Mill Creek Community Schools Evaluation Plan
2023-24

Selected Plan:

Mill Creek Community Schools(MCCSC) has chosen to adopt a locally-modified version of RISE as its evaluation system.

Evaluation Plan Discussion:

This evaluation plan is posted on the district website annually. The plan is also reviewed annually by a team of administrators and discussed with teachers to determine possible changes for the following year. The plan is then presented for discussion with the MCCTA (Mill Creek Classroom Teachers' Association). After meaningful discussion with the teacher representatives, it was signed off by the MCCTA president. Once approved by them, it is presented to the MCCSC School Board for approval. It is agreed that based on the final summative rating, teachers are placed in one of four categories: Highly Effective, Effective, Improvement Necessary, or Ineffective. Teachers receive an evaluation checklist to assist them in understanding expectations(Appendix A).These ratings are formulated with consideration of teacher effectiveness rating, professionalism, and student learning.

Evaluated Staff Members:

All certificated employees are evaluated annually. MCCSC evaluation process includes the following individuals:

1. Classroom teachers(modified RISE 3.0)
2. Instructional Coaches(State approved rubric)
3. Principals/Assistant Principals(Principal Rubric 3.0)
4. Counselors(State approved rubric)
5. Nurse(State approved rubric)
6. Media Specialists(Aisle Rubric w/ selected weights)
7. SpEd Support Staff (Psych, SLP, SLPa, OT, PT, HI,) Completed by ONT Director
8. Assistant Superintendent (Supt/Asst Supt Rubric)
9. Superintendent is evaluated by the Board using a legally compliant ISBA/IAPSS tool.

Refer to the chart in(Appendix B), for planning purposes and clarification of the timeline.

Evaluators:

Building level administrators are all currently trained. New administrators would be trained in a timely manner after hire by our service center/IDOE expert trainers. The principals and assistant principals are chiefly responsible for evaluating teachers as their primary evaluator. This evaluator also is responsible for establishing and approving Professional Development activities that support growth when applicable for teachers. Principals are chiefly responsible for assigning summative ratings for each certificated employee by the end of the school year(or

when student learning data becomes available). Superintendent and Assistant Superintendent may be called upon to complete evaluations under special circumstances; therefore, fully trained as well.

Evaluation Process and Procedures:

Each employee is assigned a primary evaluator and may have one or more secondary evaluators collecting evidence on his/her work. Primary and secondary evaluators working together will conduct a total three observations of the employee's work with feedback as prescribed as shown below:

- Informal(short) observations - 10-15 minutes by an evaluator, written feedback uploaded for access in PIVOT within two school days of observation, one each semester with post-observation feedback after one in second semester.
- Formal(extended) observations - 30-40 minutes by primary evaluator with written feedback and a post-conference held within five school days of observation.(Some may have groups for only 30 minutes, so it is permissible to shorten, unless transition is being observed as well.)
- Primary and secondary evaluators may opt to do additional short observations during the school year as needed.

Evidence and artifacts collected will be recorded and uploaded to the PIVOT software and linked to the appropriate annual TER. Evidence for an observation may consist of script, coded rubric sections applicable to scripted evidence, and comments offering additional actionable feedback, specific items that are noteworthy, or specifically addresses an area of improvement for a teacher with needs improvement or ineffective ratings. Artifacts may be uploaded by either teachers or evaluators.

Conferences between primary evaluators and assigned employees will be documented and uploaded in the eval software, **if** evidence emerges during the conference that warrants a need to move toward an action plan for improvement needed or ineffective teachers (TER rating as 2 or 1). We also use an Instructional Coach to assist any new (or a veteran teacher who has been assigned to a new grade level.)

Actionable feedback will be shared in person and added to the comments section of evaluation software. This gives the teacher and evaluator to reflect on the feedback of each observation and glean information for future growth. Our Assistant Superintendent randomly pulls 5-7 (depending on their completion) observation reports weekly after evaluations have begun. This practice is to ensure compliance with scripting, coding of evidence, and comment format are followed as prescribed and that the feedback timeframes are met.

If there is an issue/concern affecting any area of Core Professionalism, it is to be documented and uploaded in the appropriate TER/PIVOT software with specific notation as to the way it has been addressed and what the next steps for improvement are to occur. If these prescribed

changes do not take place, evaluator's shall deduct one point from the appropriate domain within Core Professionalism.

Per IDOE guidance, certain employee groups (i.e. those who are not classroom teachers) have allowable modifications to either the rubric being used for their evaluations. The procedures for those unique employee groups are described within attached Appendix C.

Objective Measures of Student Achievement & Growth Data:

Objective measures of student achievement and growth will be part of every employee's evaluation in the form of the Indiana Growth Model (IGM) component(currently locally calculated) for teachers of students who take ILEARN math or language arts in grades 4-8.

The School-wide Learning Measure (SWL) for all evaluated employees, data and PLC Think Sheets are included in the planning and preparing for learning portion and weighted appropriately to encourage growth and performance in our student scores. Teacher created data sheets are discussed weekly in PLC meetings. Administrators and/or Instructional Coaches assess the growth and mastery levels as well. Teachers are categorized into two groups with weights appropriate to state level guidance.

The principal has the discretion to work with the teacher for scoring based on other significant data that may be presented at the summative conference, or post EOY conference as data is made available from state assessments, and while scores are not changed, the teacher is aware that growth and performance data is being reviewed and conversations and support continues to be provided to increase student achievement.

In collaboration with the admin team and data analysts at the district level, our Asst Supt prepares a 162-day roster for each teacher showing the chosen data points, and subgroups, along with color-coding to reflect DOE and district established levels for High/Medium/Low performance on those chosen assessments. Teachers review these subgroups with their current class rosters and tiered supports to ensure interventions align to all needs.

Teachers of high ability students may choose to set a higher goal for those students. Teachers of high ability students who must use ILEARN as their end of course assessment are asked to use Above Proficiency Level for those high ability students, and assign their readiness level with the higher bar in mind. They too work through the PLC Think Sheet with their data to target growth and performance for their students.

Due to waived state accountability requirements recently, MCCSC will calculate its own IGM data to assess student growth targets as specified to meet corp goal growth/annual progress expectations. In the case of special education teachers, MCCSC has created local procedures for determining how and when such data belonging to students on their caseload will be linked to them for evaluation purposes or for handling unique situations (i.e. supplemental classes in math/language arts co-taught by general education teachers to students in need of double block

of instruction through MTSS). In order to be linked to a teacher for purposes of IGM, students must be enrolled (vs. in attendance) in that teacher's class for 90% of the days leading into the beginning of the first day of state standardized testing. Thus, a student who arrives later in the school year, departs early, or changes teachers for some reason may not be assigned to any teacher for IGM purposes.

IDOE normally provides annual SWL ratings to each school district for teachers and schools, but COVID impact has had those set as status quo for the past three years. Therefore, the same data has been entered into each employee's account in the evaluation software(PIVOT) and will roll into the employee's summative evaluation.

Summative Evaluation Procedures:

At the end of the school year, each primary evaluator will examine evidence from observations with the TER. Considering mode and trends in the evidence collected for each indicator, the evaluator will use his/her judgment to assign a final score for each domain on the rubric, weight them according to the rubric domain weights based on those with state growth model data and those without it. An administrator may also subtract a point if Core Professionalism standards (locally defined in Appendix D) if not met, and determine a final score for the TER portion of the summative evaluation. The evaluation software(PIVOT) worksheet combines the final rubric score with school-wide learning scores assigned through the state's A-F report card process, Indiana Growth Model scores assigned by DOE if applicable, and the primary evaluator's TER score for the staff member determines a final performance rating of Highly Effective, Effective, Improvement Necessary, or Ineffective.That scale shall be as follows:

- 3.75-4 = High Effective (4)
- 2.75-3.74 = Effective (3)
- 1.75-2.74 = Needs Improvement (2)
- 1.74 & below = Ineffective (1)

Furthermore, the final summative ratings can be modified if the teacher is determined to have had a negative impact on student growth as determined by the DOE for statewide assessments or according to the following local definition for teachers whose classes are not measured by statewide assessments:

- If a teacher scores a 1 (Ineffective) on PLC data measures in the first year of implementation, then the primary evaluator should review student learning data available for all of the teacher's students.
- If 80% or more of students failed to show achievement of standards (70% or higher on the PLC/formative assessment growth measures or pass rate on other major student assessments such as Edmentum Diagnostic or Curriculum Unit Assessments), then the teacher shall be determined to be having a negative impact on student learning.

Performance ratings for each employee will be recorded and archived on the summary evaluation form in the evaluation software(PIVOT). District analysis of these ratings can be done using the software to disaggregate data across schools, evaluators, and other data fields, and data can be compared vertically and horizontally across school years. Results are presented to meet reporting DOE timelines.

Summative ratings will be discussed in the EOY conference(subject to data which is not yet received) and finalized when all data is complete. Each employee receives notice whenever his/her PIVOT account changes, so he/she can review the final performance data and summary rating and schedule a follow-up meeting with his/her primary evaluator if desired.
If a certificated employee receives a rating of improvement necessary or ineffective, the evaluator and the certificated employee shall develop a remediation plan of not more than ninety (90) school days in length at the start of the next school year to correct the deficiencies noted in the certificated employee's evaluation using locally-developed forms to document the plan and progress monitoring. The plan will include options for professional development including, but not limited to, district workshops, observing effective teachers, web-based and print resources, printed resources and selected sample video clips, help from Instructional Coach to co-plan/co-teach, additional formative observations with coaching, and use of license renewal credits for additional training.

Local procedures also require the primary evaluator to establish a performance plan of at least 90 days in length with any employee who ends the year with a score of less than Effective on the rubric alone. The local rationale for this process is that typically, student learning scores are not yet finalized until the start of the next school year; thus, it is in the employee's best interest to begin work immediately on resolving performance issues in order to attain a rating of effective in future and/or to be proactive in the event that the finalization when it comes results in a rating of less than effective for the year.

Further, the rubric represents a critical part of performance impacting student learning and we feel immediate work to remedy deficiencies in this critical area for the core mission of teaching and learning. The performance plan document is created based upon identified areas needing improvement in the data collected during the year; includes goals, timelines, and deliverables agreed upon by the employee and evaluator; and sets up progress monitoring checkpoints and a plan for either ending the plan or continuing it as needed during the next evaluation cycle. In order to be rated successful on the plan, the employee must typically demonstrate some independence/consistency with the skills requested during the latter part of the plan's timeline.

A teacher who receives a summative rating of Ineffective may file a request in writing 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.

Discussion between district office and building principals will occur. They must then use care in the scheduling/class assignments process to avoid assigning any student to an ineffective teacher for a second consecutive year. If it is not possible to avoid such an assignment, parents will be notified by letter, approved by corporation legal counsel, notifying them of this unavoidable assignment.

Maternity Leaves or Extended Absences:

Teachers on maternity leaves or extended absences will be evaluated according to the guidelines shown in the chart below. An FMLA agreement form is created by the primary evaluator and signed off by the employee, which sets requirements for the altered evaluation. The forms reside in our teacher evaluation software and are attached to the teacher's account.

Days Present	Evaluation Process
162+ days	No Change
31-161 days	Summative rating based upon measures available: TER, SWL, IGM(if applicable) weighted for their category. • Rubric score will include data from at least one extended and one short observation by primary evaluator.
0-30 days	Evaluation declared incomplete for the school year. Implications for eligibility for pay raises will be determined through the collective bargaining process.

***NOTE: Should unexpected illness or absence prevent a teacher who is present for less than 162 days, the evaluation shall be completed using only the TER at 90% and the SWL at 10%. If the teacher's unexpected illness or absence prevents a principal from completing at least two observations of her work, the evaluation shall be declared incomplete.*

Teacher with a Student Teacher

Teachers with a student teacher will be given an evaluation that is not altered in any way. The preferred model we are seeking is one of co-teaching with the MCCSC teacher fully in charge and the student teacher serving as a co-teaching apprentice. Our guidance to teachers who are mentoring student teachers is to ask that the student teacher use them as one would a highly trained volunteer during instructional time and that they exercise oversight of planning, instruction, and assessment to ensure continued student progress while a student teacher experience is occurring.

We hereby acknowledge and accept the evaluation plan as written for the 2023-24 school year.

Amy Church — 9-7-23

Amy Church, MCCTA Co-President — Date

9-7-23

MCCSC Superintendent — Date

Stacy K Moffett — 9/7/23

MCCSC Asst. Superintendent — Date

APPENDIX

A: Teacher Eval Process/Acknowledgement
B: Trained Evaluators & Capacity Estimates
C: Evaluating Unique Employee Groups
D: Local Guidance on Core Professionalism
E: Sample Materials for B.O.Y. Conference
F: PLC Think Sheets/Guidance
G: Weights/Groups
H: Rubrics

- Teachers
- Instructional Coaches
- Principals
- Asst Principals
- Supt/Asst Supt
- Counselors
- Nurse
- Media Specialists

Appendix A:
MCCSC Teacher Evaluation Process--Teacher Acknowledgement

This checklist is a guide for our teachers to use and serve as confirmation (by signing below) that he/she is familiar with the components of the MCCSC Teacher Evaluation Process:

___Overview of MCCSC evaluation process including areas as: RISE Rubric, Weights of Components for Summative Eval and teacher group determination, Number of Observations, and/or Individual Growth Measures.
___Review of the Teacher Evaluation Rubric
___Explanation of Primary/Secondary Evaluators
___Login Process of PIVOT program
___Explanation of PLC Think Sheet goals and data completed and approved by Primary Evaluator
___Explanation of School Wide Learning (SWL) score assigned by the state's 5% of teacher's summary evaluation.
___Explanation of artifacts and how to upload these to PIVOT for the EOY conference.
___Notice that summary ratings may affect compensation in the next school year based upon the agreements to be made during collective bargaining and may affect(by state code/law) continued employment.
___Explanation of Extended Leave of Absence(e.g. maternity, military, medical etc) and its effect on the evaluation process.

1. Teacher present 162 + days--No impact
2. Teacher 31-161 days--Summative rating based on measures available as determined in conjunction with the primary evaluator. Teacher Evaluation Rubric(TER) based on observation evidence available, School-Wide Learning(SWL) and Indiana Growth Model(IGM) when applicable weighted for their category.
3. Teacher present 0-30 days--Evaluation declared incomplete for the school year. Eligibility for pay raises will be determined through the collective bargaining process.

___Teacher is responsible when notified of concerns to address and seek resources to improve performance.
___Teacher summative evaluation may not be complete at the end of the school year IGM or other state Data.
___Teacher final evaluation determination is based upon Primary Evaluator's judgment and not as average of the scores on rubric observations.
___Teacher EOY summary conference may present only data which is available, and the final evaluation may be made available online through PIVOT after data is complete, and may be over the summer months.

By signing this statement, I agree that the MCCSC Evaluation Process has been explained to me, including the aforementioned items.

_____ _____ _____

Teacher Name(printed) Teacher Signature Date

Appendix B:
MCCSC Trained Evaluators & Capacity Estimates

Trained Evaluators:

Our contract states that evaluations are to be completed by our building level administrators, we ensure that all administrators are trained and participate in collegial conversations during administrator meetings and/or PLCs. We also work amongst buildings with group and peer evaluations. As new administrators are hired we ensure they receive the RISE training from our service center and/or our digital training with PIVOT, Five-Star Technology.

Jim Diagostino, Superintendent Brant Donovan, Principal Kale Blickenstaff, Principal Sonna Schafer, Principal	Stacey Monnett, Assistant Superintendent Lori White, Assistant Principal Drew Sheppard, Assistant Principal Ann Mennonno, Principal Allie Carpenter, SpEd Coordinator

Capacity Estimates:

Type	Scheduling	Pre-Conference	Observations	Post-Conference	Communication Timeline
Planned Observations (by Primary Evaluator)	5 min.	15-20 min.	40 min.	20-30 min.	Post comments and hold conference within 5 work days
Unplanned Observations (by Primary & Secondary Evaluators)	N/A	N/A	10-15 min.	N/A	Post comments within 2 work days
Additional Observations	N/A	N/A	Varied 10 min or more	N/A	Post comments within 2 work days

Appendix C:
Plans for Evaluating Unique Employee Groups

DOE Evaluation Guidance: Modifying RISE (January, 2012) states "A corporation may choose to adopt alternative methods of evaluating specialists such as instructional coaches, interventionists, media specialists, etc. Alternative ways of evaluating these positions is acceptable....Any modification is allowable as long as the requirements under IC 20-28-11.5 are met." (p. 8)

IC 20-28-11.5 requires each school corporation to "develop a plan for annual performance evaluations for each certificated employee" and to implement the plan beginning with the 2012-2013 school year. "Certificated employee" is defined such that the new staff performance evaluation plan must include not only classroom teachers but every "person whose contract with the school corporation requires that the person hold a license or permit from the division of professional standards of the IDOE."

Any evaluation plan must contain these components:

- Every certificated employee must be evaluated at least annually
- Objective measures of student achievement and growth must significantly inform the evaluation
- Rigorous measures of teaching effectiveness that include observations and other performance indicators
- Annual designation for each teacher in only one of four state rating categories: highly effective, effective, improvement necessary, ineffective
- Evaluator must explain recommendations for improvement and the time period in which expected improvement is to occur
- A teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective MCCSC plans for unique categories of employees follow:

***NOTE: MCCSC has modified rubrics for the following individuals: guidance counselors, media specialists, and all administrators. Current rubrics reside in our teacher evaluation software online and are attached to this evaluation plan.*

APPENDIX D

LOCAL GUIDANCE ON CORE PROFESSIONALISM STANDARDS

Indicator 1: Attendance	To meet standard in this area, a teacher should not have a pattern of unexcused absences. Excused absences are locally defined as those covered under the current collective bargaining agreement and include illness, field trips, professional development. Absences for illness exceeding the allotted days in the contract may require the teacher to provide documentation as to why they are necessary for health reasons. Unexcused absences would include failure to report for work without appropriate notice to the administrator —including in a secondary school not showing up for a class period without notice or reason.
Indicator 2: On-Time Arrival	To meet standard in this area, a teacher should not have a pattern of unexcused late arrivals to school or class. NOTE: Principals agree that flexible arrival/departure times for beginning and end of the school day are part of our professional treatment of staff and are typically acceptable so long as they do not lead to regularly shortening the overall work hours for the employee, a pattern of missing the start of class(es) or required meetings, or other disruptions to professional responsibilities (i.e. duties, being prepared for students, etc.).
Indicator 3: Policies and Procedures	A teacher with a pattern of failing to follow policies and procedures would have adequate notice of these concerns. Appropriate attire, in the absence of any local dress code for staff, is defined as attire that at the very least is compliant with the student dress code, clean, and presentable.
Indicator 4: Respect	A teacher with a pattern of interacting with students, parents, colleagues, and community members disrespectfully would have noticed that such interactions were deemed inappropriate.

***NOTE: While indicators speak of a "pattern," we did not define the number of incidents which would indicate a pattern of concerns. More than one incident is necessary for a pattern, but we agree that both the frequency and intensity/degree of unprofessional actions must be taken into consideration and is a matter for administrator judgment especially since summative ratings which result in contract cancellation can be appealed. It is important that teachers are notified as soon as an evaluator perceives a problem with one or more of the core professionalism areas and offers specific suggestions on how to improve in this area to meet standards.*

APPENDIX E

Resources for Preparing for Pre-Conferences

Beginning of Year (BOY) Evaluation Conference Discussion Guide

The purpose of this conference is to review/give feedback on/approve PLC Think Sheet focus/goals and assessments, review the Teacher Effectiveness Rubric (TER), and discuss professional growth goals if applicable. The conference will be documented as an artifact in the PIVOT software and coded for items pertaining to the TER.

This dialogue is intended to be informational, exploratory, and instructive for both the staff member and evaluator.

- Informational– During this conference you and your primary evaluator will be gathering data and artifacts as evidence of preparation, PLC collaboration, progress in each domain of the TER, and clarifying expectations of the Core Professionalism standards.
- Exploratory– As with the implementation of any new process there will be a learning curve. During the BOY Conference you and your primary evaluator will explore the process and answer any questions you may have about the process, PLCs, and the TER.
- Instructive– If during the conference a concern should arise about a teacher's planning, instruction, leadership practices, or core professionalism your primary evaluator will provide actionable feedback to support your growth toward a rating of effective.

Teacher Effectiveness Rubric (TER)

Please respond to the following questions that will inform your evaluator of your perceived effectiveness in domains 1 and 3.

- How do you ensure that your achievement goals, unit plans, lesson plans and assessments are connected to content area standards? (Indicators 1.2, 1.3, 1.4)
- How do you utilize assessment data (formative and summative) to formulate achievement goals, unit plans, and lesson plans? (Indicators 1.1, 1.5)
- How do you incorporate instructional strategy planning into your practice? (Indicators 1.1, 1.4)
- Beyond your direct instruction time with students, how do you contribute to the faculty/students/community? (Indicators 3.1, 3.3, 3.5)
- How do you ensure that your students are learning? (Indicators 3.1, 3.4, 3.5)
- How do you grow as a teaching professional? (Indicators 3.2, 3.3)
- Anything in Domain 2 that you would like to discuss further or share your practice so the evaluator can better understand what he/she will observe? (Domain 2 Indicators 2.1 – 2.9)

Core Professionalism

- Do you have any concerns that you would like to discuss regarding your ability to meet the expectation of attendance, on-time arrival, policies and procedures, or respect?

School Wide Learning Measure (SWL)

- This will be added either at EOY conference or over summer as data becomes available from IDOE.

APPENDIX F
Guidance for PLC Focus

HS PLC Think Sheet

1. What is your current pass rate?_____
   (Formative Assessment Data; PSAT/ASVAB, etc)

2. What gaps exist in your data?
   a. _____ Free/Reduced
   b. _____ ELL
   c. _____ SpEd
   d. _____ At-risk and/or FNO

3. If there is no gap, please write your goal on increasing your student scores in your building? How can you take ownership?

Goal Samples

- My goal for the 23-24 school year will be for _____% of students to reach mastery on the EOY common assessment. Additionally, there is a gap of _____% between _____ and _____ on my roster. Through intentional lesson design and PLCs, the gap will be cut by a third to _____% on this assessment.
- Currently, _____% of my students are at Pass+ on the _____ portion of the 2023 Biology ILEARN. Through focused enrichment/extension of learning, my Pass+ rate for the _____ portion of the 2023 ILEARN test will be _____.

Within your PLC:

1. Discuss the gaps found in your data.

2. What are some action steps your PLC might need to make your goals a reality.

MS/Elem PLC Think Sheet

1. What is your current pass rate?_____
   (ILEARN, DIBELS, EOY Common Assessments)

2. What gaps exist in your data?
   a. _____ Free/Reduced
   b. _____ ELL
   c. _____ SpEd
   d. _____ MTSS or At-risk

If there is no gap, please write your goal on increasing ILEARN scores in your building? How can you take ownership?

Goal Examples

- As a PLC, we will serve to hold _____% of our students at core and save ____% of students from DNP to Pass on the 2023 ILEARN assessment. In my classroom currently, _____% of my students are passing the _____ portion of the 2023 ILEARN. In order to save our _____% DNP, I will need to focus on _____ of students on my roster. Holding _____% of students at core and adding the number of students listed above, my pass rate for my classroom on the 2023 ILEARN will be_____%. Additionally, there is a gap of _____% between _____ and _____ on this portion of the test. Through intentional lesson design and PLCs, that gap will be cut by a third to _____% on the 2023 ILEARN.
- My goal for the 23-24 school year will be for _____% of students to reach mastery on the EOY common assessment. Additionally, there is a gap of _____% between _____ and _____ on my roster. Through intentional lesson design and PLCs, the gap will be cut by a third to _____% on this assessment.

Within your PLC:

3. Discuss the gaps found in your data.

4. What are some action steps your PLC might need to make your goals a reality.

Classroom Observations~What can you expect?

- Primary or Secondary evaluators will observe 10-15 minutes in short observations. These are unannounced. In a longer observation, I will observe for at least 40 minutes. The first long observation will be unannounced. We will not start any observations until after the first month of school.
- Do not feel that you have to change anything you are doing when we come in. You do not need to stop class to acknowledge us or talk to us about the context of what you are doing unless we ask. Feel free to hand us copies of things as you pass them to students but do not feel this is necessary.
- With some exceptions, we will not participate in the class and generally remain in the back of the class or in an empty seat observing and recording various aspects of the lesson. (If you don't have any extra chairs in the room, please let the custodian know to put one in the back of the room. This way we won't disturb your lesson as we find a seat.) Our goal is to be the least intrusive possible.
- We may question a student or two about what they are doing or what the point of the lesson is. It might be helpful if you let students know this might happen. We will input everything into PIVOT. Please note that this may take up to two(2) school days on a short observation and up to five(5) school days on a longer observation.

Post-Observation Meeting:

Sometimes it is helpful for us to sit down and talk together about what we observed. You are welcome to initiate a meeting after any short observation. Following a long observation, I will ask you to set up a meeting for us to talk. Please review the observation in PIVOT before we meet. There are also a couple of "stock" questions likely to be asked.

- What did you think of the lesson?
- Do you feel that you accomplished the objectives you set out to accomplish? How do you know?
- If you were to teach this lesson again, are there things you would do differently? If yes, what?
- How do you plan to build on this lesson and the skills/knowledge students gained in the future? In other words, how does this lesson connect to others down the road?
- Are there aspects of your instruction, curriculum, communication skills, or interaction with specific students that you would like me to pay particular attention to in future observations? Is there any indicator on the rubric you are especially working on or would like for me to watch for?

This process will allow us to focus on the work you do with kids every day. I'm excited to be in your classrooms to see this work and meet with you to talk about it. I'm looking forward to helping each of you grow professionally and want to do whatever I can to help. Please don't hesitate to let me know what you need. Honest, open communication between the two of us is what is going to make the biggest difference for our kids

6

1 SM Stacey Monnett
Logout

DATA WAREHOUSE CURRICULUM MAPPING STUDENT PLANS EVALUATIONS

General Users Early Warning Thresholds Tests Students Evaluations Curriculum Mapping
Student Plans Privacy Policy

Settings Rubrics Evaluators Evaluator Staff Staff-Rubrics Documents Staff Groups Summative Settings

Edit or Add Components below. If you have already added a component you can edit it using the Add/Edit Components drop down to make changes. Use the remove component icon to the right of the components table to remove a component.

Edit Staff/Teacher Group Components

Group Name: Group 1

Description: Teachers who have individual growth model data for at least half of classes taught.

Components:

Component	Calculation Type
TER (Teacher Effectiveness Rubric)	Weight (85.00%)
IGM (Individual Growth Model Data)	Weight (10.00%)
SWL (School-wide Learning Measure)	Weight (5.00%)
	Total weight: 100%

Add/Edit Components: -- Select Component --

SAVE & RETURN

1 SM Stacey Monnett
Logout

DATA WAREHOUSE CURRICULUM MAPPING STUDENT PLANS EVALUATIONS

General Users Early Warning Thresholds Tests Students Evaluations Curriculum Mapping
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Settings Rubrics Evaluators Evaluator Staff Staff-Rubrics Documents Staff Groups Summative Settings

Edit or Add Components below. If you have already added a component you can edit it using the Add/Edit Components drop down to make changes. Use the remove component icon to the right of the components table to remove a component.

Edit Staff/Teacher Group Components

Group Name: Group 2

Description: Teachers who do not teach any classes with growth model data.

Components:

Component	Calculation Type	
TER (Teacher Effectiveness Rubric)	Weight (85.00%)	
SWL (School-wide Learning Measure)	Weight (15.00%)	
	Total weight: 100%	

Add/Edit Components: -- Select Component --

SAVE & RETURN

Staff Member Admin Admin (admin@mccsc.k12.in.us)

Observation Timer START TIMER

MC Modified RISE 3.0 Teacher

AVAILABLE DOMAINS HIDE COMMENTS HIDE EVIDENCE

1 — Preparation and Planning for Learning

	Unrated	Highly Effective	Effective	Improvement Necessary	Ineffective
1.1 Utilize Assessment Data to Plan					
1.2 Uses PLCs to Develop Best Educational Practices					
1.3 Standards-Based Unit Plans and Assessments					
1.4 Objective-Driven Lesson Plans and Assessments					
1.5 Track Student Data and Analyze Progress					

Preparation and Planning for Learning average of selected ratings: 0

2 — Effective Instruction

	Unrated	Highly Effective	Effective	Improvement Necessary	Ineffective
2.1 Develop student understanding and mastery of lesson objectives					
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students					
2.3 Engage students in academic content					
2.4 Check for Understanding					
2.5 Modify Instruction As Needed					
2.6 Develop Higher Level of Understanding through Rigorous Instruction and Work					
2.7 Maximize Instructional Time					
2.8 Create Classroom Culture of Respect and Collaboration					
2.9 Set High Expectations for Academic Success					

Effective Instruction average of selected ratings: 0

3 — Teacher Leadership

	Unrated	Highly	Effective	Improvement	Ineffective

	Effective	Necessary
3.1 Contribute to School Culture		
3.2 Seek Professional Skills and Knowledge		
3.3 Advocate for Student Success		
3.4 Engage Families in Student Learning		

Teacher Leadership average of selected ratings: 0

4 — Core Professionalism

	Unrated	Meets Standard	Does Not Meet Standard
4.1 Attendance			
4.2 On-Time Arrival			
4.3 Policies and Procedures			
4.4 Respect			

Core Professionalism average of selected ratings: 0

Overall Observation Comments:

Staff Member Admin Admin (admin@mccsc.k12.in.us)

Observation Timer START TIMER

Instructional Coaches

AVAILABLE DOMAINS HIDE COMMENTS HIDE EVIDENCE

1 — Planning and Preparation

	Unrated	Highly Effective	Effective	Improvement Necessary	Ineffective
1.1a Demonstrates knowledge of current trends in professional development is wide and deep, Instructional Coach is regarded as an expert by colleagues.					
1.1b Instructional Coach is deeply familiar with the districts program.					
1.1c Establishing goals for the instructional support program appropriate to the teachers served.					
1.1d Demonstrates knowledge of resources both within and beyond the district.					

1.1e Plans the instructional supports program integrated with the overall district program.

Planning and Preparation average of selected ratings: 0

2 — Environment

	Unrated	Highly Effective	Effective	Improvement Necessary	Ineffective
2.2a Creates an environment of trust and respect					
2.2b Establishes a culture for ongoing instructional improvement.					
2.2c Establishes clear procedures for teachers to gain access to instructional support.					
2.2d Organizes physical space for workshops or training.					

Environment average of selected ratings: 0

3 — Delivery of Service

	Unrated	Highly Effective	Effective	Improvement Necessary	Ineffective
3.3a Collaborates with teachers in the design of instructional units and lessons.					
3.3b Engages teachers in learning new instructional skills.					

3.3c Shares expertise with staff.

3.3d Locates resources for teachers to support instructional improvement.

3.3e Demonstrates responsiveness and flexibility.

Delivery of Service average of selected ratings: 0

4 — Professional Responsibilities

	Unrated	Highly Effective	Effective	Improvement Necessary	Ineffective
4.4a Reflects on practice.					
4.4b Prepares and submits data/reports.					
4.4c Coordinates work with subject director and/or other lead teachers.					
4.4d Participates in a Professional Community.					
4.4e Engages in Professional Development					
4.4f Shows professionalism, including integrity and confidentiality.					

Professional Responsibilities average of selected ratings: 0

6

1 SM Stacey Monnett
Logout

DATA WAREHOUSE CURRICULUM MAPPING STUDENT PLANS EVALUATIONS

Collect Evidence Code Evidence Rate Competency Review

Staff Member Admin Admin (admin@mccsc.k12.in.us)

Observation Timer START TIMER

Principal
RISE 3.0

AVAILABLE DOMAINS HIDE COMMENTS HIDE EVIDENCE

1 — Human Capital Manager

	Unrated	Highly Effective	Effective	Improvement Necessary	Ineffective
1.1 Hiring and retention					
1.2 Evaluation of teachers					
1.3 Professional development					
1.4 Leadership and talent development					
1.5 Delegation					
1.6 Strategic assignment					
1.7 Addressing teachers who are in need of improvement or ineffective					

Human Capital Manager average of selected ratings: 0

1 — Personal Behavior

	Unrated	Highly Effective	Effective	Improvement Necessary	Ineffective
1.1 Professionalism					
1.2 Time management					
1.3 Using feedback to improve student performance					
1.4 Initiative and persistence					

Personal Behavior average of selected ratings: 0

2 — Instructional Leadership

	Unrated	Highly Effective	Effective	Improvement Necessary	Ineffective
2.1 Mission and vision					
2.2 Classroom observations					
2.3 Teacher collaboration					

Instructional Leadership average of selected ratings: 0

2 — Building Relationships

	Unrated	Highly	Effective	Improvement	Ineffective

	Effective	Necessary
2.1 Culture of urgency		
2.2 Communication		
2.3 Forging consensus for change and improvement		

Building Relationships average of selected ratings: 0

3 — Leading Indicators of Student Learning

	Unrated	Highly Effective	Effective	Improvement Necessary	Ineffective
3.1 Planning and Developing Student Learning Objectives					
3.2 Rigorous Student Learning Objectives					
3.3 Instructional time					

Leading Indicators of Student Learning average of selected ratings: 0

3 — Culture of Achievement

	Unrated	Highly Effective	Effective	Improvement Necessary	Ineffective
3.1 High expectations					
3.2 Academic rigor					
3.3 Data usage in teams					

6

1 SM Stacey Monnett
Logout

DATA WAREHOUSE CURRICULUM MAPPING STUDENT PLANS EVALUATIONS

Collect Evidence | Code Evidence | Rate Competency | Review

Staff Member Admin Admin (admin@mccsc.k12.in.us)

Observation Timer START TIMER

Asst Principal

AVAILABLE DOMAINS | HIDE COMMENTS | HIDE EVIDENCE

Teacher Leadership - Mission & Vision

	Unrated	Highly Effective	Effective	Improvement Necessary	Ineffective
1.1 Contributes to the achievement of the mission & vision					
1.2 Assists the principal in hiring, developing and retaining effective teachers					

Mission & Vision average of selected ratings: 0

Teacher Leadership - Human Capital Management

	Unrated	Highly Effective	Effective	Improvement Necessary	Ineffective
2.1 Observes professional					

practice

2.2 Provides actionable feedback

2.3 Monitors student performance

2.4 Demonstrates commitment to improve teacher performance

Human Capital Management average of selected ratings: 0

Teacher Leadership - Talent Review

	Unrated	Highly Effective	Effective	Improvement Necessary	Ineffective
3.1 Assists the principal with the evaluation of teachers					

Talent Review average of selected ratings: 0

Leadership Actions - Professional Leadership

	Unrated	Highly Effective	Effective	Improvement Necessary	Ineffective
1.1 Effectively communicates					
1.2 Reflects on practice and continually learns					
1.3 Demonstrates resiliency and persistence					
1.4 Monitors time and task management					

Professional Leadership average of selected ratings: 0

Leadership Actions - School Leadership

	Unrated	Highly Effective	Effective	Improvement Necessary	Ineffective
2.1 Maintains a culture of excellence					
2.2 Enhances teacher collaboration					
2.3 Supports a universal code of conduct					
2.4 Engage families and the community in student learning					

School Leadership average of selected ratings: 0

Optional - Professional Development

	Unrated	Highly Effective	Effective	Improvement Necessary	Ineffective
1.1 Oversees school-wide professional development					
1.2 Builds productive professional learning communities					
1.3 Addresses teachers rated ineffective or improvement necessary					

1.4 Assists the principal with talent & leadership development

Professional Development average of selected ratings: 0

Optional - Curriculum & Instructional Leadership

	Unrated	Highly Effective	Effective	Improvement Necessary	Ineffective
2.1 Oversees aligned curricula, instruction and assessments					
2.2 Supports the development and implementation of rigorous student learning objectives					
2.3 Uses data to drive instruction					
2.4 Implements appropriate academic interventions					
2.5 Implements and monitors instructional technology					

Curriculum & Instructional Leadership average of selected ratings: 0

Optional - Student Culture, Management, and Support Services

	Unrated	Highly Effective	Effective	Improvement Necessary	Ineffective
3.1 Implements effective school policies					
3.2 Monitors school culture					

3.3 Enhances a positive school culture

3.4 Provides effective supervision

3.5 Supports student services

Student Culture, Management, and Support Services average of selected ratings: 0

Overall Observation Comments:

SAVE AND RETURN | PRINT OPTIONS | SHARE

FINALIZE OBSERVATION | DIGITALLY SIGN

6 1 SM Stacey Monnett Logout

DATA WAREHOUSE CURRICULUM MAPPING STUDENT PLANS EVALUATIONS

Collect Evidence Code Evidence Rate Competency Review

Staff Member Admin Admin (admin@mccsc.k12.in.us)

Observation Timer START TIMER

Supt/Asst Supt

AVAILABLE DOMAINS HIDE COMMENTS HIDE EVIDENCE

1 — Human Capital Manager

	Unrated	Ineffective	Improvement Necessary	Effective	Highly Effective
1.1 The superintendent effectively recruits, hires, assigns, and retains school leaders.					
1.2 The superintendent creates a professional development system for school leaders based on proficiencies and needs.					
1.3 The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.					
1.4 The superintendent provides evidence of delegation and trust in subordinate leaders.					

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

Human Capital Manager average of selected ratings: 0

2 — Instructional Leadership

	Unrated	Ineffective	Improvement Necessary	Effective	Highly Effective
2.1 The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.					
2.2 The superintendent demonstrates evidence of student improvement through student achievement results.					
2.3 The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.					

Instructional Leadership average of selected ratings: 0

3 — Personal Behavior

	Unrated	Ineffective	Improvement Necessary	Effective	Highly Effective
3.1 The superintendent models					

professional, ethical, and respectful behavior at all times and expects the same behavior from others.

3.2 The superintendent organizes time and projects for effective leadership.

Personal Behavior average of selected ratings: 0

4 — Building Relationships

	Unrated	Ineffective	Improvement Necessary	Effective	Highly Effective
4.1 The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.					
4.2 The superintendent forges consensus for change and improvement throughout the school corporation.					
4.3 The superintendent understands the role of the superintendent in engaging the public in controversial issues.					
4.4 The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation.					
4.5 The superintendent encourages open communication and dialogue with school board members.					

4.6 The superintendent provides the school board with a written agenda and background material before each board meeting.

Building Relationships average of selected ratings: 0

5 — Culture of Achievement

	Unrated	Ineffective	Improvement Necessary	Effective	Highly Effective

5.1 The superintendent empowers building leaders to set high and demanding academic and behavior expectations for every student and ensures that students are consistently learning.

5.2 The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.

5.3 The superintendent ensures that all students have full and equitable access to educational programs, curricula, and available supports.

5.4 The superintendent guides building-level staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning.

Culture of Achievement average of selected ratings: 0

6 — Organizational, Operational, and Resource Management

	Unrated	Ineffective	Improvement Necessary	Effective	Highly Effective
6.1 The superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.					
6.2 The superintendent demonstrates personal proficiency in technology implementation and utilization.					
6.3 The superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation's physical plant, equipment, and auxiliary services (e.g., food services, student transportation).					
6.4 The superintendent provides responsible fiscal stewardship.					
6.5 The superintendent demonstrates compliance with legal requirements.					

Organizational, Operational, and Resource Management average of selected ratings: 0

Overall Observation Comments:

Indiana School Counselor Effectiveness Rubric

This rubric combines many of the professional requirements of a professional School Counselor with those of the RISE Model. It is a working revision of the School Counselor Evaluation Rubric available on the Learning Connection website – https://learningconnection.doe.in.gov – within the "IDOE-Developing New Indiana Evaluations" community. It was designed to provide another option as schools develop or refine effectiveness rubrics and evaluation materials for Indiana Student Services Personnel. For questions or comments, contact Fleck Education Services at fleckeducation@gmail.com or 317-748-0108.

DOMAIN 1: PURPOSEFUL PLANNING School counselors use student data and survey results to plan, set annual student goals, organize, deliver and manage an effective school counseling program.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	**Utilize Assessment Data to Plan**	**At Level 4, a counselor fulfills the criteria for Level 3 and additionally:** - Incorporates differentiated strategies in planning to reach every student at his/her level of understanding	**Counselor uses student achievement, achievement-related, survey and other student data to formulate plans.** : - Annual program goals and student academic, career and personal/social goals.	**Counselor rarely uses student achievement or achievement-related data and/or survey results to formulate:** - Annual program goals and student academic, career and personal/social goals..	**Counselor does not use** student achievement data or survey results when planning.
1.2	**Set Ambitious and Measurable Program and Student Goals**	**At Level 4, a counselor fulfills the criteria for Level 3 and additionally:** - Shares plan with administrator(s) and school staff	**Counselor sets** - ambitious and measurable annual program goals and student academic, career and personal/social goals.	**Counselor rarely sets** – ambitious and measurable annual program goals and student academic, career and personal/social goals.	**Counselor does not set** – ambitious and measurable annual program goals and student academic, career and personal/social goals.
1.3	**Plan, Organize, Deliver and Manage Effective Counseling Program**	**At Level 4, a counselor fulfills the criteria for Level 3 and additionally:** - Follows a state or national comprehensive school counseling model according to standards	**Counselor participates in** - Planning, - Organizing, - Delivering and - Managing of effective counseling program utilizing research-based interventions	**Counselor rarely participates in** - Planning, - Organizing, - Delivering and - Managing of effective counseling program	**Counselor does not complete** - Planning, - Organizing, - Delivering or - Management of an effective counseling program
1.4	**Develop Standards-Based Lessons and Assessments**	**At Level 4, a counselor fulfills the criteria for Level 3 and additionally:** - Creates well-designed assessments and/or surveys based on state or national standards	**Based on program and student goals counselor:** - Identifies guidance standards that students will master and delivers lessons and assessments/surveys for assessing growth	**Counselor rarely** - identifies guidance standards that students will master and only occasionally or never delivers lessons and assessments/ surveys for assessing growth	Counselor does not Identify guidance standards that students will master and does not deliver lessons or use assessments/surveys for assessing growth
1.5	**Track Student Data and Analyze Progress**	**At Level 4, a counselor fulfills the criteria for Level 3 and additionally:** - Uses assessment/progress data in planning future lessons/units accordingly.	**Counselor uses an effective data tracking system for:** - Recording student assessment/ progress data and analyzing student progress towards mastery	**Counselor rarely uses a data tracking system for:** - Recording student assessment/ progress data. **Counselor may *not:*** - Use data to analyze student progress towards mastery or to plan future lessons/units	Counselor never uses a data tracking system to record student assessment/progress data and/or has no discernible grading system

NOTE: Domain 2 is divided into two parts:

- Domain 2A – Effective Classroom Guidance
- Domain 2B – Effective Counseling Services

Schools that do not expect their School Counselors to provide classroom guidance instruction, may use only Domain 2B.

DOMAIN 2A: EFFECTIVE CLASSROOM GUIDANCE Counselors facilitate student academic practice so that all students have the opportunity to gain mastery of the academic, career and/or personal/social guidance lesson objectives in a classroom, small group or individual setting.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1A:	Counselor is highly effective at developing student understanding and mastery of lesson objectives	Counselor is effective at developing student understanding and mastery of lesson objectives	Counselor needs improvement at developing student understanding and mastery of lesson objectives	Counselor is ineffective at developing student understanding and mastery of lesson objectives
Develop student understanding and mastery of lesson objectives	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Counselor effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection	- Lesson objective is specific, measurable, and aligned to guidance standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in easy- to- understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective	- Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to guidance standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Counselor attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective	- Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. - There may not be a clear connection between the objective and lesson, or counselor may fail to make this connection for students. - Counselor may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective.

Competency 2.2A: **Demonstrate and Clearly Communicate Content Knowledge to Students**	Counselor is highly effective at demonstrating and clearly communicating content knowledge to students	Counselor is effective at demonstrating and clearly communicating content knowledge to students	Counselor needs improvement at demonstrating and clearly communicating content knowledge to students	Counselor is ineffective at demonstrating and clearly communicating content knowledge to students
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Counselor fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Counselor effectively connects information to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content -	- Counselor demonstrates content knowledge and delivers information that is factually correct - Information is clear, concise and well-organized - Counselor restates and rephrases information in multiple ways – where necessary - to increase understanding - Counselor emphasizes key points or main ideas in content - Counselor uses developmentally appropriate language and explanations - Counselor imparts relevant information learned via professional development	-Counselor delivers information that is factually correct - Information occasionally lacks clarity and is not as well organized as it could be - Counselor may fail to restate or rephrase information in multiple ways to increase understanding - Counselor does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Counselor does not always impart relevant information learned via professional development	- Counselor may deliver information that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Counselor continues with providing information, even when it is obvious that students are not understanding content - Counselor does not emphasize main ideas, and students are often confused about content - Counselor fails to use developmentally appropriate language - Counselor does not impart relevant information
Competency 2.3A: **Create Culture of Respect and Collaboration**	Counselor is highly effective at creating a classroom culture of respect and collaboration	Counselor is effective at creating a culture of respect and collaboration	Counselor needs improvement at creating a classroom culture of respect and collaboration	Counselor is ineffective at creating a culture of respect and collaboration
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Students are invested in their academic success as evidenced by unprompted collaboration and assistance - Students understand and exhibit positive character and behavior	- Students are respectful of their counselor - Students are given opportunities to collaborate with counselor or, in classroom settings, each other in the learning process - Counselor reinforces positive character and behavior and explains consequences appropriately to discourage negative behavior - Counselor has a good rapport with students, and shows genuine interest in their thoughts and opinions	- Students are generally respectful of their counselor, but may occasionally act out or need to be reminded of school norms - Students are given opportunities to collaborate with counselor and peers, but may need significant assistance from the counselor to work together - Counselor may occasionally praise positive behavior	- Students are frequently disrespectful of counselor as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate with counselor OR during these times do not work well together even with counselor intervention - Counselor rarely or never praises positive behavior - Counselor rarely or never addresses negative behavior

Competency 2.4A: **Set High Expectations for Academic Success**	Counselor is highly effective at setting high expectations for academic success.	Counselor is effective at setting high expectations for academic success.	Counselor needs improvement at setting high expectations for academic success.	Counselor is ineffective at setting high expectations for student success.
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important	- Counselor sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work - Classroom, small group or individual setting is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Counselor celebrates and praises academic work.	- Counselor may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Counselor may praise the work of some, but not others	- Counselor rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the counselor or peers - Counselor rarely or never praises academic work or good behavior

DOMAIN 2B: EFFECTIVE COUNSELING SERVICES Counselors use professional counseling skills in prevention, assessment, intervention and referral to remove barriers to student success.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1B: Follow laws, rules and policies, adhering to ethical standards, and respecting student confidentiality to help students overcome barriers to learning	Counselor is highly effective at following laws, rules and policies, adhering to professional ethical standards and respecting student confidentiality.	Counselor is effective at following laws, rules and policies, adhering to professional ethical standards and respecting student confidentiality.	Counselor needs improvement with following laws, rules and policies, adhering to ethical standards and respecting student confidentiality.	Counselor is ineffective at following laws, rules and policies, adhering to ethical standards and respecting student confidentiality.
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Laws, rules, policies and ethical standards are reviewed on an annual basis	- Professional conduct and integrity is exhibited - Ethical and legal codes are followed - Consultation and supervision are used when needed - Student interventions appear appropriate to the situation	- Professional conduct and integrity is occasionally exhibited - Ethical and legal codes are followed - Consultation and supervision are needed but not sought - Student interventions appear questionable	- Professional conduct and integrity is lacking - Ethical and legal codes are not followed - Consultation and supervision are needed but not sought - Student interventions appear questionable
Competency 2.2B: Provide counseling, guidance, consultation, crisis intervention or referral as needed	Counselor is highly effective at providing counseling, guidance, consultation, crisis intervention or referral as needed	Counselor is effective at providing counseling, guidance, consultation, crisis intervention or referral as needed	Counselor is only somewhat effective at providing counseling, guidance, consultation, crisis intervention or referral as needed	Counselor is ineffective at providing counseling, guidance, consultation, crisis intervention or referral as needed
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: -Works well with school staff and administrators to facilitate identification of students in need of services	- Diverse needs of students are addressed through appropriate counseling, guidance, consultation, crisis intervention or referral - Counselor is proficient at delivering or referring student to receive appropriate service	- Some needs of students are addressed through counseling, guidance, consultation, crisis intervention or referral - Appropriateness of service is questionable - Counselor is somewhat proficient at delivering or referring student to receive appropriate service	- Needs of students are not adequately addressed through counseling, guidance, consultation, crisis intervention or referral - Appropriateness of service is questionable - Counselor is not proficient at delivering or referring student to receive appropriate service

Competency 2.3B: **Develop student understanding of safety, survival and prevention skills**	Counselor is highly effective at developing student understanding of safety, survival and prevention skills	Counselor is effective at developing student understanding of safety, survival and prevention skills	Counselor needs improvement with developing student understanding of safety, survival and prevention skills	Counselor is ineffective at developing student understanding of safety, survival and prevention skills
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Delivers prevention training program to students	- Counselor assists students to identify safety concerns and needs, as needed - Students understand right to a safe and secure school environment - Students identify resources for peer, adult and/or community support - Prevention programming or interventions utilized as necessary	- Inconsistent in helping students identify safety concerns and needs, as needed - Students do not understand right to a safe and secure school environment - Students do not identify resources for peer, adult and/or community support - Prevention programming or interventions utilized inconsistently	- When needed, does not help students identify safety concerns and needs, - Students do not understand right to a safe and secure school environment - Students do not identify resources for peer, adult and/or community support - Prevention programming or interventions do not exist
Competency 2.4B: **Connect student learning to future plans**	Counselor is highly effective at connecting student learning to future plans	Counselor is effective at connecting student learning to future plans	Counselor is only somewhat effective at connecting student learning to future plans	Counselor is ineffective at connecting student learning to future plans
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Counselor utilizes resources outside of the school setting frequently	- Counselor helps students see connection between achievement and career and future success - Counselor helps student learn about interests, abilities and aptitude - Counselor provides age-appropriate career awareness, information, preparation or planning assistance to students aligned with local, state and national standards - Students practice decision-making skills to course selection and/or career planning	- Counselor infrequently helps students see connection between achievement and career and future success - Only some students learn about interests, abilities and aptitude - Counselor provides minimal career awareness, information, preparation or planning assistance to students - Students do not practice decision-making skills to course selection and/or career planning	- Counselor does not help students see connection between achievement and career and future success - Students do not learn about interests, abilities and aptitude - Counselor does not provide career awareness, information, preparation or planning assistance to students - Students do not practice decision-making skills to course selection and/or career planning
Competency 2.5B: **Supports students in assessment interpretation and goal-setting**	Counselor is highly effective at interpreting assessment results and student goal-setting	Counselor is effective at interpreting assessment results and student goal-setting	Counselor is only somewhat effective at interpreting assessment results and student goal-setting	Counselor is ineffective at interpreting assessment results and student goal-setting
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Assessment interpretation and goal-setting is systematic and well-planned	- Counselor assists students in interpreting & understanding assessment results - Counselor helps students set challenging academic goals and/or make course plans based on results - Students apply knowledge of interests and aptitudes to goal-setting	- Counselor only occasionally assists students in interpreting & understanding assessment results - Counselor helps students make course plans - Students infrequently apply knowledge of interests and aptitudes to goal-setting	- Counselor does not assist students in interpreting & understanding assessment results - Students make course plans without counselor assistance - Students are not encouraged to apply knowledge of interests and aptitudes to goal-setting

DOMAIN 3: COUNSELOR LEADERSHIP Counselors develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Contribute to School Culture	**At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:** - Seek out leadership roles - Go above and beyond in dedicating time for students and peers	**Counselor will:** - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers	**Counselor will:** - Contribute occasional ideas and expertise to further the school's mission and initiatives **Counselor may *not*:** - Frequently dedicates time to help students and peers efficiently outside of class	Counselor rarely or never contributes ideas aimed at improving school efforts. Counselor dedicates little or no time outside of class towards helping students and peers.
3.2	Collaborate with Peers	**At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:** - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities	**Counselor will:** - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need	**Counselor will:** - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed **Counselor may *not:*** - Seek to provide other counselors with assistance when needed OR - Regularly seek out opportunities to work with others	Counselor rarely or never participates in opportunities to work with others. Counselor works in isolation and is not a team player.
3.3	Seek Professional Skills and Knowledge	**At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:** - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions	**Counselor will:** - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices, where applicable - Welcome constructive feedback to improve practices	**Counselor will:** - Attend all mandatory professional development opportunities **Counselor may *not:*** - Actively pursue optional professional development opportunities - Seek out ways to implement new practices - Accept constructive feedback well	Counselor rarely or never attends professional development opportunities. Counselor shows little or no interest in new ideas, programs, or classes to improve counseling and learning
3.4	Advocate for Student Success	**At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:** - Display commitment to the education of all the students in the school - Make changes and take risks to ensure student success	**Counselor will:** - Display commitment to the education of all his/her students - Attempt to remove or remedy obstacles around student achievement - Advocate for students' individualized needs	**Counselor will:** - Display commitment to the education of all his/her students **Counselor may *not:*** - Advocate for students' needs	Counselor rarely or never displays commitment to the education of his/her students. Counselor accepts failure as par for the course and does not advocate for students' needs.
3.5	Engage Families in Student Learning	**At Level 4, a counselor fulfills the criteria for Level 3 and additionally:** - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary	**Counselor will:** - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school	**Counselor will:** - Respond to contact from parents - Engage in all forms of parent outreach required by the school **Counselor may *not:*** - Proactively reach out to parents to engage them in student learning	Counselor rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

Core Professionalism Rubric

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Counselors are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator		Does Not Meet Standard	Meets Standard
1	**Attendance**	Individual demonstrates a pattern of unexcused absences *	Individual has not demonstrated a pattern of unexcused absences*
2	**On-Time Arrival**	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3	**Policies and Procedures**	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4	**Respect**	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

* It should be left to the discretion of the corporation to define "unexcused absence" in this context

Indiana School Nurse Evaluation Domain Rubric

"School nursing is a specialized practice of professional nursing that advances the well-being, academic success, and life-long achievement and health of students. To that end, school nurses facilitate positive student responses to normal development; promote health and safety, including a healthy environment; intervene with actual and potential health problems; provide case management services; and actively collaborate with others to build student and family capacity for adaptation, self-management, self-advocacy, and learning." (NASN, 2010)

Domain 1 for School Nurses: Planning and Preparation

Component	Level of Performance			
	Ineffective	Improvement necessary	Effective	Highly Effective
1 a. Demonstrates knowledge of the practice of school nursing by utilizing education, skills and judgment in planning nursing care of students, age 3 to age 22. School nursing practice includes direct care, preventive health care, health education, health counseling and case management.	Nurse rarely or minimally displays the ability to compare and contrast clinical findings with normal and abnormal variations, child development and cultural diversity in planning and developing appropriate plan of action/care. Nurse rarely or minimally integrates an understanding of nursing knowledge by using the nursing process to develop a school health services program for students.	Nurse sporadically demonstrates the ability to compare and contrast clinical findings with normal and abnormal variations, child development and cultural diversity in planning and developing appropriate plan of action/care. Nurse sporadically integrates an understanding of nursing knowledge by using the nursing process to develop and evaluate a school health services program for students.	Nurse effectively demonstrates the ability to compare and contrast clinical findings with normal and abnormal variations, child development and cultural diversity in the development, implementation and evaluation of effective plan of action/care. Nurse effectively integrates understanding of nursing knowledge by using the nursing process to develop and evaluate school health care services program for students. Facilitates connections with student services personnel and health care providers.	Nurse consistently exhibits a pattern of effectively demonstrating the ability to compare and contrast clinical findings with normal and abnormal variations, child development and cultural diversity in the development, implementation and evaluation of appropriate plan of action/care. Nurse consistently integrates and applies an understanding of nursing knowledge by using the nursing process to develop and evaluate health care services for the students. Effectively and efficiently facilitates connections with student service personnel, health care providers, and other agencies.

	Nurse demonstrates little or no current knowledge of the epidemiology of injuries and emergencies in planning health care of students There are no emergency care plans.	Nurse demonstrates partial knowledge and understanding of the epidemiology of injuries and emergencies in planning health care services of students. Emergency care plans are minimal.	Nurse consistently utilizes and demonstrates knowledge of current epidemiology of injuries and emergencies in planning health care of students. Every student needing emergency care has an emergency care plan and first aid measures are communicated to all school personnel.	Nurse consistently utilizes and demonstrates knowledge of current epidemiology of injuries and emergencies in planning health care of students. Nurse is an active member of the crisis team and has incorporated emergency care and first aid measures in the School Safety Plan for all students.
	Nurse demonstrates limited or no current knowledge of the epidemiology of infectious and communicable diseases in planning the school health services program, which includes an immunization program. Local health department collaboration is lacking.	Nurse displays familiarity of current epidemiology of infectious and communicable diseases in planning the school health services program which includes an immunization program. There is minimal evidence of collaboration with local and state health departments.	Nurse effectively applies current knowledge of the epidemiology of infectious and communicable diseases in planning and evaluating the school health services program which includes an immunization program. Collaboration with parents, health care providers, school personnel and local and state health departments is evident.	Nurse is consistent in seeking and applying current knowledge and information of the epidemiology of infectious and communicable diseases in planning and evaluating the school health services program which includes an immunization program. Collaboration with parents, health care providers, school personnel, community members and local and state health departments is consistently demonstrated. (Is aware of reporting regulations concerning 20% absence rate).
	Nurse displays minimal or no current knowledge of the patho-physiology, signs, symptoms, and treatment of acute and chronic conditions in planning the school health services program.	Nurse sporadically integrates current knowledge of the pathophysiology, signs and symptoms of acute and chronic conditions in planning the school health services program.	Nurse consistently and efficiently uses current knowledge of the pathophysiology, signs, symptoms, and treatment of acute and chronic conditions in planning and evaluating the school health services program.	Nurse actively seeks and effectively uses current knowledge of the pathophysiology, signs, symptoms, and treatment of acute and chronic conditions in planning and evaluating the school health services program that displays collaboration of health care providers and community/state resources.

	Nurse has minimal or no current knowledge of evidence based medication and treatment regimens for the students in planning and documenting nursing care.	Nurse demonstrates limited knowledge of evidence based medication and treatment regimens for the students in planning and documenting nursing care.	Nurse consistently verifies knowledge of evidence based medication and treatment regimens for the students in planning and documenting nursing care.	Nurse is consistent in effectively and efficiently using evidence based medication and treatment regimens for students in planning and documenting nursing care, which includes teaching students and engaging students in their health care.
1b: Demonstrates knowledge of child and adolescent development related to learning, health literacy, health education and behavior during school health assessments, and required screenings with involvement of student, staff and parents.	Nurse has no or limited current knowledge of physical, mental, and psychosocial development of students , assessment of health status, instruction and education of students; lacks communication with student, parents, school staff and health care providers..	Nurse displays minimal knowledge of physical, mental and psychosocial development of student, assessment of health status, instruction and education of students; displays minimal communication with student, parents, school staff and health care providers.	Nurse consistently practices accurately and effectively in current understanding of physical, mental and psychosocial development of students during school assessment of health status, instruction and education; communication with student, parents, school staff, and health care providers.	The nurse's practice is highly effective by using accurate and current understanding of physical, mental and psychosocial development of students during school assessment of health status, instruction and education; communication with student, parents, school staff and health care providers is consistently practiced. Actively seeks to increase knowledge of the population served through health literacy experiences for the student.
1 c. Establishes goals and outcomes for nursing services appropriate to the educational setting, vision and mission of the school, and the physical, mental, emotional and psychosocial needs of students.	Nurse develops limited goals and objectives without alignment of priority health and education needs/problems of the students, vision and mission of school, and the school improvement plan. Consistently fails to develop a formal assessment of the school health services program.	Nurse develops goals and objectives that are suitable for some students, but they are not aligned to the health and education needs of the students, nor do they include a formal assessment of the school health services program.	Nurse consistently develops goals and objectives that effectively reflect alignment of the health and education needs of the students, vision and mission of the school, and the school improvement plan. A formal assessment of the school health services program is developed and implemented.	Nurse consistently exhibits an effective practice that includes development of goals and objectives that creates a healing environment through alignment of health and education needs of students, vision and mission of the school, and the school improvement plan. Conducts a formal assessment to evaluate the school health services program which is communicated to the administration.

1d: Demonstrates knowledge of local, state, and federal governance, health and education laws and rules, school district policies, procedures and resources.	Nurse has little or no knowledge of resources that are available for the school population, exhibits limited knowledge of school governance, health and education laws and rules and school policies and procedures in planning for the health, safety and well being of students.	Nurse displays an awareness of regulations and resources for students available through the school district, but limited in knowledge of resources available in the community. Knowledge of school governance, state regulations, health and education laws, school policies and procedures are rarely evident in nursing practice.	Nurse consistently maintains a list of resources available for the needs of students and their families that include health care, housing, and financial issues. Knowledge of school governance, state regulations, health and education laws and rules and school policies and procedures is consistently evident in practice of nursing.	Nurse contacts various agencies to facilitate referral and utilization of resources for health care, housing and financial issues. Knowledge of school governance, school policies, health and education rules and laws and community norms and culture is practiced daily The nurse serves on the coordinated school health advisory council, and monitors school policies for change.

Domain 2 for School Nurses: The Environment				
Component	Level of Performance			
	Ineffective	Improvement necessary	Effective	Highly effective
2a: Creates a safe, healthy and nurturing environment with disciplined respectful behavior that reflects a caring and supportive relationship and follows the Code of Ethics for Nurses.	The interactions of the nurse with at least some students are negative and/or inappropriate in providing care or responding to needs of students.	The interactions of the nurse with students are a mix of positive and negative, with some students refusing to visit the nurse. Nurse is rarely known for respectful and individualized care of students.	The interactions of the nurse with students are consistently positive and respectful while recognizing culture and diversity, and the nurse modeling behaviors that provide an environment that is safe, healthy and promotes well being. Serves as a contributing member of the School Wellness / School Health Committee.	Students seek out the nurse, reflecting a high degree of comfort, trust and respect in the relationship for receiving effective health care. Active membership in the School Wellness /School Health Committee is displayed. The nurse consistently models a caring and supportive relationship that provides an environment that is safe, healthy and promotes well being.
2b: Follows health protocols and procedures for safe and effective health care that is evidenced based. Collaborates with local and state health departments, and other county and state government agencies.	Procedures for the nursing office are nonexistent or in disarray. Nurse refuses to learn new procedures necessary for safe and effective care of students. Nurse is unaware of evidence based practice, and does not know where to find the information. Required vision and hearing screenings are rarely scheduled to meet the accreditation requirements. There is no plan for substitute nursing services.	Procedures are available, but not consistently up-dated or followed. Nurse has used few resources to learn about evidence based practices, but refuses to change. Required vision and hearing screenings are scheduled without notification of students, parents or staff. There is a list of substitute nurses available, but no plan for routinely contacting them.	Procedures are readily available, consistently up-dated and reflect evidence based practice. Nurse readily accesses resources for evidence based practices. Required vision and hearing screenings are scheduled in advance with notification of students, parents and staff. Collaboration with health departments and other county and state agencies is evident in practice. The substitute nurses have been contacted and understand their role.	Procedures and protocols for the nursing office are seamless, anticipating unexpected situations. Required vision and hearing screenings are scheduled in advance with notification of students, parents and staff. Nurse is known for willingness to accept students and any procedures they might require, using evidence based practice that is consistently highly effective. Initiates collaborative relationships with local and state departments of health, and other government agencies. Consistently initiates collaboration with health departments and other county and state agencies. Substitute nurses are trained and have regularly scheduled contact with the lead nurse

2e Organizes health office physical space with equipment and supplies readily available. Follows confidentiality as required by HIPPA/ FERPA requirements and utilizes universal precautions	The health office is in disarray or not prepared for planned activities. Medications are not properly stored. No schedule of medications and treatments is readily accessible for nurse or substitute nurse. Nurse fails to ensure and maintain confidentiality of health status, information and records, and has limited or no knowledge of HIPAA/FERPA in protecting students and staff. Nurse does not adhere to practice of universal precautions.	Attempts to create a well-organized and safe physical environment are partially successful. Medications are stored properly but are difficult to find for each student. Poorly organized schedule of medications and treatments is accessible to nurse or substitute nurse. Nurse makes minimal efforts to ensure confidentiality of health status, health information and records of students and staff. Nurse inconsistently follows HIPAA/FERPA, and universal precautions when delivering services.	Health office is well organized and is appropriately effective for planned and emergency care and activities. Medications are properly stored and organized, and easily found for student administration. A daily schedule of medications and treatments is accessible to nurse and substitute nurse. Respect and confidentiality of student/staff health information and records is maintained. Nurse consistently follows universal precautions when delivering health services.	Health office is efficiently organized, safe, and is highly appropriate for all planned and emergency care and activities. Medications are properly stored and well organized. A daily schedule of students' medications and treatments is well organized and readily accessible to nurse and substitute nurse. A high level of confidentiality and respect is the norm for care, information and record keeping in the nurse's office. HIPAA/FERPA and universal precaution are seamlessly incorporated into delivery of nursing services.

Domain 3 for School Nurses: Delivery of Services				
Component	Level of Performance			
	Ineffective	Improvement necessary	Effective	Highly effective
3a: Establishes and maintains procedures for effective prevention, assessment, intervention and referrals; collects relevant health and education information to develop health services.	Nurse does not assess student needs or the assessments result in inaccurate or no action. Goals and objectives for school health services are lacking and do not support the organization and the delivery of safe and effective nursing practice.	Nurse assessments of students are perfunctory. Goals and objectives ignore mission and vision of school and needs of students for the delivery of effective school health services.	Nurse assesses individual students incorporating the mission and vision of school in the prevention, assessment, intervention and referral for the efficient and effective delivery of school health services.	Nurse conducts individualized detailed assessments of students incorporating the vision and mission of the school, in the prevention, intervention and referral for the delivery of consistently efficient and effective care. Evaluation of identified outcomes that contribute to maximum student health and school performance of students is included.
3b. Administers health care regimens for medication, treatment, anticipatory health counseling , emergencies and crisis intervention that assists instruction, learning and academic achievement	Medications are administered by nurse without regard or knowledge of the Nurse Practice Act, state laws and rules or school board policy. No plans for staff or substitute nurses are available. Program planning, management and evaluation is lacking. Is unaware of the emergency/safety plan for the buildings or the school improvement plan.	Medications are administered by nurse following school board policy and Nurse Practice Act. Signed release forms and student information from parents are not conveniently stored and records of medication administration are inconsistent. Information for substitute nurses is poorly organized. Program planning, management and evaluation are sporadic and not inclusive for emergency or crisis situations.	Medications are administered or delegated by nurse following school policy and Nurse Practice Act. Training for staff is planned, implemented, supervised and recorded. Medication administration information is recorded in appropriate format, and signed release and parent permission forms are conveniently stored and available when needed. Information for substitute nurses is available and well organized. Program planning, management and evaluation results are regularly submitted to the administration.	Medications are administered or delegated by nurse following school board policy and Nurse Practice Act. Training for staff is planned, implemented, supervised, and recorded. Medication administration information is recorded in appropriate and well organized format, and signed release and parent permission forms are efficiently available. Information for substitute nurses is available and well organized. Students become independent in self management for timely appointments, or independently take medications and follow designated safe routines and procedures. Program planning, management and evaluation is expertly completed and reported.

3c: Promotion of staff and student wellness through policies, coordination, intentional individual interactions and group presentations and activities	Nurse interactions with staff and students fail to promote wellness, health services delivery reflects lack of knowledge and understanding of health promotion and/or disease prevention.	Nurse efforts to promote staff and student wellness, health promotion, and/or disease prevention through intentional individual interactions and group presentations are partially completed without organization or evaluation.	Nurse coordinates and intentional interacts with individual and group presentations which result in students and staff acquiring the knowledge, skills and attitudes that help them adopt a healthy lifestyle that promotes wellness, and prevents disease reflecting an effective nursing practice.	Nurse's coordination and intentional individual interactions and group presentations are consistently effective with students and staff assuming an active role in the school in promoting wellness, a healthy lifestyle, and preventing disease. Data collection and evaluation methods are in place.
3d: Managing urgent and emergent health care needs within the school environment, and related activities	Nurse has no contingency plans for emergency situations, has not read the School Safety Plan and there is no plan for parent notification or staff training.	Nurse has plans for emergency situations for the most frequently occurring events, knows where School Safety Plan is located, but has not collaborated with community resources, administration or other staff.	Nurse plans, in collaboration with administration, Safety Specialist and other staff, for multiple situations that recognize community resources, includes training for students and staff on effective responses to emergencies.	Nurse plans in collaboration with administration, school safety specialist, staff and community have been practiced for many situations. Students, staff and parents know their responsibilities in case of emergencies.
3e Developing specialized (individualized) educational programs with health care plans and services for students with diverse medical and cultural needs, some of whom are identified meeting 504 requirements or special education, with IEP/IHP plans; works effectively with parents, health care providers, staff and community members.	Nurse declines to collaborate with parents, health care providers, and classroom teachers to develop specialized (individualized) educational and health care plans for students. These plans, which are lacking, are indicative of incomplete planning for safety and health care needs of students.	Nurse collaborates with parents, health care providers and classroom teachers in developing individualized educational, classroom programs/plans, and individualized health care plans when specifically asked. This lack of initiative and planning for the needs of students is unacceptable.	Nurse initiates collaboration with parents, health care providers and staff in developing individualized educational and health plans for students with diverse health and educational needs. Health assessments are consistently completed for students in special education, or that meet the 504 qualifications, thereby signifying an effective nursing practice.	Nurse initiates collaboration with parents, health care providers and staff in developing individualized educational and health care plans for the classroom and related school activities. Nurse is continually seeking ways to improve nursing care and locates and shares information and resources both within and outside the school for the safe, effective and specialized nursing care of students.

Domain 4 Professional Responsibilities				
	Level of Performance			
Component	Ineffective	Improvement necessary	Effective	Highly effective
4a: Knows and utilizes the Indiana Nurse Practice Act, Student Services Rule, Scope and Standards of School Nursing Practice, Code of Ethics for Nursing; health and educational laws and rules. Displays current licensure from the Indiana Professional Licensing Agency, and School Services Personnel, Professional School Nurse License from IDOE. Knows and understands the School Improvement Plans, school culture and community resources. CPR/AED certification is current.	Nurse does not maintain Professional Nurse License from IPLA. Nurse does not appear to know the Indiana Nurse Practice Act, Student Services Rule, Scope and Standards of School Nursing Practice , Code of Ethics for Nurses and does not reflect and evaluate his/her own practice or the reflections are inaccurate or self-serving. Nurse does not maintain current CPR/AED certification.	Registered Nurse license is in good standing from IPLA Nurse is aware of the Indiana Nurse Practice Act, Student Services Rule, Code of Ethics for Nurses, Scope and Standards of School Nursing Practice and reflections and evaluations of his/her own practice is moderately accurate but objectivity is lacking. Nurse's suggestions for improvement are global, but lack an assessment. Maintains current CPR/AED certification, but does not actively seek involvement of other staff in maintaining a safe environment.	Registered nurse license from IPLA is in good standing and Indiana School Nurse Certification is in the planning stage by continuing to pursue professional development and education for school nursing practice. Nurse adheres to the Indiana Nurse Practice Act, Scope and Standards of School Nursing, Code of Ethics for Nurses, Student Services Rule and provides an accurate and objective description of his/her practice. Specific goals, objectives and evaluation of the school nurse practice are timely and complete. Specific suggestions regarding the improvement of school health services are identified with a detailed plan for change. Maintains current CPR/AED certification, and meets the standards of care for a safe environment.	Registered nurse license is in good standing from IPLA. Indiana School Nurse Certification is current and nurse continues to pursue professional development and education related to school nursing. Nurse adheres to the Indiana Nurse Practice Act, Scope and Standards of School Nursing, Code of Ethics for Nurses, Student Services Rule and reflections and evaluation of his/her nursing practice is highly accurate and perceptive, citing specific examples. Nurse expertly draws on an extensive repertoire, including the School Improvement Plan, to implement alternate strategies for care. Maintains current CPR/AED certification, trains and/or identifies certified staff, circulates first aid/emergency care information to staff, and maintains a safe nursing practice.

4b Maintaining health records in accordance with school board policy, HIPAA/FERPA, and state and federal requirements; all reports are accurate and timely to meet accreditation requirements, and ensure health and safety of students.	Nurse does not keep up-to-date health information on all students in building(s). Information is in disarray and incomplete. Nurse's reports, records, and documentation are late or inaccurate. Student health plans do not exist or are in disarray. Immunization records, medication, treatment and health status documentation does not exist or is incomplete.	Nurse usually keeps current information on all students in the building(s). Reports, records and documentation are sometimes accurate, but occasionally late and do not follow Record Retention Policy. Student health plans are incomplete or partially effective. Health information is limited and not efficiently recorded. Immunization records and medication and treatment documentation are adequate and follow state and district requirements.	Nurse is consistently proficient in recording information on all students in the building(s). Reports, records, and documentation are accurate and submitted in a timely manner. Student health plans are effective and complete. Immunization records, medication and treatment documentation are timely, complete, and follow state and district requirements. Health status records are kept, and reviewed for safe, effective and confidential nursing	Nurse consistently exceeds in keeping relevant and accurate health information on all students in building(s). The health record is systematic and efficient with data used for program management, administrative reporting and school health program evaluation. Student health plans are fully effective and parents, staff and students participate in their development. Immunization records, medication and treatment documentations are always timely, complete, and follow state and district requirements, and confidentiality is highly maintained

4c: Communicating with students, school staff, families and community members about school health.	Nurse provides no information to others regarding school health and nursing practice is not an integral part of the educational program. Nurse avoids parent contact, does not show respect for families, or have an established method for parent communication concerning their child's health needs.	Nurse provides limited information to others regarding the school health program as an integral part of the educational program. Nurse interacts and communicates respectively with families about their child's health care needs, but has difficulty with confidentiality in obtaining and using health information in multiple situations.	Nurse consistently provides thorough and accurate information to others regarding the school health program and communicates respectfully with individual families regarding their child's health needs. Nurse is respectful and friendly to families, handles routine, unexpected and emergency situations, and adheres to confidentiality practices. School health services are recognized for their effectiveness.	Nurse is proactive in providing complete information to others regarding the school health program, frequently in the leadership role. Nurse utilizes a variety of communication techniques that includes a home visit with individual families regarding their child's health care needs. Nurse is proactive and assumes leadership in handling routine, unexpected and emergency situations with parents and treats parents with respect and empathy; and the delivery of consistently effective school health services is evident.
4d: Actively participates in the professional community for professional growth, and in the performance of delivering safe and effective school health services.	Nurse's relationship with staff and peers is negative and self-serving. Nurse avoids involvement in building and district committees and events. Avoids educational meetings. Nurse does not engage in professional development when it is clearly a necessity for developing and maintaining nursing knowledge and skills.	Nurse's relationship with staff and peers is cordial and nurse participates in required building and district events and committees only when requested. Nurse participates in professional development on a limited basis when required by the school, frequently only attending professional development related to health. There is no display of recognition of the connection between health and education.	Nurse is supportive and works in a cooperative effort with staff and peers. Nurse volunteers and participates in building and district events and committees, making a substantial contribution to the learning environment of students, and reflective of a practice that understands the connection between health and education. Nurse consistently seeks professional development opportunities in health and education, and attends local, state and national activities/meetings, developing resources, mentoring and contributing to the Learning Connection.	Nurse is supportive and cooperative with all staff working as a team. Nurse volunteers and participates in building and district events and committees and assumes a leadership role. Nurse understands both health and education priorities of the school, and participates in local, state and national professional organizations. Nurse actively pursues and attends professional development activities, makes a contribution by volunteering for committee work at local, state/national meetings and contributes to the development of other nurses by mentoring, workshops, webinars, and the Learning Connection.

Staff Member Admin Admin (admin@mccsc.k12.in.us)

Observation Timer START TIMER

School Nurse

AVAILABLE DOMAINS HIDE COMMENTS HIDE EVIDENCE

1 — Purposeful Planning

	Unrated	Highly Effective	Effective	Improvement Necessary	Ineffective	Meets Standard	Does Not Meet Standard
1.1 Utilize Data to Plan							
1.2 Set Ambitious and Measurable Goals							
1.3 Develop or Maintain School Health Services Program							
1.4 Adhere to							

Professional Practice for Delivery and Planning of Services

1.5 Track Student Data and Assess Program

Purposeful Planning average of selected ratings: 0

2 — Effective Health Care

	Unrated	Highly Effective	Effective	Improvement Necessary	Meets Standard	Ineffective	Does Not Meet Standard
2.1 Assess students to determine if prevention, intervention or referral services are needed							
2.2 Provide medication and treatment for students							
2.3 Create Culture of Respect and Caring							

2.4 Engage Students and Staff in Health Care

2.5 Keep Accurate and Efficient Records of Student Care

Effective Health Care average of selected ratings: 0

3 — School Nurse Leadership

	Unrated	Highly Effective	Effective	Improvement Necessary	Ineffective	Meets Standard	Does Not Meet Standard
3.1 Contribute to School Culture							
3.2 Collaborate with Peers and Other Professionals							
3.3 Seek Professional Skills and Knowledge							
3.4 Advocate for Student Success							

3.5 Engage Families in Student Learning	

School Nurse Leadership average of selected ratings: 0

4 - Core Professionalism

	Unrated	Highly Effective	Effective	Improvement Necessary	Meets Standard	Ineffective	Does Not Meet Standard
4.1 Attendance							
4.2 On-Time Arrival							
4.3 Policies and Procedures							
4.4 Respect							

Core Professionalism average of selected ratings: 0

Overall Observation Comments:

AISLE School Librarian Evaluation Rubric

Allowable Modifications to the School Librarian Evaluation Rubric

It is recommended that this document be used in its entirety as it is best practice for a school librarian. The following minor edits do not require permission from AISLE:

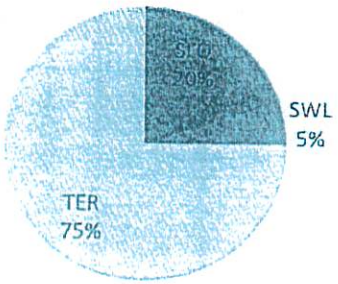
- Use of the rubric with all domains and competencies
- Addition of competencies
- Notes added to clarify the domains or competencies

The rubric should not be changed to fit the current job description of the school librarian, but the rubric should be followed as an example of best practice in the field of school librarians.

Expected levels of Competency – Use established weights below when using the School Librarian Evaluation Rubric. While all domains and competencies must be included, these weights may be changed by individual schools; however, no Domain may fall below 25%.

Domain 1	30%
Domain 2	40 %
Domain 3	30%

It is expected that School Librarians will follow the percentages of the Group 3 teachers with no growth model classes posted in the original RISE document; however, this may be changed within each school corporation if the SLO is not used.



TER=Teacher Effectiveness Rubric (School Librarian Rubric)
SLO=Student Learning Objective
SWL=School-Wide Learning Meaure

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07

Domain 1: Purposeful Planning

School librarians work in collaboration with the classroom teacher to develop a rigorous curriculum relevant for all students. Additionally, school librarians will plan the library media program for the school.

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
1.1	**Demonstrating knowledge of literature and current trends in library practice and information technology**	Drawing on extensive professional resources, school librarian demonstrates rich understanding of literature and of current trends in information technology. *- Librarian maintains a network of professional contacts and resources to stay current with trends (this includes reading current journals, blogs, and using social media) and shares with staff and students.*	School librarian demonstrates thorough knowledge of literature and of current trends in practice and information technology. *- Librarian maintains a professional network to stay current with trends. This includes reading current journals, blogs, and using social media.*	School librarian demonstrates limited knowledge of literature and current trends in practice and information technology. *- Librarian reads journals to learn about current trends.*	School librarian demonstrates little or no knowledge of literature and of current trends in practice and information technology.
	Notes 1.1 1. Extensive professional resources may include, but is not limited to, blogs, Twitter, Facebook or other social media, professional journals, conferences and webinars, professional contacts with authors or other library professionals. 2. Current trends – librarian is aware of changes in library practice and is actively pursuing, implementing or further investigating these changes to see the benefit for the library.				

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AISLE School Librarian Evaluation Rubric

	Level of Performance				
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
1.2	**Establishing and successfully implementing goals for the school library program appropriate to the setting and the students served**	School librarian's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues *-The goal for the program is communicated with appropriate stakeholders with regular assessments to determine if goal is being met.*	School librarian's goals for the media program are clear and appropriate to the situation in the school and to the age of the students. *-The goal for the program is communicated with appropriate stakeholders.*	School librarian's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students. *- The goal for the program is established by not communicated with appropriate stakeholders.*	School librarian has no clear goals for the media program or they are inappropriate to either the situation in the school or the age of the students.
	Notes 1.2 1. Goals may be shared verbally or written; however, it is important that the goal be shared with the learning community. This may include staff, students, administrators or community members.				
1.3	**Demonstrating knowledge of resources, both within and beyond the school and district**	School librarian shows evidence of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.	School librarian shows evidence of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.	School librarian demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.	School librarian demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.
	Notes 1.3 1. This competency refers to knowledge of the library collection and finding information for staff and students. The evidence may include, but is not limited to, the school library book collection, using interlibrary loan, internet sources, database sources, or the use of the public library collection. A highly effective librarian will use many of these resources to provide information for staff or students.				

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AISLE School Librarian Evaluation Rubric

	Level of Performance			
Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4 **Developing and implementing a plan to evaluate the library program**	School librarian's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. - The librarian proactively responds to the evidence of the evaluation.	School librarian's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	School librarian has a rudimentary plan to evaluate the library program.	School librarian has no plan to evaluate the program or resists suggestions that such an evaluation is important.
Notes 1.4 1. Some sources of evidence may include student and staff surveys, assessment documents, and statistical data.				
1.5 **Establishing a culture for investigation and love of literature**	In interactions with both students and colleagues, the school librarian conveys the essential nature of seeking information and reading literature.	In interactions with both students and colleagues, the school librarian conveys the importance of seeking information and reading literature.	School librarian goes through the motions of performing the work of the position, but without any real commitment to it.	School librarian conveys that the work of seeking information and reading literature is not worth the time and energy required.
1.6 **Establishing and maintaining library procedures**	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are seamless in their operation.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established and function smoothly.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established but function sporadically.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are either non-existent or inefficient, resulting in general confusion.

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AISLE School Librarian Evaluation Rubric

	Level of Performance				
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
1.7	**Organize physical space to enable smooth flow**	School librarian makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.	School librarian makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	School librarian's efforts to make use of the physical environment are uneven, resulting in occasional confusion by users.	School librarian makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.
	Notes 1.7 1. Smooth flow is defined as students and staff being able to function within the library easily and independently based upon location of materials, signs, and seating.				
1.8	**Maintaining and extending the library collection in accordance with the schools' needs and within budget limitations**	School librarian adheres to district or professional guidelines in selecting materials for the collection. The collection is periodically purged of outdated materials. A virtual collection is maintained and updated frequently by the librarian is vibrant and well-used. All processes are done in consultation with teaching colleagues or patron needs in mind.	School librarian adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated materials. A virtual collection is maintained by the librarian. This is done in some consultation with teaching colleagues or patron needs in mind.	School librarian is partially successful in attempts to adhere to district or professional guidelines in selecting materials and in weeding the collection. A virtual presence may not be maintained. This is done in limited consultation with teaching colleagues or with patron needs in mind.	School librarian fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. There is no virtual presence. This is done without consultation with teaching colleagues or with patron needs in mind.
	Notes 1.8 1. The librarian will maintain the school's collection with many factors of the school's needs in mind. The librarian will support the curriculum and the school's academic needs, as well as the practice of reading (for enjoyment or for information). Additionally, this may include a digital collection.				

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Domain 2: Effective Instruction

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

For Competencies 2.2 through 2.5, in order to be highly effective, each competency says that the librarian must show some of the following indicators. We define "some" as at least one. All of the indicators under effective may not be shown in one observation, but should be shown throughout the observation cycle.

	Level of Performance				
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
2.1	**Creating an environment conducive to learning**	Interactions among the school librarian, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' learning needs, cultures and levels of development.	Interactions between the school librarian, students, and the classroom teachers, are polite and respectful, reflecting general warmth and caring, and are appropriate to the learning needs, cultural and developmental differences among students.	Interactions between the school librarian, students, and the classroom teachers are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to learning needs, cultural and developmental differences among students.	Interactions between the school librarian, students, and the classroom teachers are negative, inappropriate, or insensitive to students' learning needs, cultural and developmental differences and are characterized by sarcasm, put-downs or conflict.

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2.2	**Demonstrate and Clearly Communicate Content Knowledge to Students**	School librarian is highly effective at demonstrating and clearly communicating content knowledge to students. For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: *- Librarian fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding* *- Librarian effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest* *- Explanations spark student excitement and interest in the content* *- Students participate in each others' learning of content through collaboration during the lesson* *- Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level*	School librarian is effective at demonstrating and clearly communicating content knowledge to students. Librarian demonstrates content knowledge and delivers content that is factually correct *- Content is clear, concise and well-organized* *- Librarian restates and rephrases instruction in multiple ways to increase understanding* *- Librarian emphasizes key points or main ideas in content* *- Librarian uses developmentally appropriate language and explanations* *- Librarian implements relevant instructional strategies learned via professional development*	School librarian needs improvement at demonstrating and clearly communicating content knowledge to students. Librarian delivers content that is factually correct *- Content occasionally lacks clarity and is not as well organized as it could be* *- Librarian may fail to restate or rephrase instruction in multiple ways to increase understanding* *- Librarian does not adequately emphasize main ideas, and students are sometimes confused about key takeaways* *- Explanations sometimes lack developmentally appropriate language* *- Librarian does not always implement new and improved instructional strategies learned via professional development*	School librarian is ineffective at demonstrating and clearly communicating content knowledge to students. *-Librarian may deliver content that is factually incorrect* *- Explanations may be unclear or incoherent and fail to build student understanding of key concepts* *- Librarian continues with planned instruction, even when it is obvious that students are not understanding content* *- Librarian does not emphasize main ideas, and students are often confused about content* *- Librarian fails to use developmentally appropriate language*
	Notes 2.2 1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.				

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2.3	**Engage Students in Academic Content**	Librarian is highly effective at engaging students in academic content For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - *Librarian provides ways to engage with content that significantly promotes student mastery of the objective* - *Librarian provides differentiated ways of engaging with content specific to individual student needs* - *The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do* - *Librarian effectively integrates technology as a tool to engage students in academic content*	Librarian is effective at engaging students in academic content *-More than 3/4 of students are actively engaged in content at all times and not off-task* *-Librarian provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective* *- Librarian sustains the attention of the class by maintaining a dynamic presence* *- Ways of engaging with content reflect different learning modalities or intelligences* *- Librarian adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged* *- ELL and IEP students have the appropriate accommodations to be engaged in content* *- Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)*	Librarian needs improvement at engaging students in academic content *- Fewer than 3/4 of students are engaged in content and many are off-task* *- Librarian may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content* *- Librarian may miss opportunities to provide ways of differentiating content for student engagement* *- Some students may not have the prerequisite skills necessary to fully engage in content and Librarian's attempt to modify instruction for these students is limited or not always effective* *- Students may appear to actively listen, but when it comes time for participation are disinterested in engaging*	Librarian is ineffective at engaging students in academic content *- Fewer than 1/2 of students are engaged in content and many are off-task* *- Librarian may only provide one way of engaging with content OR Librarian may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content* *- Librarian does not differentiate instruction to target different learning modalities* *- Most students do not have the prerequisite skills necessary to fully engage in content and Librarian makes no effort to adjust instruction for these students* *- ELL and IEP students are not provided with the necessary accommodations to engage in content*

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Notes 2.3

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity.
3. Engagement is defined as on-task behavior. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
4. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.

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2.4	**Check for Understanding**	School librarian is highly effective at checking for understanding. For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - *Librarian checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof)* - *Librarian uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking*	School librarian is effective at checking for understanding. - *Librarian checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate "pulse" of the class's understanding* - *Librarian gains enough information during checks for understanding to modify the lesson and respond accordingly* - *Librarian uses a variety of methods to check for understanding* - *Librarian uses wait time effectively both after posing a question and before helping students think through a response* - *Librarian doesn't allow students to "opt-out" of checks for understanding and cycles back to these students* - *Librarian systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)*	School librarian needs improvement at checking for understanding. - *Librarian sometimes checks for understanding of content, but misses several key moments* - *Librarian mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly* - *Librarian may not use a variety of methods to check for understanding when doing so would be helpful* - *Librarian may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content* - *Librarian sometimes allows students to "opt-out" of checks for understanding without cycling back to these students* - *Librarian may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning*	School librarian is ineffective at checking for understanding. - *Librarian rarely or never checks for understanding of content, or misses nearly all key moments* - *Librarian rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson* - *Librarian frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer* - *Librarian frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students* - *Librarian rarely or never assesses for mastery at the end of the lesson*

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	Notes 2.4 1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice. 2. Examples of how the teacher may assess student understanding and mastery of objectives: · Checks for Understanding: thumbs up/down, cold-calling ·Do Nows/Bell Ringers Turn and Talk/Pair Share · Guided or Independent Practice · Exit Slips				
2.5	**Modify Instruction as Needed**	School librarian is highly effective at modifying instruction as needed. For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: *- Librarian anticipates student misunderstandings and preemptively addresses them* *- Librarian is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement*	School librarian is effective at modifying instruction as needed. *- Librarian makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students* *- Librarian differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs* *- Librarian responds to misunderstandings with effective scaffolding techniques* *- Librarian doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful*	School librarian needs improvement at modifying instruction as needed. *- Librarian may attempt to make adjustments based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students* *- Librarian may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective* *- Librarian may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding*	School librarian is ineffective at modifying instruction as needed. *- Librarian rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students* *- Librarian only responds to misunderstandings by using teacher-driven scaffolding techniques* *- Librarian repeatedly uses the same techniques to respond to misunderstandings, even when it is not succeeding*

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2.6	**Maximize Instructional Time**	School librarian is highly effective at maximizing instructional time. For Level 4, all of the evidence listed under Level 3 is present, as well as the following: - *All students are on-task and follow instructions of Librarian without much prompting*	School librarian is effective at maximizing instructional time. - *Routines, transitions, and procedures are well-executed.* - *Almost all students are on-task and follow instructions of librarian without much prompting* - *Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson*	School librarian needs improvement at maximizing instructional time. - *Routines, transitions, and procedures are in place.* - *Significant prompting from the librarian is necessary for students to follow instructions and remain on-task* - *Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and Librarian may have to stop the lesson frequently to address the problem*	School librarian is ineffective at maximizing instructional time. - *There are few or no evident routines or procedures in place.* - *Even with significant prompting, students frequently do not follow directions and are off-task* - *Disruptive behaviors and off-task conversations are common and frequently cause the librarian to have to make adjustments to the lesson* - *Classroom management is generally poor and wastes instructional time*
2.7	**Assisting students in the use of technology in the Media Center**	School librarian proactively initiates sessions to assist students and teachers in the use of technology.	School librarian institutes sessions to assist students and teachers in the use of technology.	School librarian assists students and teachers in the use of technology when specifically asked to do so.	School librarian declines to assist students and teachers in the use of technology.
	Notes 2.7 1. The overall indicator of success here is that operationally, the library runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline. 2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.				
2.8	**Collaborating with teachers in the design of instructional units and lessons**	School librarian initiates collaboration with classroom teachers in the design of instructional lessons, locating additional resources from sources outside of the school.	School librarian initiates collaboration with classroom teachers in the design of instructional lessons.	School librarian collaborates with classroom teachers in the design of instructional lessons.	School librarian declines to collaborate with classroom teachers in the design of instructional lessons.

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

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AISLE School Librarian Evaluation Rubric

Domain 3: Leadership

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

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
3.1	**Contribute to school culture**	School librarian seeks out leadership roles within the school, aimed at improving school efforts. Librarian goes above and beyond in dedicating time for students and peers outside of class.	School librarian contributes ideas and expertise aimed at improving school efforts. Librarian dedicates time efficiently, when needed, to helping students and peers outside of class.	School librarian will rarely contribute ideas and expertise aimed at improving school efforts. Librarian rarely dedicates time outside of class to helping students and peers.	School librarian never contributes ideas aimed at improving school efforts. Little or no time outside of class is dedicated to helping students and peers.
	Notes 3.1 1. An effective librarian participates in school events that make a substantial contribution above classroom expectations whereas a highly effective librarian additionally assumes a leadership role in at least one aspect of school life.				
3.2	**Collaborate with Peers**	School librarian will go above and beyond in seeking out opportunities to collaborate. Librarian will coach peers through difficult situations and take on leadership roles within collaborative groups such as Professional Learning Communities.	School librarian will seek out and participate in regular opportunities to work with and learn from others. Librarian will ask for assistance, when needed, and provide assistance to others in need.	School librarian will participate in occasional opportunities to work with and learn from others and ask for assistance when needed. Librarian will not seek to provide other teachers with assistance when needed or will not regularly seek out opportunities to work with others.	School librarian rarely or never participates in opportunities to work with others. Librarian works in isolation and is not a team player.
	Notes 3.2 1. The main purpose of collaboration with peers is to support the curriculum. 2. A highly effective librarian will seek out opportunities to collaborate, whereas an effective librarian may collaborate when asked. 3. An effective librarian builds relationships with colleagues that are characterized by mutual support and cooperation whereas a highly effective librarian additionally takes initiatives in assuming leadership among the faculty.				
3.3	**Establishing, evaluating, and maintaining library procedures in regards to staffing, student or parent volunteers**	Library assistants, students, or parent/community volunteers work independently and contribute to the success of the library. -The librarian will proactively evaluate procedures.	Library assistants, students, or parent/community volunteers are clear as to their roles.	Library assistants, students, or parent/community volunteers are partially successful.	Library assistants, students, or parent/community volunteers are confused as to their role.

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3.4	**Advocate for Student Success**	School librarian will display commitment to the education of the students in the school, not just his/her own students. Librarian will make changes and take risks to ensure student success and advocate for students' individualized needs.	School librarian will display commitment to the education of his/her students. Librarian will attempt to remedy obstacles around student achievement and will advocate for students' individualized needs.	School librarian will display commitment to the education of his/her students. School librarian will not advocate for students' needs.	School librarian rarely or never displays commitment to the education of his/her students. Librarian accepts failure as par for the course and does not advocate for students' needs.
3.5	**Preparing and submitting reports and budgets**	School librarian anticipates student and teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.	School librarian honors student and teacher requests (if appropriate) when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	School librarian's efforts to prepare budgets are partially successful, responding sometimes to student and teacher requests (if appropriate) and following procedures. Inventories and reports are sometimes submitted on time.	School librarian ignores student and teacher requests (if appropriate) when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.
3.6	**Communicating with the larger community**	School librarian proactively reaches out to parents and establishes contacts with other libraries or businesses, coordinating efforts for mutual benefit.	School librarian engages in outreach efforts to parents and the larger community.	School librarian makes sporadic efforts to engage in outreach to parents or the larger community.	School librarian makes no effort to engage in outreach to parents or the larger community.
3.7	**Participating in a professional community**	School librarian makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. Librarian participates and develops leadership roles in a wider professional community that includes local, state, or national events.	School librarian participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. Librarian will participate in a wider professional community that includes local, state, or national contacts.	School librarian's relationships with colleagues are cordial, and the librarian participates in school and district events when specifically requested.	School librarian's relationships with colleagues are negative or self-serving, and the librarian avoids being involved in school and district events and projects.

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3.8	**Seek professional skills and knowledge**	School librarian actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as sharing newly learned knowledge and practices with others and seeking out opportunities to lead professional development sessions.	School librarian actively pursues opportunities to improve knowledge and practice and seeks out ways to implement new practices where applicable. Constructive feedback to improve practices is welcomed.	School librarian's participation in professional development activities is limited to those that are mandatory.	School librarian does not participate in professional development activities, and shows little or no interest in new ideas, programs, or classes to improve teaching and learning.
	Notes 3.8 1. An effective librarian seeks and implements professional skills and knowledge whereas a highly effective librarian additionally shares and facilitates this information with colleagues regularly.				

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Domain 4: Core Professionalism

These indicators illustrate the minimum competencies expected in any profession. These are separate from other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator		Does Not Meet Standard	Meets Standard
1	Attendance	Individual demonstrates a pattern of unexcused absences.*	Individual has not demonstrated a pattern of unexcused absences.*
2	On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
3	Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)
4	Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner.	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.

*It should be left to the discretion of the corporation to define "unexcused absence" in this context.

1. Complying with policies and procedures includes but is not limited to: Following IEP/504 plans, complying with discipline referral processes, parent communication expectations (typically e-mails or phone calls returned by within 24 hours during the work week), providing sub plans, implementing school rules, maintaining accurate, up-to-date records, and dressing professionally. The sub-committee recommends discussion of dress code expectations. Establishing clear expectations about jeans, flip-flops, revealing attire, etc. will be important for consistency.

2. Demonstrating respect to students, parents and colleagues includes maintaining appropriate (not too familiar) boundaries. Respectfully listening to negative feedback and maintaining emotional self control even in heated situations is expected. Accepting constructive criticism is a hallmark of this standard.

3. It is understood that if an administrator has a concern about a teacher not meeting these standards, it will be called to the attention of the teacher as soon as possible so correction can ensue.

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