



## Munster Teacher Evaluation Plan

Effective 2016-2017

## **School Town of Munster**

### **Teacher Evaluation Plan**

The purpose of this handbook is to outline and explain the School Town of Munster (STM) Teacher Evaluation Plan. The model is a modification of the IDOE's RISE Teacher Evaluation model by using a rubric developed by Charlotte Danielson. During the 2011-2012, 2012-2013, and 2013-2014 school years, a committee met several times to develop this handbook. It was refined during the 2014-15 school year through a pilot program with volunteer teachers. It was first implemented during the 2015-16 school year. After the first year of implementation, the committee reviewed and revised the plan. The committee included the following people:

#### **2015-16 Committee Members**

Laura Florek, Teacher, Eads Elementary School  
Ruth LaBuda, Teacher, Elliott Elementary School  
Karey Shanks, Teacher, Elliott Elementary School  
Jennifer Dettlo Teacher, Munster High School  
Sarah Barsic, Teacher, Wilbur Wright Middle School  
Andja Marich, West Lake Teacher  
Linda Bevil, Principal, Eads Elementary School  
Tim Sopko, Principal, Wilbur Wright Middle School  
Mike Wells, Principal, Munster High School  
Steve Tripenfaldas, Assistant Superintendent

The following handbook represents a collaborative effort that ensures the STM Teacher Evaluation plan is in compliance with state law (Senate Enrolled Act 1). It was presented to the School Board in April of 2015.

## Guiding Principles

- Nothing the School Town of Munster can do for our students matters more than giving them effective teachers. Research has proven this time and again. We need to do everything we can to give all our teachers the support they need to do their best work, because when they succeed, our students succeed.
- Teachers deserve to be treated like professionals. We need to create an evaluation system that gives teachers regular feedback on their performance, opportunities for professional growth, and recognition when they do exceptional work. The School Town of Munster is committed to creating evaluations that are fair, accurate and consistent, based on multiple factors that paint a complete picture of each teacher's success in helping students learn conducted by evaluators who have received specific training on applying the Danielson Framework for Teaching.

## Legislative Context

- In the spring of 2011, the Indiana legislature passed IC 20-28-11.5, a new law relating to the evaluation of all certified teaching staff.
- The new law introduced 3 main requirements:
  - Every teacher must receive an evaluation annually;
  - Every evaluation system must include four performance categories:
    - Highly Effective
    - Effective
    - Improvement Necessary
    - Ineffective; and
  - Every evaluation system must incorporate measures of student growth and achievement as a significant portion of a teacher's evaluation.

## Performance Level Ratings

Each teacher will receive a rating at the end of the school year in one of four performance levels:

- **Highly Effective: A *highly effective* teacher consistently exceeds expectations.** This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. The *highly effective* teacher's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Effective: An *effective* teacher consistently meets expectations.** This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. The *effective* teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Improvement Necessary: A teacher who is rated as *improvement necessary* requires a change in performance before he/she meets expectations.** This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated *improvement necessary* have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. The *ineffective* teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

## Overview of Components

Every teacher is unique, and the classroom is a complex place. This evaluation relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. Teachers will be evaluated on two major components:

1. **Professional Practice** – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning & Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Core Professionalism will be part of the evaluation as well and is addressed separately from the first four domains.
2. **Student Learning** – Teachers' contribution to student academic progress, assessed through multiple measures of student academic achievement and growth.

## Timeline

### August – September

- Teacher and evaluator meet for the Beginning-of-the Year Conference

### August – December

- Evaluator makes classroom observations and provides feedback

### November – February

- Teacher and evaluator meet for the Mid-Year Conference at teacher's request or evaluator's discretion

### January – May

- Evaluator continues to make classroom observations and provide feedback

### May – June

- Evaluator completes observations and scores Teacher Effectiveness Rubric
- Evaluator completes Summative Evaluation. (The timing of completing the summative evaluation will be based upon the availability of student and/or school performance data provided by the State of Indiana.)

### Upon Collection of Data

- Teacher and evaluator meet for the End-of-Year Conference
- Evaluator gives the teacher a copy of the Summative Evaluation within 7 days of the End-of-Year Conference

## Evaluation Steps

**Step 1 – Beginning-of-Year Conference** – the teacher meets with the primary evaluator near the beginning of the school year (August or September). The purpose of the meeting is to

- review the evaluation process and
- highlight priority competencies and indicators from the Teacher Effectiveness Rubric

Teachers on an improvement plan will write a professional development plan with the primary evaluator near the beginning of the school year.

**Step 2 – Classroom Observations** – During the school year, evaluators (both primary and secondary) will collect evidence through a series of observations and conferences.

The following table indicates minimum requirements for observations.

Observation Type	Length (minutes)	Frequency	Pre-Conference	Post-Conference	Written Feedback	Announced
For teachers with less than 3 years at STM OR any teacher who was rated <i>Improvement Necessary</i> or <i>Ineffective</i> within 5 years						
<b>Extended</b>	Minimum of 30 Minutes	2 per year (1 each semester)	Yes	Yes	Within 5 work days	Evaluator's Discretion
<b>Short</b>	10-30 minutes	3 per year (min. 1 per semester)	Optional	Optional	Within 3 work days	No
For veteran teachers (3 years or more at STM)						
<b>Extended</b>	Minimum of 30 Minutes	1 per year (Before Feb. 1).	Yes	Yes	Within 5 work days	Evaluator's Discretion
<b>Short</b>	10-30 minutes	2 per year (1 each semester)	Optional	Optional	Within 3 work days	No

### Forms

Pre-Observation Form (Form 1)

Post-Observation Form (Forms 2 & 3)

If a teacher is on an improvement plan, that plan will determine the number of observations and feedback.

### **Step 3 – Mid-Year Conference (by teacher’s request or evaluator’s discretion)**

This conference is to be held in November, December, January, or February where the primary evaluator and teacher meet to discuss performance thus far.

This conference will be **mandatory** if a teacher is in jeopardy of being rated as *ineffective* or *improvement necessary* based on prior observations, or has been rated *ineffective* or *needs improvement* on an evaluation within the past 5 years. This conference is also mandatory for any teacher new to the School Town of Munster with less than 3 total years of teaching experience.

#### Optional Forms

Mid-Year Professional Practice Check-In Form (Form 4)

### **Step 4 – Teacher Effectiveness Rubric: Scoring**

1. **The primary evaluator compiles ratings and notes from observations, conferences, and other sources of information.** At the end of the school year, the primary evaluator should have collected a body of information representing teacher practice from throughout the year. In addition to notes from observations and conferences, teachers shall provide evidence of planning & preparation and professional responsibilities. See Teacher Effectiveness Rubric Domains 1 and 4.
2. **The primary evaluator uses professional judgment to establish four, final ratings in Planning & Preparation, Classroom Environment, Instruction, and Professional Responsibilities.** After collecting information, the primary evaluator must use professional judgment to assess the teacher and assign a rating in each competency within the first four domains. The final domain ratings should reflect the body of information available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the teacher, using the information collected to support the final decision.

It is recommended that the evaluator not average competency scores to obtain the final domain score, but rather use professional judgment to decide which competencies are more important to teachers in different contexts and how teachers have evolved over the course of the year.

At this point, each evaluator should have ratings in the first four domains that range from scores of 1 (Unsatisfactory) to 4 (Distinguished).

*Scoring Requirement:* Planning/preparation and instruction go hand-in-hand. Therefore, if a teacher scores a 1 (Unsatisfactory) or 2 (Basic) in Instruction, he or she cannot receive a rating of 4 (Distinguished) in Planning and Preparation.

3. **The primary evaluator uses established weights to calculate one rating for domains 1-4.** Each of the four final domain ratings is weighted according to importance and summed to form one rating for domains 1-4. As described earlier, the creation and design of the rubric stresses the importance of observable teacher and student actions.

These are reflected in Domain 1: Planning & Preparation (15%), Domain 2: Classroom Environment (15%), Domain 3: Instruction (60%), and Domain 4: Professional Responsibilities (10%). Effective instruction matters more than anything else a teacher can do to improve student outcomes.

4. **Core Professionalism is incorporated.** This domain represents non-negotiable aspects of the teaching profession and includes the indicators of attendance, on-time arrival, policies and procedures, and respect. This domain only has two rating levels: *Does Not Meet Standards* and *Meets Standards*. The evaluator uses available information and professional judgment to decide if a teacher has not met standards in each of the four indicators. If a teacher has met standards in each of the four indicators, the score does not change. If the teacher did not meet standards in one or more of the four indicators, he or she automatically has a 1-point deduction.

*Scoring Requirement:* 1 is the lowest score a teacher can receive. If, after deducting a point from the teacher’s final Teacher Effectiveness Rubric score, the outcome is a number less than 1, then the evaluator should replace this score with a 1. For example, if a teacher has a final rubric score of 1.75, but then loses a point because not all of the core professionalism standards were met, the final rubric score should be 1 instead of 0.75.

***Domains 1-4 Weighted Scores***

<b>Domain</b>	<b>Rating (1-4)</b>	<b>Weight</b>	<b>Weighted Rating</b>
Domain 1—Planning & Preparation		15 %	
Domain 2—Classroom Environment		15 %	
Domain 3—Instruction		60%	
Domain 4—Professional & Personal Responsibilities		10 %	
Sum of Weighted Scores for Domains 1 - 4			
Domain 5—Core Professionalism			
Final Teacher Effectiveness Score			

Use the following formula to calculate by hand:

1. Rating \* % Weight = Weighted Rating
2. Sum of Weighted Ratings = Score for Domains 1-4
3. Determine if a point deduction is needed for Core Professionalism Rating

Final Teacher Effectiveness Rubric Score, \_\_\_\_\_

**Step 5: Summative Teacher Evaluation Scoring** – The final Teacher Effectiveness Rubric score is then combined with the scores from the teacher’s student learning measures in order to calculate a final rating.

Review of Components – Each teacher’s summative evaluation score will be based on the following components and measures:

**1. Professional Practice – Assessment of instructional knowledge and skills**

Measure: Danielson Teacher Effectiveness Rubric (TER)

**2. Student Learning – Contribution to student academic progress**

Measure: School-wide Learning Measure (SWL) – IDOE’s A-F Ratings

Measure: Individual Growth Model (IGM) – IDOE’s 1-4 Ratings

The School-wide Learning Measure is determined based upon the school’s current grade as defined by the IDOE. If a teacher teaches at more than one building, the school’s score that the teacher spends the majority of his/her day shall be used. If a teacher spends equal time in more than one building, the school’s scores will be averaged. The actual grade point average calculated by the State of Indiana will be used to determine the School-wide Learning Measure. A value of four (4) will be used for a letter grade of “A”.

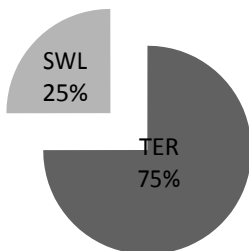
If IGM data is used, this measure only applies to teachers who receive a growth score from the Indiana State Assessment, ISTEP+. The method for scoring this measure is determined by the IDOE.

**Weighting of Measures** – The primary goal of the weighting method is to treat teachers as fairly and as equally as possible. At this point, the evaluator should have calculated or received individual scores for the following measures: Teacher Effectiveness Rubric (TER), School-wide Learning Measure (SWL), and Individual Growth Model (IGM).

All teacher evaluations will be calculated using one of the following two percentage groups:

- I. 75% Teacher Effectiveness Rubric (TER)  
25% School-wide Learning Measure Data (SWL) – DOE A-F rating by building  
100% Summative Teacher Evaluation Score

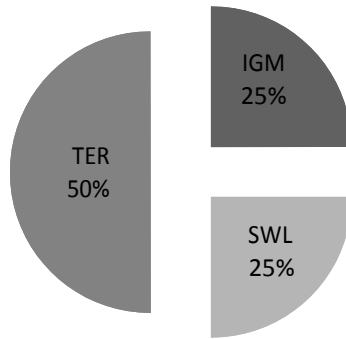
**Model 1 - Summative Teacher Evaluation Score**





- II. 50% Teacher Effectiveness Rubric (TER)
- 25% Individual Growth Model data (IGM) – DOE data
- 25% School-wide Learning Measure Data (SWL) – DOE A-F rating by building
- 100% Summative Teacher Evaluation Score

## Model 2 - Summative Teacher Evaluation Score



Once the weights are applied appropriately, an evaluator will have a final decimal number.

Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric			
Individual Growth Model (if applicable)			
School-Wide Learning Measure			
Sum of the Weighted Scores			

\*To calculate the final weighted score, simply add the weighted scores from each component. This final weighted score is then translated into a rating on the following scale.

Ineffective	Improvement Necessary
1.0 Points      → 1.75 Points      → 2.5 Points      → 3.5 Points      → 4.0 Points	

Note: Borderline points always round up.

**Step 6: End-of-year summative evaluation conference** – The primary evaluator meets with the teacher in a summative conference to discuss all the information collected in addition to the final rating. A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to the teacher within seven days of the end-of-year summative evaluation conference.

The STM Teacher Evaluation process will be reviewed by teacher and administrative representatives at the conclusion of the 2015-2016 school year and periodically thereafter. All evaluation procedures will be discussed and modifications may occur if deemed necessary to improve the STM Teacher Evaluation process.

## **Evaluator Training**

All building and district administrators will serve as teacher evaluators. All evaluators must complete evaluator training offered through Educational Impact before conducting any observations.

The Teacher Effectiveness rubric being used is found in Charlotte Danielson's book *Enhancing Professional Practice: A Framework for Teaching*. All evaluators completed an initial 5 hour training course on Danielson's components of effective teaching. An additional evaluator training course, created by Charlotte Danielson, was required. This course addresses how to apply the rubric to classroom observations by directing evaluators how to collect evidence. The difference between evidence and opinion is addressed as well as eliminating evaluator bias.

After completing the evaluator training course, all evaluators then completed a third course that required evaluators to implement the training in mock observations. During this time, evaluators refined their evidence collecting skills. Evaluators were also required to present their ratings and compare those ratings provided by the Danielson Group. The additional inter-rater reliability training consisted of several observations where evaluators compared the data collected and the ratings assigned for each component of the rubric. In all, evaluators completed more than 40 hours of training before conducting any classroom observations. This training will be required for all new evaluators and will be reviewed annually by current evaluators.

# Munster Teacher Effectiveness Rubric

## Domain 1: Planning and Preparation

### 1a Demonstrating Knowledge of Content and Pedagogy

#### Unsatisfactory

Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline

#### Evidence/Examples

- Teacher makes content errors
- Teacher does not consider prerequisite relationships when planning
- Teacher's plans use inappropriate strategies for the subject.

#### Basic

The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to that discipline

#### Evidence/Examples

- Teacher is familiar with the discipline but does not see conceptual relationships
- Teacher's knowledge of prerequisite relationships is inaccurate or incomplete
- Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.

#### Proficient

The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline

#### Evidence/Examples

- The teacher can identify important concepts of the discipline and their relationships to one another.
- The teacher consistently provides clear explanations of the content
- The teacher answers student questions accurately and provides feedback that furthers their learning.
- The teacher seeks out content-related professional development.

#### Distinguished

The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding

#### Evidence/Examples

In addition to evidence of proficient

- Teacher cites intra- and interdisciplinary content relationships.
- Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.

# Munster Teacher Effectiveness Rubric

## 1b Demonstrating Knowledge of Students

### Unsatisfactory

The teachers demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding

#### Evidence/Examples

- Teacher does not understand child development characteristics and has unrealistic expectations for students.
- Teacher does not try to ascertain varied ability levels among students in the class.
- Teacher is not aware of student interests or cultural heritages.
- Teacher takes no responsibility to learn about students' medical or learning disabilities.

### Basic

The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole

#### Evidence/Examples

- Teacher cites developmental theory but does not seek to integrate it into lesson planning
- Teacher is aware of the different ability levels in the class, but tends to teach to the whole group.
- The teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates material to accommodate those differences.
- The teacher is aware of medical and learning disabilities with some students but does not seek to understand the implications of that knowledge.

### Proficient

The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students

#### Evidence/Examples

- The teacher knows, for groups of students, their levels of cognitive development.
- The teacher has a good idea of the range of interests of students in the class.
- The teacher has identified "high," "medium," and "low" groups of students within the class.
- The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning.
- The teacher is aware of the special needs represented by students in the class.

### Distinguished

The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students

#### Evidence/Examples

- In addition to evidence of proficient
- The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.
  - The teacher seeks out information about their cultural heritage from all students.
  - The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

# Munster Teacher Effectiveness Rubric

## 1c Setting Instructional Outcomes

### Unsatisfactory

Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment

#### Evidence/Examples

- Outcomes lack rigor.
- Outcomes do not represent important learning in the discipline.
- Outcomes are not clear or are stated as activities.
- Outcomes are not suitable for many of the students in the class.

### Basic

Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration

#### Evidence/Examples

- Outcomes represent a mixture of low expectations and rigor.
- Some outcomes reflect important learning in the discipline
- Outcomes are suitable for most of the students in the class.

### Proficient

Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination

#### Evidence/Examples

- Outcomes represent high expectations and rigor.
- Outcomes are related to the big ideas of the discipline.
- Outcomes are written in terms of what students will learn rather than do.
- Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, and communication.
- Outcomes are suitable to groups of students in the class and are differentiated where necessary.

### Distinguished

Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take into account of the needs of individual student.

#### Evidence/Examples

- In addition to evidence of proficient
- Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing.
  - Teacher connects outcomes to previous and future learning.
  - Outcomes are differentiated to encourage individual students to take educational risks.

# Munster Teacher Effectiveness Rubric

## 1d Demonstrating Knowledge of Resources

### Unsatisfactory

The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge

#### Evidence/Examples

- The teacher uses only district-provided materials, even when more variety would assist some students.
- The teacher does not seek out resources available to expand his or her own skill.
- Although aware of some student needs, the teacher does not inquire about possible resources.

### Basic

The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge

#### Evidence/Examples

- The teacher uses materials in the school library but does not search beyond the school for resources.
- The teacher participates in content-area workshops offered by the school but does not pursue other professional development.
- The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.

### Proficient

The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them

#### Evidence/Examples

- Texts are at varied levels.
- Texts are supplemented by guest speakers and field experiences.
- Teacher facilitates Internet resources.
- Resources are multidisciplinary.
- Teacher expands knowledge with professional learning groups and organizations.
- Teacher pursues options offered by universities.
- Teacher provides lists of resources outside the class for students to draw on.

### Distinguished

The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them

#### Evidence/Examples

- In addition to evidence of proficient
- Texts are matched to student skill level.
  - The teacher has ongoing relationships with colleges and universities that support student learning.
  - The teacher maintains a log of resources for student reference.
  - The teacher facilitates student contact with resources outside the classroom.

# Munster Teacher Effectiveness Rubric

## 1e Designing Coherent Instruction

### Unsatisfactory

The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students

#### Evidence/Examples

- Learning activities are boring and/or not well aligned to the instructional goals.
- Materials are not engaging or do not meet instructional outcomes.
- Instructional groups do not support learning.
- Lesson plans are not structured or sequenced and are unrealistic in the expectations.

### Basic

The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources

#### Evidence/Examples

- Learning activities are moderately challenging.
- Learning resources are suitable, but there is limited variety.
- Instructional groups are random or only partially support objectives.
- Lesson structure is uneven or may be unrealistic in terms of time expectations.

### Proficient

The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning

#### Evidence/Examples

- Learning activities are matched to instructional outcomes.
- Activities provide opportunity for higher-level thinking.
- Teacher provides a variety of appropriately challenging materials and resources.
- Instructional student groups are organized thoughtfully and maximize learning and build on student strengths.

### Distinguished

The teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs

#### Evidence/Examples

- In addition to evidence of proficient
- Activities permit student choice
  - Learning experiences connect to other disciplines.
  - Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.
  - Lesson plans differentiate for individual student needs.

# Munster Teacher Effectiveness Rubric

## 1f Designing Student Assessments

### Unsatisfactory

The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction

#### Evidence/Examples

- Assessments do not match instructional outcomes.
- Assessments have no criteria.
- No formative assessments have been designed.
- Assessment results do not affect future plans.

### Basic

The teacher's plan for student assessment is partially aligned with the instructional outcomes without clear criteria, and inappropriate for a least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole

#### Evidence/Examples

- Only some of the instructional outcomes are addressed in the planned assessments.
- Assessment criteria are vague.
- Plans refer to the use of formative assessments, but they are not fully developed.
- Assessment results are used to design lesson plans for the whole class, not individual students.

### Proficient

The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students

#### Evidence/Examples

- All of the learning outcomes have a method for assessment.
- Assessment types match the learning expectations.
- Plans indicate modified assessments for some students as needed.
- Assessment criteria are clearly written.
- Plans include formative assessments to use during instruction.
- Lesson plans indicate possible adjustments based on formative assessment data.

### Distinguished

The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students

#### Evidence/Examples

- In addition to evidence of proficient
- Assessments provide opportunities for student choice.
  - Students participate in designing assessments for their own work.
  - Teacher designed assessments are authentic with real-world application, as appropriate.
  - Students develop rubrics according to teacher specified learning objectives.
  - Students are actively involved in collecting information from formative assessments and provide input.



# Munster Teacher Effectiveness Rubric

## Domain 2: Classroom Environment

### 2a Creating an Environment of Respect and Rapport: Supportive relationships and interactions between teacher and students and among students

#### Unsatisfactory

Patterns of classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not respond to disrespectful behavior

#### Critical Attributes:

- Teacher uses disrespectful talk toward students.
- Student body language indicates feelings of hurt or insecurity.
- Teacher does not address disrespectful interactions among students.
- Teacher displays no familiarity with or caring about individual students' interests or personalities.
- Students use disrespectful talk toward one another with no response from the teacher

#### Basic

Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate respect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results

#### Critical Attributes:

- The quality of interactions between teacher and students or among students is uneven, with occasional disrespect.
- Teacher attempts to respond to disrespectful behavior, with uneven results.
- Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not successful

#### Proficient

Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, developmental levels, and cultures of the students. Students exhibit respect for the teacher. Interactions among students are generally polite

#### Critical Attributes:

- Talk between teacher and students and among students is uniformly respectful.
- Teacher makes superficial connections with individual students.
- Students exhibit respect for the teacher.

#### Distinguished

Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' ages, cultures, and levels of development. Students exhibit respect for the teacher and contribute to maintain high levels of civility among members of the class

#### Critical Attributes:

- The teacher's response to a student's incorrect response respects the student's dignity.
- When necessary, students correct one another in their conduct toward classmates In addition to the characteristics of "proficient,"
- Teacher demonstrates knowledge and caring about individual students' lives beyond school.
- There is no disrespectful behavior among students.

# Munster Teacher Effectiveness Rubric

## 2b Establishing a Culture for Learning: The atmosphere in the classroom that reflects high expectations and the importance of the work undertaken by both students and teacher.

### Unsatisfactory

The classroom culture is characterized by a lack of the teacher or student commitment to the learning and/or little or no investment of student energy into the task at hand. Learning is not expected or valued

#### Critical Attributes:

- The teacher conveys that the reasons for the work are external.
- The teacher conveys to at least some students that the work is too challenging for them.
- The teacher trivializes the learning goals and assignments.
- Students exhibit little or no pride in their work

### Basic

The classroom culture is characterized by little commitment to the learning by the teacher or student. Student engagement in the task at hand is inconsistent. The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality

#### Critical Attributes:

- The teacher's energy for the work is half-hearted or unsuccessful at enlisting student energy.
- The teacher conveys only modest expectations.
- The teacher trivializes some of the learning goals and assignments.
- Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work.
- Most students indicate that they are looking for an "easy path"

### Proficient

The classroom culture is a cognitively busy place where learning is valued by all. Students understand their role as learner and consistently expend effort to learn by engaging in the task at hand. Instructional outcomes, activities, and assignments convey high expectations for most students. Classroom interactions support learning

#### Critical Attributes:

- The teacher communicates the importance of the work and expectations that all students can be successful in it.
- Student work and conduct during a lesson indicate commitment to high quality.
- The teacher demonstrates a high regard for student abilities.
- The teacher emphasizes the role of hard work in student learning.
- The teacher expects student effort and recognizes it.
- The students put forth good effort to complete work of high quality

### Distinguished

The classroom culture is characterized by a shared belief in the importance of the learning. Instructional outcomes, activities, and assignments convey high expectations for all students. Classroom interactions may extend learning. Students assume responsibility for high quality work by initiating improvements, making revisions, adding detail, and/or helping peers. High expectations are internalized by students

#### Critical Attributes:

- In addition to the characteristics of "Proficient,"
- The teacher communicates a genuine passion for the subject.
  - Students indicate that they are not satisfied unless they have complete understanding.
  - Student questions and comments indicate a desire to understand the concepts rather than, for example, simply learning a procedure for getting the correct answer.
  - Students recognize the efforts of their classmates.
  - Students take initiative in improving the quality of their work

# Munster Teacher Effectiveness Rubric

## 2c Managing Classroom Procedures: Routines and procedures to ensure the smooth operation of the classroom to maximize instructional time.

### Unsatisfactory

Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies. There is little evidence that students know or follow established routines

#### Critical Attributes:

- Students not working with the teacher are disruptive to the class.
- Non-instructional duties, such as taking attendance, consume much time.
- There are no established procedures for distributing and collecting materials.
- Procedures are confused or chaotic.
- Volunteers and paraprofessionals appear confused as to what they are supposed to be doing

### Basic

Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to disruption of the learning. With regular guidance and prompting, students follow established routines

#### Critical Attributes:

- Procedures for transitions, materials, and non-instructional duties seem to have been established, but their operation is rough.
- Small groups are only partially engaged while not working directly with the teacher

### Proficient

There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies is consistent. With minimal guidance and prompting, students follow established classroom routines

#### Critical Attributes:

- The students work productively in small group work.
- The teacher has established time-saving procedures for non-instructional activities.
- Routines for distribution and collection of materials and supplies work efficiently.
- Volunteers and paraprofessionals have clearly defined roles

### Distinguished

Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and engaged in consistently by students

#### Critical Attributes:

- In addition to the characteristics of "proficient,"
- Students take the initiative with their classmates to ensure that their time is used productively.
  - Students ensure that transitions are accomplished smoothly.
  - Students take initiative in distributing and collecting materials efficiently.
  - Paraprofessionals and volunteers take initiative in improving learning opportunities for students

# Munster Teacher Effectiveness Rubric

## 2d Managing Student Behavior: Clear standards of conduct, understood by students, to ensure an orderly and productive learning environment.

### Unsatisfactory

There is little or no teacher monitoring of student behavior. Response to students' misbehavior is repressive or disrespectful of student dignity. Students challenge the standards of conduct

#### Critical Attributes:

- The classroom environment is chaotic, with no apparent standards of conduct.
- The teacher does not monitor student behavior.
- Some students violate classroom rules, without apparent teacher awareness or consequences.
- When the teacher notices student misbehavior, s/he appears helpless to do anything about it

### Basic

Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct

#### Critical Attributes:

- The teacher attempts to maintain order in the classroom but with uneven success.
- Classroom rules are posted, but neither teacher nor students refer to them.
- Teacher attempts to keep track of student behavior, but with no apparent system
- The teacher's response to student misbehavior is inconsistent: sometimes very harsh, other times lenient?

### Proficient

Student behavior is generally appropriate. The teacher monitors student behavior against standards of conduct. Teacher response to student misbehavior is consistent, appropriate, and respectful to students

#### Critical Attributes:

- Students can describe the standards of conduct.
- Upon a non-verbal signal from the teacher, students correct their behavior.
- Teacher continually monitors student behavior

### Distinguished

Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. The teacher's monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs

#### Critical Attributes:

In addition to the characteristics of "proficient,"

- Students can explain the reasons for the different standards of conduct and how they reflect students' own priorities.
- The teacher monitors student behavior without speaking – just moving about.
- Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct

# Munster Teacher Effectiveness Rubric

## 2e Organizing Physical Space: A safe physical environment, in which the furniture is arranged to support the learning activities.

### Unsatisfactory

The physical environment is unsafe or some students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities

#### Critical Attributes:

- There are physical hazards in the classroom, endangering student safety.
- Some students can't see or hear the teacher or see the board.
- Available technology is not being used, even if its use would enhance the lesson

### Basic

The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success

#### Critical Attributes:

- The physical environment is safe, and most students can see and hear.
- The physical environment is not an impediment to learning, but does not enhance it.
- The teacher makes limited use of available technology and other resources

### Proficient

The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology

#### Critical Attributes:

- The classroom is safe, and all students are able to see and hear.
- The classroom is arranged to support the instructional goals and learning activities.
- The teacher makes appropriate use of available technology

### Distinguished

The classroom is safe, and learning is accessible to all students including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning

#### Critical Attributes:

- In addition to the characteristics of "proficient,"
- Modifications are made to the physical environment to accommodate students with special needs.
- There is perfect alignment between the goals of the lesson and the physical environment.
- Students take the initiative to adjust the physical environment.
- Teacher makes extensive and imaginative use of available resources and technology

# Munster Teacher Effectiveness Rubric

## Domain 3: Instruction

### 3a Communication with Students: Clear statement of learning outcomes, directions for class activities, and explanations of concepts. Rich and imaginative use of language.

#### Unsatisfactory

The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused

#### Critical Attributes:

- At no time during the lesson does the teacher convey to the students what they will be learning.
- Students indicate through their questions that they are confused as to the learning task.
- The teacher makes a serious content error that will affect students' understanding of the lesson.
- Students indicate through body language or questions that they don't understand the content being presented.
- The teacher's communications include errors of vocabulary or usage.
- Vocabulary is inappropriate to the age or culture of the students

#### Basic

Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors. Some portions are clear; other portions are difficult to follow. Teacher's spoken language is correct; however, vocabulary is limited or not appropriate to the students' ages or backgrounds

#### Critical Attributes:

- The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.
- The teacher clarifies the learning task so students are able to complete it.
- The teacher makes no serious content errors, although may make a minor error.
- Vocabulary and usage are correct but unimaginative.
- Vocabulary may be too advanced or juvenile for the students

#### Proficient

The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is clear and accurate and connects with students' knowledge and experience. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests

#### Critical Attributes:

- The teacher states clearly, at some point during the lesson, what the students are learning.
- When asked by an observer, students can state what they are learning.
- Students engage with the learning task, indicating that they understand what they are to do.
- The teacher models the process to be followed.
- The teacher checks for student understanding of the learning task.
- The teacher makes no content errors.
- The teacher's explanation of content is clear and invites student participation and thinking.
- Vocabulary and usage are correct and completely suited to the lesson.
- Vocabulary is appropriate to the students' ages and levels of development

#### Distinguished

The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understandings. Students contribute by explaining concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabulary

#### Critical Attributes:

- In addition to the characteristics of "proficient,"
- The teacher points out possible areas of misunderstanding.
  - The teacher explains content clearly, using metaphors and analogies to bring content to life.
  - All students seem to understand the presentation.
  - The teacher invites students to explain the content to the class, or to classmates.
  - The teacher uses rich language, offering brief vocabulary lessons where appropriate

# Munster Teacher Effectiveness Rubric

## 3b Using Questioning and Discussion Techniques: Use of questioning and discussion to deepen student understanding, and invite students to formulate hypotheses, make connections, or challenge previously held views.

### Unsatisfactory

The teacher's questions/prompts are poorly aligned with lesson outcomes, with low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion

#### Critical Attributes:

- Questions are rapid-fire and convergent, with a single correct answer.
- Questions do not invite student thinking.
- Many questions are unrelated to the lesson outcomes.
- All discussion is between teacher and students; students are not invited to speak directly to one another.
- The teacher only calls on students who have their hands up

### Basic

The teacher's questions/prompts are a combination of low and high quality, some related to the lesson objectives and of moderate cognitive challenge inviting a thoughtful response. The teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results

#### Critical Attributes:

- Questions are a mix of higher-order and questions with a single correct answer.
- Some questions are unrelated to the learning outcomes.
- The teacher invites students to respond directly to one another's ideas, but few students respond.
- The teacher calls on many students, but only a small number actually participate in the discussion

### Proficient

Most of the teacher's questions/prompts are of high quality and support the lesson objectives, with adequate time for students to respond. A variety or series of questions/prompts are used to challenge students cognitively, and advance high-level thinking and discourse. The teacher creates a genuine discussion among students, stepping aside when appropriate. The teacher successfully engages all students in the discussion, employing a range of strategies to ensure that all students are heard

#### Critical Attributes:

- Most questions are open-ended, inviting students to think.
- Most questions have multiple possible answers.
- Questions are related to the lesson objectives.
- The teacher makes effective use of wait time.
- Discussions enable students to talk to one another, without continual mediation by the teacher.
- The teacher calls on all students, even those who don't initially volunteer.
- All students actively engage in the discussion

### Distinguished

The teacher's questions/prompts are of uniformly high quality and fully support the lesson outcomes, with adequate time for students to respond. A variety or series of questions/prompts are used to challenge students cognitively, advance high-level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion

#### Critical Attributes:

- In addition to the characteristics of "proficient,"
- Students initiate higher-order questions.
- Students extend the discussion, enriching it.
- Students invite comments from their classmates during a discussion

# Munster Teacher Effectiveness Rubric

## 3c Engaging Students in Learning: Learning activities that enable students to be intellectually active in exploring important and challenging content and engage in high-level thinking.

### Unsatisfactory

The learning activities, materials, resources, instructional groups, and technology are poorly aligned with the instructional outcomes, are unsuitable to the students' developmental stage, or do not require students to think. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. Few students are intellectually engaged

#### Critical Attributes:

- Learning tasks require only recall or have a single correct response or method.
- The materials used ask students only to perform rote tasks.
- Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.
- Instructional materials used are unsuitable to the lesson and/or the students.
- The materials used clash with students' cultures.
- Few students are engaged in the lesson

### Basic

The various elements of the lesson are partially aligned with the instructional outcomes, with minimal consideration of the students' development stage. Instruction does not facilitate students constructing knowledge, allowing some students to be passive or compliant. Learning activities, materials, resources, technology, and instructional grouping only partially engage students with the content. The lesson has a recognized structure; however the pacing of the lesson may not provide students the time needed to intellectually engage with their learning

#### Critical Attributes:

- Learning tasks are a mix of those requiring thinking and recall.
- Students have no choice in how they complete tasks.
- The instructional groups partially serve the instructional purpose.
- The materials and resources are partially aligned to the lesson objectives, only some of them requiring student thinking.
- There is a discernible structure to the lesson, but it's not completely successful.
- Some students are intellectually engaged in the lesson

### Proficient

The various elements of the lesson are well-aligned with the instructional outcomes, are suitable to the students' development, and facilitate students in constructing knowledge. Learning activities, materials, resources, technology, and instructional grouping are complementary, resulting in active intellectual engagement by groups of students with important and challenging content. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to intellectually engage with their learning

#### Critical Attributes:

- Most learning tasks demand higher-order thinking
- Learning tasks have multiple correct responses or approaches.
- There is a productive mix of different types of groupings, suitable to the lesson objectives.
- Materials and resources support the learning goals and students' cultures.
- The lesson has a clear structure.
- Most students are intellectually engaged in the lesson

### Distinguished

The various elements of the lesson are well-aligned with the instructional outcomes and individual needs of the learners. The lesson is entirely suitable to the students' development, and facilitates all students in constructing knowledge. Learning activities, materials, resources, technology, and instructional grouping are complementary, resulting in active intellectual engagement by each student in important and challenging content. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students have choice in how they complete tasks and may serve as resources for one another

#### Critical Attributes:

- In addition to the characteristics of "proficient,"
- Students have choice in how they complete tasks.
- Students modify a learning task to make it more meaningful or relevant to their needs.
- Students suggest modifications to the grouping patterns used.
- Students suggest modifications or additions to the materials being used.
- Students have an opportunity for reflection and closure on the lesson.
- All students are highly engaged in the lesson



# Munster Teacher Effectiveness Rubric

## 3d Using Assessment in Instruction: Use of formative assessment for teachers to keep their fingers on the pulse of a lesson, monitor student understanding, and, where appropriate, engage students in self-assessment and monitoring of learning.

### Unsatisfactory

Assessment or monitoring of student learning is absent or minimal. Feedback is absent or of poor quality. There is no attempt to adjust the lesson as a result of assessment. Students are not aware of the assessment criteria and do not engage in self-assessment

#### Critical Attributes:

- The teacher gives no indication of what high quality work looks like.
- Assessment is used only for grading.
- The teacher makes no effort to determine whether students understand the lesson.
- Feedback is only global.
- The teacher does not ask students to evaluate their own or classmates' work

### Basic

Assessment is occasionally used to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is inaccurate or unspecific, and students are only partially aware of the assessment criteria used to evaluate their work. Questions/ Prompts/Assessments are not used to diagnose evidence of learning

#### Critical Attributes:

- The teacher requests global indications of student understanding.
- Feedback to students is not uniformly specific, not oriented toward future improvement of work.
- The teacher makes only minor attempts to engage students in self- or peer- assessment

### Proficient

Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students are aware of the assessment criteria. Questions/Prompts/ Assessments are used to diagnose evidence of learning, and adjustment to instruction is made to address student misunderstandings

#### Critical Attributes:

- The teacher monitors student learning through a variety of means, including using specifically formulated questions to elicit evidence of student understanding, for at least groups of students.
- Feedback includes specific and timely guidance on how students can improve their performance.
- The teacher elicits evidence of individual student understanding once during the lesson.
- Students are invited to assess their own work and make improvements

### Distinguished

Assessment is fully integrated into the instruction, through student involvement in establishing the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Students are aware of and may contribute to the assessment criteria. Questions/Prompts/ Assessments are used regularly to diagnose evidence of learning, and instruction is adjusted and differentiated to address individual student misunderstandings

#### Critical Attributes:

- In addition to the characteristics of "proficient,"
- There is evidence that students have helped establish evaluation criteria.
- Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.
- The teacher makes frequent use of strategies to elicit information about individual student understanding.
- Feedback to students is obtained from many sources, including other students.
- Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher

# Munster Teacher Effectiveness Rubric

## 3e Demonstrating Flexibility and Responsiveness: Awareness and use of teachable moments to make minor and major adjustments to a lesson, and to incorporate student interests and questions into classroom activities.

### Unsatisfactory

The teacher adheres to the instructional plan in spite of evidence of poor student understanding or students' lack of interest. The teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment

#### Critical Attributes:

- The teacher ignores indications of student boredom or lack of understanding.
- The teacher brushes aside student questions.
- The teacher makes no attempt to incorporate student interests into the lesson.
- The teacher conveys to students that when they have difficulty learning, it is their fault.
- In reflecting on practice, the teacher does not indicate that it is important to reach all students

### Basic

The teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon

#### Critical Attributes:

- The teacher's efforts to modify the lesson are only partially successful
- The teacher makes perfunctory attempts to incorporate student questions and interests into the lesson
- The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them
- In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so

### Proficient

The teacher promotes the successful learning of all students, making minor adjustments as needed to instructional plans and accommodating student questions, needs, and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies

#### Critical Attributes:

- The teacher successfully makes a minor modification to the lesson.
- The teacher incorporates students' interests and questions into the heart of the lesson.
- The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.
- In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty

### Distinguished

The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully makes a major adjustment to a lesson when needed. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community

#### Critical Attributes:

- In addition to the characteristics of "proficient,"
- The teacher successfully executes a major lesson readjustment when needed.
- The teacher seizes on a teachable moment to enhance a lesson.
- The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands, and that s/he has a broad range of approaches to use.
- In reflecting on practice, the teacher can cite others in the school and beyond who s/he has contacted for assistance in reaching some students

# Munster Teacher Effectiveness Rubric

## Domain 4: Professional Responsibilities

### Unsatisfactory

### Basic

### Proficient

### Distinguished

#### 4a Reflecting on Teaching

The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved

The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved

The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions that could be tried another time the lesson is taught.

The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each

#### 4b Maintaining Accurate Records

The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion

The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective

The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective

The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective, and students contribute to its maintenance

#### 4c Communicating with Families

The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program

The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families

The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner

The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate

#### 4d Participating in a Professional Learning Community

The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving

The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial

The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues

The teacher makes a substantial contribution to the professional community and to school and district events and projects. The teacher assumes a leadership role among the faculty

# Munster Teacher Effectiveness Rubric

## 4e Growing and Developing Professionally

### Unsatisfactory

The teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.

### Basic

The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues

### Proficient

The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues

### Distinguished

The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues

## 4f Showing Professionalism

### Unsatisfactory

The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and timelines

### Basic

The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by

### Proficient

The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations

### Distinguished

The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally under-served, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district

# Munster Teacher Effectiveness Rubric

## Domain 5: Core Professionalism

### 5a Attendance

#### Meets Standard

Individual has not demonstrated a pattern of unexcused absences

#### Does Not Meet Standard

Individual demonstrates a pattern of unexcused absences

### 5b On-Time Arrival

#### Meets Standard

Individual has not demonstrated a pattern of late arrivals in violation of school procedures.

#### Does Not Meet Standard

Individual demonstrates a pattern of unexcused late arrivals in violation of school procedures.

### 5c Policies and Procedures

#### Meets Standard

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.)

#### Does Not Meet Standard

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.)

### 5d Respect

#### Meets Standard

Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

#### Does Not Meet Standard

Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner

# Munster Guidance Counselor Effectiveness Rubric

## Domain 1: Planning and Preparation

### 1a Demonstrating Knowledge of Counseling Theory and Techniques

Unsatisfactory	Basic	Proficient	Distinguished
Counselor demonstrates little understanding of counseling theory and techniques	Counselor demonstrates basic understanding of counseling theory and techniques	Counselor demonstrates understanding of counseling theory and techniques	Counselor demonstrates deep and thorough understanding of counseling theory and techniques
<b>Evidence/Examples</b>	<b>Evidence/Examples</b>	<b>Evidence/Examples</b>	<b>Evidence/Examples</b>
<ul style="list-style-type: none"><li>• Uses classroom guidance lessons that are not supported by theory or research.</li><li>• Provides no evidence of a written standards-based curriculum that is aligned with the ASCA National Model Delivery System and addresses academic, career and social/emotional domains.</li><li>• Does not demonstrate understanding of theory and research regarding human development, student learning, and positive outcomes (academic, career and social/emotional development)</li></ul>	<ul style="list-style-type: none"><li>• Uses classroom guidance lessons that are sometimes based upon theory and research.</li><li>• Has a written, standards-based curriculum that includes some relevant domains (academic, career, and social/emotional).</li><li>• Demonstrates partial understanding of theory and research regarding human development, student learning, and positive outcomes (academic, career and social/emotional development)</li></ul>	<ul style="list-style-type: none"><li>• Develops comprehensive services based upon sound knowledge of developmental, learning, social justice, multi-cultural, counseling and career theory, and evidence based practices.</li><li>• Applies theories and research about human development and student learning within counseling programs and services.</li></ul>	<ul style="list-style-type: none"><li>• Develops comprehensive services based upon extensive knowledge of developmental, learning, social justice, multi-cultural, counseling and career theory, and evidence based practices.</li><li>• Designs, implements, and disseminates a developmental standards-based curriculum that comprehensively addresses student needs through consistent use of all three domains (academic, career, and social/emotional).</li><li>• Works collaboratively with other disciplines to implement and evaluate evidence-based practices and build capacity of individuals and the system.</li></ul>

# Munster Guidance Counselor Effectiveness Rubric

## 1b Demonstrating Knowledge of Child and Adolescent Development

### Unsatisfactory

Counselor displays little or no knowledge of child and adolescent development

#### Evidence/Examples

- During a team meeting, is able to discuss the needs of a subset of students and developmentally appropriate, effective strategies that may be used across core and supplemental providers to enhance behavioral outcomes.
- Reviews standardized and state test results, diagnostic test results, and report cards for students who are at-risk for drop-out and discusses and advocates for evidence-based interventions to the RTI or school improvement team

### Basic

Counselor displays partial knowledge of child and adolescent development

#### Evidence/Examples

- Is able to discuss some examples and how services align with examples when asked a question about typical student development, skills, and interests.
- Identifies some effective strategies and developmentally appropriate social skills activities for use with a student who has significant behavioral difficulties.

### Proficient

Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general pattern

#### Evidence/Examples

- Is able to discuss a variety of examples and how services align with examples when asked a question about typical development, skills, and interests.
- Identifies many effective strategies and developmentally appropriate social skills activities for use with a student who has significant behavioral difficulties.

### Distinguished

In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general pattern

#### Evidence/Examples

- During a team meeting, is able to discuss the needs of a subset of students and developmentally appropriate, effective strategies that may be used across core and supplemental providers to enhance behavioral outcomes.
- Reviews standardized and state test results, diagnostic test results, and report cards for students who are at-risk for drop-out and discusses and advocates for evidence-based interventions to the RTI or school improvement team

# Munster Guidance Counselor Effectiveness Rubric

## 1c Establishing Goals for the Counseling Program Appropriate to the Setting and the Students Served

### Unsatisfactory

Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students

#### Evidence/Examples

- Does not analyze data to assess student needs and does not evaluate outcomes.
- Assists with bullying prevention, but is not aware of behavioral incidences related to bullying, the skills students need to acquire, or how to measure the impact.
- Utilizes a non-evidence based program that does not align with district or school goals because the publisher offers complimentary materials.

### Basic

Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students

#### Evidence/Examples

- Sometimes analyzes data to assess student needs and evaluate outcomes.
- Asks students if they “feel better” following their participation in a counseling program.
- Assists with bullying prevention and discusses the incidences that he/she is aware of but is not familiar with evidence-based violence prevention strategies or programs.
- Uses Bullying Prevention data, but does not use the data to identify specific groups of students who would benefit most from the bully prevention lessons.

### Proficient

Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students

#### Evidence/Examples

- Uses a continuum of reliable and valid data sources to evaluate the relevance and quality of services.
- Conducts pre-post surveys to determine the impact of social skills training sessions.
- Reviews pre and post discipline, student grades, and attendance data to determine the impact of a school-wide positive behavior support initiative.
- Identifies needs of school population, sets goals to meet those needs, and delivers evidence-based interventions that address the needs.
- Annually analyzes data from multiple sources to determine the impact of the school counseling program on the students and school.
- Creates data-driven goals and strategies that align with the school improvement plans

### Distinguished

Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations which students, parents, and colleagues.

#### Evidence/Examples

- Shares program evaluation results with stakeholders and solicits input to further hone services and outcomes.
- Gathers and shares the research related to drop-out prevention and pre and post discipline, student grades and attendance data to determine the impact of current efforts.



# Munster Guidance Counselor Effectiveness Rubric

## 1d Demonstrating Knowledge of State and Federal Regulations and of Resources both Within and Beyond the School District

### Unsatisfactory

Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district

#### Evidence/Examples

- Relies on one or two resources to remedy all issues.
- Has limited/no knowledge of local community mental health resources and as a result does not refer students and families for needed services.
- Does not have knowledge of websites that address evidence-based practices.
- Is not a member of local, state, or national organizations and does not remain current on literature and best practice regarding school counseling.

### Basic

Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly

#### Evidence/Examples

- Has an ongoing relationship with one professional association that he or she uses as needed
- Has limited knowledge of local community mental health centers that provide counseling services for student and/or families.

### Proficient

Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school

#### Evidence/Examples

- Gathers and shares nationally acclaimed stories and activities related to bullying prevention with students and staff.
- Shares knowledge of local behavioral health services and provides contact names to a family when needed
- Has a working relationship with personnel from community agencies and is able to connect students and families to their services.

### Distinguished

Counselor knowledge of governmental regulations and of resources for students is extensive, including those available through the school district and in the community

#### Evidence/Examples

- Models how to implement Cognitive Behavior Therapy (CBT) technique with students who have self-control issues and monitors student response to the treatment across implementers and settings.
- Seeks out professional development opportunities on School-wide Positive Behavior Supports and brings ideas about implementation back to district, offering to provide in-service training for teachers and other stakeholders.

# Munster Guidance Counselor Effectiveness Rubric

## 1e Planning the Counseling Program, Integrated with the Regular School Program

### Unsatisfactory

Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure

#### Evidence/Examples

- Designs school counseling program that is comprised of unrelated activities and services that lack efficacy and meaning for the population.
- Designs program and services that do not appear to be integrated with other services and/or aligned with the needs of the population or the ASCA National Model.
- Spends a disproportionate amount of time providing services to one grade level.

### Basic

Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some that don't fit with the broader goals

#### Evidence/Examples

- Designs school counseling program that is comprised of some related activities and services that have efficacy and meaning for the population.
- Designs program and services that are partially integrated with other services and aligned with the needs of the population and the ASCA National Model.
- Attempts to allocate service time in an equitable manner across grade levels but efforts are inconsistent.

### Proficient

Counselor has developed a plan that includes the important aspects of counseling in the setting

#### Evidence/Examples

- Designs school counseling program that is comprised of related activities and services that have efficacy and meaning for the population.
- Designs program and services that are integrated with other services and aligned with the needs of the population and the ASCA National Model.
- Provides equitable coverage to all grade levels based upon teacher and student feedback.

### Distinguished

Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program

#### Evidence/Examples

- Designs school counseling program that is comprised of highly related activities and effective services that are equitable and accessible to the population.
- Designs program and services that are annually reviewed to ensure continued alignment with the ASCA National Model to maximize positive outcomes for all students.
- Identifies significant career development needs and works with colleagues to develop a career guidance curriculum and/or program.

# Munster Guidance Counselor Effectiveness Rubric

## 1f Developing a Plan to Evaluate the Counseling Program

### Unsatisfactory

Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important

#### Evidence/Examples

- Does not design, conduct or utilize assessment in planning and or evaluating the service delivery.

### Basic

Counselor has a rudimentary plan to evaluate the counseling program

#### Evidence/Examples

- Conducts/uses some assessment but does not consistently use assessment results to plan or evaluate service delivery.

### Proficient

Counselor'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

#### Evidence/Examples

- Consistently conducts and utilizes assessment and matches assessment results to student needs and service delivery.

### Distinguished

Counselor's evaluation plan is highly sophisticated with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis

#### Evidence/Examples

- Conducts reliable and valid assessments and is consistently able to make meaningful contributions to data teams, make accurate interpretation of student needs, and inform the content and process associated with effective and efficient service delivery and programming.

# Munster Guidance Counselor Effectiveness Rubric

## Domain 2: The Environment

### 2a Creating an Environment of Respect and Rapport

#### Unsatisfactory

Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students

#### Evidence/Examples

- Demonstrates patterns of interactions with students that are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental need.
- Does not know or call students by name.
- Does not appear to use or model active listening skills with students.
- Does not establish a collaborative environment that promotes exploration of individual differences.
- Refuses to provide individual counseling services with a student who has issues impacting his/ her grades in a class. States there is no time in his/her schedule.

#### Basic

Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful

#### Evidence/Examples

- Demonstrates patterns of interactions with students that are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. There is little evidence of collaboration with colleagues.
- Knows some students by name.
- Attempts to model active listening skills with students and has inconsistent results and student response.
- Attempts to create a collaborative and positive environment but does not fully understand developmental levels.

#### Proficient

Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions

#### Evidence/Examples

- Demonstrates patterns of interactions that are appropriate to the ages, culture, and developmental levels of the students. Collaborates with colleagues and other stakeholders to develop programs and policies that foster a school climate of respect.
- Interacts with students and knows significant interests of students.
- Uses solution-focused counseling to assist an over-stressed student organize his/her time, and shares this information with students' teachers with permission.
- Provides culturally responsive activities.

#### Distinguished

Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions

#### Evidence/Examples

- Has interactions among colleagues and individual students that are highly respectful, reflecting genuine warmth, care, concern, and sensitivity to students as individuals.
- Models respect and rapport for his/her colleagues and the students and leads in the development of policies and programs that promote equity, access, and inclusion for all students.
- Celebrates varied achievements of students and engages parents and teachers in the recognition.

# Munster Guidance Counselor Effectiveness Rubric

## 2b Establishing a Culture for Productive Communication

### Unsatisfactory

Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers

### Basic

Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful

### Proficient

Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers

### Distinguished

The culture in the school for productive and respectful communications between and among students and teachers, while guided by the counselor, is maintained by both teachers and students

## 2c Managing Routines and Procedures

Counselor's routines for the counseling center or classroom work are nonexistent or in disarray

Counselor has rudimentary and partially successful routines for the counseling center or classroom

Counselor's routines for the counseling center or classroom work effectively

Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them

### Evidence/Examples

- Uses routines and procedures that are either nonexistent or inefficient, resulting in the loss of time.
- Fails to develop and/or circulate clear operational schedules.
- Does not engage students in classroom guidance lessons.
- Does not follow district protocols for dealing with crises

### Evidence/Examples

Uses routines and procedures that have been established but function unevenly or inconsistently, with some loss of time. Occasionally develops and/or circulates operational schedules.  
Engages some students in the classroom guidance lessons.  
Is familiar with the district policy for dealing with crises but is inconsistent in following the guidelines

### Evidence/Examples

- Uses routines and procedures that have been established and function efficiently for the most part, with little loss of time.
- Is cognizant and respectful of staff time, by sharing schedules and changes in a timely manner.
- Ensures classroom guidance is well organized and most students are productively engaged while he or she works with other students.
- Is able to access materials and resources when called upon.
- Follows district protocols and policies

### Evidence/Examples

- Uses routines and procedures that are seamless in their operation, and students assume considerable responsibility for their effective functioning.
- Communicates operational schedules to stakeholders through daily, weekly, monthly, and annual schedules and calendars shared through a variety of media and multiple venues.
- Ensures classroom guidance is well organized, students assume responsibility for productivity, and students are actively engaged.
- Anticipates student need based on data gathering and disseminates materials and resources proactively in conjunction with school-wide activities and mailings.
- Works with building administration to assess and update the protocols and policies related to crisis intervention.

# Munster Guidance Counselor Effectiveness Rubric

## 2d Establishing Standards of Conduct and Contributing to the culture for Student Behavior throughout the School

### Unsatisfactory

Counselor has established no standards of conduct for student during counseling sessions and makes no contribution to maintaining an environment of civility in the school

#### Evidence/Examples

- Demonstrates little/no knowledge of management techniques appropriate for various situations. Responds to student's misbehavior in a manner that is repressive or disrespectful.
- During an in-class lesson, fails to address student misbehavior.

### Basic

Counselor efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole

#### Evidence/Examples

- Demonstrates partial awareness of management techniques and makes attempts to use these techniques in various situations.
- Inconsistently implements the standards of conduct.
- Focuses on a small subgroup of students to enforce management techniques, ignoring the same behavior in others.

### Proficient

Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school

#### Evidence/Examples

- Demonstrates a firm foundation in management techniques and employs these techniques appropriately to manage behaviors in various situations.
- Responds to student misbehavior in a manner that is consistent, proportionate, respectful to students, and effective.
- Asks for student participation during classroom presentations, and students respond positively.
- Using Crisis Prevention Intervention (CPI), is able to effectively de-escalate a student who is acting out physically by using calming words and an even tone of voice.

### Distinguished

Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school

#### Evidence/Examples

- Demonstrates a high level of understanding of management techniques and extreme competency in managing behaviors in various situations. There is evidence of student participation in setting expectations and monitoring behavior.
- Monitors student behavior in a manner that is subtle and preventive, and responds to student misbehavior in a manner that is sensitive to individual student needs and respects students' dignity.
- Effectively utilizes a nonverbal communication system to elicit communication, and then quiet, during a classroom presentation.

# Munster Guidance Counselor Effectiveness Rubric

## 2e Organizing Physical Space

### Unsatisfactory

The physical environment is in disarray or is inappropriate to the planned activities

#### Evidence/Examples

- Makes poor use of the physical environment, resulting in unsafe or inaccessible conditions, or a serious mismatch between the physical space and counseling activities.
- Does not arrange furniture to support activities. Runs a group from behind a desk.
- Keeps office disorganized and cluttered.

### Basic

Counselor's attempts to create an inviting and well organized physical environment are partially successful

#### Evidence/Examples

- Ensures the physical environment is safe and essential learning is accessible to all, but the physical space only partially supports activities.
- Arranges furniture to support activities, but while the physical environment is not an impediment, it does not enhance the activity.

### Proficient

Counseling center for classroom arrangements are inviting and conducive to the planned activities

#### Evidence/Examples

- Ensures the physical environment is safe and contributes to ensuring that the physical environment supports the counseling activities.
- Arranges office and/or classroom to support and enhance the school counseling program activities.

### Distinguished

Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement

#### Evidence/Examples

- Ensures the physical environment is safe and learning is accessible to all; uses physical resources well and ensures that the physical space supports the counseling activities.
- Arranges the physical environment to thoroughly support learning.
- Models behavior for creating a safe and effective environment such that students then take initiative and arrange chairs for sessions.
- Is viewed as a resource for organizing physical space to enhance climate and student safety and belonging.
- Provides in-service and resources on reducing environmental distractions for students who are off-task.

# Munster Guidance Counselor Effectiveness Rubric

## Domain 3: Delivery of Service

### 3a Assessing Student Needs

#### Unsatisfactory

Counselor does not assess student needs, or the assessments result in inaccurate conclusions

##### Evidence/Examples

- Conducts little/no assessment or monitoring of student learning and progress.
- Provides no feedback or feedback of poor quality.
- Students do not appear to be aware of the assessment criteria for determining whether progress has been made.  
Does not believe that the school counseling program needs to address the academic, career, and social/emotional needs of all students and, to that end, delivers primarily responsive

#### Basic

Counselor's assessments of student needs are perfunctory

##### Evidence/Examples

- Inconsistently uses assessment to support student learning and progress.
- Provides general feedback to students.
- Students are only partially aware of the assessment criteria used to evaluate their progress.
- Disregards academic and national assessments in student course planning.

#### Proficient

Counselor assesses student needs and knows the range of student needs in the school

##### Evidence/Examples

- Ensures that students are aware of the goals that have been established and the criteria for determining whether progress has been made.
- Uses student assessment data to advocate for enhanced rigor in course selection.
- Uses evidence-based assessments to assist students in making connections between their personal interests and abilities and the curriculum.

#### Distinguished

Counselor conducts detailed and individualized assessments of student needs to contribute to program planning

##### Evidence/Examples

- Develops, in conjunction with students, the goals and criteria for determining whether progress has been made.
- Implements and/or assists the school staff in implementing instructional and other strategies to make connections between their personal interests and abilities and the curriculum.
- Ensures students self-assess and monitor their progress, and contributes to the development of new goals when they are ready.



## Munster Guidance Counselor Effectiveness Rubric

### 3b Assisting Students and Teachers in the Formulation of Academic, Personal/social, and Career Plans, Based on Knowledge of Student Needs

#### Unsatisfactory

Counselor's program is independent of identified student needs

#### Basic

Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful

#### Proficient

Counselor helps students and teachers formulate academic, personal, social, and career plans for groups of students

#### Distinguished

Counselor helps individual students and teachers formulate academic, personal/social, and career plans

### 3c Using Counseling Techniques in Individual and Classroom Programs

#### Unsatisfactory

Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning

#### Basic

Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning

#### Proficient

Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning

#### Distinguished

Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning

# Munster Guidance Counselor Effectiveness Rubric

## 3d Brokering Resources to Meet Needs

### Unsatisfactory

Counselor does not make connections with other programs in order to meet student needs

### Basic

Counselor's efforts to broker services with other programs in the school are partially successful

### Proficient

Counselor brokers with other programs within the school or district to meet student needs

### Distinguished

Counselor brokers with other programs and agencies both within and beyond the school district to meet individual student needs

## 3e Demonstrating Flexibility and Responsiveness

### Unsatisfactory

Counselor adheres to the plan or program, in spite of evidence of its inadequacy

#### Evidence/Examples

- Adheres to the direct and indirect service delivery plan, even when the data indicates a change is warranted in order to improve outcomes.
- Is not knowledgeable about at-risk factors for school

### Basic

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

#### Evidence/Examples

- Accepts responsibility for the quality of direct and indirect service delivery outcomes but has only a limited repertoire of strategies to use to improve them.
- Is aware of at-risk factors for school dropout but does not utilize them with his/her caseload.

### Proficient

Counselor makes revisions in the counseling program when they are needed

#### Evidence/Examples

- Uses data to promote the successful goal achievement of all students and makes adjustments as needed to direct and indirect service delivery plans.
- Gathers and analyzes data to identify students at risk for dropping out of school and follows up with evidence-based strategies to address the risks.
- Builds on student needs, skills, and interests to incorporate 21<sup>st</sup> Century skills and content into the school counseling program.

### Distinguished

Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input

#### Evidence/Examples

- Actively solicits the feedback from all stakeholders to inform continuous improvement efforts and related outcomes as a function of direct and indirect service delivery plans.
- Collaborates and consults with stakeholder groups to ensure that school counseling program plans address and support students' academic, career, and social/emotional development.
- Identifies school-wide/system-wide policies that have potential for placing students at risk for dropping out, and works to address or change those policies.

# Munster Guidance Counselor Effectiveness Rubric

## Domain 4: Professional Responsibilities

### 4a Reflecting on Practice

#### Unsatisfactory

Counselor does not reflect on practice, or the reflections are inaccurate or self-serving

#### Evidence/Examples

- Does not gather feedback from stakeholders regarding activities or the school counseling program

#### Basic

Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved

#### Evidence/Examples

- Acknowledges that he/she does not know a lot about how to help students with person problems such as drug and alcohol problems, but does not have a plan for improving skills in this area.
- Gathers feedback from students regarding individual program activities but files it away without looking at it.

#### Proficient

Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved

#### Evidence/Examples

- In response to administrative feedback, consults the American School Counselor Association (ASCA) to get evidence-based resources to begin to improve his/her ability to contribute at the building and district level.

#### Distinguished

Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies

#### Evidence/Examples

- Actively seeks feedback from parents, students, teachers, administrators, other counselors and community members.
- Advocates at the building and district level for equitable student-centered policies and procedures that positively impact student learning.

# Munster Guidance Counselor Effectiveness Rubric

## 4b Maintaining Records and Submitting Them in a Timely Fashion

### Unsatisfactory

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

#### Evidence/Examples

- Does not keep records that reflect engagement in the school counseling program delivery services.
- Lacks a system of record keeping, reports, and documentation, or record keeping is in such disarray so as to provide incorrect or confusing information.

Leaves confidential information out in plain view

### Basic

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

#### Evidence/Examples

- Tracks student involvement in school counseling program delivery services but does not utilize that information for intervention.
- Has a process for recording student progress and keeping counseling notes and records. However, it may be out-of-date.
- Leaves confidential student information in unlocked filing cabinet.

### Proficient

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

#### Evidence/Examples

- Tracks student involvement in school counseling delivery services and uses that information in program planning and implementation.
- Uses a system for recording student progress, counseling notes, and records that is efficient and effective.
- Keeps confidential student information locked and secured at all times.

### Distinguished

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

#### Evidence/Examples

- Notices inconsistencies in record keeping across the district. Advocates for consistent method for all counselors in the district.
- Is highly effective in adhering to the laws, rules, policies, and ethical standards related to confidentiality of student records and other information and reviews records annually.
- Actively works to communicate and maintain confidential procedures.

# Munster Guidance Counselor Effectiveness Rubric

## 4c Communicating with Families

### Unsatisfactory

Counselor provides no information to families, either about the counseling program as a whole or about individual students

#### Evidence/Examples

- Presents little/no evidence of effective communication with families.
- Provides little/no information to parents about the School Counseling Program.
- Prefers to only meet with parents in person and is unwilling to talk on the telephone or email.
- Does not provide information for parents regarding academic and career planning and does not involve them in the pathway/course selection process

### Basic

Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students

#### Evidence/Examples

- Makes inconsistent attempts to engage families in home-school partnerships or school counseling services
- Inconsistently communicates with some families.
- Only contacts the family in emergency situations.
- Sends information home to parents regarding the high school course selection process but provides no opportunity for dialog with the parents.

### Proficient

Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students

#### Evidence/Examples

- Consistently establishes effective home-school partnerships.
- Consistently and effectively communicates with families.
- High School counselor annually meets individually with students and their parents to review the student's Individual Graduation Plan, and addresses credit recovery options, if appropriate.

### Distinguished

Counselor's is proactive in providing information to families about the counseling program and about individual students through a variety of means

#### Evidence/Examples

- Is identified as a role model for other school counselors on how to communicate and collaborate effectively with families.
- Works with stakeholders to identify (and address) barriers that stand in the way of effective family and community involvement.

# Munster Guidance Counselor Effectiveness Rubric

## 4d Participation in a Professional Community

### Unsatisfactory

Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects

#### Evidence/Examples

- Avoids interactions with faculty and staff. Steadfastly refuses event invitations for evening activities.
- Has relationships with colleagues that are characterized by negativity.
- Does not attend optional school district workshops.
- Does not attend professional development workshops offered by local, state, or national school counseling associations.

### Basic

Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested

#### Evidence/Examples

- Has relationships that are cordial and fulfill the minimum required school/district duties and include limited involvement in a culture of inquiry, school events, and/or school or district projects when asked.
- Attends one local school counseling association workshop.
- Attends a few professional development webinars.

### Proficient

Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues

#### Evidence/Examples

- Has relationships that are characterized by mutual support and cooperation and include active participation in a culture of inquiry, school events, and school/district projects, with the counselor making substantial contributions.
- Establishes a professional learning community (PLC) and provides updates on counseling resources.
- Mentors and supports colleagues on issues related to counseling students.

### Distinguished

Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues

#### Evidence/Examples

- Has relationships that are characterized by mutual support, cooperation, and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.
- Demonstrates exemplary leadership and collaboration by engaging the educational community in the development of a comprehensive school counseling program.
- Regularly attends local, state, and national school counseling workshops and conferences.
- Seeks opportunities to communicate and collaborate with other counselors at the local, state, and national levels to share and/or learn best practices

# Munster Guidance Counselor Effectiveness Rubric

## 4e Engaging in Professional Development

### Unsatisfactory

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

#### Evidence/Examples

- Resists feedback on professional performance
- Does not participate in departmental activities aimed at sharing knowledge.
- Does not belong to any professional organizations appropriate to his/her field and does not engage in professional development.

### Basic

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

#### Evidence/Examples

- Does not seek out opportunities for professional development and/or accepts feedback on professional performance with some reluctance.
- Participates in departmental activities to a limited extent.
- Participates in a professional opportunity when specifically asked or required to do so.
- Aware of but not "conversant with" the ASCA Ethical Standards for School Counselors; Standards for Professional Conduct; and laws, policies, and procedures applicable to the counselors.

### Proficient

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

#### Evidence/Examples

- Consistently seeks out professional development opportunities, welcomes feedback on performance, and participates actively in assisting other counselors and the learning community.
- Demonstrates and upholds ASCA Ethical Standards for School Counselors; Standards for Professional Conduct; and laws, policies, and procedures applicable to the school counselor position.
- Actively shares his/her expertise with other members of the department.
- Regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, and in-services; reads professional journals) and incorporates new evidence-based practices and skills in his/her daily work.

### Distinguished

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

#### Evidence/Examples

- Seeks out opportunities for professional development, contributes to the professional development of other school counselors, makes a systematic effort to conduct action research, seeks out feedback, and initiates important activities to contribute to the profession.
- Takes a leadership role both within the learning community and the school counseling community.

# Munster Guidance Counselor Effectiveness Rubric

## 4f Showing Professionalism

### Unsatisfactory

Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality

#### Evidence/Examples

- Demonstrates little/no evidence of ethical practice and professionalism, and engages in practices that are self-serving or harmful to students, parents, colleagues, and other stakeholders.
- Fails to comply with school and district regulations and timelines.
- Leaves confidential information out in plain view.

### Basic

Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality

#### Evidence/Examples

- Ethical and professional in serving students, parents, colleagues, and other stakeholders.
- Assumes a limited role in resolving parent and/or teacher dissention.
- Is unable to accurately demonstrate how a student's GPA is determined.
- At times, attempts to serve students are limited.
- Complies minimally with school and district regulations, doing just enough to get by.
- Leaves confidential student information in unlocked filing cabinet.

### Proficient

Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed

#### Evidence/Examples

- Displays a high level of ethical and professional behavior in dealing with students, parents, and colleagues; and complies fully and voluntarily with professional, school, district, and state regulations and policies.
- Demonstrates and upholds ASCA Ethical Standards for School Counselors; Standards for Professional Conduct; and laws, policies, and procedures applicable to the school counselor position. Provides supervision to intern and/or practicum student, being sensitive to the individual's professional development needs.
- Keeps confidential student information locked and secured at all times.

### Distinguished

Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues

#### Evidence/Examples

- Is proactive and assumes a leadership role (indeed, is seen as a role model) in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.



# Munster Guidance Counselor Effectiveness Rubric

## Domain 5: Core Professionalism

### 5a Attendance

#### Meets Standard

Individual has not demonstrated a pattern of unexcused absences

#### Does Not Meet Standard

Individual demonstrates a pattern of unexcused absences

### 5b On-Time Arrival

#### Meets Standard

Individual has not demonstrated a pattern of late arrivals in violation of school procedures.

#### Does Not Meet Standard

Individual demonstrates a pattern of unexcused late arrivals in violation of school procedures.

### 5c Policies and Procedures

#### Meets Standard

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.)

#### Does Not Meet Standard

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.)

### 5d Respect

#### Meets Standard

Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

#### Does Not Meet Standard

Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner

# Munster Media Specialist Effectiveness Rubric

## Domain 1: Planning and Preparation

### 1a Demonstrating Knowledge of Literature and Current Trends in Library/media Practice and Information Technology

#### Unsatisfactory

Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology

#### Basic

Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology

#### Proficient

Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology

#### Distinguished

Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology

### 1b Demonstrating Knowledge of the School's Program and Student Information Needs Within that Program

#### Unsatisfactory

Library/media specialist demonstrates little or no knowledge of the school's content standards and of student's needs for information skills within those standards

#### Basic

Library/media specialist demonstrates basic knowledge of the school's content standards and of student's needs for information skills within those standards

#### Proficient

Library/media specialist demonstrates thorough knowledge of the school's content standards and of student's needs for information skills within those standards

#### Distinguished

Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program

### 1c Establishing Goals for the Library/media Program Appropriate to the Setting and the Students Served

#### Unsatisfactory

Library/media specialist 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

#### Basic

Library/media specialists goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students

#### Proficient

Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students

#### Distinguished

Library/media specialist'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 consultation with students and colleagues

## Munster Media Specialist Effectiveness Rubric

### 1d Demonstrating Knowledge of Resources, Both Within and Beyond the School District, and Access to such Resources as Interlibrary Loan

#### Unsatisfactory

Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals

#### Basic

Library/media specialist 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 advance program goals)

#### Proficient

Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals

#### Distinguished

Library/media specialist is fully aware 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

### 1e Planning the Library/media Program Integrated with the Overall School Program

#### Unsatisfactory

Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure

#### Basic

Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals

#### Proficient

Library/media specialist's plan is well designed to support both teachers and students in their information needs

#### Distinguished

Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultation work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teacher

### 1f Developing a Plan to Evaluate the Library/media Program

#### Unsatisfactory

Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important

#### Basic

Library/media specialists has a rudimentary plan to evaluate the library/media program

#### Proficient

Library/media specialist'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

#### Distinguished

Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis

# Munster Media Specialist Effectiveness Rubric

## Domain 2: The Environment

### 2a Creating an Environment of Respect and Rapport

#### Unsatisfactory

Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict

#### Basic

Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students

#### Proficient

Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students

#### Distinguished

Interactions among library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library

### 2b Establishing a Culture for Investigation and Love of Literature

#### Unsatisfactory

Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required

#### Basic

Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it

#### Proficient

Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature

#### Distinguished

Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values

### 2c Establishing and Maintaining Library Procedures

#### Unsatisfactory

Media center routines and procedures (for example, for circulation materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role

#### Basic

Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful

#### Proficient

Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role

#### Distinguished

Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center

# Munster Media Specialist Effectiveness Rubric

## 2d Managing student behavior

### Unsatisfactory

There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity

### Basic

It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful

### Proficient

Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students

### Distinguished

Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior

## 2e Organizing Physical Space to Enable Smooth Flow

### Unsatisfactory

Library/media specialist 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

### Basic

Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion

### Proficient

Library/media specialist's effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use

### Distinguished

Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting

# Munster Media Specialist Effectiveness Rubric

## Domain 3: Delivery of Service

### 3a Maintaining and Extending the Library Collection in Accordance with the School's Needs and Within Budget Limitations

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas

### 3b Collaborating with Teachers in the Design of Instructional Units and Lessons

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school

### 3c Engaging Students in Enjoying Literature and in Learning Information Skills

Unsatisfactory	Basic	Proficient	Distinguished
Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers

## Munster Media Specialist Effectiveness Rubric

### 3d Assisting Students and Teachers in the Use of Technology in the Library/media Center

#### Unsatisfactory

Library/media specialist declines to assist students and teachers in the use of technology in the library/media center

#### Basic

Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so

#### Proficient

Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center

#### Distinguished

Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center

### 3e Demonstrating Flexibility and Responsiveness

#### Unsatisfactory

Library/media specialist adheres to the plan, in spite of evidence of its inadequacy

#### Basic

Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change

#### Proficient

Library/media specialist makes revisions to the library/media program when they are needed

#### Distinguished

Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input

# Munster Media Specialist Effectiveness Rubric

## Domain 4: Professional Responsibilities

### 4a Reflecting on Practice

#### Unsatisfactory

Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving

#### Basic

Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved

#### Proficient

Library/media specialist reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved

#### Distinguished

Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success

### 4b Preparing and Submitting Reports and Budgets

#### Unsatisfactory

Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late

#### Basic

Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time

#### Proficient

Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time

#### Distinguished

Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time

### 4c Communication with the Larger Community

#### Unsatisfactory

Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community

#### Basic

Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community

#### Proficient

Library/media specialist engages in outreach efforts to parents and the larger community

#### Distinguished

Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries coordinating efforts for mutual benefit



# Munster Media Specialist Effectiveness Rubric

## 4d Participating in a Professional Community

### Unsatisfactory

Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects

### Basic

Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested

### Proficient

Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues

### Distinguished

Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues

## 4e Engaging In Professional Development

### Unsatisfactory

Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills

### Basic

Library/media specialist's participation in professional development activities is limited to those that are convenient or are required

### Proficient

Library/media specialist seeks out opportunities for professional development based on an individual assessment of need

### Distinguished

Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues

## 4f Showing Professionalism

### Unsatisfactory

Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws

### Basic

Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws

### Proficient

Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws

### Distinguished

Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws

# Munster Media Specialist Effectiveness Rubric

## Domain 5: Core Professionalism

### 5a Attendance

#### Meets Standard

Individual has not demonstrated a pattern of unexcused absences

#### Does Not Meet Standard

Individual demonstrates a pattern of unexcused absences

### 5b On-Time Arrival

#### Meets Standard

Individual has not demonstrated a pattern of late arrivals in violation of school procedures.

#### Does Not Meet Standard

Individual demonstrates a pattern of unexcused late arrivals in violation of school procedures.

### 5c Policies and Procedures

#### Meets Standard

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.)

#### Does Not Meet Standard

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.)

### 5d Respect

#### Meets Standard

Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

#### Does Not Meet Standard

Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner

# **Appendix A**

**Notes from IC-20-28-11.5**

## Appendix A – Notes from IC 20-28-11.5)

**Teacher Remediation Plan** – If a teacher received a rating of *ineffective* or *improvement necessary*, the evaluator and the teacher shall develop a remediation plan of not more than 90 school days in length to correct the deficiencies noted in the evaluation. The remediation plan must require the use of the teacher’s license renewal credits in professional development activities intended to help the teacher improve. The *Professional Development Plan* form (Form 4 is an optional form that can be used.)

**Appeal** – A teacher who received a rating of *ineffective* may file a request for a private conference with the superintendent not later than 5 days after receiving notice that the teacher received a rating of *ineffective*. The teacher is entitled to a private conference with the superintendent.

**Parent Notice** – A student may not be instructed for 2 consecutive years by teachers rated as *ineffective*. If it is not possible, the school corporation must notify the parents of each applicable student before the start of the second consecutive year indicating the student will be placed in a classroom of a teacher who has been rated *ineffective*.

**IDOE Reports** – Before August 1, 2013 (and each year following), the school corporation shall provide the results of the teacher performance evaluations including the number of teachers placed in each performance category to the IDOE. The results may not include the names of teachers.

**Compensation** – A teacher rated *ineffective* or *improvement necessary* may not receive any raise or increment for the following year if the teacher’s employment contract is continued.

**Tenure Categories** – New Teacher Tenure Categories begin July 1, 2012

- A. Probationary Teacher (IC 20-28-6-7.5) – A teacher who has not received a rating (newly hired) or an established/professional teacher who receives a rating of *ineffective* or an established/professional teacher who receives two consecutive ratings of *improvement necessary* or three *improvement necessary* ratings in a 5-year period.
- B. Established Teacher (IC 20-28-6-8) – A teacher who serves under contract before July 1, 2012 and enters into another contract before July 1, 2012. All current teachers become established teachers on July 1, 2012.
- C. Professional Teacher (IC 20-28-6-7.5) – A teacher who receives a rating of *effective* or *highly effective* for at least 3 years in a 5-year (or shorter) period. A professional teacher becomes probationary if he/she receives a rating of *ineffective* or 2 consecutive ratings of *improvement necessary*.

**Contract Cancellation Grounds (IC 20-28-7.5-1)**

- A. Probationary Teacher
  1. One (1) *ineffective* rating
  2. Two (2) consecutive years of *improvement necessary*
  3. Justifiable decrease in teaching positions – After June 20, 2012, RIF’s in positions must be based on performance and not seniority
  4. Any reason considered relevant to the school’s interest

B. Established/Professional Teacher

1. Justifiable decrease in positions – After June 30, 2012, RIF's in positions must be based on performance and not seniority
2. Immorality
3. Insubordination
4. Incompetence
  - a. Two (2) consecutive years of *ineffective* ratings; or
  - b. *Ineffective* or *improvement necessary* in three (3) years of any 5-year period
5. Neglect of duty
6. Certain felony convictions
7. Other good and just cause

# Appendix B

## Forms

# Teacher Evaluation Form 1

## Pre-Observation Form - Teacher

Note: This form may be used in conjunction with a pre-conference, but can also be exchanged without a pre-conference prior to the observation.

School: \_\_\_\_\_ Observer: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

Date and Period of Scheduled Observation: \_\_\_\_\_

Dear Teacher:

In preparation for your formal observation, please answer the questions below and attach any requested material.

1. What are the learning outcomes for this lesson? What do you want the students to understand?
2. What standards will you target during this class?
3. How does this learning “fit” in the sequence of learning for this class?
4. Briefly describe the students in this class, including those with special needs.
5. How will you engage the students in learning? What will you do? What will the students do? Provide any worksheets or other materials the students will be using.
6. How will you differentiate instruction for different individuals or groups of students in the class?
7. How will you know whether the students have learned what you intend?
8. Is there anything that you would like me to specifically observe during the lesson?
9. Is there anything you would like me to know about this class in particular?

## **Post-Observation Form - Evaluator**

The primary post-observation document should simply be a copy of the observation notes taken in the classroom along with ratings provided by the evaluator. The post-observation documentation will be provided through the online observation program, Standards for Success.



## Teacher Evaluation Form 2

### Post-Observation Form - Teacher

School: \_\_\_\_\_

Observer: \_\_\_\_\_

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

Grade/Subject: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

Dear Teacher:

In preparation for our post-conference, please complete this questionnaire and bring it with you when we meet. Your honesty is appreciated and will help us to have a productive conversation about your performance and areas for improvement.

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?
2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding? If there are no samples, what helped you gauge the students' levels of engagement and understanding?
3. Comment on the classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?
4. Did you depart from your plan? If so, how, and why?
5. Comment on the different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?
6. If you had a chance to teach this lesson again to the same group of students, what would you do differently?

## Teacher Evaluation Form 3

### Mid-Year Check-In Form

School: \_\_\_\_\_ Summative Evaluator: \_\_\_\_\_  
 Teacher: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_  
 Date: \_\_\_\_\_

Note: Mid-year check-in conferences are **mandatory** if a teacher is in jeopardy of being rated as *ineffective* or *improvement necessary* based on prior observations, or has been rated *ineffective* or *needs improvement* on an evaluation within the past 5 years. This conference is also mandatory for any teacher with less than 3 total years of teaching experience at the School Town of Munster. This conference is optional for any other teachers, but can be helpful for evaluators to assess what information still needs to be collected, and for teachers to understand how they are performing thus far. It should be understood that the mid-year rating is only an assessment of the first part of the year and does not necessarily correspond to the end-of-year rating. If there has not yet been enough information to give a mid-year rating, write N/A.

Number of Formal Observations Prior to Mid-Year Check-in: \_\_\_\_\_

Number of Informal Observations Prior to Mid-Year Check-in: \_\_\_\_\_

<b>Domain 1: Planning &amp; Preparation</b>	<b>Mid-Year Assessment of Domain 1</b>
1a. Demonstrating knowledge of content and pedagogy. 1b. Demonstrating knowledge of students. 1c. Setting instructional outcomes 1d. Demonstrating knowledge of resources 1e. Designing coherent instruction 1f. Designing student assessment	
<b>Mid-Year Rating (Circle One)</b>	<b>4 – Distinguished</b> <b>3 – Proficient</b> <b>2 – Basic</b> <b>1 – Unsatisfactory</b>

<b>Domain 2: Classroom Environment</b>	<b>Mid-Year Assessment of Domain 2</b>
2a. Creating an environment of respect and rapport 2b. Establishing a culture for learning 2c. Managing classroom procedures 2d. Managing student behavior 2e. Organizing physical space	
<b>Mid-Year Rating (Circle One)</b>	<b>4 – Distinguished</b> <b>3 – Proficient</b> <b>2 – Basic</b> <b>1 – Unsatisfactory</b>

<b>Domain 3: Instruction</b>	<b>Mid-Year Assessment of Domain 3</b>
3a. Communicating with students 3b. Using questioning and discussion techniques. 3c. Engaging students in learning 3d. Using assessment in instruction 3e. Demonstrating flexibility and responsiveness	
<b>Mid-Year Rating (Circle One)</b>	<b>4 – Distinguished</b> <b>3 – Proficient</b> <b>2 – Basic</b> <b>1 – Unsatisfactory</b>

<b>Domain 4: Professional Responsibilities</b>	<b>Mid-Year Assessment of Domain 4</b>
4a. Reflecting on teaching 4b. Maintaining accurate records 4c. Communicating with families 4d. Participating in a professional community 4e. Growing and developing professionally 4f. Demonstrating professionalism.	
<b>Mid-Year Rating (Circle One)</b>	<b>4 – Distinguished</b> <b>3 – Proficient</b> <b>2 – Basic</b> <b>1 – Unsatisfactory</b>

<b>Core Professionalism</b>	<b>Mid-Year Assessment</b>
Attendance On-time arrival Policies and Procedures Respect	
<b>Mid-Year Rating (Circle One)</b>	<b>Meets Standards</b> <b>Does Not Meet Standards</b>

## Teacher Evaluation Form 4

### Professional Development Plan

Using relevant student learning data, evaluation feedback and previous professional development, establish at least 3 areas of professional growth below. Each of your goals is important but you should rank your goals in order of priority. On the following pages, complete the growth plan form for each goal.

Goal	Achieved?
1.	
2.	
3.	

<b>Name</b>			
<b>School</b>			
<b>Grade Level(s)</b>		<b>Grade Level(s)</b>	
<b>Date Developed</b>		<b>Date Completed</b>	
Primary Evaluator Approval		Primary Evaluator Signature	
Teacher Signature		Teacher Signature	

## Professional Growth Goal 1

Overall Goal: Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to the Teacher Effectiveness Rubric: (ex: Competency 3b: Using questioning and discussion techniques)	Action Steps and Data: Include detailed steps and the data you will use to determine whether each benchmark is met	Benchmarks and Data: Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.				Evidence of Achievement: How do you know that your goal has been met?
	Action Step 1	__ / __ / ____	__ / __ / ____	__ / __ / ____	__ / __ / ____	
		Data:	Data:	Data:	Data:	
	Action Step 2	__ / __ / ____	__ / __ / ____	__ / __ / ____	__ / __ / ____	
		Data:	Data:	Data:	Data:	

## Professional Growth Goal 2

Overall Goal: Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to the Teacher Effectiveness Rubric: (ex: Competency 3b: Using questioning and discussion techniques)	Action Steps and Data: Include detailed steps and the data you will use to determine whether each benchmark is met	Benchmarks and Data: Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.				Evidence of Achievement: How do you know that your goal has been met?
	Action Step 1	__ / __ / ____	__ / __ / ____	__ / __ / ____	__ / __ / ____	
		Data:	Data:	Data:	Data:	
	Action Step 2	__ / __ / ____	__ / __ / ____	__ / __ / ____	__ / __ / ____	
		Data:	Data:	Data:	Data:	

### Professional Growth Goal 3

Overall Goal: Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to the Teacher Effectiveness Rubric: (ex: Competency 3b: Using questioning and discussion techniques)	Action Steps and Data: Include detailed steps and the data you will use to determine whether each benchmark is met	Benchmarks and Data: Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.				Evidence of Achievement: How do you know that your goal has been met?
	Action Step 1	__ / __ / ____	__ / __ / ____	__ / __ / ____	__ / __ / ____	
		Data:	Data:	Data:	Data:	
	Action Step 2	__ / __ / ____	__ / __ / ____	__ / __ / ____	__ / __ / ____	
		Data:	Data:	Data:	Data:	



## Teacher Evaluation Form 5

### Final Summative Rating

School: \_\_\_\_\_

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

Grade/Subject: \_\_\_\_\_ Date: \_\_\_\_\_

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

Note: This form should be completed based on information collected and assessed throughout the year. Evaluators should complete this form and make a copy for the teacher to discuss results during the end-of-year summative conference.

Number of Formal Observations: \_\_\_\_\_

Number of Informal Observations: \_\_\_\_\_

#### Domains 1-4 Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1		15%	
Domain 2		15%	
Domain 3		60%	
Domain 4		10%	
Domains 1 – 4 Total Weighted Score		100%	
Domain 5: Core Professionalism (meets or does not meet standards)			
<b>Final Teacher Effectiveness Rating</b>			

1. Rating \* % Weight = Weighted Rating
2. Sum of Weighted Ratings = Weighted Score
3. Rounded Weighted Score (.5 or above round up, .49 or below round down) = Final Teacher Practice Rating

If the teacher *Meets Standards* in Domain 5 (Core Professionalism), deduct 0 points. The final teacher score remains the same as in the previous step. If the teacher *Does Not Meet Standards*, deduct 1 point from the score calculated in the previous step.

**Final Teacher Effectiveness Score, Domains 1-5:** \_\_\_\_\_

Circle the group to which the teacher belongs. Then use the appropriate weights to calculate the final rating:

**Group 1**

**Group 2**

Choose only one set of weights				
Measure	Rating (1-4)	GROUP 1 Weights	GROUP 2 Weights	Weighted Rating
Teacher Effectiveness Score		75%	50%	
Indiana Growth Model		-	25%	
School-wide Learning Measure*		25%	25%	

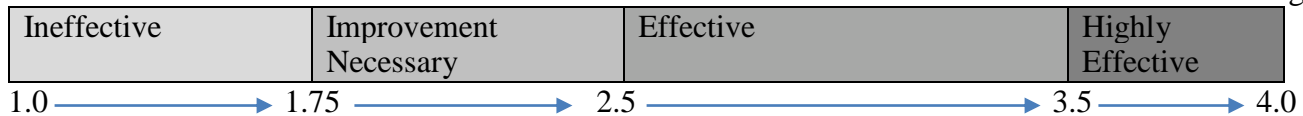
\*All teachers in the same school should have the same rating on this measure

Use the following formula to calculate by hand:

1. Rating \* % Weight = Weighted Rating
2. Sum of Weighted Ratings = Final Summative Score

**Final Summative Evaluation Score:** \_\_\_\_\_

Use the chart below and the Final Summative Evaluation Score to determine the teacher's final rating.



Note: Borderline points always round up.

**Final Summative Rating:**

- Ineffective     
  Improvement Necessary     
  Effective     
  Highly Effective

**Tenure Category:**

**Current School Year**

**Next School Year**


Probationary Teacher  
 Established Teacher  
 Professional Teacher


Probationary Teacher  
 Established Teacher  
 Professional Teacher

**Teacher Signature**

I have met with my evaluator to discuss the information on this form and have received a copy.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Evaluator Signature:**

I have met with this teacher to discuss the information on this form and provided a copy.

Signature \_\_\_\_\_

Date: \_\_\_\_\_