN)

1
The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community. (4.2.I)

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.

4
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 collaborative activities on students. (4.3.HE)

3
The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. (4.3.E)

2
The school counselor is inconsistent in communication and community engagement. OR is effective with only a very small population to the detriment of others. (4.3.IN)

1
The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders. (4.3.I)

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.

4
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. (4.4.HE)

3
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. (4.4.E)

2
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. (4.4.IN)

1
The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school. (4.4.I)

Indiana School Counselor Rubric

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4.5 The School Counselor Plans, Organizes And Delivers An Effective Comprehensive School Counseling Program (Within The Resources Of The School And Corporation).

4
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. (4.5.HE)

3
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. (4.5.E)

2
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. (4.5.IN)

1
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. (4.5.I)

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.

4
The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies. (4.6.HE)

3
The school counselor provides management activities that support the program's guidance, 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. (4.6.E)

2
The school counselor provides some, but not adequate, program management to the school counseling program. The school counselor is inconsistent in supporting other educational or student services programs. (4.6.IN)

1
The school counselor does not support the school counseling 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. (4.6.I)

Appendix L
Framework: Media Specialists

South Bend Framework for Effective Practices for Media Speciali

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Domain 1: Preparation and Planning for Learning

1.1 Supporting School's Instructional Goals and Integration of the Library Media program Knowledge of:

- School wide academic goals and curriculum
- Information, media, and digital literacy
- Instructional resources and technology
- Information, media, and digital literacy
- The research process
- Effective Library programs

4
The Library Media Specialist takes a leadership role within the school to articulate the needs of students for information technology within the school's academic program. A thorough understanding of school instructional and curricular goals is evident. The Library goals and program(s) are highly coherent and have been developed after consultation with teachers and administrators (1.1.HE)

3
The Library Media Specialist demonstrates ample knowledge of the school's instructional goals and curriculum and of students' needs for information skills within those standards. The library goals are clear and appropriate. The library program(s) are well designed to support both teachers and students and fit the school's broader instructional goals (1.1.E)

2
The Library Media Specialist demonstrates limited knowledge of the school's instructional goals and curriculum. The Library Media Specialist articulates some of the necessary student/teacher connection needs to the library resources, literacies and the research process. The Library Media Specialist's goals for the undeveloped and are partially suitable to the school. The Library program(s) have guiding principles and include a number of worthwhile activities, but some of them don't fit with the school's broader goals (1.1.IN)

1
The Library Media Specialist demonstrates little or no knowledge of the school's instructional goals and curriculum and does not understand student/teacher connection needs to the library resources, literacies, and the research process. The Library Media Specialist has no clear goals for the library program and the Library program(s) consist of random unrelated activities, lacking coherence or an overall structure to support school initiatives (1.1.J)

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1.2 Demonstrating Knowledge of Students Knowledge of:

- Child and adolescent development
- The learning process
- Students' skills, knowledge and language proficiency
- Students' interests and cultural heritage
- Students' special needs
- Collection development

Library Media Specialist demonstrates thorough knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. The Library Media Specialist employs intentional strategies to use this knowledge expertly in planning for instructional support, promoting reading, and developing the resource collection (1.2.HE)

Library Media Specialist demonstrates sufficient knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. The Library Media Specialist employs intentional strategies to use this knowledge in planning for instructional support, promoting reading, and developing the resource collection (1.2.E)

The Library Media Specialist demonstrates limited knowledge and understanding of how students learn, students' backgrounds, cultures, skills, language proficiency, interests, and special needs. The Library Media Specialist occasionally applies this knowledge in planning for instructional support, promoting reading, and developing the resource collection (1.2.IN)

The Library Media Specialist demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding. Library Media Specialist does not understand the need for this information in planning and developing the collection (1.2.I)

1.3 Demonstrating Knowledge of Literature and Library Resources Children's and young adult literature

- Children's and young adult literature
- Instructional materials-print and digital
- Search Strategies

The Library Media Specialist has an extensive knowledge of current and classic literature of all genres and is extremely successful in working with groups and individuals to promote good books, reading for pleasure and love of learning. The Library Media Specialist's knowledge and fluent use of print and digital resources for instruction, organization, and management; for expanding one's own knowledge, and for students is extensive. This includes those resources available through the school or district, in the community, through professional organizations and universities, and on the Internet (1.3.HE)

The Library Media Specialist has ample knowledge of most genres and is successful in working with groups and individuals to promote good books and reading. The Library Media Specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals; This includes those resources available through the school or district and external to the school and on the Internet (1.3.E)

The Library Media Specialist has basic knowledge of current and classic literature and works with groups and individuals to promote good books, reading for pleasure and love of learning. The Library Media Specialist demonstrates basic knowledge of print and digital resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals (1.3.IN)

The Library Media Specialist has little knowledge of current and classic literature and rarely promotes good books, reading for pleasure and love of learning. The Library Media Specialist 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 advance program goals (1.3.I)

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1.4 Collaborating in the Design of Instructional Experiences • Collaborative skills

- Instructional materials and resources
- Research process
- Information, media, digital technology literacy

4
The Library Media Specialist initiates collaboration with teachers in most disciplines in locating and utilizing additional resources outside of the school (parents, community members and organizations) in support of planning and implementing instructional experiences (1.4.HE)

3
The Library Media Specialist initiates collaboration with some teachers in planning and implementing learning experiences that integrate the use of multiple resources, and the development of research skills and information literacy (1.4.E)

2
The Library Media Specialist supports some teachers to coordinate the use of the library and its resources and may provide learning experiences in support of instruction if specifically asked to do so (1.4.IN)

1
The Library Media Specialist declines to collaborate with teachers in planning and implementing learning activities (1.4.I)

Domain 2: The Library Environment

2.1 Creating an Environment of Respect and Rapport • Student interactions

- Interpersonal relations
- Expectations for conduct

4
In addition to the characteristics of "nearly there," the Library Media Specialist demonstrates knowledge and caring about individual students' lives beyond school. Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. The Library Media Specialist's monitoring of student behavior is subtle and preventive. The Library Media Specialist's response to student misbehavior is sensitive to individual student needs and respects students' dignity (2.1.HE)

3
Interactions between the Library Media Specialist and student are friendly and demonstrate genuine caring and respect. Interactions are appropriate. Students exhibit respect for the Library Media Specialist. The Library Media Specialist has established and communicated standards of conduct, monitors student behavior, and usually responds to student misbehavior in ways that are appropriate and respectful to the students (2.1.E)

2
Interactions between the Library Media Specialist and students are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the Library Media Specialist. Standards of conduct appear to have been established, but The Library Media Specialist attempts to respond to disrespectful behavior among students, with uneven results (2.1.IN)

1
The Library Media Specialist interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the Library Media Specialist. The Library Media Specialist has not established clear standards of conduct, does not monitor student behavior, and responds inappropriately to student misbehavior (2.1.I)

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2.2 Managing Library Procedures • Circulation procedures

- **Scheduling procedures**
- **Facility access**
- **Resource access**

Library guidelines and procedures have been established in the areas of circulation and scheduling to provide for optimal, flexible access to the resources, equipment, the facility, and the expertise of the Library Media Specialist. Instructional time is maximized due to efficient library routines and procedures. 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. Library management and organizational procedures are conducted efficiently (2.2.HE)

Library guidelines and procedures have been established in the areas of circulation and scheduling to provide for adequate access to the resources, equipment, the facility, and the expertise of the Library Media Specialist. There is little loss of instructional time due to effective library routines and procedures. The Library Media Specialist's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established library routines. Library management and organizational procedures are conducted smoothly (2.2.E)

Library guidelines and procedures have been established in the areas of circulation and scheduling for library use but sometimes function inconsistently resulting in unreliable access to the resources, equipment, the facility, and the expertise of the Library Media Specialist. Some instructional time is lost due to only partially effective library routines and procedures. The Library Media Specialist'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. Library management and organizational procedures are conducted with occasional difficulty (2.2.IN)

Library guidelines and procedures are minimal and do not effectively provide access to the resources, the library, and the expertise of the Library Media Specialist. Much instructional time is lost due to inefficient library routines and procedures. There is little or no evidence of the Library Media Specialist managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines. Library management and organizational procedures are conducted randomly and in a disorganized manner (2.2.I)

2.3 Organizing physical space • Traffic Flow

- **Self-directed use**
- **Considerations of functions**
- **Flexibility**

The Library Media Specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow and spaces that can accommodate groups of various sizes. Arrangement of space allows for self-directed use and accessibility for all students including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning and interact with information literacy activities. The library and its book displays are attractive and inviting (2.3.HE)

The Library Media Specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use. Arrangement of space allows for self-directed use and accessibility for all students including those with special needs (2.3.E)

The library Media Specialist's efforts to make use of the physical environment are uneven, resulting in moderately effective:

- traffic flow
- lighting
- signage
- student supply access
- space devoted to work areas for leisure reading and browsing or technology use
- access to resources by most students

Occasional confusion by users is evident (2.3.IN)

The Library Media Specialist makes poor use of the physical environment resulting in:

- poor traffic flow
- poor lighting
- confusing signage
- no student supply access
- inadequate space devoted to work areas for leisure reading and browsing or technology use
- student confusion
- many students do not have access to resources (2.3.I)

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Domain 3: Professional Responsibilities and Practices

3.1 Maintaining Accurate Records • Catalog

- Circulation
- Statistics
- Using data

4

The Library Media Specialist maintains accurate, current, and easily accessible records including: a current catalog of resources; circulation records; an inventory of materials and; statistics of library use. Records are assembled, effectively interpreted, and reported in a timely manner throughout the year when requested and at the end of the year. The needs for reporting information are anticipated and prepared (3.1.HE)

3

The Library Media Specialist maintains accurate, accessible records including: a current catalog of resources; circulation records; an inventory of materials; and statistics of library use. Requests for reports are honored (3.1.E)

2

The Library Media Specialist maintains some records including a current catalog of resources, circulation records, an inventory of materials, and statistics of library use. The Library Media specialist sometimes responds to requests for information (3.1.IN)

The Library Media Specialist does not maintain accurate or current records and ignores requests for information (3.1.I)

3.2 Communication of library program and services • Communicate with school community

4

The Library Media Specialist effectively and consistently communicates with the school staff, families, and community to keep them informed and employs evidence to promote the effectiveness of instructional efforts about the library program and services. The school Library Media Specialist actively solicits feedback and input from the schools staff and community to improve instruction, program and services (3.2.HE)

3

The Library Media Specialist consistently communicates with the school staff and community to keep them informed and to promote the use of the library program, new resources and services (3.2.E)

2

The Library Media Specialist communicates inconsistently with the school staff and community to keep them informed and to promote the use of the library program, new resources and services (3.2.IN)

The Library Media Specialist does not communicate with the school community about the library program and services (3.2.I)

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3.3 Participating in a Professional Community • Relationships with colleagues

- Involvement in a inquiry
- Service to the School
- Participation in school and district projects

4	3	2	1
Library Media Specialist makes substantial contributions to the school and to the district by voluntarily participating in school events, serving on school and district committees, and assuming a leadership role. Support and cooperation characterize relationships with colleagues (3.3.HE)	Library Media Specialist contributes to the school and to the district by voluntarily participating in school events and serving on school and district committees. Support and cooperation characterize relationships with colleagues (3.3.E)	Library Media Specialist participates in school and district events and projects when specifically requested. Library Media Specialist usually maintains a positive collaborative relationship with colleagues (3.3.IN)	Library Media Specialist's relationships with colleagues are frequently negative or self-serving and the Library Media Specialist avoids or refuses to be involved in school and district events and projects (3.3.I)

3.4 Growing and Developing Professionally • Enhancement of professional knowledge

- Receptivity to feedback from colleagues
- Service to the profession

4	3	2	1
The Library Media Specialist seeks out opportunities for professional development through professional reading, memberships, conferences, and/or action research. • Seeks out feedback from both supervisors and colleagues. Initiates important activities such as teaching workshops, writing articles, and/or making presentations to contribute to the profession on a district, state, and/or national level (3.4.HE)	The Library Media Specialist seeks out opportunities for professional development to enhance professional practice. • Welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. • Participates actively in assisting other educators (3.4.E)	The Library Media Specialist participates in professional activities when convenient. • Accepts, with some reluctance, feedback on performance from both supervisors and professional colleagues. • Contributes to the profession to a limited extent (3.4.IN)	The Library Media Specialist makes no attempt to go beyond what is required for maintaining certification. • Resists feedback on performance from either supervisors or more experienced colleagues. • Makes no effort to share knowledge with others or to assume professional responsibilities (3.4.I)

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3.5 Collection Development and Maintenance • Assessment

- Selection
- Weeding

4

3

2

• The Library Media Specialist solicits input from members of the staff, the students and the school community to build the library collection.

- Assesses, makes new purchases based on assessment data, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.
- Advocates for necessary increases in funds and in technology when necessary to maintain a collection that is responsive to changing instructional needs (3.5.HE)

The Library Media Specialist regularly assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum (3.5.E)

The Library Media Specialist inconsistently assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum (3.5.IN)

The Library Media Specialist makes new purchases of resources and equipment without weeding and assessing the collection of resources and equipment (3.5.I)

3.6 Managing the Library Budget • Data driven decisions

- Budget development
- Record keeping

4

3

2

Using data effectively, the school Library Media Specialist develops budget proposals necessary for a progressive and comprehensive library program. School Library Media Specialist follows department and/or district guidelines for managing the budget and maintains accurate records (3.6.HE)

The Library Media Specialist develops budget proposals necessary for a comprehensive library program. The Library Media Specialist follows department and/or district guidelines for managing the budget and maintains accurate records (3.6.E)

The Library Media Specialist develops budget proposals necessary to maintain the library program. School Library Media Specialist follows department and/or district policies for managing the budget and maintains records (3.6.IN)

The Library Media Specialist develops a budget proposal that inadequately reflects the needs of the library program. The Library Media Specialist is unfamiliar with departmental and/or district guidelines for managing the budget and often under or overspends (3.6.I)

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3.7 Professional Ethics • Library Bill of Rights

- Copyright law
- Ethical use of information
- Intellectual freedom
- Privacy/Confidentiality

1

3

2

Through teaching and practice the school Library Media Specialist demonstrates a commitment to the professional ethics of librarianship. The Library Media Specialist educates students and staff on copyright laws and plagiarism and consistently upholds and defends the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.

- <http://www.ifmanual.org/codeethics>
- <http://www.ifmanual.org/lbor> (3.7.HE)

The Library Media Specialist is knowledgeable of the ethics of librarianship and adheres carefully to copyright laws, the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.

- <http://www.ifmanual.org/codeethics>
- <http://www.ifmanual.org/lbor> (3.7.E)

The Library Media Specialist is knowledgeable of the ethics of librarianship but is inconsistent in following copyright laws and adhering to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.

- <http://www.ifmanual.org/codeethics>
- <http://www.ifmanual.org/lbor> (3.7.IV)

The Library Media Specialist does not adhere to the professional ethics of librarianship.

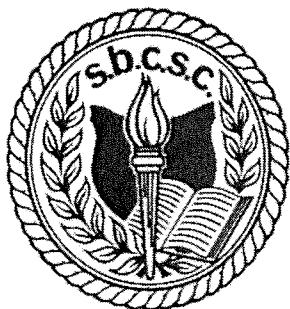
- <http://www.ifmanual.org/codeethics>
- <http://www.ifmanual.org/lbor> (3.7.I)

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Appendix M

Performance Improvement Plan

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South Bend Community School Corporation Educator Growth & Proficiency System: Teachers

Performance Improvement Plan Cover Sheet

Teacher _____ School _____

Position _____ School Year _____

Administrator _____ Date _____

Complete a **Performance Improvement Plan** for each Area of Performance where the teacher's performance is *Improvement Necessary* or *Ineffective* according to the evidence. The Performance Improvement Plan includes six elements:

1. Area of Performance and its Elements
2. Growth Targets for the Elements of Performance that are the focus on the Plan
3. Assessment Methods to monitor progress
4. Schedule of Assessment activities to document progress
5. Strategies and Activities to improve teacher performance
6. Resources for the Improvement Plan

Area(s) of Performance for Which Plan(s) are Attached

Notes/Other

Administrator Signature _____	Date _____
Teacher Signature * _____	Date _____

* The teacher's signature is to acknowledge receipt of this Performance Improvement Plan. It does not reflect either agreement or disagreement.

Teacher _____ Date _____

1. Area of Performance where the Teacher's level of proficiency is <i>Improvement Necessary</i> or <i>Ineffective</i> according to the evidence, with the Elements of Performance for the Area	2. Growth Target(s) stated in the <i>Effective</i> terms of the Element(s) of Performance in which the teacher must improve proficiency

3. Assessment Methods Monitoring Progress and Determining Growth Toward the Target	4. Schedule

5. Strategies and Activities to Improve Performance	6. Resources

