The West Lafayette Community School Corporation

Professional Staff Evaluation Plan

WLCSC Board Approved 6/1/2020

Table of Contents

THE WEST LAFAYETTE COMMUNITY SCHOOL CORPORATION

WHAT WE BELIEVE

Our mission is to engage students in a world-class educational experience that prepares them to be well rounded, ethical, innovative, creative, productive, and adaptive citizens who shape our global society.

The evaluation process is one strategy implemented to attain West Lafayette Community School Corporation's stated mission.

WHAT WE WANT

The process of professional staff evaluation is a cooperative and continuous undertaking to improve the quality of instruction and to facilitate the professional growth of the individual. The process recognizes the staff member's contribution(s) within the total school environment. It is intended to recognize strengths, provide suggestions, and provide commendations and recommendations.

A set of collaboratively developed effective instructional practices has been identified to provide professional staff with a benchmark of quality practices (see Appendices A - D).

Evaluative data should be collected from multiple sources on multiple occasions. These data provide the basis for improving the quality of instruction by determining staff strengths and needs. The data can also provide a supportive documented source for teaching assignments and teaching assignment changes.

PURPOSE

The evaluation of the work of professional staff is the responsibility of the Board and is implemented by administration. This includes observing the activities in the classroom, identifying and communicating any areas that may need improvement, and developing a plan for improvement. Administrative personnel shall conduct observations and evaluations.

DEFINITIONS

Walkthrough: During the school year, administrators will utilize the walkthrough form to record observation(s) during brief visits to the classroom in order to provide multiple snapshots of what is happening in the classroom over a period of time within the school year. Documentation of informal observations shall be notated on the Walkthrough Form.

Formal Observation: During the school year, administrators will use this form to formally observe professional staff members at least once a year. Documentation of formal observations shall be notated on the Formative Evaluation Form.

Summative Evaluation: At the conclusion of each school year, administrators will complete the Summative Evaluation Form based upon the data received from the Formative Evaluation Form(s) and the Walkthrough Form(s).

Professional Goal Form: Teachers are required annually to create an individual professional goal that is meaningful and designed to improve student performance in each classroom.

Substandard Form: The purpose of the substandard form (Appendix G) is to address issues or concerns that do not meet school district standards. Professional staff members may respond in writing to any documentation derived from substandard form. A copy of the substandard form shall be placed in the staff member's personnel file at central office and shall remain as long as is cited on the form.

Improvement Plan: The purpose of the improvement plan (Appendix H) is to outline expectations and/or directives of the supervisor for professional staff members who have been rated ineffective or needs improvement in the previous school year.

EVALUATION TIMELINE

	Plan 1	Plan 2
Who	Teachers with 3 or more years' experience in WLCSC and who scored Effective or Highly Effective the previous year.	Teachers with 0-2 years' experience in WLCSC or who scored Needs Improvement or Ineffective the previous year.
The following are written as minimums. Administrators may elect to conduct additional observations at their discretion or the request of the teacher.		
Professional Goal	1	1
Walkthroughs	1	2
Formal Observations	1	1

EVALUATION PROCESS

Forms

Forms can be found in the following appendices:
- Teacher Forms (Walkthrough, Formative, Summative) – Appendix A
- Counselor Forms (Walkthrough, Formative, Summative) – Appendix B
- Media Specialist Forms (Walkthrough, Formative, Summative) – Appendix C
- Special Education Forms (Walkthrough, Formative, Summative) – Appendix D
- Professional Goal and Self-Reflection Form (Appendix E)
- Substandard Form (Appendix F)
- Improvement Plan (Appendix G)

The purpose of the walkthrough form is to provide feedback based on an informal observation. It is not expected that all indicators on the form should be checked during a walkthrough. However, staff are always welcome and encouraged to provide additional artifacts and evidence for any indicator on the form after the walkthrough is completed by the administrator. An indicator may be checked on the form if it was observed by the administrator during the observation or if it is apparent to the administrator that the teacher has demonstrated the indicator in some capacity outside of the 20-minute observation.

The purpose of the formative evaluation form is to provide feedback based on a minimum 30-minute formal evaluation. It is not expected that all indicators on the form should be checked during a formal evaluation. However, staff are always welcome and encouraged to provide additional artifacts and evidence for any indicator on the form after the evaluation is completed by the administrator. Administrators will document and describe any indicators or areas for growth and improvement in the formative evaluation form in the "Administrator Comments" section. An indicator may be checked on the form if it was observed by the administrator during the observation or if it is apparent to the administrator that the teacher has demonstrated the indicator in some capacity outside of the minimum 30-minute observation. The formative evaluation feedback from the administrator shall include identified strengths and areas for improvement.

The purpose of the summative evaluation rubric is to provide feedback based on the accumulation of all classroom observations, evaluations, submitted artifacts and evidence, and general observations of the supervising administrator. The summative evaluation feedback from the administrator shall include areas of strength and areas for growth.

These forms are to be used by the administrator to document what is observed in the classroom. The staff member can assist the evaluator by providing him/her with additional data and artifacts. These forms were developed to direct the administrator's attention and the staff

member's attention to the areas of staff performance which are directly related to effective teaching and should be returned to the staff member within 7 days of the evaluation.

The summative evaluation form should be finalized by May 1 and a final conference between the staff member and the administrator should be completed by the last day of school. In extenuating circumstances, the evaluation timeline can be altered by the administrator so long as the staff member has been notified.

Methods

Professional staff and evaluators need a common frame of reference for classroom observations and conferences in order to work together for effective instruction. In particular, different evaluators should operate from the same general point of view, using "the same indicators of effective teaching." To this end the effective instruction rubrics have been collaboratively developed and enumerated in the appropriate position appendix.

During a single visit it is unlikely that an evaluator will be able to observe all defined areas of effective teaching. Therefore, a staff member may provide the evaluator with additional information/data to support areas listed on the evaluation forms not witnessed by the evaluator during the observations. A series of observations spaced over a span of a school year should provide sufficient opportunities to view nearly all defined effective practices.

The administrator most directly responsible for such professional staff member's work performance shall evaluate a staff member who is assigned to more than one school.

At the start of the school year, teachers shall develop a professional goal using the Professional Goal and Self-Reflection form (Appendix E). Through collaboration with the evaluator, teachers shall establish a goal and complete self-reflections twice a year. The professional goal development, implementation, and reflection should be a collaborative process through discussion (electronic or in-person) with the teacher and the evaluator.

A walkthrough observation shall be at least twenty (20) minutes in length. Formal observations shall be at least thirty (30) minutes in length. The evaluation timeline above reflects the minimum number of observations for staff, and administrators may elect to conduct additional observations at their discretion or the request of the teacher. In the event that a professional staff member requests an additional such visitation, it shall be made on a date mutually agreed on between the staff member and administrator. The rationale for observations beyond the stated minimum will be discussed beforehand with the staff member. In-class observations shall be conducted openly and with full knowledge of the staff member.

The final summative evaluation will be recorded on the appropriate evaluation form found in Appendices A-D. Upon receipt of the summative evaluation a final meeting will be scheduled between the staff member and administrator by the end of the school year. Should an administrator receive additional information after the final rating is given to the staff member, before making an adjustment to the staff member's final rating, the administrator will meet with him/her to share concerns that have been raised and give the staff member an opportunity to respond. After the meeting occurs, if the administrator still believes an adjustment to the final rating is necessary, he/she will inform the staff member of the reason for the rating adjustment(s). If the staff member disagrees with the adjustment(s), he/she, within 10 days of the meeting, can request a meeting with the superintendent of schools. Per Indiana Code, objective measures must be used from local, state and/or national student assessment data to significantly inform the evaluation (see Appendix H).

Staff members receiving an "Improvement Necessary" or "Ineffective" rating from the previous school year shall be placed on an Improvement Plan (Appendix G). Educators can discuss with their building administrators a different procedure for an Improvement Plan, which may only be used upon the agreement of the administrator. The administrator will still use the Improvement Plan form to document the plan that was submitted by the educator.

Frequency

For Plan 1: Highly Effective and Effective professional staff members rated from the previous school year shall be subject to one walkthrough observation and one formal observation a year (for a total of 2 in-class observations a year). Additional observations may be scheduled based upon conversations between the administrator and the staff member.

For Plan 2: Professional staff members new to WLCSC or teachers rated from the previous school year as "Improvement Necessary" or "Ineffective" shall be subject to two walkthrough observations and one formal observation a year (for a total of 3 in-class observations a year). The first observation will be completed before the end of the first semester. Early in the school year, preferably before the first observation, the building administrator will discuss with staff the expectations and provide in writing the process they will use with teachers. The mid-year evaluation process shall be updated by December 31st so they have the opportunity to improve during second semester. A formal rating of Highly Effective, Effective, Improvement Necessary or Ineffective will not be rendered until the staff member's summative evaluation.

For All Plans: Per Indiana Code, the observations and formative evaluation feedback shall take place at reasonable intervals to ensure that staff have the opportunity to demonstrate growth prior to the summative evaluation (Appendix I). The summative evaluation form should be finalized by May 1 and a final conference between the staff member and the administrator should be completed by the last student day of the school year. Additional observations may be implemented to ensure student academic growth is occurring.

Summative Ratings

Summative Ratings shall be based on observable data and information provided by the staff member being observed. For each category a rating of 1 - 4 shall be listed. The final score, when aggregated, shall be used to determine the professional staff member's evaluation rating:

3.3 – 4.0 = Highly Effective
To be rated highly effective, the evaluator has observed throughout the school year the staff member performing a high percentage of observable actions listed in each section appropriate for their teaching assignment.

2.3 – 3.2 = Effective
To be rated effective, the evaluator has observed throughout the school year the teacher doing many of the actions listed in each section appropriate to their teaching assignment.

1.5 – 2.2 = Improvement Necessary
Improvement necessary will be listed when the evaluator has seldom observed throughout the school year the staff member doing the observable actions listed in each section. When this occurs, multiple evaluations will be necessary to help improve instruction.

1.0 – 1.4 = Ineffective
An ineffective rating will be listed when the evaluator has rarely observed throughout the school year the staff member doing the observable actions listed in each section or student achievement data indicates negative student growth (per Indiana Code – Appendix H). When this occurs, multiple evaluations will be necessary to help improve instruction. Communication to parents and scheduling of students will adhere to Indiana Code.

Examples of student achievement data to share with administrators
Classroom assessments (tests, quizzes, homework, evaluation instruments)
Student Projects
Student Portfolios
Standardized Assessments
Observations
Cold Call Charting (verbal questioning in class setting)
Interviews
Other assessments approved by the grade level or content teams and building administration
(Student achievement growth per the academic assessments utilized by the instructor shall constitute the primary of the overall rating of academic effectiveness on the summative evaluation form.)

WEST LAFAYETTE COMMUNITY SCHOOL CORPORATION
<u>**Walkthrough Form (Teacher)**</u>

Teacher Walkthrough Form	
Additional information about evaluation forms and the process can be found on page #3-6 of the Professional Staff Evaluation Plan.	

Name:	Grade Level/Content:		
Date of Observation:	Number of Students Present:	Time:	Evaluator:

Instructional Leadership	Check if Observed/Apparent
Ensures that instructional materials, supplies, equipment are ready at the start of the instructional activity.	❏
Ensures that students are on task quickly.	❏
Maintains a high level of time on task.	❏

Professionalism	Check if Observed/Apparent
Establishes a set of procedures that guide the handling of routine matters.	❏
Monitors the behavior of students during instructional activities and during the transition between activities.	❏
Maintains classroom control while treating students with dignity and respect.	❏

Effective Instruction	Check if Observed/Apparent
Provides for purposeful student activity.	❏
Create lessons that build on students' prior knowledge and skills.	❏
Communicates to the students the objectives and purpose of studying the lesson or the unit.	❏
Differentiates instruction to meet the needs of all learners.	❏
Provides direct instruction, followed by guided practice, and then independent application.	❏
Integrates high level thinking into instruction.	❏
Provides enrichment activities that challenge students beyond required minimum.	❏
Develops and/or selects motivational strategies to engage students in active learning.	❏

Student Assessment/Feedback	Check if Observed/Apparent
Aligns lesson, instructional activities, and/or assessment with the standards.	❏
Monitors student performance and provides frequent feedback.	❏

Administrator Comments:	
Educator Comments:	

Educator's Signature:	Administrator's Signature:
Date Signed:	Date Signed:

WEST LAFAYETTE COMMUNITY SCHOOL CORPORATION
Formative Evaluation Form (Teacher)

Teacher Formative Evaluation Form
Additional information about evaluation forms and the process can be found on page #3-6 of the Professional Staff Evaluation Plan.

Name:	Grade Level/Content:		
Date of Observation:	Number of Students Present:	Time:	Evaluator:

Instructional Leadership	Check if Observed/Apparent
Ensures that instructional materials, supplies, equipment are ready at the start of the instructional activity	❏
Ensures that students are on task quickly	❏
Maintains a high level of time on task	❏
Contributes positively to school culture *(defined in rubric).*	❏
Collaborates with peers	❏

Professionalism	Check if Observed/Apparent
Establishes a set of procedures that guide the handling of routine matters	❏
Follows policies and procedures	❏
Communicates professionally with students, staff, parents and administrators	❏
Monitors the behavior of students during instructional activities and during the transition between activities	❏
Maintains classroom control while treating students with dignity and respect	❏

Effective Instruction	Check if Observed/Apparent
Provides for purposeful student activity	❏
Create lessons that build on students' prior knowledge and skills.	❏
Communicates to the students the objectives and purpose of studying the lesson or the unit	❏
Differentiates instruction to meet the needs of all learners	❏
Provides direct instruction, followed by guided practice, and then independent application	❏
Integrates high level thinking into instruction	❏
Provides enrichment activities that challenge students beyond required minimum	❏
Develops and/or selects motivational strategies to engage students in active learning	❏
Maintains a classroom environment that promotes enthusiasm for learning	❏
Sets clearly defined standards for quality work	❏

Student Assessment/Feedback	Check if Observed/Apparent
Aligns lesson, instructional activities, and/or assessment with the standards	❏
Monitors student performance and provides frequent feedback	❏

Uses objective, meaningful assessment data to determine student academic growth (must utilize student data using local, state or national assessment data)	❏

Administrator Comments:	
Educator Comments:	
Educator's Signature:	Administrator's Signature:
Date Signed:	Date Signed:

WEST LAFAYETTE COMMUNITY SCHOOL CORPORATION
Summative Evaluation Form (Teacher)

Teacher Summative Evaluation Form
Additional information about evaluation forms and the process can be found on page #3-6 of the Professional Staff Evaluation Plan.

Name:	Grade Level/Content:
Date:	Evaluator:

Educator Rating Categories:
3.3 – 4.0 = Highly Effective (HE)
2.3 – 3.2 = Effective (E)
1.5 – 2.2 = Improvement Necessary (IN)
1.0 – 1.4 = Ineffective (I)

Instructional Leadership (25%)

- Ensures that instructional materials, supplies, equipment are ready at the start of the instructional activity.
- Ensures that students are on task quickly.
- Maintains a high level of time on task.
- Contributes positively to school culture (*defined in rubric*).
- Collaborates with peers.

Feedback

Areas of Strength:

Areas for Growth:

Administrator Comments (including explanation of rating):

Educator Comments:

Rating = _____ (score x 0.25)

Professionalism (20%)

- Establishes a set of procedures that guide the handling of routine matters.
- Follows policies and procedures.
- Communicates professionally with students, staff, parents and administrators.
- Monitors the behavior of students during instructional activities and during the transition between activities.
- Maintains classroom control while treating students with dignity and respect.

Feedback

Areas of Strength:

Areas for Growth:

Administrator Comments (including explanation of rating):

Educator Comments:

Rating = _____ (score x 0.20)

Effective Instruction (30%)

- Provides for purposeful student activity.
- Create lessons that build on students' prior knowledge and skills.
- Communicates to the students the objectives and purpose of studying the lesson or the unit.
- Differentiates instruction to meet the needs of all learners.
- Provides direct instruction, followed by guided practice, and then independent application.
- Integrates high level thinking into instruction.
- Provides enrichment activities that challenge students beyond required minimum.
- Develops and/or selects motivational strategies to engage students in active learning.
- Maintains a classroom environment that promotes enthusiasm for learning.
- Sets clearly defined standards for quality work.

Feedback

Areas of Strength:

Areas for Growth:

Administrator Comments (including explanation of rating):

Educator Comments:

Rating = _____ (score x 0.30)

Student Assessment/Feedback (25%)

- Aligns lesson, instructional activities, and/or assessment with the standards.
- Monitors student performance and provides frequent feedback.
- Uses objective, meaningful assessment data to determine student academic growth (must utilize student data using local, state or national assessment data).

Feedback

Areas of Strength:

Areas for Growth:

Administrator Comments (including explanation of rating):

Educator Comments:

Rating = _____ (score x 0.25)

Review

Additional evaluations to review initial ratings are necessary.
_____ No
_____ Yes (if yes, do not complete the final rating section)
        Date(s) of additional evaluations/conferences with teacher: _____

A meeting to review this observation was held on _____(date) at _____ (time).

Administrator Comments:

Educator Comments:	
Educator's Signature:	**Date Signed**:
Administrator's Signature:	**Date Signed**:

Final Rating

Educator Rating Categories:
3.3 – 4.0 = Highly Effective
2.3 – 3.2 = Effective
1.5 – 2.2 = Improvement Necessary
1.0 – 1.4 = Ineffective

For the _____ - _____ school year, the educator received a final rating score of _____, and therefore, shall be rated:

- **× Highly Effective**
- **× Effective**
- **× *Improvement Needed**
- **× *Ineffective**

Recommended for renewal of contract:
- × Yes
- × No

Administrator's Signature: _____ Date: _____

The professional staff member's signature may not necessarily reflect agreement, but it reflects an awareness of the content of the evaluation. The staff member shall have the opportunity for rebuttal to any statements contained in this observation. Any written rebuttal shall be filed with and attached to this observation form. Any staff member requesting an evaluation from a different evaluator shall do so in writing.

Educator's Signature: _____ Date: _____

* An improvement plan must be developed for the following school year citing recommendations for improvement. (see Appendix G)

The Summative Evaluation Form must be completed and discussed with the staff member by the last day of the school year. If the staff member is absent or does not respond to the administrator's request for a meeting, the administrator shall provide the educator the final evaluation without a conference.

Per Indiana Code, a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective. Negative impact for those subjects without individual growth model data will be determined by lack of academic growth on local assessments as determined by the building administrator and teacher. (See Appendix H of the Professional Staff Evaluation Plan)

APPENDIX B

WEST LAFAYETTE COMMUNITY SCHOOL CORPORATION
Walkthrough Form (Counselor)

Counselor Walkthrough Form
Additional information about evaluation forms and the process can be found on page #3-6 of the Professional Staff Evaluation Plan.

Name:	School:		
Date of Observation:	Number of Students Present:	Time:	Evaluator:

Student Achievement	Check if Observed/Apparent
Aids students in developing decision-making and problem-solving skills.	❏
Uses student achievement data to help students with their academic decisions.	❏
Helps students develop a positive and realistic self-concept.	❏
Helps students evaluate their current strengths and potential.	❏
Helps students understand the relationship between academics and their vocational future by focusing on ability, interest, and goals.	❏
Provides clearly stated objectives and specific tasks when developing or conducting activities.	❏
Knows student's education and personal background.	❏
Assists students in communicating effectively to form positive relationships with others.	❏
Addresses students' college/career knowledge appropriately for students' developmental levels.	❏
Communicates promptly and effectively with students.	❏

Interaction with Staff and Administration	Check if Observed/Apparent
Communicates and cooperates effectively and promptly with administration regarding the counseling program.	❏
Follows through on referrals.	❏
Interprets student data to teachers and administrators.	❏
Establishes effective working relationships and effective communication with the staff.	❏
Plans with teachers and administrators for the placement of students.	❏
Provides information to staff on counseling related issues (e.g., child abuse, drug abuse, community career programs.	❏

Interaction with Parents and Community	Check if Observed/Apparent
Assists parents in understanding the social, emotional, and academic needs of their child in relationship to school success.	❏
Fosters positive relationships with parents and community members.	❏

	Check if Observed/Apparent
Communicates promptly and professionally with parents as needed.	❏
Uses and shares the resources of the community with all necessary stakeholders.	❏

Professionalism/Leadership	Check if Observed/Apparent
Contributes positively to school culture.	❏
Respects confidentiality of student information.	❏
Maintains professionalism with deadlines, appointments, policies, and procedures.	❏
Makes effective use of time.	❏
Seeks professional skills and knowledge.	❏

Administrator Comments:	
Counselor Comments:	
Counselor's Signature:	Administrator's Signature:
Date Signed:	Date Signed:

WEST LAFAYETTE COMMUNITY SCHOOL CORPORATION
Formative Evaluation Form (Counselor)

Counselor Formative Evaluation Form	
Additional information about evaluation forms and the process can be found on page #3-6 of the Professional Staff Evaluation Plan.	

Name:		School:	

Date of Observation:	Number of Students Present:	Time:	Evaluator:

Student Achievement	Check if Observed/Apparent
Aids students in developing decision-making and problem-solving skills.	❏
Uses student achievement data to help students with their academic decisions.	❏
Helps students develop a positive and realistic self-concept.	❏
Helps students evaluate their current strengths and potential.	❏
Helps students understand the relationship between academics and their vocational future by focusing on ability, interest, and goals.	❏
Provides clearly stated objectives and specific tasks when developing or conducting activities.	❏
Knows student's education and personal background.	❏
Assists students in communicating effectively to form positive relationships with others.	❏
Addresses students' college/career knowledge appropriately for students' developmental levels.	❏
Communicates promptly and effectively with students.	❏

Interaction with Staff and Administration	Check if Observed/Apparent
Communicates and cooperates effectively and promptly with administration regarding the counseling program.	❏
Follows through on referrals.	❏
Interprets student data to teachers and administrators.	❏
Establishes effective working relationships and effective communication with the staff.	❏
Plans with teachers and administrators for the placement of students.	❏
Provides information to staff on counseling related issues (e.g., child abuse, drug abuse, community career programs.	❏

Interaction with Parents and Community	Check if Observed/Apparent
Assists parents in understanding the social, emotional, and academic needs of their child in relationship to school success.	❏
Fosters positive relationships with parents and community members.	❏

	Check if Observed/Apparent
Communicates promptly and professionally with parents as needed.	❏
Uses and shares the resources of the community with all necessary stakeholders.	❏

Professionalism/Leadership	Check if Observed/Apparent
Contributes positively to school culture.	❏
Respects confidentiality of student information.	❏
Maintains professionalism with deadlines, appointments, policies, and procedures.	❏
Makes effective use of time.	❏
Seeks professional skills and knowledge.	❏

Administrator Comments:	
Counselor Comments:	
Counselor's Signature:	Administrator's Signature:
Date Signed:	Date Signed:

WEST LAFAYETTE COMMUNITY SCHOOL CORPORATION
Summative Evaluation Form (Counselor)

Counselor Summative Evaluation Form
Additional information about evaluation forms and the process can be found on page #3-6 of the Professional Staff Evaluation Plan.

Name:	Grade Level/Content:
Date:	Evaluator:

Educator Rating Categories:
3.3 – 4.0 = Highly Effective (HE)
2.3 – 3.2 = Effective (E)
1.5 – 2.2 = Improvement Necessary (IN)
1.0 – 1.4 = Ineffective (I)

Student Achievement (25%)

- Aids students in developing decision-making and problem-solving skills.
- Uses student achievement data to help students with their academic decisions.
- Helps students develop a positive and realistic self-concept.
- Helps students evaluate their current strengths and potential.
- Helps students understand the relationship between academics and their vocational future by focusing on ability, interest, and goals.
- Provides clearly stated objectives and specific tasks when developing or conducting activities.
- Knows student's education and personal background.
- Assists students in communicating effectively to form positive relationships with others.
- Addresses students' college/career knowledge appropriately for students' developmental levels.
- Communicates promptly and effectively with students.
- Aids students in developing decision-making and problem-solving skills.

Feedback

Areas of Strength:

Areas for Growth:

Administrator Comments (including explanation of rating):

Counselor Comments:

Rating = _____ (score x 0.25)

Interaction with Staff and Administration (25%)

- Communicates and cooperates effectively and promptly with administration regarding the counseling program.
- Follows through on referrals.
- Interprets student data to teachers and administrators.
- Establishes effective working relationships and effective communication with the staff.
- Plans with teachers and administrators for the placement of students.
- Provides information to staff on counseling related issues (e.g., child abuse, drug abuse, community career programs.

Feedback

Areas of Strength:

Areas for Growth:

Administrator Comments (including explanation of rating):

Counselor Comments:

Rating = _____ (score x 0.25)

Interaction with Parents and Community (25%)

- Assists parents in understanding the social, emotional, and academic needs of their child in relationship to school success.
- Fosters positive relationships with parents and community members.
- Communicates promptly and professionally with parents as needed.
- Uses and shares the resources of the community with all necessary stakeholders.

Feedback

Areas of Strength:

Areas for Growth:

Administrator Comments (including explanation of rating):

Counselor Comments:

Rating = _____ (score x 0.25)

Professionalism/Leadership (25%)

- Contributes positively to school culture.
- Respects confidentiality of student information.
- Maintains professionalism with deadlines, appointments, policies, and procedures.
- Makes effective use of time.
- Seeks professional skills and knowledge.

Feedback

Areas of Strength:

Areas for Growth:

Administrator Comments (including explanation of rating):

Counselor Comments:

Rating = _____ (score x 0.25)

Review

Additional evaluations to review initial ratings are necessary.
_____ No
_____ Yes (if yes, do not complete the final rating section)
        Date(s) of additional evaluations/conferences with counselor: _____

A meeting to review this observation was held on _____(date) at _____ (time).

Administrator Comments:	
Counselor Comments:	
Counselor's Signature:	**Date Signed**:
Administrator's Signature:	**Date Signed**:

Final Rating

Educator Rating Categories:
3.3 – 4.0 = Highly Effective
2.3 – 3.2 = Effective
1.5 – 2.2 = Improvement Necessary
1.0 – 1.4 = Ineffective

For the _____ - _____ school year, the educator received a final rating score of _____, and therefore, shall be rated:

☐ **Highly Effective**
☐ **Effective**
☐ ***Improvement Needed**
☐ ***Ineffective**

Recommended for renewal of contract:
☐ Yes
☐ No

Administrator's Signature: _____ Date:_____

The educator's signature may not necessarily reflect agreement, but it reflects an awareness of the content of the evaluation. The educator shall have the opportunity for rebuttal to any statements contained in this observation. Any written rebuttal shall be filed with and attached to this observation form. Any educator requesting an evaluation from a different evaluator shall do so in writing.

Educator's Signature: _____ Date:_____

* An improvement plan must be developed for the following school year citing recommendations for improvement. (see Appendix G).

The Summative Evaluation Form must be completed and discussed with the staff member by the last day of the school year. If the staff member is absent or does not respond to the administrator's request for a meeting, the administrator shall provide the educator the final evaluation without a conference.

Per Indiana Code, a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective. Negative impact for those subjects without individual growth model data will be determined by lack of academic growth on local assessments as determined by the building administrator and teacher. (See Appendix H)

WEST LAFAYETTE COMMUNITY SCHOOL CORPORATION
Walkthrough Form (Media Specialist)

Media Specialist Walkthrough Form				
Additional information about evaluation forms and the process can be found on page #3-6 of the Professional Staff Evaluation Plan.				
Name:				School:
Date of Observation:	Number of Students Present:		Time:	Evaluator:

Library Management	Check if Observed/Apparent
Establishes and follows circulation procedures reflecting orderliness, security, accessibility and encourages the use of materials by students	❏
Assists faculty and students with reference questions, reading selection, planning and other materials	❏
Provides guidance and training for faculty when appropriate	❏
Keeps faculty and students informed of materials and services	❏
Utilizes relevant and up-to-date resources to support learning	❏
Maintains an environment conducive to learning	❏
Manages budget effectively and professionally	❏

Collection Development	Check if Observed/Apparent
Actively monitors library data to maintain collection relevancy	❏
Invites suggestions from faculty and students for materials selection	❏
Maintains up-to-date digital and print collection relating to curricula	❏
Uses appropriate professional resources for selection of materials	❏

Effective Instruction	Check if Observed/Apparent
Uses corporation student data to design purposeful learning activities appropriate for students' level of achievement	❏
Maintains high expectations for all students and is committed to helping all students reach those expectations	❏
Creates lessons that build on students' prior knowledge and skills	❏
Communicates to the students the objectives and purpose of studying the lesson or the unit	❏
Provides direct instruction, followed by guided practice, and then independent application	❏
Integrates critical thinking into instruction	❏
Develops and/or selects motivational strategies to engage students in active learning	❏

Professionalism/Leadership	Check if Observed/Apparent

Follows policies and procedures	❏
Communicates professionally with staff, students, parents, and administrators	❏
Contributes positively to school culture	❏
Collaborates with staff	❏
Seeks professional skills and knowledge	❏

Administrator Comments:	
Media Specialist Comments:	
Media Specialist's Signature:	Administrator's Signature:
Date Signed:	Date Signed:

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WEST LAFAYETTE COMMUNITY SCHOOL CORPORATION
Formative Evaluation Form (Media Specialist)

Media Specialist Formative Evaluation Form
Additional information about evaluation forms and the process can be found on page #3-6 of the Professional Staff Evaluation Plan.

Name:	School:		
Date of Observation:	Number of Students Present:	Time:	Evaluator:

Library Management	Check if Observed/Apparent
Establishes and follows circulation procedures reflecting orderliness, security, accessibility and encourages the use of materials by students	❏
Assists faculty and students with reference questions, reading selection, planning and other materials	❏
Provides guidance and training for faculty when appropriate	❏
Keeps faculty and students informed of materials and services	❏
Utilizes relevant and up-to-date resources to support learning	❏
Maintains an environment conducive to learning	❏
Manages budget effectively and professionally	❏

Collection Development	Check if Observed/Apparent
Actively monitors library data to maintain collection relevancy	❏
Invites suggestions from faculty and students for materials selection	❏
Maintains up-to-date digital and print collection relating to curricula	❏
Uses appropriate professional resources for selection of materials	❏

Effective Instruction	Check if Observed/Apparent
Uses corporation student data to design purposeful learning activities appropriate for students' level of achievement	❏
Maintains high expectations for all students and is committed to helping all students reach those expectations	❏
Creates lessons that build on students' prior knowledge and skills	❏
Communicates to the students the objectives and purpose of studying the lesson or the unit	❏
Provides direct instruction, followed by guided practice, and then independent application	❏
Integrates critical thinking into instruction	❏
Develops and/or selects motivational strategies to engage students in active learning	❏

Professionalism/Leadership	Check if Observed/Apparent
Follows policies and procedures	❏
Communicates professionally with staff, students, parents, and administrators	❏
Contributes positively to school culture	❏

Collaborates with staff	❏
Seeks professional skills and knowledge	❏

Administrator Comments:	
Media Specialist Comments:	
Media Specialist's Signature:	Administrator's Signature:
Date Signed:	Date Signed:

WEST LAFAYETTE COMMUNITY SCHOOL CORPORATION

Summative Evaluation Form (Media Specialist)

Media Specialist Summative Evaluation Form
Additional information about evaluation forms and the process can be found on page #3-6 of the Professional Staff Evaluation Plan.

Name:	Grade Level/Content:
Date:	Evaluator:

<u>Educator Rating Categories:</u>
3.3 – 4.0 = Highly Effective (HE)
2.3 – 3.2 = Effective (E)
1.5 – 2.2 = Improvement Necessary (IN)
1.0 – 1.4 = Ineffective (I)

Library Management (25%)

- Establishes and follows circulation procedures reflecting orderliness, security, accessibility and encourages the use of materials by students
- Assists faculty and students with reference questions, reading selection, planning and other materials
- Provides guidance and training for faculty when appropriate
- Keeps faculty and students informed of materials and services
- Utilizes relevant and up-to-date resources to support learning
- Maintains an environment conducive to learning
- Manages budget effectively and professionally

Feedback

Areas of Strength:

Areas for Growth:

Administrator Comments (including explanation of rating):

Media Specialist Comments:

Rating = _____ (score x 0.25)

Collection Development (25%)

- Actively monitors library data to maintain collection relevancy
- Invites suggestions from faculty and students for materials selection
- Maintains up-to-date digital and print collection relating to curricula
- Aware of and uses appropriate professional resources for selection of materials

Feedback

Areas of Strength:

Areas for Growth:

Administrator Comments (including explanation of rating):

Media Specialist Comments:

Rating = _____ (score x 0.25)

Effective Instruction (30%)

- Uses corporation student data to design purposeful learning activities appropriate for students' levels of achievement
- Maintains high expectations for all students and is committed to helping all students reach those expectations
- Creates lessons that build on students' prior knowledge and skills
- Communicates to the students the objectives and purpose of studying the lesson or the unit
- Provides direct instruction, followed by guided practice, and then independent application
- Integrates critical thinking into instruction
- Develops and/or selects motivational strategies to engage students in active learning

Feedback

Areas of Strength:

Areas for Growth:

Administrator Comments (including explanation of rating):

Media Specialist Comments:

Rating = _____ (score x 0.30)

Professionalism/Leadership (20%)

- Follows policies and procedures
- Communicates professionally with staff, students, parents, and administrators
- Contributes positively to school culture
- Collaborates with staff
- Seeks professional skills and knowledge
-

Feedback

Areas of Strength:

Areas for Growth:

Administrator Comments (including explanation of rating):

Media Specialist Comments:

Rating = _____ (score x 0.20)

Review

Additional evaluations to review initial ratings are necessary.
_____ No
_____ Yes (if yes, do not complete the final rating section)
            Date(s) of additional evaluations/conferences with media specialist: _____

A meeting to review this observation was held on _____(date) at _____ (time).

Administrator Comments:

Media Specialist Comments:	
Media Specialist's Signature:	**Date Signed**:
Administrator's Signature:	**Date Signed**:

Final Rating

Educator Rating Categories:
3.3 – 4.0 = Highly Effective
2.3 – 3.2 = Effective
1.5 – 2.2 = Improvement Necessary
1.0 – 1.4 = Ineffective

For the _____ - _____ school year, the educator received a final rating score of _____, and therefore, shall be rated:

- ☐ **Highly Effective**
- ☐ **Effective**
- ☐ ***Improvement Needed**
- ☐ ***Ineffective**

Recommended for renewal of contract:
- ☐ Yes
- ☐ No

Administrator's Signature: _____ Date:_____

The professional staff member's signature may not necessarily reflect agreement, but it reflects an awareness of the content of the evaluation. The staff member shall have the opportunity for rebuttal to any statements contained in this observation. Any written rebuttal shall be filed with and attached to this observation form. Any staff member requesting an evaluation from a different evaluator shall do so in writing.

Educator's Signature: _____ Date:_____

* An improvement plan must be developed for the following school year citing recommendations for improvement. (see Appendix G)

The Summative Evaluation Form must be completed and discussed with the staff member by the last day of the school year. If the staff member is absent or does not respond to the administrator's request for a meeting, the administrator shall provide the educator the final evaluation without a conference.

Per Indiana Code, a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective. Negative impact for those subjects without individual growth model data will be determined by lack of academic growth on local assessments as determined by the building administrator and teacher. (See Appendix H)

APPENDIX D

WEST LAFAYETTE COMMUNITY SCHOOL CORPORATION

Walkthrough Form (Special Education Teacher)

Special Education Teacher Walkthrough Form			
Additional information about evaluation forms and the process can be found on page #3-6 of the Professional Staff Evaluation Plan.			
Name:		School:	
Date of Observation:	Number of Students Present:	Time:	Evaluator:

Leadership and Professional Responsibilities	Check if Observed/Apparent
Contributes positively to school culture	❏
Interprets/shares information and makes appropriate recommendations	❏
Writes compliant IEPs	❏
Leads case conferences	❏
Follows established timelines in Article 7 or WLCSC Walkthrough	❏

Professionalism	Check if Observed/Apparent
Establishes a set of procedures that guide the handling of routine matters	❏
Follows policies and procedures	❏
Communicates professionally with students, staff, parents, and administrators	❏
Collaborates professionally within the school community to promote inclusion and student success	❏
Advances professional skills and knowledge	❏

Effective Instruction	Check if Observed/Apparent
Provides for purposeful student activity	❏
Creates lessons that build on students' prior knowledge and skills	❏
Differentiates instruction to meet the needs of all learners	❏
Develops and/or selects motivational strategies to engage students in active learning	❏
Maintains a classroom environment that promotes enthusiasm for learning	❏
Gathers information for appropriate planning	❏
Supports student self-advocacy	❏
Possesses knowledge of resources that assist with student learning	❏
Uses instructional time effectively	❏
Corrects fluently	❏

Student Assessment/Feedback	Check if Observed/Apparent

27

Aligns lesson, instructional activities, and/or student assessments with standards	❏
Monitors student performance and provides feedback (IEP progress monitoring, grades, assessment scores, etc.)	❏
Uses objective, meaningful data to determine student academic growth (must utilize student data using local, state or national data)	❏

Administrator Comments:	
Educator Comments:	
Educator's Signature:	Administrator's Signature:
Date Signed:	Date Signed:

West Lafayette Community School Corporation

Formative Evaluation Form (Special Education Teacher)

Special Education Teacher Formative Evaluation Form *Additional information about evaluation forms and the process can be found on page #3-6 of the Professional Staff Evaluation Plan.*			
Name:		School:	
Date of Observation:	Number of Students Present:	Time:	Evaluator:

Leadership and Professional Responsibilities	Check if Observed/Apparent
Contributes positively to school culture	❏
Interprets/shares information and makes appropriate recommendations	❏
Writes compliant IEPs	❏
Leads case conferences	❏
Follows established timelines in Article 7 or WLCSC Walkthrough	❏

Professionalism	Check if Observed/Apparent
Establishes a set of procedures that guide the handling of routine matters	❏
Follows policies and procedures	❏
Communicates professionally with students, staff, parents, and administrators	❏
Collaborates professionally within the school community to promote inclusion and student success	❏
Advances professional skills and knowledge	❏

Effective Instruction	Check if Observed/Apparent
Provides for purposeful student activity	❏
Creates lessons that build on students' prior knowledge and skills	❏
Differentiates instruction to meet the needs of all learners	❏
Develops and/or selects motivational strategies to engage students in active learning	❏
Maintains a classroom environment that promotes enthusiasm for learning	❏
Gathers information for appropriate planning	❏
Supports student self-advocacy	❏
Possesses knowledge of resources that assist with student learning	❏
Uses instructional time effectively	❏
Corrects fluently	❏

Student Assessment/Feedback	Check if Observed/Apparent
Aligns lesson, instructional activities, and/or student assessments with standards	❏
Monitors student performance and provides feedback (IEP progress monitoring, grades, assessment scores, etc.)	❏
Uses objective, meaningful data to determine student academic growth (must utilize student data using local, state or national data)	❏

Administrator Comments:	
Educator Comments:	
Educator's Signature:	Administrator's Signature:
Date Signed:	Date Signed:

West Lafayette Community School Corporation

Summative Evaluation Form (Special Education Teacher)

Special Education Teacher Summative Evaluation Form	
Additional information about evaluation forms and the process can be found on page #3-6 of the Professional Staff Evaluation Plan.	
Name:	Grade Level/Content:
Date:	Evaluator:

Educator Rating Categories:
3.3 – 4.0 = Highly Effective (HE)
2.3 – 3.2 = Effective (E)
1.5 – 2.2 = Improvement Necessary (IN)
1.0 – 1.4 = Ineffective (I)

Leadership and Professional Responsibilities (25%)

- Contributes positively to school culture
- Interprets/shares information and makes appropriate recommendations
- Writes compliant IEPs
- Leads case conferences
- Follows established timelines in Article 7 or WLCSC Walkthrough

Feedback

Areas of Strength:

Areas for Growth:

Administrator Comments (including explanation of rating):

Educator Comments:

Rating = _____ (score x 0.25)

Professionalism (20%)

- Establishes a set of procedures that guide the handling of routine matters
- Follows policies and procedures
- Communicates professionally with students, staff, parents and administrators
- Collaborates professionally within the school community to promote inclusion and student success
- Advances professional skills and knowledge

Feedback

Areas of Strength:

Areas for Growth:

Administrator Comments (including explanation of rating):

Educator Comments:

Rating = _____ (score x 0.25)

Effective Instruction (30%)

- Provides for purposeful student activity
- Creates lessons that build on students' prior knowledge and skills
- Differentiates instruction to meet the needs of all learners
- Develops and/or selects motivational strategies to engage students in active learning
- Maintains a classroom environment that promotes enthusiasm for learning
- Gathers information for appropriate planning
- Supports student self-advocacy
- Possesses knowledge of resources that assist with student learning
- Uses instructional time effectively
- Corrects fluently

Feedback

Areas of Strength:

Areas for Growth:

Administrator Comments (including explanation of rating):

Educator Comments:

Rating = _____ (score x 0.30)

Student Assessment/Feedback (25%)

- Aligns lesson, instructional activities and/or assessment with standards
- Monitors student performance and provides feedback (IEP progress monitoring, grades, assessment scores, etc.)
- Uses objective, meaningful data to determine student academic growth (must utilize student data using local, state or national data)

Feedback

Areas of Strength:

Areas for Growth:

Administrator Comments (including explanation of rating):

Educator Comments:

Rating = _____ (score x 0.20)

Review

Additional evaluations to review initial ratings are necessary.
_____ No
_____ Yes (if yes, do not complete the final rating section)
            Date(s) of additional evaluations/conferences with media specialist: _____

A meeting to review this observation was held on _____(date) at _____ (time).

Administrator Comments:	
Educator Comments:	
Educator's Signature:	**Date Signed**:
Administrator's Signature:	**Date Signed**:

Final Rating

Educator Rating Categories:
3.3 – 4.0 = Highly Effective
2.3 – 3.2 = Effective
1.5 – 2.2 = Improvement Necessary
1.0 – 1.4 = Ineffective

For the _____ - _____ school year, the educator received a final rating score of _____, and therefore, shall be rated:

☐ **Highly Effective**
☐ **Effective**
☐ ***Improvement Needed**
☐ ***Ineffective**

Recommended for renewal of contract:
☐ Yes
☐ No

Administrator's Signature: _____   Date:_____

The professional staff member's signature may not necessarily reflect agreement, but it reflects an awareness of the content of the evaluation. The staff member shall have the opportunity for rebuttal to any statements contained in this observation. Any written rebuttal shall be filed with and attached to this observation form. Any staff member requesting an evaluation from a different evaluator shall do so in writing.

Educator's Signature: _____   Date:_____

* An improvement plan must be developed for the following school year citing recommendations for improvement. (see Appendix G)

The Summative Evaluation Form must be completed and discussed with the staff member by the last day of the school year. If the staff member is absent or does not respond to the administrator's request for a meeting, the administrator shall provide the educator the final evaluation without a conference.

Per Indiana Code, a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective. Negative impact for those subjects without individual growth model data will be determined by lack of academic growth on local assessments as determined by the building administrator and teacher. (See Appendix H)

WEST LAFAYETTE COMMUNITY SCHOOL CORPORATION
Professional Staff Goal and Self-Reflection Form

Professional Staff Goals and Quarterly Self-Reflections

Educator Name:	Date Submitted:

Evaluator:

Teachers are required to create an individual professional goal that is meaningful and designed to improve student performance in each classroom. An optional 2nd goal may be created, but will be monitored by a colleague or department head.

Select One:
- ☐ Plan 1: Teachers, with three or more years in WLCSC, and rated Highly Effective or Effective (per most recent WLCSC evaluation).
- ☐ Plan 2: Teachers with 0-2 years of experience in the WLCSC or rated Ineffective or Needs Improvement (per most recent WLCSC evaluation).

Goal Statement:

What evidence will support your goal completion? (data, artifacts, or narrative summaries):

Goal Statement Discussion:

Date Plan Approved:	Teacher Initials:	Evaluator Initials:

GOAL REFLECTIONS:

Domain 1: Instructional Leadership

1st Self-Reflection (general thoughts and notes):

2nd Self-Reflection (general thoughts and notes):

Domain 2: Professionalism

1st Self-Reflection (general thoughts and notes):

2nd Self-Reflection (general thoughts and notes):

Domain 3: Effective Instruction

1st Self-Reflection (general thoughts and notes):

2nd Self-Reflection (general thoughts and notes):

Domain 4: Student Assessment

1st Self-Reflection (general thoughts and notes):

2nd Self-Reflection (general thoughts and notes):

Additional Notes (optional):

APPENDIX F

WEST LAFAYETTE COMMUNITY SCHOOL CORPORATION
Sub-Standard Performance Form

<table>
<tr><td colspan="2">Sub-Standard Performance Form
(This Form Shall Be Used to Address Conduct Not Conducive to the Teaching Profession.)
<i>Additional information about this form can be found on pages #3-6 of the Professional Staff Evaluation Plan.</i></td></tr>
<tr><td>Name:</td><td>School:</td></tr>
<tr><td colspan="2">Administrator:</td></tr>
</table>

<table>
<tr><td>Nature of Substandard Performance (describe situation):</td></tr>
<tr><td>Resolution of Sub-Standard Performance (describe resolution as discussed with staff member):</td></tr>
<tr><td>Comments:</td></tr>
<tr><td>For the upcoming school year, the administrator recommends:
☐ Contract Renewal
☐ Conditional Status
☐ Non-renewal</td></tr>
</table>

Administrator's Signature: _____ Date: _____

Staff member's signature may not necessarily reflect agreement, but it reflects awareness of the content of the report. Any written rebuttal by the staff member shall be attached to this form.

A copy of this form shall be placed in the staff member's personnel file at central office and shall remain in the personnel file as communicated with the staff member. Unless the severity of the situation warrants this form remain in the staff member's file for the remainder of the time the staff member is employed with the school corporation, if improvement is achieved over a period of time, this form shall be removed from the staff member's file on _____/_____/_____.
(mm/dd/yyyy)

Educator's Signature: _____ Date: _____

WEST LAFAYETTE COMMUNITY SCHOOL CORPORATION
Template of Improvement Plan

Improvement Plan
This process is the result of a summative evaluation rating of Improvement Necessary or Ineffective. This plan will remain in effect until a time when the staff member shows proficiency and is rated as Effective or no longer retains a WLCSC contract.

Name:	School:
Date:	Expected Completion Date

Area/Issue of Concern:
Goal:
Expectations and/or Directives: 1.
Method of Reporting Progress Towards Goal:
Professional Assistance/Resources to be Provided: 1.

Date of Expected Completion:		
Additional Observations and/or Meeting Schedule:		
Notes:		
Educator's Signature:		Date:
Administrator's Signature:		Date:

Educators can discuss with their building administrators a different procedure for an Improvement Plan, which may only be used upon the agreement of the administrator. The administrator will still use the Improvement Plan form to document the plan that was submitted by the educator.

APPENDIX H

Indiana Code and Indiana Administrative Code Citations

- Per IC 20-28-11.5-4 (c) (2) *Rigorous measures of effectiveness, including observations and other performance indicators.*

- Per IC 20-28-11.5-4 (c) (6) - *A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.*

- Per IC 20-28-11.5-8 (1) (C) - *Standards that define actions that constitute a negative impact on student achievement.*

- Per IC 20-28-20-28-11.5-9, [EFFECTIVE JULY 1, 2020]: Sec. 9. (a) - *The principal of a school in a school corporation shall report in the aggregate the results of staff performance evaluations for the school for the previous school year to the superintendent and the governing body for the school corporation before August 15 of each year on the schedule determined by the governing body. The report must be presented in a public meeting of the governing body. Before presentation to the governing body, the superintendent of the school corporation shall discuss the report of completed evaluations with the teachers. This discussion is not subject to the open door law (IC5-14-1.5).The report of completed evaluations HEA 1002 5 is not subject to bargaining, but a discussion of the report must be held.*

- Per 511 IAC 10-6-4 (b) (1, 2) - *Pending SBOE new rules*

- Per 511 IAC 10-6-4 (C) (1) - *Pending SBOE new rules*

- Per 511 IAC 10-6-4 (C) (1) (2) - *Pending SBOE new rules*

APPENDIX I

Rubrics

(see next page)

I. Instructional Leadership (25%)

	Highly Effective	Effective	Needs Improvement	Ineffective
Ensures that instructional materials, supplies, equipment are ready at the start of the instructional activity.	All materials, activities and instructional strategies are prepared and ready in advance of the lesson.	Materials are organized and prepared in anticipation of the lesson, maximizing time on task.	Some but not all materials for the lesson are organized and prepared in advance.	Materials for instruction are lacking or in disarray.
Ensures that students are on task quickly.	All available time is maximized in service of learning. Transitions are student-managed, efficient, and maximize instructional time.	Learning time is mostly maximized in service of learning. Transitions are teacher-dependent and maximize instructional time.	Teacher or students occasionally disrupt or interrupt learning activities, which results in some loss of learning time. Some transitions are disorganized and result in loss of instructional time.	Teacher or students frequently disrupt or interrupt learning activities, which results in loss of learning time. Transitions are disorganized and result in loss of instructional time.
Maintains a high level of time on task.	The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do.	3/4 or more of students are actively engaged in content at all times and not off-task	Fewer than 3/4 of students are engaged in content and many are off-task.	Fewer than 1/2 of students are engaged in content and many are off-task.
Contributes positively to school culture.	Support and cooperation characterized relationships with members of the school community. Teacher takes initiative in assuming leadership among the faculty.	Support and cooperation characterized relationships with members of the school community.	Teacher maintains cordial relationships with members of the school community to fulfill the duties that the school or district requires.	Teacher's relationships with members of the school community are negative or self-serving.
Collaborates with peers.	Teacher volunteers to participate in school and district projects making a substantial contribution, and assuming a leadership role in a major school or district project.	Teacher volunteers to participate in school and district projects making a substantial contribution.	Teacher participates in school and district projects as required by contract or when specifically asked.	Teacher avoids becoming involved in school and district projects.

II. Professionalism (20%)

	Highly Effective	Effective	Needs Improvement	Ineffective
Establishes a set of procedures that guide the handling of routine matters.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are confusing to students.
Follows policies and procedures.	Individual demonstrates a pattern of following state, corporation, and school board policies (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)	Individual demonstrates a pattern of following most state, corporation, and school board policies (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)	Individual demonstrates a pattern of following some state, corporation, and school board policies (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)	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.
Communicates professionally with students, staff, parents and administrators.	Teacher is timely, positive, professional, and respectful in all communications. Teacher goes above and beyond to collaborate and coach through difficulties in both positive and negative situations while exemplifying developmental and cultural norms.	Teacher is timely, positive, professional and respectful in most communications. Teacher collaborates in both positive and negative situations while acknowledging developmental and cultural norms.	Teacher maintains required communications and participates in occasional opportunities to collaborate with parents and colleagues. Teacher interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for developmental and cultural norms.	Teacher communications are minimal and may be negative, demeaning, sarcastic, or inappropriate to the developmental or cultural norms. Teacher rarely or never participates in opportunities to collaborate with families or colleagues.

Monitors the behavior of students during instructional activities and during the transition between activities.	Teacher responds to student misbehavior by following classroom routines and discipline procedures. Student behavior is appropriate. Students manage themselves, assist each other in managing behavior, or there is no student misbehavior.	Teacher responds to student misbehavior by following classroom routines and discipline procedures. Student misbehavior is rare.	Teacher responds to student misbehavior by follow classroom routines and/or discipline procedures, but with uneven student behavior results.	Teacher rarely or never responds to student misbehavior by following classroom routines and/or discipline procedures. Student behavior does not change or may escalate.
Maintains classroom control while treating students with dignity and respect.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.	Teacher response to misbehavior is appropriate and successful and respects the students' dignity, or behavior is generally appropriate.	Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the students' dignity.

III. Effective Instruction (30%)

	Highly Effective	Effective	Needs Improvement	Ineffective
Provides for purposeful student activity.	Learning activities are highly relevant to the students and instructional goals. They progress coherently producing a unified whole and reflecting recent professional research.	Most of the learning activities are suitable to student and instructional goals. Progression of activities in the unit is fairly even and most activities reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven and only some activities reflect recent professional research.	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.
Create lessons that build on students' prior knowledge and skills.	Teacher effectively engages prior knowledge of students in connecting to the lesson. Students demonstrate through work or comments that they understand this connection.	Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to the students.	Lesson generally does not build on prior knowledge of students or students fail to make this connection.	There may be no effort to connect objective to prior knowledge of students.
Communicates to the students the objectives and purpose of studying the lesson or the unit.	Students can explain what they are learning and why it is important, beyond repeating the stated objective.	Importance of the objective is explained so that students understand why they are learning what they are learning.	Teacher attempts explanation of importance of objective but students fail to understand.	Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important.
Differentiates instruction to meet the needs of all learners.	Teacher provides differentiated ways of engaging with content specific to individual student needs.	Ways of engaging with content consistently reflect different learning modalities or intelligences.	Ways of engaging with content intermittently reflect different learning modalities or intelligences.	Ways of engaging with content rarely reflect different learning modalities or intelligences.
Provides direct instruction, followed by guided practice, and then independent application.	Teacher consistently uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence. Students expect to be self-reliant.	Teacher frequently uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.	Teacher occasionally uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.	Teacher rarely or never uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.
Integrates high level thinking into instruction.	Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level.	Teacher asks higher-order questions and assists students in making connections. Students demonstrate that they understand the content at a higher level.	Teacher asks open-ended questions but may not assist students in making connections to content or may answer questions for students.	Teacher does not ask higher-order questions or make connections. Students are unable to demonstrate an understanding of the content.
Provides enrichment activities that challenge students beyond required minimum.	Teacher provides scaffolds and structures that are clearly related to and support the development of the targeted concepts and/or skills. Students use scaffolds across tasks with similar demands.	Teacher provides scaffolds and structures that are clearly related to and support the development of the targeted concepts and/or skills.	Teacher provides limited scaffolds for individual or group learning needs. Strategies may or may not be relevant to the concepts and/or skills to be learned.	Teacher rarely or never scaffolds tasks for group or individual learning needs or teacher uses strategies that are generic and/or not relevant to the concepts and/or skills to be learned.

Develops and/or selects motivational strategies to engage students in active learning.	Teacher demonstrates a variety of methods to provide students the opportunity to actively connect and engage with content.	Teacher provides opportunities for students to connect and actively engage with content.	Teacher provides limited opportunities for students to connect and actively engage with content.	Teacher does not provide opportunities for students to connect and actively engage with content.
Maintains a classroom environment that promotes enthusiasm for learning.	The physical and cultural environment is safe and aligns with the purpose of the lesson. Teacher models and encourages positive interactions in a secure and supportive learning environment.	The physical and cultural environment is safe and aligns with the purpose of the lesson. Teacher encourages positive interactions in a secure and supportive learning environment.	The physical and/or cultural environment is inconsistent and may not align with the purpose of the lesson.	The physical and/or cultural environment does not align with the purpose of the lesson and may negatively impact the learning environment.
Sets clearly defined standards for quality work.	Teacher provides oral and visual standards of quality work, including examples.	Teacher provides oral and visual standards of quality work.	Teacher intermittently provide oral or visual standards of quality work.	Teacher fails to provide oral or visual standards of quality work.

IV. Student Assessment/Feedback (25%)

	Highly Effective	Effective	Needs Improvement	Ineffective
Aligns lesson, instructional activities, and/or assessment with the standards.	Designs and incorporates a variety of formative assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction that are aligned with content standards.	Identifies lesson objectives that are aligned to state content standards. Matches instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives. Designs formative assessments that measure progress towards mastery and informs instruction.	Identifies lesson objectives that are aligned to state content standards. Matches instructional strategies and activities/assignments to the lesson objectives. Teacher may not design assignments that are meaningful or relevant or plan formative assessments to measure progress towards mastery or inform instruction.	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, assignments, or assessments.
Monitors student performance and provides frequent feedback.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning.	Feedback is consistently high quality.	Feedback is inconsistent in quality. Some elements of high quality are present but not others.	Feedback is either not provided or is of uniformly poor quality.
Uses objective, meaningful assessment data to determine student academic growth (must utilize student data using local, state or national assessment data).	Multiple sources of growth or achievement data from at least two points in time show evidence of expected growth for all or nearly all students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Growth or achievement data from at least two points in time shows no evidence of growth for most students.

6/1/2020

I. Leadership and Professional Responsibilities (25%)

Competencies	Highly Effective	Effective	Needs Improvement	Ineffective
Contributes positively to school culture.	Support and cooperation characterizes relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.	Support and cooperation characterizes relationships with colleagues.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Teacher's relationships with colleagues are negative or self-serving.
Interprets/shares information and makes appropriate recommendations	Models techniques and coaches others in use of instructional methods and accommodations	Makes recommendations for accommodations and modifications that meet the students' individual needs.	Makes the same accommodations and modifications recommendations for all students on caseload, regardless of need.	Accommodations and modifications do not consistently match students' needs.
Writes compliant IEPs	All components of the IEP are included and complete. IEP goals are appropriately ambitious as evidenced by (1) alignment to grade level standards, (2) identification of skill to be acquired based on the student's present level of performance, and (3) linked to students' identified area of need.	All components of the IEP are included and complete. Goals are missing one of the following elements (1) alignment to grade level standards, (2) identification of skill to be acquired based on student's present level of performance, and (3) link to students' identified area of need.	Consistently has incomplete sections of the IEP and initiates corrections to bring the IEP into compliance. Goals are missing two of the following elements (1) alignment to grade level standards, (2) identification of skill to be acquired based on student's present level of performance, and (3) link to students' identified area of need.	Repeatedly makes similar errors within the IEP or does not initiate action to correct errors. IEP Goals are not measurable or are not clearly written. Goals are consistently not alignment to grade level standards, do not identify the skill to be acquired based on students' present level of performance, or do not link to students' identified area of need or goals are not adjusted to ensure student progress or individualized for students.
Case Conference Leadership	Prepares for an effective case conference and takes action to conduct a meeting that is more family-friendly and focused on student strengths.	Prepares for case conference by (1) inviting appropriate participants with sufficient notice, (2) sending a notice of case conference, and (3) preparing a draft IEP including input from general education teachers.	Prepares for case conference by inviting appropriate participants with sufficient notice and sending a notice of case conference, but does not prepare a draft IEP.	Does not invite all necessary participants or does not prepare a notice of case conference.

Follows established timelines in Article 7 or WLCSC Walkthrough	Meets all timelines for the following: parent invite, gen. ed. teacher invite, IEP signature page, move-in procedures, progress reports, beginning/end of the year packets, ESY, Transportation, and general ed IEP receipts.	Meets at least 7 out of 10 timelines for the following: parent invite, gen. ed. teacher invite, IEP signature page, move-in procedures, progress reports, beginning/end of the year packets, ESY, Transportation, and general ed IEP receipts.	Meets at least 5 out of 10 timelines for the following: parent invite, gen. ed. teacher invite, IEP signature page, move-in procedures, progress reports, beginning/end of the year packets, ESY, Transportation, and general ed IEP receipts.	Meets less that 5 timelines for the following: parent invite, gen. ed. teacher invite, IEP signature page, move-in procedures, progress reports, beginning/end of the year packets, ESY, Transportation, and general ed IEP receipts.

II. Professionalism (20%)

Competencies	Highly Effective	Effective	Needs Improvement	Ineffective
Establishes a set of procedures that guide the handling of routine matters.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are confusing to students.
Follows policies and procedures.	Individual demonstrates a pattern of following state, corporation, and school board policies (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)	Individual demonstrates a pattern of following most state, corporation, and school board policies (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)	Individual demonstrates a pattern of following some state, corporation, and school board policies (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)	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.
Communicates professionally with students, staff, parents and administrators.	Teacher is timely, positive, professional, and respectful in all communications. Teacher goes above and beyond to collaborate and coach through difficulties in both positive and negative situations while exemplifying developmental and cultural norms.	Teacher is timely, positive, professional and respectful in most communications. Teacher collaborates in both positive and negative situations while acknowledging developmental and cultural norms.	Teacher maintains required communications and participates in occasional opportunities to collaborate with parents and colleagues. Teacher interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for developmental and cultural norms.	Teacher communications are minimal and may be negative, demeaning, sarcastic, or inappropriate to the developmental or cultural norms. Teacher rarely or never participates in opportunities to collaborate with families or colleagues.

Collaborates professionally within the school community to promote inclusion and student success	Teacher consistently collaborates with other teachers and supports staff for the students on his/her caseload. Teachers consistently plan together at least once a month, share resources on a regular basis, and engage in long term planning to promote successful inclusion of students and student success. Collaborative planning to focus on instructional strategies, accommodations /modifications, promoting independence, increasing communication and social skills, and data analysis, among other appropriate topics. Teachers can model and coach others in this practice.	Teacher consistently collaborates with other teachers and support staff for the students on his/her caseload. Teachers consistently plan together at least once per qtr., share resources on a regular basis, and engage in long term planning to promote successful inclusion of students and student success. Collaborative planning to focus on instructional strategies, accommodation/modifications, promoting independence, increasing communication and social skills, and data analysis, among other appropriate topics.	Teacher inconsistently communicates with other teachers and support staff about the needs of the students on his/her caseload. Teachers plan together once a semester and share some resources in order to promote greater inclusion of students and student success. Collaborative planning to include items such as scheduling, content and accommodations /modifications.	Teacher infrequently communicates with other teachers and support staff about the needs of the students on his/her caseload. Teachers do not plan together on a regular basis.
Advances professional skills and knowledge	Remains current regarding evidence-based practices and shares new knowledge with colleagues to apply new strategies.	Reflects on practice to identify areas for growth and seeks out related opportunities for professional development.	Takes opportunities for professional development when requested to do so.	Does not take part in professional development opportunities.

III. Effective Instruction (30%)

Competencies	Highly Effective	Effective	Needs Improvement	Ineffective
Provides for purposeful student activity.	Learning activities are highly relevant to the students and instructional goals. They progress coherently producing a unified whole and reflecting recent professional research.	Most of the learning activities are suitable to student and instructional goals. Progression of activities in the unit is fairly even and most activities reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven and only some activities reflect recent professional research.	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.
Create lessons that build on students' prior knowledge and skills.	Teacher effectively engages prior knowledge of students in connecting to the lesson. Students demonstrate through work or comments that they understand this connection.	Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to the students.	Lesson generally does not build on prior knowledge of students or students fail to make this connection.	There may be no effort to connect objective to prior knowledge of students.

Differentiates instruction to meet the needs of all learners.	Teacher provides differentiated ways of engaging with content specific to individual student needs.	Ways of engaging with content consistently reflect different learning modalities or intelligences.	Ways of engaging with content intermittently reflect different learning modalities or intelligences.	Ways of engaging with content rarely reflect different learning modalities or intelligences.
Develops and/or selects motivational strategies to engage students in active learning.	Teacher demonstrates a variety of methods to provide students the opportunity to actively connect and engage with content.	Teacher provides opportunities for students to connect and actively engage with content.	Teacher provides limited opportunities for students to connect and actively engage with content.	Teacher does not provide opportunities for students to connect and actively engage with content.
Maintains a classroom environment that promotes enthusiasm for learning.	The physical and cultural environment is safe and aligns with the purpose of the lesson. Teacher models and encourages positive interactions in a secure and supportive learning environment.	The physical and cultural environment is safe and aligns with the purpose of the lesson. Teacher encourages positive interactions in a secure and supportive learning environment.	The physical and/or cultural environment is inconsistent and may not align with the purpose of the lesson.	The physical and/or cultural environment does not align with the purpose of the lesson and may negatively impact the learning environment.
Provides direct instruction, followed by guided practice, and then independent application.	Teacher consistently uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence. Students expect to be self-reliant.	Teacher frequently uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.	Teacher occasionally uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.	Teacher rarely or never uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.
Supports student self-advocacy	Supports students in self-advocacy to ensure accommodations and modifications are being followed with fidelity.	Works with staff to ensure student accommodations and modifications are followed with fidelity in the classroom setting.	Informs staff of accommodations and modifications but does not ensure that are being followed with fidelity.	Fails to inform necessary staff of student accommodations and modifications.
Possesses knowledge of resources that assist with student learning	Actively seeks materials and resources to enhance instruction and applies in various combinations to maximize individual student achievement.	Utilizes resources available through the school, district, and cooperative to help students gain access to the curriculum resulting in student successes.	Is aware of available resources, but utilizes a limited repertoire of the available resources.	Displays little or no knowledge of available resources.
Uses instructional time effectively	Intentional effort devoted to increase effectiveness of instructional time by taking action to improve efficient transitions, pacing of instruction, and allowing sufficient wait time for student responses.	Teacher uses instructional time effectively by ensuring efficient transitions, appropriately pacing instruction, and allowing sufficient wait time for student responses.	Use of instructional time is negatively impacted by inefficient transitions, inappropriate instructional pacing, or insufficient wait time for student responses.	Lack of instruction or student comprehension due to inefficient transitions, inappropriate instructional pacing, or insufficient wait time for student responses.
Behavioral Support	Anticipates and redirects student conduct while appropriately utilizing individualized behavior interventions to avoid loss of instruction a majority of the time.	Responds consistently to undesired behavior with pre-planned consequences. Correction is brief, immediate, respectful, and calm.	Inconsistently responds to undesired behavior or lacks preplanned consequences. Corrections are not brief, immediate, respectful, or calm.	Responses to undesired behavior disrupts the flow of learning.

IV. Student Assessment/Feedback (25%)

Competencies	Highly Effective	Effective	Needs Improvement	Ineffective
Aligns lesson, instructional activities, and/or assessment with the standards.	Designs and incorporates a variety of formative assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction that are aligned with content standards.	Identifies lesson objectives that are aligned to state content standards. Matches instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives. Designs formative assessments that measure progress towards mastery and informs instruction.	Identifies lesson objectives that are aligned to state content standards. Matches instructional strategies and activities/assignments to the lesson objectives. Teacher may not design assignments that are meaningful or relevant or plan formative assessments to measure progress towards mastery or inform instruction.	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, assignments, or assessments.
Monitors student performance and provides frequent feedback.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning.	Feedback is consistently high quality.	Feedback is inconsistent in quality. Some elements of high quality are present but not others.	Feedback is either not provided or is of uniformly poor quality.
Uses objective, meaningful assessment data to determine student academic growth (must utilize student data using local, state or national assessment data).	Multiple sources of growth or achievement data from at least two points in time show evidence of expected growth for all or nearly all students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Growth or achievement data from at least two points in time shows no evidence of growth for most students.

6/1/2020

I. Student Achievement (25%)

	Highly Effective	Effective	Needs Improvement	Ineffective
Uses student achievement data to help students with academic decisions.	School Counselor effectively uses data to support students as they develop academic and future plans. The process has structure and provides stakeholders with the time needed to engage with and reflect on their planning.	School Counselor uses data to support students as they develop academic and future plans. The process usually has structure and often provides stakeholders with the time needed to engage with and reflect on their planning.	School Counselor sometimes attempts to use data to support students as they develop academic and future plans. The process rarely has structure and rushes stakeholders to make decisions.	School Counselor does not use data to assist students in developing personalized plans. School Counselor neither assesses the progress students are making in programs nor consults with stakeholders to address students' needs. School Counselor uses inappropriate assessment techniques for the student or setting.
Helps students develop a positive and realistic self-concept.	School Counselor regularly holds individual and/or small group counseling sessions, that help students with academic, career, and personal/social issues. School Counselor helps students make thoughtful decisions and take appropriate actions in response to emergent needs and concerns.	School Counselor holds individual and/or small group counseling sessions, that help students with academic, career, and personal/social issues. School Counselor helps students make thoughtful decisions and sometimes takes appropriate actions in response to emergent needs and concerns.	School Counselor makes an attempt to meet with some individual students and/or small groups in response to emergent student needs and concerns. Sessions are not goal-focused and offer only moderate assistance.	School Counselor does not provide counseling sessions for individual students and/or small groups to help them overcome issues that arise.
Helps students evaluate their current strengths and potential.	School Counselor seeks out opportunities and 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 for future planning.	School 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 for future planning.	School 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 for future planning.	School Counselor has few counseling techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and for future planning.
Helps students understand the relationship between academics and their vocational future by focusing on ability, interest, and goals.	School Counselor provides clear strategies and supports students as they formulate developmentally appropriate academic, social/ emotional, and career plans.	School Counselor assist students in developing successful skills for formulating personalized plans, goal setting, and decision making.	School Counselor attempts to assist students in formulating personalized plans, but efforts are inconsistent.	School Counselor does not assist students in developing appropriate skills or plans.
Provides clearly stated objectives and specific tasks when developing or conducting activities.	School Counselor consistently establishes objectives which are clearly communicated throughout counseling and classroom sessions.	School Counselor establishes objectives which are communicated during counseling and classroom sessions.	School Counselor attempts to establish objectives which are sometimes communicated during counseling and classroom sessions.	School Counselor rarely establishes objectives during counseling and classroom sessions, leaving students confused.
Knows student's education and personal background.	The school counselor consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.	The school counselor regularly provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.	The school counselor sometimes provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.	The school counselor rarely takes a multicultural or diverse perspective into consideration when providing services to students.
Assists students in communicating effectively to form positive relationships with others.	The school counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models appropriate behaviors.	The school counselor regularly encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors.	The school counselor sometimes encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors.	The school counselor rarely encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors.

Addresses students' college/career knowledge appropriately for students' developmental levels.	School Counselor consistently attempts to encourage students to work hard and achieve at their highest level. School Counselor proactively offers students support for college and career readiness.	School Counselor regularly attempts to encourage students to work hard and achieve at their highest level. School Counselor offers students support for college and career readiness.	School Counselor sometimes attempts to encourage students to work hard and achieve at their highest level. School Counselor inconsistently offers students support for college and career readiness.	School Counselor makes no attempt to encourage students to work hard and achieve at their highest level. School Counselor does not offer students support for college and career readiness.
Communicates promptly and effectively with students.	School Counselor's oral and written communications with students are ongoing, clear, precise, and expressive. Misconceptions are anticipated by the School Counselor and prevented through use of well-honed communication skills. School Counselor frequently uses multiple means of soliciting input from, and communicating with, students.	School Counselor regularly communicates with students. School Counselor's oral and written communications are clear and accurate. School Counselor makes regular efforts at two-way communication with students.	School Counselor attempts to communicate with students. Spoken and written communications contain some errors or are partially clear, requiring clarification. School Counselor makes minimal efforts at two-way communication with students.	School Counselor rarely communicates with students. Communication is strictly one-way from School Counselor to students.
Aids students in developing decision-making and problem-solving skills.	School Counselor has established clear standards of conduct for counseling and classroom sessions and students contribute to maintaining them. School Counselor takes a leadership role in providing assistance with student behavior and shares ideas with staff and/or families.	School Counselor has established standards of conduct for counseling sessions or classroom. Student behavior in counseling sessions is generally appropriate. School Counselor has made efforts to offer assistance to staff or families with student behavior.	School Counselor's efforts to establish standards of conduct for counseling sessions or classroom are partially effective. School Counselor inconsistently attempts to monitor student behavior and sometimes offers behavioral assistance to staff or families.	School Counselor has established no standards of conduct for students during counseling or classroom sessions. No assistance with student behavior is offered to staff or families.

II. Interaction with Staff and Administration (25%)

	Highly Effective	Effective	Needs Improvement	Ineffective
Communicates and cooperates effectively and promptly with administration regarding the counseling program.	School Counselor plan serves to support not only the students individually and in groups, but also the broader educational system. The plan provides opportunity for student choice and input from stakeholders throughout the implementation of the plan.	School Counselor plan includes important aspects of counseling in the school setting and includes school goals. Counseling programs follow an organized progression with differentiation for different groups of students. School Counselor routinely seeks input from stakeholders.	School Counselor plan has a guiding principle and includes a number of activities, some of which do not fit with the broader goals. There is little differentiation for students with minimal input from stakeholders.	School Counselor plan consists of a random collection of unrelated activities, lacking coherence or an overall structure, and is poorly aligned to counseling outcomes. School Counselor plan is developed without input from stakeholders or inclusion of individual, school, and district needs.
Follows through on referrals.	School Counselor consistently demonstrates responsiveness to all stakeholders.	School Counselor demonstrates responsiveness to most stakeholders.	School Counselor demonstrates responsiveness to some stakeholders.	School Counselor displays no responsiveness to stakeholders.
Interprets student data for teachers and administrators.	School Counselor often synthesizes data to plan for effective program priorities, monitors progress, and makes adjustments as needed.	School Counselor synthesizes data to plan for effective future program priorities. Some progress monitoring is done. Adjustments are sporadic.	School Counselor minimally synthesizes data to plan for effective future program priorities. Progress monitoring is rare as are adjustments.	School Counselor does not use data/assessments to plan future program priorities.

Establishes effective working relationships and effective communication with the staff.	School Counselor interactions are characterized by mutual support and collaboration, with the School Counselor taking initiative in assuming leadership among other counselors and colleagues. The School Counselor volunteers to participate in school/district events and projects, making a substantial contribution and assuming a leadership role in at least one aspect of school/district life.	School Counselor's interactions with other counselors and colleagues are characterized by mutual support and collaboration. The counselor volunteers to participate in school events and school/district projects, making a substantial contribution.	School Counselor interacts with other counselors and/or colleagues to fulfill required duties. The School Counselor participates in school events and district projects when specifically asked or invited.	School Counselor's interactions with other counselors and/or other colleagues in the school/district are negative. The counselor avoids becoming involved in school or district events or projects.
Plans with teachers and administrators for the placement of student.	School counselor demonstrates extensive knowledge of students, systematically acquiring knowledge from several sources about individual students' knowledge, skills, special needs, interests, and cultural heritages.	School counselor demonstrates accurate and detailed knowledge of students' skills, special needs, interests, and cultural heritage.	School counselor displays limited knowledge of the varied students' skills, special needs, interests, and cultural heritage.	School counselor displays little or no knowledge of students' skills, special needs, interests, and cultural heritage.
Provides information to staff on counseling related issues (e.g., child abuse, drug abuse, community career programs)	School Counselor demonstrates a thorough understanding of school programming, effective counseling techniques, theory, and approaches.	School Counselor demonstrates solid understanding of school programming, counseling techniques, theory and approaches.	School Counselor demonstrates limited understanding of school programming, counseling techniques, theory, and approaches.	School Counselor demonstrates little or no understanding of school programming, counseling techniques, theory, and approaches.

III. Interaction with Parents and Community (25%)

	Highly Effective	Effective	Needs Improvement	Ineffective
Assists parents in understanding the social, emotional, and academic needs of their child in relationship to school success.	School Counselor sets high expectations for engagement in the counseling program and communicates this importance to all students' caregivers.	School counselor expects all students to engage with, and participate in, the counseling program. The importance of the program is communicated with most caregivers.	School counselor sets limited expectations for engagement and participation. Communication with caregivers is limited.	School Counselor sets no expectations for engagement and participation. Communication with caregivers is nonexistent.
Fosters positive relationships with parent and community members.	School Counselor's interactions with parents and the community are frequent, respectful, appropriate, and sensitive.	School Counselor's interactions with parents and the community are as needed, respectful, appropriate and sensitive.	School Counselor's interactions with parents and the community are generally appropriate, but may reflect occasional inconsistencies and insensitivity.	School Counselor's interactions with parents and the community are mostly negative, inappropriate, or insensitive to.
Communicates promptly and professionally with parents as needed.	School Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means. School Counselor engages families in the programs offered by the counseling department.	School Counselor regularly engages families, and provides information about the counseling program as a whole and about individual students.	School Counselor engages families, and provides information about the counseling program as a whole and about individual students, on a limited basis.	School Counselor does not engage families or provide information about the counseling program as a whole or about individual students.
Uses and shares the resources of the community with all necessary stakeholders.	School Counselor displays extensive knowledge of resources for students. These include school, district, community, and external resources. School Counselor seeks resources to extend their own professional skills and knowledge.	School Counselor regularly displays knowledge of resources available to students through the school or district, as well as those in the community, on the internet and other sources external to the school.	School Counselor displays limited awareness of resources available to students through the school, district, or community and for extending one's professional skills but does not seek to expand their knowledge.	School Counselor demonstrates little or no knowledge of resources available to students through the school, district, or community, nor is the counselor aware of resources for expanding one's own professional skills.

IV. Professionalism/Leadership (25%)

	Highly Effective	Effective	Needs Improvement	Ineffective

Contributes positively to school culture.	School Counselor's goals for the counseling program are highly appropriate to the situation in the school and the age of the students, and have been developed in consultation with students, parents, and colleagues.	School Counselor's goals for the counseling program usually appropriate to the situation in the school and to the age of the students. Consultation with students, parents, and colleagues is regularly sought.	School Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	School Counselor has no clear goals for the counseling program, or goals are inappropriate to either the situation or the age of the students.
Respects confidentiality of student information.	School Counselor consistently maintains and models confidentiality for all while appropriately communicating student needs with family, staff and community.	School Counselor usually follows confidentiality guidelines while communicating student needs with family, staff and community.	School Counselor is somewhat familiar with confidentiality guidelines. Communication may not be appropriate or sensitive.	Communications with staff and families violate confidentiality guidelines. Communications are inappropriate or offensive.
Maintains professionalism with deadlines, appointments, policies, and procedures.	School Counselor models the highest standards of honesty, integrity, and professional behavior in interactions with other colleagues, students, families and community members. School Counselor provides leadership and advocates for families' or students' social, behavioral or academic needs.	School Counselor displays standards of honesty, integrity, and professional behaviors in interactions with colleagues, students, families and the community. School Counselor regularly advocates for families' or students' social, behavioral or academic needs.	School Counselor is honest in interactions and appropriate in professional actions with colleagues, students, families and the community. School Counselor inconsistently advocates for families' or students' social, behavioral or academic needs.	School Counselor displays dishonesty or unprofessional behavior in interactions with colleagues, students, families and the community. School Counselor does not advocate for families or for the students' social, behavioral or academic needs.
Makes effective use of time.	School Counselor has established consistent routines and procedures and communicates with staff regarding task prioritization. Counseling routines and procedures maximize student engagement, opportunities, and time on task.	School Counselor has clear routines and procedures and usually prioritizes tasks. Counseling routines regularly involve staff and students.	School Counselor has inconsistently established procedures and routines and is inconsistent in prioritizing tasks. Counseling routines somewhat involve staff and students.	School Counselor has not established procedures or routines and is unable to prioritize time-sensitive tasks. Counseling routines do not involve staff and students.
Seeks professional skills and knowledge.	School Counselor seeks out individual and/or collaborative professional development opportunities based on individual or departmental assessment of need. School Counselor initiates opportunities for professional conversation, including feedback about practice in the counseling profession.	School Counselor participates in opportunities for individual and/or collaborative professional development based on an individual assessment of need. School Counselor engages with colleagues and supervisors in professional conversations about practice, including feedback about practice of counseling.	School Counselor participates in limited individual and/or collaborative professional development activities. School Counselor engages in limited professional conversations with colleagues and supervisors. School Counselor rarely assists other counselors or contributes to the profession.	School Counselor does not participate in individual and/or collaborative professional development activities even when such activities are clearly needed for the development of counseling skills. School Counselor actively avoids professional conversations with colleagues and supervisors. School Counselor does not contribute to the collective knowledge of colleagues or the profession.

6/1/2020

I. Library Management (25%)

	Highly Effective	Effective	Needs Improvement	Ineffective
Establishes and follows circulation procedures reflecting orderliness, security, accessibility and encourages the use of materials by students	Circulation procedures are seamless and effective, providing timely and efficient access to materials by all faculty and students. Circulation procedures are periodically revisited and updated by the Media Specialist.	Circulation procedures are clear and efficient allowing for orderly, secure use of materials by all faculty and students.	Circulation procedures are established but often inefficient or inconsistently used resulting in poor accessibility by faculty and students.	Circulation procedures are ineffective, inconsistent, and/or confusing.
Assists faculty and students with reference questions, reading selection, planning and other materials	LMS is proactive in initiating ways to assist faculty and students with library needs.	LMS regularly offers to assist students and faculty with library related needs.	LMS helps students and faculty with library related needs when asked.	LMS is generally unavailable or uninterested in helping students and faculty with library related needs.
Provides guidance and training for faculty when appropriate	LMS monitors library use and actively seeks input from faculty in order to initiate both formal and informal training specific to library and curricular needs of the staff.	LMS offers informal and formal training for faculty when appropriate.	LMS provides individual guidance and training for faculty when asked.	LMS shows no interest in providing guidance or training for faculty.
Keeps faculty and students informed of materials and services	LMS frequently and consistently informs faculty and staff of library services and materials through direct library programming as well as other means.	LMS informs faculty and students of materials and services as part of regular programming in the library.	LMS is inconsistent in communication with faculty and students related to library materials and services.	LMS fails to keep faculty and students informed of materials and services.
Utilizes relevant and up-to-date resources to support learning	LMS continually seeks updated and relevant resources to enhance and support learning.	LMS uses relevant and current resources to support learning.	LMS often fails to check for updated or more relevant resources to support learning.	LMS fails to use resources appropriate to support learning.
Maintains an environment conducive to learning	LMS consistently enforces procedures and routines creating an environment conducive to learning and monitors the environment to make changes when appropriate.	LMS consistently enforces procedures and routines creating an environment conducive to learning.	LMS has established routines and procedures appropriate for a quality learning environment but is inconsistent in enforcing them.	LMS does little to maintain an environment conducive to learning.
Manages budget effectively and professionally	LMS independently manages the budget effectively, appropriating funds while carefully considering district policy, professional guidelines, timeliness of requests, best use of funds, fair distribution across curricular areas, and current needs within the collection.	LMS independently manages the budget effectively, appropriating funds per school and district policies.	LMS manages budget and appropriates funds with assistance.	LMS has little budget knowledge and needs assistance to manage budget effectively.

II. Collection Development (25%)

	Highly Effective	Effective	Needs Improvement	Ineffective

Actively monitors library data to maintain collection relevancy	LMS monitors data frequently and uses it to analyze, weed, update, and improve the collection based on curricular and pleasure reading needs of the students and faculty.	LMS monitors data regularly and uses it to maintain a relevant collection.	LMS considers library data only when there are problems or when questions arise.	LMS is unaware of data relevant to maintaining the collection.
Invites suggestions from faculty and students for materials selection	LMS frequently elicits suggestions from faculty and students, keeps record of those requests, and responds to individuals when new and relevant materials are acquired.	LMS encourages suggestions and requests from faculty and students and has an established process for securing requests.	LMS considers suggestions and requests from faculty and students when offered.	LMS ignores suggestions and requests from teachers and students.
Maintains up-to-date digital and print collection relating to curricula	Media specialist has an established on-going process for analyzing digital resources and print collections for the purposes of maintaining a solid curricular and pleasure reading collection.	LMS adds digital resources and print materials to the collection throughout the year.	LMS adds/deletes materials from the digital resources and print collection sporadically.	LMS rarely makes changes to digital resources and print collection.
Aware of and uses appropriate professional resources for selection of materials	Media specialist seeks out professional resources and uses them as an integral part of material selection.	LMS is aware of professional resources and uses them to aid in selection of materials.	LMS shows limited knowledge of basic professional resources and uses them only as a secondary source.	LMS demonstrates little or no knowledge of professional resources.

III. Effective Instruction (30%)

	Highly Effective	Effective	Needs Improvement	Ineffective
Uses corporation student data to design purposeful learning activities appropriate for students' level of achievement	LMS analyzes corporation student data and collaborates with teachers to design purposeful lessons for the students.	LMS uses corporation student data to design purposeful learning activities.	LMS occasionally uses student data when designing purposeful lessons.	LMS designs lessons without using corporation student data.
Maintains high expectations for all students and is committed to helping all students reach those expectations	LMS sets and maintains high expectations for all students and follows through with those expectations. LMS communicates expectations and reminds students of them throughout the year.	LMS maintains high expectations for all students and follows through with those expectations.	LMS sets expectations for students but does not follow through.	LMS does not set expectations for students.
Creates lessons that build on students' prior knowledge and skills.	LMS effectively creates lessons that engage students' prior knowledge of key concepts and skills and makes this connection evident to the students. Reviews or re-teaches when needed.	LMS creates lessons based on students' prior knowledge and skills. Reviews or re-teaches when needed.	LMS creates lessons that generally do not build on prior knowledge of students or students fail to make this connection.	LMS creates lessons with no effort to connect objective(s) to prior knowledge of students.
Communicates to the students the objectives and purpose of studying the lesson or the unit.	LMS communicates the objectives and purpose, and students can explain the importance of what they are learning.	LMS explains the importance of the objectives and purpose so that students understand why they are learning what they are learning.	LMS attempts explanation of importance of objectives and purpose but it may not be clear to students.	LMS fails to discuss importance of objectives and purpose or there may not be a clear understanding amongst students as to why the objective is important.
Provides direct instruction, followed by guided practice, and then independent application.	LMS consistently uses strategies to promote learning and independence so that students gradually demonstrate self-reliance.	LMS frequently uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.	LMS occasionally uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.	LMS rarely or never uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.

Integrates critical thinking into instruction.	LMS integrates critical thinking and prompts students to make connections independently, demonstrating that they understand the content at a higher level.	LMS integrates critical thinking and assists students in making connections. Students demonstrate that they understand the content at a higher level.	LMS attempts to integrate critical thinking into instruction but doesn't elicit student response.	LMS does not integrate critical thinking into instruction.
Develops and/or selects motivational strategies to engage students in active learning.	LMS seeks out and uses a variety of motivational strategies to consistently engage students in active learning.	LMS frequently uses motivational strategies to engage students in active learning.	LMS occasionally uses motivational strategies to engage students in active learning.	LMS does not use motivational strategies to engage students in active learning.

IV. Professionalism/Leadership (20%)

	Highly Effective	Effective	Needs Improvement	Ineffective
Follows policies and procedures	LMS complies with policies and procedures, stays abreast of changes to policies and procedures, and applies any pertinent changes in the library.	LMS complies with policies and procedures.	LMS sometimes complies with policies and procedures.	LMS rarely complies with policies and procedures.
Communicates professionally with staff, students, parents, and administrators	LMS communicates pertinent information to the appropriate audience in a clear and appropriate manner. LMS strategically and proactively communicates to enhance the school culture.	LMS communicates pertinent information to the appropriate audience in a clear, appropriate, and timely manner.	LMS sometimes communicates pertinent information to the appropriate audience in a clear, appropriate, and timely manner.	LMS rarely communicates pertinent information to the appropriate audience in a clear, appropriate, and timely manner.
Contributes positively to school culture.	LMS seeks out leadership roles in the school learning community, contributes ideas and expertise that enhance the school culture, and establishes positive and productive relationships with colleagues.	LMS contributes ideas and expertise that positively influence the school learning community and maintains positive relationships with colleagues.	LMS occasionally contributes ideas and expertise that positively influence the school learning community and maintains cordial relationships with colleagues.	LMS rarely contributes ideas and expertise to improve the school culture, and relationships with colleagues are negative or self-serving.
Collaborates with staff.	LMS initiates collaboration and fosters positive relationships with staff to enhance learning and support a positive school culture.	LMS collaborates with staff to support learning and instruction.	LMS collaborates with staff only when requested.	LMS rarely collaborates with staff.
Seeks professional skills and knowledge.	LMS seeks professional skills and knowledge through multiple sources, and applies professional learning to benefit library services.	LMS seeks professional skills and knowledge through various sources.	LMS sometimes seeks professional skills and knowledge.	LMS rarely seeks professional skills and knowledge.