



## Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

### Staff Performance Evaluation Plan Submission Cover Sheet

**SY 2022-2023**

**Context:** Indiana Code (IC) 20-28-11.5-8(d) requires each school corporation to submit its entire staff performance evaluation plan to the Indiana Department of Education (IDOE) and requires IDOE to publish the plans on its website. This cover sheet is meant to provide a reference for IDOE staff and key stakeholders to view the statutory- and regulatory-required components of staff performance evaluation plans for each school corporation. Furthermore, in accordance with IC 20-28-11.5-8(d), a school corporation must submit its staff performance evaluation plan to IDOE for approval in order to qualify for any grant funding related to this chapter. Thus, it is essential that the reference page numbers included below clearly demonstrate fulfillment of the statutory (IC 20-28-11.5) and regulatory (511 IAC 10-6) requirements.

School Corporation Name	<i>Southside Special Services of Marion County</i>
School Corporation Number	<i>5390</i>
Evaluation Plan Website Link	<a href="https://www.riselearningcenter.org/domain/76">https://www.riselearningcenter.org/domain/76</a>

**For the 2022-2023 School Year, we have adopted the following Evaluation Model:**

- The System for Teacher and Student Advancement (TAP)
- The Peer Assistance and Review Teacher Evaluation System (PAR)
- RISE 3.0 State Model
- Locally Developed Plan
- Other \_\_\_\_\_

**Instructions:**

In the chart below, please type the page numbers in your staff performance evaluation document which clearly display compliance with the requirements. Please note, your plan may include many other sections not listed below.

**Submission:**

Once completed, please **upload this cover sheet via the following Jotform by Friday, September 16, 2022**. If you cannot provide a direct website link (above) to your evaluation plan, you must upload the entire plan and this cover sheet as a single PDF. Please make sure the link provided will lead directly to your evaluation plan, and that a login and password will not be required for access. Contact Dr. Rebecca Estes, Senior Director of Educator Talent, with any questions.

<b>Evaluation Plan Discussion</b>			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
Evaluation plan must be in writing and explained before the evaluations are conducted	IC 20-28-11.5-4(f)(1) IC 20-28-11.5-4(f)(2)	Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted  Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one	1

<b>Annual Evaluations</b>			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
Annual performance evaluations for each certificated employee	IC 20-28-11.5-4(c)(1)	Plan and metrics to evaluate <b>all</b> certificated employees, including teachers, administrators, counselors, principals and superintendents	1
Annual performance evaluations include a minimum of two (2) observations	511 IAC 10-6-5	A minimum of two (2) observations as part of formative evaluations that shall take place at reasonable intervals to ensure that teachers have the opportunity to demonstrate growth prior to a summative evaluation	3

<b>Evaluators</b>			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
Only individuals who have received training and support in evaluation skills may evaluate certificated employees	IC 20-28-11.5-1 IC 20-28-11.5-5(b) IC 20-28-11.5-8(a)(1)(D)	Description of ongoing evaluator training  Description of who will serve as evaluators  Process for determining evaluators	3
Teachers acting as evaluators ( <i>optional</i> ) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	Description of who will serve as evaluators  Process for determining evaluators	NA
All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	Description of ongoing evaluator training	3

<b>Rigorous Measures of Effectiveness</b>			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(2)	Observation rubrics - for <i>all</i> certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator  Other measures used for evaluations (e.g., surveys)	PP 9-96sa 104

<b>Evaluation Feedback</b>			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(4) 511 IAC 10-6-5	Process and timeline for delivering feedback on evaluations  Process for linking evaluation results with professional development	3, 4

Designation in Rating Category			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(3)	Summative scoring process that yields placement into each performance category  Weighting (broken down by percentage) of all evaluation components	6
A definition of negative impact for certificated staff  A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4(c)(5)  511 IAC 10-6-4(c)	Definition of <b>negative impact</b> on student growth for all certificated staff  Description of the process for modifying a final summative rating for negative growth	2  4-5

Feedback and Remediation Plans			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6(a)	System for delivering summative evaluation results to employees	8
Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	Remediation plan creation and timeframe  Process for linking evaluation results with professional development	4, 5
Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	4
Means by which teachers rated as ineffective can request a private conference with the superintendent	IC 20-28-11.5-6(c)	Process for teachers rated as ineffective to request conference with superintendent	5



<b>Instruction Delivered by Teachers Rated Ineffective</b>			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective	IC 20-28-11.5-7(c)	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	5
The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-7(d)	Description of how parents will be informed of the situation	5



## SSSMC Employee Evaluation System Handbook For Certificated Personnel 2022-2023

This handbook describes the Employee Evaluation system for SSSMC certificated personnel. Designated staff members are classified into a Group 1.

Indiana legislation (IC 20-28-11.5) was the catalyst for the development of the evaluation system for certificated employees. Senate Enrolled Act 001 was signed into law on April 30, 2011 and took effect on July 1, 2011. As a consequence of this legislation, all teacher evaluation systems in Indiana must include the following provisions beginning in the 2012-13 school year, or as soon as current contractual obligations expire:

- 1) Every teacher must be evaluated annually;
- 2) Every system must include four performance categories: Highly Effective, Effective, Improvement Necessary, and Ineffective; and
- 3) Every evaluation system must incorporate measures of student growth and achievement as a significant portion of a teacher's evaluation, including student ILEARN results for teachers who teach core subjects.

In addition, SSSMC Board Policy also stipulates that employees will be evaluated, at least in part, against their job descriptions.

### DEFINITIONS

Certificated personnel = those who are licensed by the Indiana Department of Education, including all teachers, speech-language pathologists, and school psychologists.

Established = Indiana term describing a certificated staff member who was employed by SSSMC on July 1, 2011

Final Summative Rating = overall performance evaluation results, either Highly Effective - 4, Effective - 3, Improvement Necessary - 2, or Ineffective - 1.

Long Observations = two 45-minute observations per teacher conducted by an SSSMC Administrator

PIVOT = the secure, web-based system of professional educator competencies adopted by SSSMC for all certificated personnel – also called the “Rubrics” – some districts use other models such as RISE, TAP or locally-developed rubrics

PIVOT Summary Rating = the results of the observations for Group 1 = 70% of Final Summative Rating and for Group 2 = 90% of Final Summative Rating

Metric = the percentages of each evaluation component that make up the Final Summative Rating, represented by the pie chart for Group 1

Negative Impact = Negative impact on student learning shall be defined as follows:

- (1) For classes measured by statewide assessments with growth model data, the department shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement.
- (2) For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally where data show a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state.

Peer Observer = the established teacher who is selected by a probationary teacher to complete one or both Short Observations

Performance categories = Highly Effective - 4, Effective - 3, Improvement Necessary - 2, Ineffective - 1

Rubrics = set of professional educator competencies accessed through the secure, web-based PIVOT Teacher Evaluation System

Short Observations = two 15-minute observations of probationary Teachers only, by the established teacher(s) of their choice

TOR = special education Teacher of Record

## EVALUATION PLAN

There are two (2) components of the SSSMC Employee Evaluation System for Certificated Personnel:

1. Professional Practice (also called Teacher Effectiveness Rubric)
2. Student Achievement

### Professional Practice

The Professional Practice component is the **PIVOT Evaluation System**, commonly called the Teacher Effectiveness Rubric or the Rubrics. SSSMC adopted PIVOT for all certificated personnel, so all will be evaluated with these Rubrics. This component assesses the educator's instructional knowledge and skills that impact student learning, as measured by competencies set forth in the PIVOT rubrics. This component is based on observations of teacher performance and may include input from other administrators or staff. The PIVOT system is confidential between the evaluatee and evaluator (or administrator).

## **PIVOT RUBRICS**

- **Access** - Each teacher is provided access to the secure, web-based PIVOT system. Your user name and password are your SSSMC computer log-ins. A link is provided on the SSSMC website for convenience.
  - **Long Observations** - Two (2) pre-announced 'long' observations of 45 minutes each will be conducted by an SSSMC administrator for each teacher.
- **Short Observations** - In addition, for Probationary staff only, there will be two (2) pre-announced 'short' observations of 15 minutes each, to be conducted by the established colleague(s) of the teacher's choice, at a mutually agreeable time. One short observation will occur prior to each long observation, schedules permitting. The purpose of these short observations is to help acclimate the probationary staff member to the process.
- **Peer Observer** - For the 'short' observations, the peer-observer(s) will complete a paper version of 1-4 rubric elements, which will be turned in to the SSSMC administrator. The evaluatee may request certain rubric elements to be observed.
- **PIVOT Summary Rating** – The Summary Rating for the PIVOT observations will be completed by the evaluator and shared with the evaluatee. The PIVOT Summary Rating comprises 70% of the Final Summative Rating for staff in Group 1 and 90% of the Overall Summary Rating for staff in Group 2.

### **Evaluator Training**

All evaluators will receive training and support in evaluation skills as requested or determined by the Executive Director.

### **Student Achievement**

The **Student Achievement** component focuses on student outcomes that reflect positive change. For SSSMC, this includes positive change in all pertinent domains, including academic achievement, behavioral, social, emotional, and functional performance skills. The following identified measure of Student Achievement included in this system apply to Group 1.

- **Individual Growth Model**

The student individual growth model is considered in a teacher evaluation only if there is negative impact on the student learning. Negative impact is considered for teachers in all groups.

Negative impact on student learning shall be defined as follows:

- (1) For classes measured by statewide assessments with growth model data, the department shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement.
- (2) For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally where data show a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state.

### **Teachers on Extended Leave**

Since Indiana law requires all teachers to be evaluated annually, IDOE has advised school corporations as follows:

*"School corporations should establish a coherent policy for evaluations at the local level that includes allowances for extenuating circumstances (e.g. illness, maternity leave, personal leave, etc.). For example, a school corporation might use the accountability metric used for schools (162 days) in order for data to count towards their summative rating. If the teacher isn't present for 162 days, then the corporation may develop a summative rating based on measures that are available. As another example, an evaluation could be considered "incomplete" if a teacher leaves at the end of the school year or is gone for most of the year, though an expectation would be established that the evaluation is continued or finalized upon the teacher's return. Moreover, the implications for pay raises should also be decided at the local level."*

SSSMC will use 90 days as the timeline requirement, meaning that certificated staff with 90 or more days will be evaluated according to their Group 1 metric and eligible for compensation per CBA terms.

Those staff with fewer than 90 days will have the following alternate metric:

100% Teacher Effectiveness Rubric (PIVOT summary rating based on observation  
If possible + artifacts)

Staff members with fewer than 90 days who are evaluated under this alternate metric may request a meeting with the Executive Director if he/she questions how the summative rating is affected by the extended leave. Those with fewer than 90 days are not eligible for compensation per CBA terms.

### **Improvement Plan**

SSSMC Administration must provide recommendations for improvement and the time in which improvement is expected for any teacher who receives a rating of Needs Improvement or Ineffective. A teacher who negatively affects student achievement and growth cannot receive a rating of Highly Effective or Effective and are not eligible compensation per CBA terms.

Improvement Plans will include opportunities to earn license renewal or professional growth points. Remediation Plans will be developed and shared within 20 instructional days of the summative rating that resulted in a needs improvement or ineffective rating.

### **Ineffective Teachers**

If a staff member of SSSMC has been rated ineffective, they will have the opportunity to request a conference with the Executive Director of SSSMC. This request must be in written form and presented to the Executive Administrative Assistant of SSSMC no later than 5 days after receiving the notice of being rated ineffective. The Executive Administrative Assistant will then schedule a mutually agreeable time and date for a conference with the Administrator.

**Students and two consecutive years**

If there is a student who has the potential of receiving instruction from an ineffective teacher for two years in a row or from two consecutive teachers rated as ineffective, the SSSMC administration will review class rosters and staffing assignments to minimize the potential of receiving instruction from an ineffective teacher.

**Communication with parents**

If a student's instructional delivery is changed due to ineffective teachers, or in the event that a student's classroom assignment to consecutive teachers rated as ineffective is unavoidable, parents will be notified and offered an opportunity to meet with the administration to further discuss any and all concerns regarding the delivery of services and education to their students.

Group 1 includes teachers/staff without a caseload, those who teach only grades K-12, and those who teach students who take the alternate assessment.

### **RISE Learning Center**

Physical Education Teacher

Speech and Language Pathologist

TORS of Behavior Education Program

TORS of Life Skills and MOVE Program

100% - Teacher Effectiveness = PIVOT Summary Rating

### **Calculations**

<b>PIVOT Effectiveness Rubric - counts as: 100% for Group 1 teachers;</b>	
<b>INDIANA RATING</b>	<b>Point Score</b>
Highly Effective	4
Effective	3
Improvement Necessary	2
Ineffective	1

### **Determination of Final Summative Rating**

Group 1:

	<b>Rating (1-4)</b>	<b>Weight</b>	<b>Weighted Rating</b>
PIVOT		1.00	
<b>Sum of Weighted Scores</b>			
<b>FINAL SUMMATIVE RATING</b>			

### **Final Summative Rating**

<b>Final Summative Rating</b>	<b>INDIANA RATING</b>	<b>Compensation</b>
3.5 – 4.0	Highly Effective	Per CBA Terms
2.5 – 3.4	Effective	Per CBA Terms
1.8 – 2.4	Improvement Necessary	Not applicable
Below 1.8	Ineffective	Not applicable

### **Examples:**

Group 1:

	<b>Rating (1-4)</b>	<b>Weight</b>	<b>Weighted Rating</b>
PIVOT	2	1.00	2.0
<b>Sum of Weighted Scores</b>			2.0
<b>FINAL SUMMATIVE RATING</b>			Improvement Necessary

## Determination of Final Summative Rating – Group 1 member

	Rating (1-4)	Weight	Weighted Rating
PIVOT		1.00	
	Sum of Weighted Scores		
	FINAL SUMMATIVE RATING		

KEY: Final Summative Rating

Final Summative Rating	INDIANA RATING	Compensation
3.5 – 4.0	Highly Effective	Per CBA Terms
2.5 – 3.4	Effective	Per CBA Terms
1.8 – 2.4	Improvement Necessary	Not applicable
Below 1.8	Ineffective	Not applicable

Using KEY above, write in the Final Summative Rating information for this staff member:

Final Summative Rating	INDIANA RATING	Compensation

The following signatures indicate that this document has been reviewed by both parties, but the presence of the signatures does not necessarily imply agreement by the parties.

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Printed Name, Staff Member

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Printed Name, Administrator

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Signature, Staff Member

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Date

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Signature, Administrator

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Date

cc:     staff member  
SSSMC Human Resources

## Evaluation Task and Timelines

2022-2023 Administrator for Evaluation

Executive Director, Scott Carson

RISE Learning Center Staff

Item	Description	Due Date or Window
** Short Observation #1	15 minute observation by established teacher of choice	Before Long Observation #1
Long Observation #1	45 minute observation by your administrator	Before Friday, December 16, 2022
<i>Optional Post Observation #1 Conference</i>	30 minute meeting with written feedback in PIVOT	Within 5 school days after Observation #1
** Short Observation #2	15 minute observation established by teacher of choice	Before Long Observation #2
Long Observation #2	45 minutes observation by your administrator	By Friday, April 28, 2023
<i>Optional Post-Observation #2 Conference</i>	30 minute meeting with written feedback in PIVOT	Within 5 school days
End Year Summative Evaluation Conference	30 minute meeting- feedback on all components- Final Summative Rating Assigned	* By Friday, May 19, 2023

\*\* Items only for new teachers to organization this school year, 2022-2023

\* Due dates with asterisk require administrative approval to change; others are flexible due to absences, etc.

# Life Skills Teacher Evaluation Rubric

Name:

Date:

School:

Career Status:

<b>Domain 1: Classroom Strategies and Behaviors</b>				
<b>Standard:</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>
<b>1.1 Respectful learning environment</b>	The special education teacher's classroom promotes a highly respectful and trusting atmosphere between the teacher and students and among students. Respect and rapport is generalized school-wide	The special education teacher's classroom promotes a respectful, polite, and caring atmosphere between the teacher and students and among students.	The special education teacher's classroom reflects some inconsistencies regarding classroom interactions. Most interactions are generally appropriate and free from conflict.	The special education teacher needs improvement handling classroom interactions. Classroom atmosphere can be negative, inappropriate or insensitive..
<b>1.2 Manages classroom procedures</b>	The special education teacher and the students contribute to the seamless operation of the classroom. Individual student schedules are used consistently throughout the day. Student transitions occur smoothly. Students use self-monitoring techniques.	The special education teacher is consistent in managing instructional time, classroom routines, and procedures. Schedules are in place for individual students and utilized consistently throughout the day. Student transitions occur smoothly.	The special education teacher is consistent in managing instructional time, classroom routines, and procedures. Schedules are in place for individual students but are utilized sporadically.	The special education teacher is inconsistent in managing instructional time, classroom routines and procedures.
<b>1.3 Manages student behavior</b>	The special education teacher promotes positive behavior supports that are utilized consistently and	The special education teacher promotes positive behavior supports that are evident and used to	The special education teacher appears to have had made an effort to establish positive behavior	The special education teacher has knowledge of positive behavior supports but is unsure of how to

## Life Skills Teacher Evaluation Rubric

	<p>in all settings. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. The classroom is a model for other staff in positive behavior support strategies.</p>	<p>encourage safe and productive learning environments, and the teacher monitors student behavior against those supports. The teacher's response to student misbehavior is appropriate and upholds the students' dignity.</p>	<p>supports for students. The teacher tries, with varying results, to monitor student behavior and respond to student misbehavior.</p>	<p>monitor or respond to student misbehavior.</p>
<b>1.4 Organizing physical space</b>	<p>The special education teacher ensures a safe and organized classroom that is well labeled. Structured learning areas are obvious.</p>	<p>The special education teacher promotes a safe and organized classroom. Structured learning areas are visible.</p>	<p>The special education teacher maintains a safe classroom with some structured learning areas.</p>	<p>The special education teacher has a disorganized and unsafe classroom.</p>
<b>1.5 Communicating with student</b>	<p>The special education teacher's expectations for student learning are clear and differentiated to students as individuals. Teacher encourages all staff working with the student to do the same.</p>	<p>The special education teacher's expectations for student learning are clear and differentiated to students as individuals.</p>	<p>The special education teacher's expectations for student learning are clarified and differentiated for groups of students.</p>	<p>The special education teacher's expectations for student learning are unclear or confusing to students.</p>
<b>1.6 Demonstrates flexibility and enhances student learning</b>	<p>The special education teacher seizes opportunities to enhance learning, builds on</p>	<p>The special education teacher promotes the successful learning of all students,</p>	<p>The special education teacher makes few adjustments during lessons and only responds</p>	<p>The special education teacher plans activities that are rigid and do not allow time for student</p>

## Life Skills Teacher Evaluation Rubric

	spontaneous events and student interests. Modifications and adaptations are a collaborative effort.	accommodating student questions, needs, and interests. Modifications and adaptations are apparent throughout all activities.	to some student reactions. Modifications and adaptations are used when necessary.	inquiry or differentiate for student difficulty.
<b>1.7 Independence/Prompting Levels</b>	The special education teacher fosters an environment that allows the student to be as independent as possible. The teacher uses correct prompting levels and ensures staff do the same across all settings.	The special education teacher promotes an environment that allows the student to be as independent as possible. The teacher uses correct prompting levels.	The special education teacher maintains an environment that allows somewhat independent. The teacher is aware of the prompting levels and incorporates them sporadically.	The special education teacher does not show evidence of student independence in instruction or correct usage of prompting levels.

<b>Domain 2: Planning and Preparing</b>				
Standard:	Highly Effective	Effective	Improvement Necessary	Ineffective
<b>2.1 Indicating knowledge of learning procedures</b>	The special education teacher displays extensive knowledge of student learning and applies this knowledge to individual students and groups of students.	The special education teacher's knowledge of student learning is accurate and current and knowledge is applied to the class as a whole and to groups of students.	The special education teacher recognizes the merit in understanding student learning, but this knowledge is limited or outdated.	The special education teacher sees little merit in understanding students learning and seeks little help in self-improvement.
<b>2.2</b>	The special education teacher actively seeks knowledge of	The special education teacher displays an accurate	The special education teacher demonstrates partial knowledge	The special education teacher has little knowledge of

## Life Skills Teacher Evaluation Rubric

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<b>Exhibits knowledge of students</b>	students' demographic, disability, interests, and learning style from a variety of sources, and attains this knowledge for individual students. The teacher exhibits awareness of diversity and has sensitivity towards individual students.	understanding of age-appropriate development. The teacher actively seeks knowledge of demographic, disability, interests, and learning style.	of students' demographic, disability, interests, and learning style, yet some knowledge is outdated and erroneous.	students' demographic, disability, interests, and learning style.
<b>2.3 Demonstrating knowledge of objectives/interventions</b>	The special education teacher explicitly aligns instruction with IEPs for individuals and groups of students. The instruction reflects different learnings styles. IEPs are shared with those who have an educational interest in the student.	The special education teacher aligns instruction with IEPs for individuals and groups of students. The instruction reflects different learning styles.	The special education teacher aligns instruction with IEPs for groups of students.	The special education teacher rarely aligns instruction with IEPs.
<b>2.4 Utilizes resources</b>	The special education teacher uses school and district wide resources to enhance own knowledge, to use in teaching, and for students who need them. Technology is integrated	The special education teacher fully incorporates resources available through the school to enhance own knowledge, to use in teaching, or for students who need them.	The special education teacher uses resources throughout the school to enhance own knowledge, to use in teaching, or for students who need them. Various technologies are	The special education teacher demonstrates little familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Technology is not

## Life Skills Teacher Evaluation Rubric

	throughout all instruction.	Technology is used consistently.	used in instruction.	integrated in instruction.
<b>2.5 Designing student assessments</b>	The special education teacher's plan for student assessment is fully aligned with the IEPs, with clear criteria. Assessments are individualized and used to enhance future instruction. Assessment results are shared with classroom staff.	The special education teacher's plan for student assessment is aligned with the IEPs, uses clear criteria, and is appropriate to individual students. Assessment results are used to enhance future instruction.	The special education teacher's plan for student assessment is partially aligned with the IEPs, without clear criteria, and inappropriate for at least some students. Assessment results are used for future instruction with groups of students.	The special education teacher's plan for assessing student learning is not aligned with the IEPs or is inappropriate for many students. Assessment results have little impact on future instruction.

<b>Domain 3: Reflecting on Teaching</b>				
<b>Standard:</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>
<b>3.1 Uses assessment in instruction that reflects student learning</b>	The special education teacher uses daily assessments and data collection to improve student learning and instruction.	The special education teacher consistently uses assessments and data collection two or more times weekly to improve student learning and instruction.	The special education teacher utilizes student assessments and data collection weekly to improve student learning and instruction.	The special education teacher has knowledge of student assessments and data collection methods and uses outcomes inconsistently.
<b>3.2 Effectively uses Evidence Based Practices (EBP)</b>	The special education teacher can apply EBPs across all educational settings at school and in the community.  Uses more than 5 EBPs.	The special education teacher can apply EBPs across all educational settings at school.  Uses 4-5 EBPs.	The special education teacher demonstrates the importance of EBPs and incorporates them during instruction.  Uses 2-3 EBPs.	The special education teacher demonstrates knowledge of EBPs.

## Life Skills Teacher Evaluation Rubric

<b>3.3 Demonstrates high expectations for all students with disabilities including expectation that student takes responsibility for their own learning and behavior</b>	<p>The special education teacher demonstrates high expectations consistently for all students.</p> <p>Establishes a learning environment that encourages, guides, and supports students self-monitoring and self-improvement of achievement and behavior.</p>	<p>The special education teacher consistently demonstrates high expectations for students.</p> <p>Teacher introduces self-monitoring techniques to improve student achievement and behavior.</p>	<p>The special education teacher demonstrates various expectations for students as a group. Teacher has knowledge of self-monitoring techniques.</p>	<p>The special education teacher indicates some evidence of expectations for students as a group. Monitoring of student progress is teacher driven.</p>
<b>3.4 Collaborates and communicates professionally to promote student success.  Provides an environment in which each child has a positive, nurturing relationship with a caring adult</b>	<p>The special education teacher handles all communication with instructional assistants, school personnel, and families in a professional manner.</p> <p>Maintains current and ongoing communication.</p> <p>Encourages and advises others to provide a nurturing and positive learning environment for all students.</p>	<p>The special education teacher handles all communication with instructional assistants, school personnel, and families in a professional manner and with sensitivity.</p> <p>Maintains a positive and nurturing learning environment.</p>	<p>The special education teacher handles communication with instructional assistants, school personnel and families in a professional manner but not consistently.</p> <p>Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.</p>	<p>The special education teacher does not handle communication with instructional assistants, school personnel and families in a professional or timely manner.</p> <p>Appreciates and understands the need to establish nurturing relationships.</p>
<b>3.5 Advocates for student success</b>	<p>The special education teacher has goals that are measurable, clearly written and go beyond present levels of performance.</p>	<p>The special education teacher has goals that are measurable, clearly written and based on present levels of performance.</p>	<p>The special education teacher has goals that are measurable and clearly written.</p>	<p>The special education teacher has goals that are not measurable, nor clearly written.</p>

## Life Skills Teacher Evaluation Rubric

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	<p>Services are aligned with goals and provide support that leads to student independence</p> <p>Services are aligned with goals and provide support that leads to student independence</p> <p>Components of the IEP are accurately completed and the document meets the "stranger" test.</p>	<p>Services are aligned with goals and provide adequate support.</p> <p>Notes capture discussions.</p> <p>Components of the IEP are accurately completed.</p>	<p>Services are aligned with goals.</p> <p>Notes are written in the IEP.</p> <p>Components of the IEP are completed.</p>	<p>Services are not provided nor aligned with goals.</p> <p>IEPs do not contain any additional notes.</p> <p>Components of the IEP are inaccurate.</p>
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Domain 4: Part A: Collegiality and Professionalism				
Standard:	Highly Effective	Effective	Improvement Necessary	Ineffective
<b>4.1 Teacher of Record will show professionalism and ethical conduct.</b>	<p>Proactive and assumes a leadership role in making sure that school practices and procedures</p> <p>Ensures that all students, particular those traditionally underserved, are honored in the school</p> <p>Displays the highest standard</p>	<p>Displays a high level of ethics and professionalism in dealing with both students and colleagues</p> <p>Complies fully and voluntarily with school and district regulations</p>	<p>Honest and well intentioned in servicing students and contributing to decision in the school, but the attempts to service students are limited</p> <p>Complies with school regulations and timelines</p>	<p>Starting to develop a sense of ethics and professionalism and is starting to contribute to practices that serve students.</p> <p>Starting to develop an understanding of school or district regulations and timelines</p>

## Life Skills Teacher Evaluation Rubric

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	of ethical conducts  Takes a leadership role in seeing that colleagues comply with student and district regulations.			
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**Domain 4: Part B Core Professionalism- These indicators illustrate the minimum competencies expected in any profession.**

	Meets Standard	Does Not Meet Standard	Each area that does not meet standard yields a .25 deduction from total score
<b>Attendance and On-Time Arrival</b>	School Professional has demonstrated a pattern of consistent attendance and on-time arrivals and departures to work and all related functions. Consistent is defined as 91% attendance rate.	School Professional has demonstrated a pattern of unexcused or inconsistent attendance and on-time arrivals and departures to work and all related functions. Inconsistent is defined as below 91% attendance rate.	
<b>Policies and Procedures</b>	School Professional follows all local, state, and Federal laws related to school and the community and follows all locally established policies and procedures.	School Professional has not followed all local, state, and Federal laws either related to school or the community and/or has demonstrated a pattern of failing to follow locally established policies and procedures.	
<b>Respect</b>	School Professional interacts with students, colleagues, administrators, parent/families and community members in a respectful manner.	School Professional has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner.	
<b>Ethical</b>	School Professional exhibits behavior in accordance with the established SSSMC code of conduct and performs the function of the job in an ethical manner.	School Professional exhibits behavior contrary to the established SSSMC code of conduct and/or has performed the job in an ethical manner.	

# M.O.V.E. Evaluation Rubric

Name:

Date:

School:

District:

Career Status:

## Domain #1: Classroom Strategies and Behaviors

- Focuses on classroom strategies and behaviors that impact student achievement.
- Addresses what teachers do in the classroom, actions that have a direct effect on student achievement. It provides that framework that established common language across classrooms. It is also used by teachers as a general framework for planning as well as an instrument for classroom observation and feedback.

		Ineffective	Improvement Necessary	Effective	Highly Effective
1.1	Aligns instruction with the MOVE philosophy	Demonstrates an awareness of the MOVE philosophy and references it in the preparation of lesson plans.	Understands the MOVE philosophy, uses it in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant.	Develops and applies strategies based on the MOVE philosophy and standards developed by professional organizations to make the curriculum balanced, rigorous and relevant.	Assists colleagues in applying such strategies in their classrooms.
1.2	Knows the content appropriate to their teaching specialty	Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.	Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.	Applies knowledge of subject beyond the content in assigned teaching specialty.	Extends knowledge of subject beyond content in their teaching specialty and sparks other staff members' curiosity for learning more.
1.3	Uses a variety of instructional methods	Demonstrates awareness of the variety of methods and	Demonstrates awareness or use of appropriate	Ensures the success of all students through the	Stays abreast of emerging research areas and new and innovative

## M.O.V.E. Evaluation Rubric

		materials necessary to meet the needs of all students.	methods and materials necessary to meet the needs of all students.	selection and utilization of appropriate methods and materials.	materials and incorporates them into lesson plans and instructional strategies.
1.4	<b>Communicates effectively</b>	Demonstrates the ability to effectively communicate with students.  Provides opportunities for students to articulate thoughts and ideas.	Uses a variety of methods for communication with all students.  Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	Creates a variety of methods to communicate with all students.  Establishes classroom practices that encourage all students to develop effective communication skills.	Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.  Encourages others to encourage students to develop effective communication skills.
1.5	<b>Helps students develop choice-making skills.</b>	Understands the importance of developing students' choice-making skills.	Demonstrates knowledge of processes needed to support students in acquiring choice-making skills.	Teaches students the processes needed to make choices.	Encourages and assists teachers throughout the school to integrate choice-making skills into their instructional practices.
1.6	<b>Manages Physical Space</b>	Classroom is unsafe and disorganized.  Rarely utilizes physical resources.	Maintains a safe classroom with some learning areas.  Uses physical resources for student learning.	Promotes a safe and accessible classroom. The furniture arrangement facilitates learning activities.  Uses physical resources so learning is accessible to all students (i.e. Visuals, Adapted	Promotes a safe classroom. The furniture arrangement is a resource for learning activities and is monitored and adjusted based on changes in learning needs. Students use physical resources optimally, and all learning is equally accessible to all students.

## M.O.V.E. Evaluation Rubric

				Equipment, etc.)	Uses physical resources skillfully. Learning is accessible to all students (i.e. Visuals, Adapted, Equipment, etc.)
1.7	<b>Exhibits Flexibility and Responsiveness</b>	<p>Lessons are rigid.</p> <p>Fails to respond to students during lesson.</p> <p>Starts to modify or utilize differing strategies.</p>	<p>Makes few adjustments during lessons.</p> <p>Responds to some student reactions.</p> <p>Uses some modifications or strategies for students with learning difficulties.</p>	<p>Makes necessary adjustments to lesson based on student reaction and the adjustment occurs smoothly.</p> <p>Successfully accommodates student behavior or interests.</p> <p>Consistently uses strategies in approaches for students who have difficulty learning.</p>	<p>Successfully makes an adjustment to a lesson, and the adjustment clearly improves the direction of the lesson.</p> <p>Seizes unanticipated opportunity to enhance learning, building on a spontaneous event or teachable moment.</p> <p>Persists in seeking effective approaches for students who need help by using an extensive repertoire of strategies and soliciting additional resources from the school.</p>

### Domain #2: Planning and Preparing

- Focuses on planning and preparing, both of which are assumed to be directly linked to classroom strategies and behaviors. Careful planning and preparation

## M.O.V.E. Evaluation Rubric

**facilitates better decisions in order to produce the greatest gains in student learning.**

		<b>Ineffective</b>	<b>Improvement Necessary</b>	<b>Effective</b>	<b>Highly Effective</b>
2.1	<b>Advocates for school and students</b>	Knows about the policies and practices affecting student learning.	Supports positive change in policies and practices affecting student learning	Participates in developing policies and practices to improve student learning.	Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education
2.2	<b>Adapts teaching for the benefit of students with special needs</b>	Recognizes that students have a variety of learning needs. Is knowledgeable of effective practices for students with special needs.	Collaborates with specialists who can support the special learning needs of students. Provides unique learning opportunities and research-based effective practices for students with special needs.	Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students. Effectively engages special needs students in learning activities and ensure their unique learning needs are met.	Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs. Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students.
2.3	<b>Knows the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students</b>	Understands developmental levels of students and recognizes the need to differentiate instruction. Recognizes solid content/skill knowledge in other parts of the discipline	Understands developmental levels of students and appropriately differentiates instruction. Knows solid content/skill knowledge in other parts of the discipline or other disciplines.	Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction. Displays, evidence-based practices and solid content/skill knowledge in other parts of the	Encourages and guides colleagues to adapt instruction to align with students' developmental levels. Displays evidence-based practices and solid content/skill knowledge and makes connections between the

## M.O.V.E. Evaluation Rubric

		or other disciplines.		discipline or other disciplines.	content/skill and other parts of the discipline or other disciplines.
2.4	<b>Prepares Coherent Instruction Sessions</b>	IEP goals are rarely supported. Materials are rarely engaging for students.  Instruction is without structure and student expectations are unclear.	Some IEP goals are supported and materials are intended to engage students.  Instruction maintains goals and activities within the classroom environment conveying some expectations for student achievement.	Materials and resources support the IEP goals and engage students in meaningful learning. There is knowledge of adaptation.  Instruction maintains goals, activities, and interactions, within the classroom environment conveying clear expectations for student achievement.	Materials and resources support the IEP goals, and engage students in meaningful learning. There is evidence of careful selection and adaptation of materials.  Instruction establishes and maintains thorough planning of learning activities and interactions, within the classroom environment conveying high expectations for the learning of all students.
2.5	<b>Gathers information for appropriate planning</b>	Recognizes formal and/or informal assessment data to plan.	Utilizes formal and/or informal assessment data to plan.	Gathers and utilizes formal and/or informal assessment data to evaluate or plan.	Gathers and utilizes formal and/or informal assessment data to evaluate or plan for individual learners.
2.6	<b>Interprets/Shares Information and Makes Appropriate Recommendations</b>	Limited collaboration with members of the Case Conference Committee is evident or occurs.  Communication is limited to Case	Collaborates with members of the Case Conference Committee to some degree in the following areas:  *Communication in educational reports *Works with committee	Collaborates with members of the Case Conference Committee by:  *clearly communicates educational reports using understandable terminology *works with the committee to	Collaborates with members of the Case Conference Committee by:  *clearly communicates educational reports using understandable terminology *works with the committee to

## M.O.V.E. Evaluation Rubric

		<p>Conference participants in relation to the educational needs.</p>	<p>*Makes recommendations Uses terminology which is not understandable to all committee participants.</p>	<p>determine appropriate goals and services *makes appropriate recommendations for modifications and accommodations.  Clearly communicates results using understandable terminology to all case conference participants in relation to the educational needs.</p>	<p>determine appropriate goals and services *makes appropriate recommendations for modifications and accommodations *Works with therapists and specialists to find specific ways the accommodations/modifications can be provided in the classroom  Clearly communicates results using understandable terminology to all case conference participants in relation to the educational needs and clearly demonstrates evidence based practices in those recommendations.</p>
2.7	<b>Advocates for student success</b>	<p>Goals are not measurable, nor clearly written.  Services are not provided nor aligned with goals.  IEPs do not contain any additional notes.</p>	<p>Goals are measurable and clearly written.  Services are aligned with goals.  Notes are written in the IEP.  Components of the IEP are completed.</p>	<p>Goals are measurable, clearly written and based on present levels of performance.  Services are aligned with goals and provide adequate support.  Notes capture discussions.</p>	<p>Goals are measurable, clearly written and go beyond present levels of performance.  Services are aligned with goals and provide support that leads to student independence.  Notes clearly and succinctly capture</p>

## M.O.V.E. Evaluation Rubric

		Components of the IEP are inaccurate.		Components of the IEP are accurately completed.	relevant discussions.  Components of the IEP are accurately completed and the document meets the "stranger" test.
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### Domain #3: Reflecting on Teaching

- Focuses on teacher self-reflection, a vital metacognitive step in teacher development.
- Describes awareness of your own instructional practices and the ability to translate this self-awareness into professional growth.

		Ineffective	Improvement Necessary	Effective	Highly Effective
3.1	<b>Demonstrates leadership in the school</b>	Attends professional learning community meetings.	Participates in professional learning community.	Assumes a leadership role in professional learning community.	Collaborates with colleagues to improve the quality of learning in the school.
3.2	<b>Links professional growth to their professional goals</b>	Understands the importance of professional development.	Participates in professional development aligned with professional goals.	Participates in professional development activities aligned with goals and student needs.	Applies and implements knowledge and skills attained from professional development consistent with its intent.
3.3	<b>Advocates for Student Success</b>	Understands goals need to be measurable and clearly written.  Understands services must be provided and	Goals are measurable and clearly written.  Services are aligned with goals.	Goals are measurable, clearly written and based on present levels of performance.	Goals are measurable, clearly written and go beyond present levels of performance.

## M.O.V.E. Evaluation Rubric

		<p>aligned with goals.</p> <p>IEPs contain little accommodations.</p> <p>IEPs contain limited additional notes.</p> <p>Components of the IEP are not complete.</p> <p>Does not progress monitor data in a timely manner.</p>	<p>IEP recommends some accommodations.</p> <p>Notes are written in the IEP.</p> <p>Components of the IEP are completed.</p> <p>Progress monitors data but not consistently.</p>	<p>Services are aligned with goals and provide for adequate support.</p> <p>IEPs recommend appropriate accommodations.</p> <p>Progress monitors data accurately and consistently.</p>	<p>Services are aligned with goals and provide support that leads to student independence.</p> <p>IEPs recommend appropriate accommodations and their use is clearly defined.</p> <p>Progress monitors data regularly, consistently, and accurately.</p>
3.4	<b>Collaborates &amp; Communicates Professionally to Promote Student Success</b>	<p>Does not handle communication with instructional assistants, school personnel and families in a professional or timely manner.</p> <p>Communication is lacking to appropriate personnel.</p> <p>Limited information/data for the case conference.</p> <p>Shows no engagement with parents.</p> <p>Appreciates and understands the need to establish nurturing relationships.</p>	<p>Handles communication with instructional assistants, school personnel and families in a professional manner but not consistently.</p> <p>Communication with appropriate personnel is not consistently ensured regarding changes in students, staff or programming.</p> <p>Has some information/data to contribute to the case conference.</p> <p>Demonstrates little engagement with parents.</p>	<p>Communication, whether voice mail, e-mail, letter or phone is handled in a professional manner.</p> <p>Exhibits a pattern of responding to communication and the processing of information are handled in a timely manner, with professionalism and sensitivity.</p> <p>Communication with appropriate personnel ensures that they are properly informed about changes in students, staff or programming.</p>	<p>Communication is at all times with instructional assistants, school personnel, and families in a professional manner.</p> <p>Encourages and advises others to provide a nurturing and positive learning environment for all students.</p> <p>handled with professionalism.</p> <p>Exhibits a pattern of responding to communication and the processing of information on a routine basis</p>

## M.O.V.E. Evaluation Rubric

			Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.	Is prepared and communicates professionally at case conferences. Demonstrates consistent engagement with parents. Maintains a positive and nurturing learning environment.	with professionalism and sensitivity. Maintains ongoing communication with appropriate personnel ensuring that they are properly informed about changes in students, staff or programming. Collaborates with school personnel before the IEP and is prepared to communicate professionally at case conferences. Seeks new strategies for engagement with student's family.
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### Domain 4: Collegiality and Professionalism

--Focuses on teacher collegiality and professional behavior. These behaviors are only indirectly linked to classroom strategies and behaviors; however, they make up the foundational expertise from which the preceding three domains can flourish.

	Part A	Ineffective	Improvement Necessary	Effective	Highly Effective
4.1	<b>Showing Professionalism</b>	Starting to develop a sense of ethics and professionalism	Honest and well intentioned in servicing students and	Displays a high level of ethics and professionalism in dealing with	Proactive and assumes a leadership role in making sure that school

## M.O.V.E. Evaluation Rubric

		<p>and is starting to contribute to practices that serve students.</p> <p>Starting to develop an understanding of school or district regulations and timelines.</p>	<p>contributing to decision in the school, but the attempts to service students are limited.</p> <p>Complies with school regulations and timelines.</p>	<p>both students and colleagues.</p> <p>Complies fully and voluntarily with school and district regulations.</p>	<p>practices and procedures.</p> <p>Ensures that all students, particular those traditionally underserved, are honored in the school.</p> <p>Displays the highest standard of ethical conduct.</p> <p>Takes a leadership role in seeing that colleagues comply with student and district regulations.</p>
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### Domain 4: Part B

Core Professionalism- These indicators illustrate the minimum competencies expected in any profession.

	Meets Standard	Does Not Meet Standard	Each area that does not meet standard yields a .10 deduction from total score
<b>Attendance and On-Time Arrival</b>	School Professional has demonstrated a pattern of consistent attendance and on-time arrivals and departures to work and all related functions. Consistent is defined as 91% attendance rate.	School Professional has demonstrated a pattern of unexcused or inconsistent attendance and on-time arrivals and departures to work and all related functions. Inconsistent is defined as below 91% attendance rate.	
<b>Policies and Procedures</b>	School Professional follows all local, state, and Federal laws related to school and the community and follows all locally established policies and procedures.	School Professional has not followed all local, state, and Federal laws either related to school or the community and/or has demonstrated a pattern of failing to follow locally established policies and procedures.	

## M.O.V.E. Evaluation Rubric

<b>Respect</b>	School Professional interacts with students, colleagues, administrators, parent/families and community members in a respectful manner.	School Professional has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner.	
<b>Ethical</b>	School Professional exhibits behavior in accordance with the established SSSMC code of conduct and performs the function of the job in an ethical manner.	School Professional exhibits behavior contrary to the established SSSMC code of conduct and/or has performed the job in an ethical manner.	



**Special Education Administrator Effectiveness Rubric**

**DOMAIN 1: Purposeful Planning and Preparation**

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	<b><i>Recruits, hires and retains quality employees</i></b>	<p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>Monitors the effectiveness of the recruiting, hiring and retention systems and approaches and suggests changes when needed.</p> <p>Demonstrates the ability to think creatively and adopt new methods for recruiting personnel when necessary.</p>	<p>The special education administrator:</p> <p>Consistently uses a candidate's displayed level of effectiveness as the primary factor in recruiting, hiring, and assigning decisions</p> <p>Demonstrates the ability to maintain and retain effective and highly effective personnel</p> <p>Aligns personnel decisions with the vision and mission of the co-op.</p> <p>Follows all hiring procedures appropriately.</p> <p>Finds replacements for open positions in a timely manner.</p>	<p>The special education administrator meets most but not all of the effective elements.</p> <p>Hires staff with appropriate licensing/credentials</p> <p>Communicates with HR Coordinator and shares accurate information with the candidate</p> <p>Provides appropriate follow-up after recommending employment</p>	<p>The special education administrator meets few or none of the effective elements.</p>

**Special Education Administrator Effectiveness Rubric**

**DOMAIN 1: Purposeful Planning and Preparation**

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2	<b>Effectively carries out personnel evaluation procedures</b>	<p>As well as meeting all of the effective elements, the special education administrator:</p> <ul style="list-style-type: none"> <li>Monitors the use of time and/or evaluation procedures to consistently improve the evaluation process.</li> </ul>	<p>The special education administrator:</p> <ul style="list-style-type: none"> <li>Manages time and/or resources necessary to ensure the accurate evaluation of every subordinate in the building.</li> <li>Uses evaluations to credibly differentiate the performance of personnel</li> <li>Follows processes and procedures outlined in the corporation evaluation plan for all staff members.</li> </ul>	<p>The special education administrator meets most, but not all of the effective elements.</p>	<p>The special education administrator meets few or none of the effective elements.</p>

## Special Education Administrator Effectiveness Rubric

DOMAIN 1: Purposeful Planning and Preparation		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3	<b><i>Provides meaningful Professional Development for co-op and district personnel</i></b>	<p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <ul style="list-style-type: none"> <li>Frequently creates learning opportunities in which highly effective personnel support their peers.</li> <li>Monitors the impact of implemented learning opportunities on student achievement.</li> <li>Efficiently and creatively orchestrates professional learning opportunities in order to maximize time and resources.</li> </ul>	<p><b>The special education Administrator:</b></p> <ul style="list-style-type: none"> <li>Provides learning opportunities to personnel aligned to professional needs and the strategic plan</li> <li>Provides learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc.</li> <li>Provides differentiated learning opportunities to personnel based on evaluation results</li> </ul>	<p><b>The special education administrator meets most, but not all of the effective elements.</b></p>	<p><b>The special education administrator meets few or none of the effective elements.</b></p>

**Special Education Administrator Effectiveness Rubric**

**DOMAIN 1: Purposeful Planning and Preparation**

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4	<b>Provides Leadership for Talent Development</b>	<p>As well as meeting all of the effective elements, the special education administrator:</p> <ul style="list-style-type: none"> <li>• Systematically provides opportunities for emerging leaders to distinguish themselves.</li> <li>• Recognizes and celebrates emerging leaders.</li> <li>• Encourages and supports personnel leadership and progression on career ladders.</li> </ul>	<p><b>The Special Education Administrator:</b></p> <ul style="list-style-type: none"> <li>• Provides formal and informal opportunities to mentor emerging leaders</li> <li>• Promotes, supports and encourages leadership and growth as evidenced by assigning selected personnel to leadership positions or learning opportunities.</li> <li>• Provides appropriate recommendations for performance improvement for those rated ineffective or needs improvement.</li> </ul>	<p>The special education administrator meets most, but not all of the effective elements.</p>	<p>The special education administrator meets few or none of the effective elements.</p>

**Special Education Administrator Effectiveness Rubric**

**DOMAIN 1: Purposeful Planning and Preparation**

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.5 <i>Delegates responsibilities to assist in the effective operation of the organization</i>	<p>As well as meeting all of the effective elements, the special education administrator:</p> <p>Encourages and supports staff members to seek out additional responsibilities.</p>	<p>The special education administrator:</p> <p>Determines which tasks are appropriate for delegation and which are not</p> <p>Seeks out and selects staff members for increased responsibility based on their qualifications, performance, and/or effectiveness</p>	<p>The special education administrator meets most, but not all of the effective elements.</p> <p>Monitors the progress towards success of those to whom delegations have been made</p> <p>Provides support to staff members as needed.</p>	<p>The special education administrator meets most, but not all of the effective elements.</p>

Special Education Administrator Effectiveness Rubric

DOMAIN 1: Purposeful Planning and Preparation		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.6 <b>Strategically assigns personnel</b>	<p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p><b>Considers all of the stakeholders that may be affected by the decision and considers the consequences for each assignment decision.</b></p>	<p>The special education administrator:</p> <p>Strategically assigns personnel and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports co-op goals, and maximizes achievement for all students.</p>	<p>The special education administrator meets most, but not all of the effective elements.</p>	<p>The special education administrator meets few or none of the effective elements.</p>	

**Special Education Administrator Effectiveness Rubric**

**DOMAIN 1: Purposeful Planning and Preparation**

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.7	<b>Addresses personnel who are in need of improvement or are ineffective</b>	<p><b>As well as the effective elements, the special education administrator:</b></p> <p>Stays in frequent communication with personnel on remediation plans to ensure necessary support</p> <p>Tracks remediation plans in order to inform future decisions about effectiveness of certain supports</p>	<p><b>The special education administrator:</b></p> <p>Develops remediation plans with personnel rated as ineffective or in need of improvement</p> <p>Monitors success of remediation plans</p> <p>Follows statutory and contractual language in counseling out or recommending for dismissal ineffective personnel</p>	<p><b>The special education administrator meets most but not all of the effective elements.</b></p>	<p><b>The special education administrator meets few or none of the effective elements.</b></p>

Special Education Administrator Effectiveness Rubric

DOMAIN 1: Purposeful Planning and Preparation		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.8	<b><i>Conducts personnel observations as required by evaluation system</i></b>	<p>As well as meeting all of the effective elements, the special education administrator:</p> <p>Creates systems and schedules ensuring all teachers are frequently observed, and these observations are understood by all personnel as absolute priorities</p> <p>Monitors the impact of feedback provided to teachers</p>	<p>The special education administrator:</p> <p>Visits all personnel frequently (announced and unannounced) to observe instruction and treatment</p> <p>Analyzes student data with personnel to drive instruction and evaluation instructional quality</p> <p>Provides prompt and actionable feedback to personnel aimed at improving student outcomes based on observations and student performance data</p>	<p>The special education administrator meets most, but not all of the effective elements.</p>	<p>The special education administrator meets few or none of the effective elements.</p>

**Special Education Administrator Effectiveness Rubric**

**DOMAIN 1: Purposeful Planning and Preparation**

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.9	<b>Establishes culture and collaboration</b>	<p>The special education administrator:</p> <p>Monitors collaborative efforts to ensure a constant focus on student learning</p> <p>Tracks best collaborative practices to solve specific challenges</p> <p>Holds collaborating teams accountable for their results</p>	<p>The special education administrator:</p> <p>Established a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods</p> <p>Encourages teamwork, reflection, conversation, sharing, openness, and collective problem solving</p> <p>Aligns collaborative efforts to the school's vision/mission</p> <p>Establishes and provides for ongoing collaboration across special education areas/corporations</p>	<p>The special education administrator meets most, but not all of the effective elements.</p>	<p>The special education administrator meets few or none of the effective elements.</p>

## Special Education Administrator Effectiveness Rubric

### **DOMAIN 2: Effective Instruction, Treatment and/or Instructional Support**

		<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
<b>2.1</b>	<b><i>Supports personnel in establishing student learning objectives</i></b>	<p>As well as meeting all of the effective elements, the special education administrator:</p> <ul style="list-style-type: none"> <li>Utilizes SLOs as the basis of developing program goals.</li> </ul> <p>Communicates the purpose and progress towards SLOs with community members, parents, and other stakeholders.</p> <p>Ensuring students are aware of and can communicate the academic expectations inherent in SLOs.</p>	<p>The special education administrator:</p> <ul style="list-style-type: none"> <li>Collaborates with personnel to identify skills to be assessed that are aligned with state standards.</li> </ul> <p>Collaborates with personnel to develop/select assessments to evaluate overall student progress.</p> <p>Requires personnel to assess baseline student performance to drive the development of SLOs that appropriately take students' starting points into account.</p> <p>Systematically works with personnel to monitor and revisit SLOs throughout year as necessary.</p>	<p>The special education administrator meets most, but not all of the effective elements.</p>	<p>The special education administrator meets most, but not all of the effective elements.</p>

## Special Education Administrator Effectiveness Rubric

### **DOMAIN 2: Effective Instruction, Treatment and/or Instructional Support**

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>2.2</b>	<b>Ensures SLOs meet standards outlined in evaluation system</b>	<p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <ul style="list-style-type: none"> <li><b>Utilizes rigorous SLOs to define and lead a school's culture and sense of urgency</b></li> <li><b>Establishes an on-going culture of looking at data and progress towards SLOs by involving all personnel in school meetings to talk about data and instructional practices</b></li> </ul> <p><b>Ensures SLOs define desired measurable outcomes</b></p> <p><b>Ensures assessments are appropriate for measuring progress on SLOs</b></p> <p><b>Ensures outcomes are benchmarked to high expectations</b></p> <p><b>Ensures an analysis of previous years' student performance is included in development of SLOs</b></p> <p><b>Ensures SLOs are focused on demonstrating gains in students' mastery of academic standards as measured by achievement and/or growth</b></p>	<p><b>The special education administrator:</b></p> <ul style="list-style-type: none"> <li><b>Ensures SLOs define desired measurable outcomes</b></li> </ul>	<p><b>The special education administrator meets most, but not all of the effective elements.</b></p>	<p><b>The special education administrator meets few or none of the effective elements.</b></p>

Special Education Administrator Effectiveness Rubric

**DOMAIN 2: Effective Instruction, Treatment and/or Instructional Support**

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3	<i>Instructional time</i>	<p>As well as meeting all of the effective elements, the special education administrator:</p> <p>Systematically monitors the time uses of instructional time to create innovative opportunities for increased and/or enhanced instructional time</p>	<p>The special education administrator:</p> <p>Removes all sources of distractions of instructional time</p> <p>Promotes the sanctity of instructional time</p> <p>Ensures every minute of instructional time is maximized in the service of student learning</p> <p>Develops and maintains efficient policies/procedures that keep personnel in front of students to the greatest possible extent</p>	<p>The special education administrator meets most, but not all of the effective elements.</p>	<p>The special education administrator meets most, but not all of the effective elements.</p>

**Special Education Administrator Effectiveness Rubric**

**DOMAIN 2: Effective Instruction, Treatment and/or Instructional Support**

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.4	<b>Expects academic rigor</b>	<p>As well as meeting all of the effective elements, the special education administrator:</p> <p>Creates systems to monitor progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements</p>	<p>The special education administrator:</p> <p>Creates ambitious academic goals and priorities that are accepted as fixed and immovable</p> <p>Supports rigor in learning for all students</p>	<p>The special education administrator meets most but not all of the effective elements.</p>	<p>The special education administrator meets few or none of the effective elements.</p>

## Special Education Administrator Effectiveness Rubric

### DOMAIN 2: Effective Instruction, Treatment and/or Instructional Support

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.5	<b>Promotes comprehensive data usage</b>	<p>As well as meeting all of the effective elements, the special education administrator:</p> <ul style="list-style-type: none"> <li>Data used as basis of decision making is transparent and communicated to all stakeholders</li> <li>Monitors the use of data in formulating action plans to identify areas where additional data is needed.</li> </ul>	<p>The special education administrator:</p> <ul style="list-style-type: none"> <li>Orchestrates frequent and timely team collaboration for data analysis.</li> <li>Develops and supports others in formulating action plans for immediate implementation that are based on data analysis.</li> </ul>	<p>The special education administrator meets most but not all of the effective elements.</p>	<p>The special education administrator meets few or none of the effective elements.</p>

**Special Education Administrator Effectiveness Rubric**

**DOMAIN 3: Leadership and Professional Responsibilities**

	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
3.1 <i>Creates and supports the mission and vision of the organization</i>	<p>As well as meeting all of the effective elements, the special education administrator:</p> <p>Defines long, medium, and short-term application of the vision and/or mission</p> <p>Monitoring and measuring progress toward the school's vision and/or mission</p> <p>Frequently revisits and discussing the vision and/o mission to ensure appropriateness and rigor</p>	<p>The special education administrator:</p> <p>Assists in creating a vision and/or mission for the cooperative</p> <p>Defines specific instructional and behavioral actions linked to the co-ops vision and/or mission</p> <p>Ensures all key decisions are aligned to the vision and/or mission of the co-op</p> <p>Cultivates a commitment to and ownership of the co-op's vision and/or mission within the majority of the personnel and students</p> <p>Cultivates complete commitment to and ownership of the school's vision and/or mission fully within the school and the spreads to other stakeholder groups</p>	<p>The special education administrator meets most,education few or none of the effective elements.</p>	

Special Education Administrator Effectiveness Rubric

**DOMAIN 3: Leadership and Professional Responsibilities**

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.2	<b>Exhibits professionalism</b>	<p>As well as meeting all of the effective elements, the special education administrator:</p> <p>Articulates and communicates appropriate behavior to all stakeholders, including parents and the community</p> <p>Creates mechanisms, systems, and/or incentives to motivate students (when appropriate) and colleagues to display professional, ethical, and respectful behavior at all times</p>	<p>The special education administrator:</p> <p>Models professional, ethical, and respectful behavior</p> <p>Requires students and colleagues to display professional, ethical, and respectful behavior at all times</p> <p>Articulates and communicates appropriate behavior to all personnel</p> <p>Upholds all of the policies and procedures of the assigned schools and SSSMC</p>	<p>The special education administrator meets most, but not all of the effective elements.</p>	<p>The special education administrator meets none of the effective elements.</p>

Special Education Administrator Effectiveness Rubric

**DOMAIN 3: Leadership and Professional Responsibilities**

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.3	<b>Establishes procedures and expectations for time management</b>	<p>As well as meeting all of the effective elements, the special education administrator:</p> <p><b>Monitors progress toward established yearly, monthly, weekly, and daily priorities and objectives</b></p> <p><b>Monitors use of time to identify areas that are not effectively utilized</b></p>	<p>The special education administrator:</p> <p>Establishes <b>yearly, monthly, weekly, and daily priorities and objectives</b></p> <p>Identifies and consistently prioritizes activities with the highest leverage on student achievement</p> <p>Uses time efficiently, focusing on priorities and objectives</p>	<p>The special education administrator <b>meets most, but not all of the effective elements.</b></p>	<p>The special education administrator <b>meets most,</b> administrator meets few or none of the effective elements.</p>

## Special Education Administrator Effectiveness Rubric

DOMAIN 3: Leadership and Professional Responsibilities		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.4	<b><i>Uses feedback to improve student performance</i></b>	<p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>Actively solicits feedback and help from colleagues and stakeholders</p> <p>Develops and implements systems and mechanisms that generate feedback and advice from students, teachers, parents, key community members, and other stakeholders to improve student performance</p>	<p>The special education administrator:</p> <p>Actively solicits feedback and help from colleagues and stakeholders</p> <p>Acts upon feedback to shape strategic priorities to be aligned to student achievement/progress</p>	<p>The special education administrator meets most, but not all of the effective elements.</p>	<p>The special education administrator meets few or none of the effective elements.</p>

## Special Education Administrator Effectiveness Rubric

### DOMAIN 3: Leadership and Professional Responsibilities

		Highly Effective(4)	Effective(3)	Needs Improvement (2)	Ineffective (1)
3.5	<b>Forges consensus for change and improvement</b>	<p>As well as meeting all of the effective elements, the special education administrator:</p> <ul style="list-style-type: none"> <li>Guides others through change and addresses resistance to that change</li> <li>Monitors the success of strategies and revises based on strengths and weaknesses</li> </ul>	<p>The special education administrator:</p> <ul style="list-style-type: none"> <li>Uses effective strategies to work toward a consensus for change and improvement</li> <li>Systematically manages and monitors change processes</li> <li>Secures cooperation from key stakeholders in planning and implementing change and driving improvement</li> </ul> <p>Creates cultural changes that reflect and support building a consensus for change</p>	<p>The special education administrator meets most, but not all of the effective elements.</p>	<p>The special education administrator meets few or none of the effective elements.</p>

**Special Education Administrator Effectiveness Rubric**

**DOMAIN 3: Leadership and Professional Responsibilities**

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.6	<i>Exhibits initiative and persistence</i>	<p>As well as meeting all of the effective elements, the special education administrator:</p> <p>Exceeds typical expectations to accomplish ambitious goals.</p> <p>Regularly identifies, communicates, and addresses the school's most significant obstacles to student achievement.</p>	<p>The special education administrator:</p> <p>Consistently achieves expected goals.</p> <p>Takes on voluntary responsibilities that contribute to school success.</p> <p>Takes risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student growth or achievement.</p> <p>Engages with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement.</p>	<p>The special education administrator meets most, but not all of the effective elements.</p>	<p>The special education administrator meets few or none of the effective elements.</p>

## Special Education Administrator Effectiveness Rubric

DOMAIN 3: Leadership and Professional Responsibilities		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.7	<b>Promotes a culture of urgency and high expectations</b>	<p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <ul style="list-style-type: none"> <li>Celebrates progress while maintaining a focus on continues improvement</li> <li>Incorporates community members and other partner groups into the establishment and support of high academic and behavior expectations</li> <li>Creates systems and approaches to monitor the level of academic and behavior expectations</li> </ul> <p><b>The special education administrator:</b></p> <ul style="list-style-type: none"> <li>Emphasizes the importance of high expectations for ALL students and the imminent need for increased student achievement</li> <li>Aligns the efforts of students, parents, personnel, and other stakeholders to this shared understanding</li> <li>Leads a relentless pursuit of high expectations for both students and personnel</li> <li>Empowers personnel and staff to set high and demanding academic and behavior expectations for every student</li> </ul> <p><b>The special education administrator meets most, but not all of the effective elements.</b></p>	<p><b>The special education administrator:</b></p> <ul style="list-style-type: none"> <li>Emphasizes the importance of high expectations for ALL students and the imminent need for increased student achievement</li> <li>Aligns the efforts of students, parents, personnel, and other stakeholders to this shared understanding</li> <li>Leads a relentless pursuit of high expectations for both students and personnel</li> <li>Empowers personnel and staff to set high and demanding academic and behavior expectations for every student</li> </ul> <p><b>The special education administrator meets most, but not all of the effective elements.</b></p>		

**Special Education Administrator Effectiveness Rubric**

**DOMAIN 3: Leadership and Professional Responsibilities**

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.8	<b>Communicates professionally</b>	<p>As well as meeting all of the effective elements, the special education administrator:</p> <p>To the extent possible, messages key concepts in real time.</p> <p>Trades the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate and identifying the most appropriate channel of communicating in specific situations.</p>	<p>The special education administrator:</p> <p>Messages key concepts, such as the school's goals, needs, plans, success, and failures.</p> <p>Interacts with a variety of stakeholders, including students, families, community groups, central office, associations, etc.</p> <p>Utilizes a variety of means and approaches of communicating, such as face-to-face conversations, emails, newsletters, websites, etc.</p>	<p>The special education administrator meets most, but not all of the effective elements.</p>	<p>The special education administrator meets none of the effective elements.</p>

Special Education Administrator Effectiveness Rubric

DOMAIN 3: Leadership and Professional Responsibilities			
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)
			Ineffective (1)
3.9 <i>Provides special education information, direction, and guidance for compliance purposes</i>	<p>As well as meeting all of the effective elements, the special education administrator:</p> <ul style="list-style-type: none"> <li>Creates effective appeals to state when appropriate.</li> <li>Plans for and implements effective change when errors have been made.</li> <li>Successfully negotiates resolutions.</li> </ul>	<p>The special education administrator:</p> <ul style="list-style-type: none"> <li>Remains current about mandates, procedures and responsibilities (including Continuous Improvement Monitoring).</li> <li>Provides accurate information on mandates, procedures and responsibilities to school leaders and other personnel.</li> </ul> <p>Recommends appropriate course of action on program and service issues.</p> <p>Provides quality staff to support local special education programs.</p> <p>Assists schools with responses to compliance issues and the development of action plans.</p>	<p>The special education administrator meets most, but not all of the effective elements.</p> <p>The special education administrator meets mostly, but not all of the effective elements.</p> <p>The special education administrator meets few or none of the effective elements.</p>

**Special Education Administrator Effectiveness Rubric**

**DOMAIN 3: Leadership and Professional Responsibilities**

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.10	<i>The executive director effectively supports all governing board functions</i>	<p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <ul style="list-style-type: none"> <li>Establishes and monitors effective strategic plan for the co-op</li> <li>Develops and streamlines systems of communication to all co-op and district administrators and special education personnel</li> <li>Takes the lead in establishing a comprehensive and coordinated professional development plan for co-op and district administrators and special education personnel</li> </ul> <p><b>The special education administrator:</b></p> <ul style="list-style-type: none"> <li>Manages all personnel, policy elements and procedural matters and brings recommendations about these matters to the governing board</li> <li>Efficiently and effectively manages changes to facility, transportation and other operational matters</li> <li>Acts on behalf of the governing board in any matter not covered by governing board policy</li> <li>Established annual budget maintains efficient procedures and effective controls over all financial matters</li> </ul>	<p><b>The special education administrator meets most but not all of the effective elements.</b></p>	<p><b>The special education administrator meets most but not all of the effective elements.</b></p>	<p><b>The special education administrator meets few or none of the effective elements.</b></p>

**Special Education Administrator Effectiveness Rubric**

**DOMAIN 4**  
**Part A: Core Professionalism**

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.1	<i>Focuses on teacher collegiality and professional behavior. These behaviors are only indirectly linked to classroom strategies and behaviors; however, they make up the foundational expertise from which the preceding three domains can flourish.</i>	<p><b>The school professional:</b></p> <p>Is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school</p>	<p><b>The school professional:</b></p> <p>Displays a high level of ethics and professionalism in dealing with both students and colleagues</p>	<p><b>The school professional:</b></p> <p>Is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited</p> <p>Complies fully and voluntarily with school and district regulations.</p>	<p><b>The school professional:</b></p> <p>Is developing a sense of ethics and professionalism and is starting to contribute to practices that serve students</p> <p>Complies with minimal school/students regulations and timelines.</p> <p>Is developing an understanding of school or district regulations and timelines.</p>

Special Education Administrator Effectiveness Rubric

**DOMAIN 4**

**Part B: Core Professionalism – These indicators illustrate the minimum competencies expected in any profession.**

	Meets Standard	Does Not Meet Standard	Each area that does not meet standard yields a .25 deduction from total score.
Attendance and On-Time Arrival	School Professional has demonstrated a pattern of consistent attendance and on-time arrivals and departures to work and all related functions. Consistent is defined as 91% attendance rate.	School Professional has demonstrated a pattern of unexcused or inconsistent attendance and on-time arrivals and departures to work and all related functions.  Inconsistent is defined as below 91% attendance rate.	
Policies and Procedures	School Professional follows all local, state, and Federal laws related to school and the community and follows all locally established policies and procedures.	School Professional has not followed all local, state, and Federal laws either related to school or the community and/or has demonstrated a pattern of failing to follow locally established policies and procedures.	
Respect	School Professional interacts with students, colleagues, administrators, parent/families and community members in a respectful manner.	School Professional has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner.	
Ethical	School Professional exhibits behavior in accordance with the established SSSMC code of conduct and performs the function of the job in an ethical manner.	School Professional exhibits behavior contrary to the established SSSMC code of conduct and/or has performed the job in an ethical manner.	

## DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS

		Highly Effective	Effective	Improvement Necessary	Ineffective
1.1	Communicates Clearly and Accurately	<p><b>The school professional's:</b></p> <p>Directions and visuals are clear to students and students demonstrate understanding and application.</p> <p>Spoken and written language is correct and expressive, with well-chosen vocabulary and/or visual information that enriches the lesson</p> <p>Questions are of varied and time is allowed for appropriate communication</p>	<p><b>The school professional's:</b></p> <p>Directions and visuals are clear to students and anticipate possible student misunderstanding.</p> <p>Spoken and written language is clear and correct.</p> <p>Spoken and written language is clear and correct with well-chosen vocabulary.</p> <p>Questions elicit appropriate responses and adequate time is generally allowed for students to respond.</p>	<p><b>The school professional's:</b></p> <p>Directions and visuals are clear to students.</p> <p>Spoken and written language is clear and correct.</p> <p>Questions elicit appropriate responses.</p> <p>Communication strategies provide for some student engagement in discussion.</p>	<p><b>The school professional's:</b></p> <p>Directions and visuals are not clear.</p> <p>Spoken and written language is not clear and contains errors.</p> <p>Students are not able to respond and/or teacher does not give them time to formulate a response.</p> <p>The students are not engaged in discussion.</p>

		<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>
<b>1.2</b>	<b>Demonstrates Knowledge of Specialty Area</b>	<b>The school professional:</b>  Displays solid knowledge in their area of specialty and makes connections between the content/skill and other parts of the discipline, or other disciplines.	<b>The school professional:</b>  Displays knowledge in their area of specialty and makes connections between the content/skill and other parts of the discipline.	<b>The school professional:</b>  Displays knowledge in their area of specialty and makes connections between the content/skill and other parts of the discipline.	<b>The school professional's:</b>  Knowledge of specialty area is not evident.  Knowledge of evidence based practices is not evident.

SPECIALS EVALUATION RUBRIC

		<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>
		<b>The school professional's:</b>		<b>The school professional's:</b>	<b>The school professional's:</b>
<b>1.3</b>	<b>Establishes a Culture for Learning</b>	<p><b>The school professional's:</b></p> <p>Attitude Conveys genuine enthusiasm for the subject and conveys the contents importance beyond the classroom.</p> <p>Planning and delivering of learning activities, establishes and maintains an environment that promotes desired student outcomes.</p> <p>Interactions with students create an environment conducive to improving outcomes for all students.</p>	<p><b>The school professional's:</b></p> <p>Attitude conveys genuine enthusiasm for the subject.</p> <p>Planning and delivering of learning activities, promotes predictable student outcomes.</p> <p>Goals, activities, interactions, and the classroom environment convey some expectations for student achievement.</p> <p>Interactions with students create an environment conducive to improving student outcomes.</p>	<p><b>The school professional's:</b></p> <p>Attitude conveys some enthusiasm for the subject.</p> <p>Planning and delivering of learning activities, promotes predictable student outcomes.</p> <p>Goals, activities, interactions, and the classroom environment convey some expectations for student achievement.</p> <p>Interactions with students create an environment in which some student outcomes improve.</p>	<p><b>The school professional's:</b></p> <p>Attitude is neutral or negative toward the subject.</p> <p>Planning and delivering of learning activities, is not evident and student outcomes are unclear.</p> <p>Goals, activities, interactions, and the classroom environment convey unclear or no expectations.</p> <p>Interactions with students are unproductive.</p>
<b>1.4</b>	<b>Manages Student Behavior</b>			<p>Anticipates and redirects misbehavior while appropriately utilizing positive behavior interventions to avoid loss of instruction a majority of the time.</p>	<p>Responds consistently to misbehavior.</p> <p>Responds consistently to misbehavior and appropriately utilizes positive behavior interventions, effectively shaping student behavior a majority of the time.</p>

		<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>
<b>1.5</b>	<b>Engages Students in Learning</b>	<p>Instruction structure is highly coherent, allowing for reflection and closure as appropriate.</p> <p>Pacing of the instruction is beneficial for all students and procedure is to frequently check for understanding and receives meaningful feedback from students when applicable.</p>	<p>The instruction has a clearly defined structure around which the activities are organized and pacing of the lesson is consistent with student abilities.</p> <p>Procedure is to frequently check for understanding and receives meaningful feedback from students when applicable.</p>	<p>The instruction has a clearly defined structure.</p> <p>Procedure is to frequently check for understanding when applicable.</p>	<p>The instruction has loose or no structure.</p> <p>No checks for student understanding.</p>

SPECIALS EVALUATION RUBRIC

		<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>
<b>1.6</b>	<b>Exhibits Flexibility and Responsiveness</b>	<p><b>The school professional:</b></p> <p>Successfully makes an adjustment to a lesson, and the adjustment clearly improves the direction of the lesson</p> <p>Seizes unanticipated opportunity to enhance learning, building on a spontaneous event or teachable moment.</p> <p>Persists in seeking effective approaches for students who need help by using an extensive repertoire of strategies and soliciting additional resources from the school.</p>	<p><b>The school professional:</b></p> <p>Makes necessary adjustments to lesson based on student feedback and the adjustment occurs smoothly.</p> <p>Successfully accommodates relevant student questions or interests.</p> <p>Using a moderate repertoire of strategies persists in seeking approaches for students who have difficulty learning.</p> <p>Makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals.</p>	<p><b>The school professional:</b></p> <p>Makes few adjustments during lessons.</p> <p>Responds to some student input.</p> <p>Has a limited repertoire of strategies for students with learning difficulties.</p> <p>Makes a superficial assessment of a lesson's effectiveness.</p>	<p><b>The school professional:</b></p> <p>Lessons are rigid.</p> <p>Fails to respond to students during lesson.</p> <p>Does not modify or utilize differing strategies.</p> <p>Does not reflect on a lesson's effectiveness.</p>

**DOMAIN 2: PLANNING AND PREPARATION**

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>
<b>2.1</b>	<p><b>The school professional:</b> Displays evidence-based practices and solid content/skill knowledge and makes connections between the content/skill and other parts of the discipline or other disciplines.</p> <p>Displays knowledge of individual needs and present levels of performance of each student.</p> <p>Displays knowledge of a variety of appropriate approaches to facilitate their learning.</p>	<p><b>The school professional:</b> Displays, evidence-based practices and solid content/skill knowledge in other parts of the discipline or other disciplines.</p> <p>Displays knowledge of the individual needs and present performance of each student.</p>	<p><b>The school professional:</b> Knows solid content/skill knowledge in other parts of the discipline or other disciplines.</p> <p>Has knowledge of present levels of performance of each student.</p>	<p><b>The school professional:</b> Does not know solid content/skill knowledge in other parts of the discipline or other disciplines.</p> <p>Lacks the knowledge of present levels of performance of each student.</p>
<b>2.2</b>	<p><b>Gathers information for appropriate planning</b></p>	<p><b>The school professional:</b> Gathers and utilizes formal assessment data (charts or graphs data) to evaluate or plan for individual learners.</p> <p>Gathers and utilizes IEP information to evaluate or plan for individual learners.</p>	<p><b>The school professional:</b> Gathers and utilizes formal and/or informal assessment data to evaluate or plan</p> <p>Gathers and utilizes IEP information to evaluate or plan.</p>	<p><b>The school professional:</b> Utilizes formal and/or informal assessment data to plan.</p> <p>Utilizes IEP information to plan.</p> <p>Does not utilize IEP information to plan.</p>

SPECIALS EVALUATION RUBRIC

		<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>
<b>2.3</b>	<b>Plans Lessons appropriately:</b>	<p><b>The school professional:</b> Lesson plans are valuable and relevant, and clearly articulates how lesson objectives establish high expectations, and relate to Indiana or national standards.</p> <p>Lesson planning clearly has demonstrated gradual progression from basic to more complex application of higher level thinking skills.</p> <p>Lesson objectives are clear and include viable methods of assessment which support individual learning</p>	<p><b>The school professional:</b> Lesson objectives are valuable, relevant and represent an appropriate level of expectations and student understanding.</p> <p>Lesson planning clearly has demonstrated gradual progression from basic skills to more complex skills.</p> <p>Lesson objectives are clear and include viable methods of assessment which support individual learning</p>	<p><b>The school professional:</b> Lesson objectives represent expectations and student understanding.</p> <p>Lesson planning shows some progression from basic skills to more complex skills.</p> <p>Some lesson objectives are clear and permit viable methods of assessment.</p>	<p><b>The school professional:</b> Lesson objectives do not meet expectations and student understanding.</p> <p>Lesson planning has no progression to complex skills.</p> <p>Lesson objectives are unclear/unstated and do not permit viable methods of assessment.</p>
<b>2.4</b>	<b>Provide an environment in which each child has a positive, nurturing relationship with a caring adult</b>			<p>Maintains a positive and nurturing learning environment</p>	<p>Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment</p>
<b>2.5</b>	<b>Collaborates and communicates professionally to promote student success</b>		<p>Collaborates with physical therapist or assistant or occupational therapist regarding departmental</p>	<p>Seeks out evidence-based materials that increase student access to education</p>	<p>Acquires and maintains materials and supplies.</p> <p>Does not handle communication with instructional assistants,</p>

SPECIALS EVALUATION RUBRIC

	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>
2.5	<p>needs and materials use.</p> <p>Handles all communication with instructional assistants, school personnel, and families in a professional manner.</p> <p>Maintains current and ongoing communication.</p>	<p>Handles all communication with instructional assistants, school personnel, and families in a professional manner and with sensitivity.</p>	<p>Handles all communication with instructional assistants, school personnel, and families in a professional manner but not consistently.</p>	<p>School personnel and families in a professional or timely manner.</p>
2.6	<p><b>Advocates for student success</b></p>	<p><b>The school professional:</b> Goals are measurable, clearly written and go beyond present levels of performance.</p> <p><b>Services are aligned with goals and provide support that leads to student independence</b></p>	<p><b>The school professional:</b> Goals are measurable, clearly written and based on present levels of performance.</p> <p><b>Services are aligned with goals and provide adequate support.</b></p> <p><b>Components of the IEP are accurately completed.</b></p>	<p><b>The school professional:</b> Goals are measurable and clearly written.</p> <p><b>Services are aligned with goals.</b></p> <p><b>Components of the IEP are completed.</b></p> <p><b>Components of the IEP are inaccurate.</b></p>

### DOMAIN 3: REFLECTION ON TEACHING

		<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>
<b>3.1</b>	<b>Teachers Lead the Teaching Profession</b>	<p>Seeks opportunities to lead professional growth activities and decision-making processes</p> <p>Takes on additional responsibilities/duties in and around the school</p>	<p>Promotes positive working relationships through professional growth activities and collaboration</p> <p>School's decision-making processes as required.</p>	<p>Improvement of the profession through professional growth.</p> <p>Establishment of positive working relationships.</p>	<p>Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.</p>
<b>3.2</b>	<b>Linking Professional Growth to Professional Goals</b>		<p>Applies and implements knowledge and skills attained from professional development consistent with its intent</p>	<p>Participates in professional development activities aligned with goals and student needs</p>	<p>Understands the importance of professional development</p> <p>Participates in professional development aligned with professional goals.</p>

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		<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>
3.3	<b>Organizes, Analyzes and Presents Data</b>	<p><b>The school professional:</b> Utilizes innovative methods/tools to organize, analyze and present data.</p> <ul style="list-style-type: none"> <li>• Supervises and manages data collection staff</li> <li>• Plan/modify interventions within special area classroom</li> </ul>	<p><b>The school professional:</b> Selects appropriate methods to organize, analyze and present data. Example activities include:</p> <ul style="list-style-type: none"> <li>• Collect data</li> <li>• Summarize data</li> <li>• Graph data</li> <li>• Share data</li> </ul>	<p><b>The school professional:</b> Selects methods to analyze and present data</p>	Unable to analyze and present data
3.4	<b>Effectively uses Evidence Based Practices (EBP)</b>	<p><b>The school professional:</b> The special education teacher can apply EBPs across all educational settings at school and in the community (MOVE, PBIS, TEACH).</p> <p>Uses more than 5 EBPs.</p>	<p><b>The school professional:</b> The special education teacher can apply EBPs across all educational settings at school (MOVE, PBIS, TEACH).</p> <p>Uses 4-5 EBPs.</p>	<p><b>The school professional:</b> The special education teacher demonstrates the importance of EBPs and incorporates them during instruction (MOVE, PBIS, TEACH).</p> <p>Uses 2-3 EBPs.</p>	<p><b>The school professional:</b> The special education teacher demonstrates knowledge of EBPs.</p>

## DOMAIN 4: Part A - COLLEGALITY AND PROFESSIONALISM

### Showing Professionalism

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>Proactive and assumes a leadership role in making sure that school practices and procedures</p> <p>Ensures that all students, particular those traditionally underserved, are honored in the school</p> <p>Displays the highest standard of ethical conducts</p> <p>Takes a leadership role in seeing that colleagues comply with student and district regulations</p>	<p>Displays a high level of ethics and professionalism in dealing with both students and colleagues</p> <p>Complies fully and voluntarily with school and district regulations</p>	<p>Honest and well intentioned in servicing students and contributing to decision in the school, but the attempts to service students are limited</p> <p>Complies with school regulations and timelines</p>	<p>Starting to develop a sense of ethics and professionalism and is starting to contribute to practices that serve students.</p> <p>Starting to develop an understanding of school or district regulations and timelines</p>

## DOMAIN 4: Part B

**Core Professionalism:** These indicators illustrate the minimum competencies expected in any profession.

	Meets Standard	Does Not Meet Standard	Each area that does not meet standard yields a .25 deduction from total score
<b>Attendance and On-Time Arrival</b>	School Professional has demonstrated a pattern of consistent attendance and on-time arrivals and departures to work and all related functions. Consistent is defined as 91% attendance rate.	School Professional has demonstrated a pattern of unexcused or inconsistent attendance and on-time arrivals and departures to work and all related functions.  Inconsistent is defined as below 91% attendance rate.	
<b>Policies and Procedures</b>	School Professional follows all local, state, and Federal laws related to school and the community and follows all locally established policies and procedures.	School Professional has not followed all local, state, and Federal laws either related to school or the community and/or has demonstrated a pattern of failing to follow locally established policies and procedures.	
<b>Respect</b>	School Professional interacts with students, colleagues, administrators, parent/families	School Professional has demonstrated a pattern of failing to interact with students, colleagues,	

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	and community members in a respectful manner.	administrators, parent/families and/or community members in a respectful manner.
<b>Ethical</b>	School Professional exhibits behavior in accordance with the established SSSMC code of conduct and performs the function of the job in an ethical manner.	School Professional exhibits behavior contrary to the established SSSMC code of conduct and/or has performed the job in an ethical manner.



# BEHAVIORAL EDUCATION DEPARTMENT TEACHER EFFECTIVENESS RUBRIC

## DOMAIN 1: PURPOSEFUL PLANNING AND PREPARATION

		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	
		The BEP professional:	The BEP professional:	The BEP professional:	The BEP professional:	N/A
1.1	Utilizes fundamental knowledge to plan for positive student outcomes	Displays solid content/skill knowledge and makes connections between the content/skill and other parts of the discipline or other disciplines.	Displays solid content/skill knowledge in other parts of the discipline or other disciplines.	Knows solid content/skill knowledge in other parts of the discipline or other disciplines.	Does not know solid content/skill knowledge in other parts of other parts of the discipline or other disciplines.	
1.2	Gathers information for appropriate planning		Displays knowledge of individual needs and present performance of each student.	Has knowledge of present levels of performance of each student.	Lacks the knowledge of present levels of performance of each student.	

	Gathers and utilizes formal and/or informal assessment data to evaluate or plan for individual learners.	Gathers and utilizes formal and/or informal assessment data to evaluate or plan for individual learners.	Utilizes formal and/or informal assessment data to plan.	Does not utilize formal and/or informal assessment data to plan.
1.3	Interpret/Share Information and make appropriate recommendations	The BEP professional:  Highly Effective (4)	The BEP professional:  Effective (3)	The BEP professional:  Needs Improvement (2)
	Collaborates with members of the Case Conference Committee by:	Collaborates with members of the Case Conference Committee by:	The BEP professional:  The BEP professional:  Ineffective (1)	The BEP professional:  N/A

<p>* works with classroom teachers to find specific ways the accommodations/modifications can be provided in the classroom</p>	<p>Clearly communicates results using understandable terminology to all case conference participants in relation to the educational needs and clearly demonstrates evidence based practices in those recommendations.</p>	<p>Clearly communicates results using understandable terminology to all case conference participants in relation to the educational needs.</p>	<p>Uses terminology which is not understandable to all committee participants.</p>	<p>Communication is unclear to Case Conference participants in relation to the educational needs.</p>	<p>N/A</p>
<p>1.4 Plans Lessons appropriately</p>	<p><b>Highly Effective (4)</b> <b>The BEP professional:</b> Lesson plans are establish high expectations, and relate to Indiana Standards.</p>	<p><b>Effective (3)</b> <b>The BEP professional:</b> Lesson plans represent an appropriate level of expectations and student understanding.</p>	<p><b>Needs improvement (2)</b> <b>The BEP professional:</b> Lesson plans do not meet expectations and student understanding.</p>	<p><b>Ineffective (1)</b> <b>The BEP professional:</b> Lesson objectives are unclear and permit viable methods of assessment.</p>	<p><b>N/A</b></p>
					<p>Lesson objectives are unclear/unstated and do not permit viable methods of assessment.</p>

		<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>	
1.5	<b>Prepares Coherent Instruction Sessions</b>	The BEP professional:  Materials and resources support the IEP goals, and engage students in meaningful learning. There is evidence of careful selection and adaptation of materials.	The BEP professional:  Materials and resources support the IEP goals and engage students in meaningful learning. There is knowledge of adaptation.	The BEP professional:  Some IEP goals are supported and materials are intended to engage students.	The BEP professional:  IEP goals are not supported. Materials are not engaging for students.	N/A
1.6	<b>Assesses student learning for planning</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>	
		The BEP professional:  Instruction establishes and maintains thorough planning of learning activities and interactions, within the classroom environment conveying high expectations for the learning of all students.	The BEP professional:  Instruction maintains goals, activities, and interactions, within the classroom environment conveying clear expectations for student achievement.	The BEP professional:  Instruction is without structure and student expectations are unclear.	The BEP professional:  Students demonstrate little awareness of how they are meeting the established goals and expectations.	N/A

		<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>	N/A
1.7	<b>Align instruction with the PBIS model</b>	<b>The BEP professional:</b>  Clearly promotes PBIS (Positive Behavior Intervention Support). The supports are utilized consistently and in all settings. The classroom is a model for other classes.	<b>The BEP professional:</b>  The PBIS system is evident and used to encourage a safe and productive learning classroom.	<b>The BEP professional:</b>  Promotes the PBIS system. The teacher appears to have had made an effort to establish positive behavior supports.	<b>The BEP professional:</b>  Has knowledge of PBIS system but is unsure of how to incorporate it.	
<b>DOMAIN 2: EFFECTIVE INSTRUCTION AND INSTRUCTIONAL SUPPORT</b>						
2.1	<b>Communicates clearly and accurately</b>	<b>Highly Effective (4)</b>  <b>The BEP professional:</b>  Directions and procedures are clear to students and students demonstrate understanding and application.	<b>Effective (3)</b>  <b>The BEP professional:</b>  Directions and procedures are clear to students and anticipate possible student misunderstanding.	<b>Needs Improvement (2)</b>  <b>The BEP professional:</b>  Directions and procedures are clear to students.	<b>Ineffective (1)</b>  <b>The BEP professional:</b>  Directions and procedures are not clear.	N/A

		Questions are of varied and require higher level thinking skills with the teacher eliciting correct responses	Questions elicit appropriate responses and adequate time is generally allowed for students to respond.	Questions elicit appropriate responses.	Students are not able to respond and/or teacher does not give them time to formulate a response.
		Classroom interaction and communication strategies allow for meaningful discussion and engagement for all students.	Communication strategies provide opportunities for students to engage in meaningful discussion.	Communication strategies provide for some student engagement in discussion.	The students are not engaged in discussion.
2.2	Demonstrates knowledge of specialty area	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
		<b>The BEP professional:</b>	<b>The BEP professional:</b>	<b>The BEP professional:</b>	<b>The BEP professional:</b>
		Displays solid knowledge in their area of specialty, BEP, and makes connections between the content/skill and other disciplines.	Displays knowledge in their area of specialty, BEP, and makes connections between the content/skill and discipline.	Displays knowledge in their area of specialty, BEP, and makes connections.	Knowledge of specialty area is not evident.
					N/A

				Knowledge of evidence-based practices is not evident.
			Displays knowledge of practices related to the teaching of Indiana standards or foundations.	Displays knowledge of practices related to the teaching of Indiana standards or foundations.
2.3	<b>Establishes a culture for learning</b>	<b>Highly Effective (4)</b>	<b>The BEP professional:</b>  Attitude conveys genuine enthusiasm for the subject and conveys the contents importance.	<b>The BEP professional:</b>  Attitude conveys genuine enthusiasm for the subject.
				Attitude is neutral or negative toward the subject.
				Goals, activities, interactions, and the classroom environment convey some expectations for student achievement.
				Goals, activities, interactions, and the classroom environment convey high expectations for student achievement.
				Goals, activities, interactions, and the classroom environment convey clear expectations for student achievement.
				Goals, activities, interactions, and the classroom environment convey some expectations for student achievement.
				Goals, activities, interactions, and the classroom environment convey unclear or no expectations for student achievement.
				Interactions with students create an environment conducive to improving outcomes for some students
				Interactions with students are unproductive.
		<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>
				<b>Ineffective (1)</b>
				N/A

2.4	Possesses knowledge of resources that assist in student learning	The BEP professional:  Actively seeks outside and community materials and resources to enhance instruction.  Applies various combinations of resources to maximize individual students experience and achievement.	The BEP professional:  Is aware of and utilizes resources available through the school.  Utilizes resources to help students gain access to the curriculum resulting in some student successes.	The BEP professional:  Is aware of resources available through the school.  Utilizes resources to help students gain access to the curriculum.
2.5	Manages student behavior	Highly Effective (4)  The BEP professional:  Standards of conduct are clear and consistent and based on a positive behavior intervention philosophy. All students demonstrate an understanding of the philosophy and live up to the standards most of the time.	Effective (3)  The BEP professional:  Provides standards of conduct that are clear and consistent, and based on a positive behavior intervention philosophy. All students demonstrate an understanding of the philosophy and standards.	Needs Improvement (2)  The BEP professional:  Provides standards of conduct that are based on a positive intervention philosophy. Some students demonstrate an understanding of the philosophy or standards.

Monitoring is subtle and proactive. Data is collected on regular basis and interventions are adjusted as necessary.	Is alert to student behavior at all times. Appropriate data is collected on a regular basis.	Monitors some student behavior and data is inconsistent.	Unaware of student behavior and data is inadequate or irrelevant.		
Anticipates and redirects misbehavior while appropriately utilizing positive behavior	Interventions to avoid loss of instruction a majority of the time.	Responds consistently to misbehavior and appropriately utilizes positive behavior interventions, effectively shaping student behavior a majority of the time.	Responds consistently to misbehavior.	Inconsistent response to student behavior.	N/A
Highly Effective (4)	The BEP professional:	Effective (3)	Needs Improvement (2)	Ineffective (1)	N/A
2.6 Manages physical space	The BEP professional:	The BEP professional:	The BEP professional:	The BEP professional:	The BEP professional:

2.7 Engages students in learning	The BEP professional:	The BEP professional:	The BEP professional:
	Students are cognitively engaged in the activities and assignments according to skill level.	Content is appropriate and links well with student's knowledge, experience, cognitive and developmental levels.	Content is appropriate.
	Instruction is productive and actively engages students to mastery of the goals of the lesson.	Instruction sessions are productive with students actively engaged.	Instruction has some students engaged.
		Instruction materials, assistive technology and other resources are suitable to the goals and engage students mentally.	Instruction materials, assistive technology and other resources are utilized.
Instruction structure is highly coherent, allowing for reflection and closure as appropriate.		The instruction has a clearly defined structure around which the activities are organized and pacing of the lesson is consistent with student abilities.	The instruction has loose or no structure.

2.8	<b>Exhibits flexibility and responsiveness</b>	<p><b>Highly Effective (4)</b></p> <p><b>The BEP professional:</b></p> <p>Successfully makes an adjustment to a lesson, and the adjustment clearly improves the direction of the lesson.</p>	<p><b>Effective (3)</b></p> <p><b>The BEP professional:</b></p> <p>Makes necessary adjustments to lesson based on student feedback and the adjustment occurs smoothly.</p>	<p><b>Needs Improvement (2)</b></p> <p><b>The BEP professional:</b></p> <p>Successfully accommodates relevant student questions or interests.</p>
		<p>Pacing of the instruction is beneficial for all students and frequently checks for understanding and receives meaningful feedback from students.</p>	<p>Frequently checks for understanding and receives meaningful feedback from students.</p>	<p>No checks for student understanding</p>

		Highly Effective (4) The BEP professional:	Effective (3) The BEP professional:	Needs Improvement (2) The BEP professional:	Ineffective (1) The BEP professional:	N/A
2.9	Provide an environment in which each student has a positive, nurturing relationship	Works with the instructional assistant to create a seamless positive, nurturing environment.	Encourages, advises and expects the instructional assistants to provide a nurturing and positive learning environment for all students.	Is consistent in managing a positive learning environment with some assistance from the instructional assistant.	Appreciates and understands the need to establish a positive instructional assistant routine in the classroom.	
3.1	Advocates for student success	Highly Effective (4) The BEP professional:	Effective (3) The BEP professional:	Needs Improvement (2) The BEP professional:	Ineffective (1) The BEP professional:	N/A

		Components of the IEP are accurately completed and the document meets the "stranger" test.	Components of the IEP are accurately completed.	Components of the IEP are completed.	Components of the IEP are inaccurate.
3.2	Fulfils professional TOR/caseload responsibilities	<p><b>Highly Effective (4)</b></p> <p><b>The BEP professional:</b></p> <p>Documents both instruction and non-Instruction information, including parent contacts, daily.</p>	<p><b>Effective (3)</b></p> <p><b>The BEP professional:</b></p> <p>Maintains accurate records on non-Instruction information.</p>	<p><b>Needs Improvement (2)</b></p> <p><b>The BEP professional:</b></p> <p>Maintains records on noninstructional matters.</p>	<p><b>Ineffective (1)</b></p> <p><b>The BEP professional:</b></p> <p>Records are not maintained for non-instructional matters.</p>

3.3	<b>The BEP professional:</b>  Collaborates & communicates professionally to promote student success	<b>The BEP professional:</b>  Communication is at all times handled with professionalism.	<b>The BEP professional:</b>  Communication, whether voice mail, e-mail, letter or phone is handled in a professional manner.	<b>The BEP professional:</b>  Most communication is handled in a professional manner.
3.4	<b>The BEP professional:</b>  Engages families in student learning	<b>Highly Effective (4)</b>  The BEP professional:	<b>Effective (3)</b>  The BEP professional:  Communication with appropriate personnel ensures that they are properly informed about changes in students, staff or programming.	<b>Needs Improvement (2)</b>  The BEP professional:  Communication with appropriate personnel is not consistently ensured regarding changes in students, staff or programming.

				No parent contacts are maintained.
Provides frequent and quality information to parents as appropriate about the program and their child's progress.	Communicates with parents about student's progress on a regular basis.	Has some parent contact, not on a regular basis.		
Provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.	Provides student's materials/examples to their families demonstrating progress and areas requiring attention.	Student progress through materials/examples is infrequently shared with parents.	Student progress through materials/examples is infrequently shared with parents.	
				N/A
3.5	Contributes to the RLC and/or school	<p><b>Highly Effective (4)</b></p> <p><b>The BEP professional:</b></p> <p>Takes initiative to support and provides leadership in promoting a productive and collegial climate.</p>	<p><b>Effective (3)</b></p> <p><b>The BEP professional:</b></p> <p>Supports and cooperation characterize relationships with colleagues.</p>	<p><b>Needs Improvement (2)</b></p> <p><b>The BEP professional:</b></p> <p>Relationships with colleagues are professional in manner.</p>
				Ongoing relationship issues with colleagues are poor.
				Does not participate in school or SSSMC committees/projects.

		Effectiveness (3) The BEP professional:	Needs Improvement (2) The BEP professional:	Ineffective (1) The BEP professional: N/A
3.6	<b>Advances professional skills &amp; knowledge</b>	<p>Seeks out opportunities for professional development and applies new knowledge to students.</p> <p>Earns additional hours and/or advanced degrees related to enhancing student learning.</p> <p>Volunteers to mentor or coach others providing meaningful guidance.</p>	<p>Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Takes responsibility to obtain professional growth needed to maintain licensure or expand licensure.</p> <p>Initiates and leads activities to contribute and enhance professional growth of others.</p>	<p>Takes opportunities for professional development when requested to do so.</p> <p>Does minimal professional growth to maintain licensure.</p> <p>Attends professional growth opportunities provided by the corporation or SSSMIC.</p>
				Does not take part in professional development.
				Does not take courses to maintain licensure and allows license to lapse.
				Does not participate in professional growth opportunities.
<b>DOMAIN 4: CORE PROFESSIONALISM</b>				
4.1	<b>Showing professionalism</b>	Highly Effective (4)	Effectiveness (3) The BEP professional: <i>Along with meeting all of the proficient elements, the BEP professional:</i>	Needs Improvement (2) The BEP professional: Ineffective (1) The BEP professional:

<p>is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standard of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.</p>	<p>displays a high level of ethics and professionalism in dealings with both students and colleagues and the teacher complies with school regulations and timelines.</p>	<p>is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies with minimal school regulations and timelines.</p>	<p>is developing a sense of ethics and professionalism and is starting to contribute to practices that serve students. Teacher is developing an understanding of school or district regulations and timelines.</p>

  

4.2	Core Professionalism	Meets Standard	Does Not Meet Standard	Each area that does not meet standard yields a .25 deduction from total score
		<p>School Professional has demonstrated a pattern of consistent attendance and on-time arrivals and departures to work and all related functions.</p> <p>Consistent is defined as 91% attendance rate.</p>	<p>School Professional has demonstrated a pattern of unexcused or inconsistent attendance and on-time arrivals and departures to work and all related functions.</p> <p>Inconsistent is defined as below 91% attendance rate.</p>	

		School Professional has not followed all local, state, and Federal laws either related to school or the community and/or has demonstrated a pattern of failing to follow locally established policies and procedures.
<b>Policies and Procedures</b>	Respect	School Professional interacts with students, colleagues, administrators, parent/families and community members in a respectful manner.
	Ethical	School Professional exhibits behavior in accordance with the established SSSMC code of conduct and performs the function of the job in an ethical manner.

# BEHAVIORAL EDUCATION DEPARTMENT TEACHER EFFECTIVENESS RUBRIC

## DOMAIN 1: PURPOSEFUL PLANNING AND PREPARATION

		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	
		The BEP professional:	The BEP professional:	The BEP professional:	The BEP professional:	N/A
1.1	Utilizes fundamental knowledge to plan for positive student outcomes	Displays solid content/skill knowledge and makes connections between the content/skill and other parts of the disciplines or other disciplines.	Displays solid content/skill knowledge in other parts of the discipline or other disciplines.	Knows solid content/skill knowledge in other parts of the discipline or other disciplines.	Does not know solid content/skill knowledge in other parts of other parts of the discipline or other disciplines.	
1.2	Gathers information for appropriate planning	Displays knowledge of individual needs and present levels of performance of each student and plans for a variety of appropriate approaches to facilitate their learning.	Displays knowledge of the individual needs and present performance of each student.	Has knowledge of present levels of performance of each student.	Lacks the knowledge of present levels of performance of each student.	The BEP professional:  Ineffective (1)  The BEP professional:  Ineffective (2)  The BEP professional:  Ineffective (3)  The BEP professional:  N/A

	Gathers and utilizes formal and/or informal assessment data to evaluate or plan for individual learners.	Gathers and utilizes formal and/or informal assessment data to evaluate or plan.	Utilizes formal and/or informal assessment data to plan.	Does not utilize formal and/or informal assessment data to plan.
1.3	<p><b>Highly Effective (4)</b></p> <p><b>The BEP professional:</b></p> <p>Interpret/Share Information and make appropriate recommendations</p>	<p><b>Effective (3)</b></p> <p><b>The BEP professional:</b></p> <p>Collaborates with members of the Case Conference Committee by:</p> <ul style="list-style-type: none"> <li>* clearly communicates educational reports using understandable terminology</li> <li>* works with the committee to determine appropriate eligibility area</li> <li>* makes appropriate recommendations for modifications and accommodations</li> </ul>	<p><b>Needs Improvement (2)</b></p> <p><b>The BEP professional:</b></p> <p>Collaborates with members of the Case Conference Committee by:</p> <ul style="list-style-type: none"> <li>* clearly communicates educational reports using understandable terminology</li> <li>* works with the committee to determine appropriate eligibility area</li> <li>* makes appropriate recommendations for modifications and accommodations</li> </ul>	<p><b>Ineffective (1)</b></p> <p><b>The BEP professional:</b></p> <p>No collaboration with members of the Case Conference Committee to some degree in the following areas:</p> <ul style="list-style-type: none"> <li>* communication with educational reports</li> <li>* works with committee</li> <li>* makes recommendations</li> </ul>

* works with classroom teachers to find specific ways the accommodations/ modifications can be provided in the classroom	Clearly communicates results using understandable terminology to all case conference participants in relation to the educational needs and clearly demonstrates evidence based practices in those recommendations.	Uses terminology which is not understandable to all committee participants.	Communication is unclear to Case Conference participants in relation to the educational needs.	N/A
Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	The BEP professional: Lesson plans represent an appropriate level of expectations and student understanding.
1.4 Plans Lessons appropriately	The BEP professional: Lesson plans are establish high expectations, and relate to Indiana Standards.	The BEP professional: Lesson plans represent expectations and student understanding.	The BEP professional: Lesson plans do not meet expectations and student understanding.	Lesson objectives are unclear/unstated and do not permit viable methods of assessment.  Lesson objectives are clear and permit viable methods of assessment which support individual learning.

1.5	<b>Prepares Coherent Instruction Sessions</b>	<b>Highly Effective (4)</b> <b>The BEP professional:</b>	<b>Effective (3)</b> <b>The BEP professional:</b>	<b>Needs Improvement (2)</b> <b>The BEP professional:</b>

		<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>	
		<b>The BEP professional:</b>	<b>The BEP professional:</b>	<b>The BEP professional:</b>	<b>The BEP professional:</b>	<b>N/A</b>
1.7	<b>Align instruction with the PBIS model</b>	Clearly promotes PBIS (Positive Behavior Intervention Support). The supports are utilized consistently and in all settings. The classroom is a model for other classes.	The PBIS system is evident and used to encourage a safe and productive learning classroom.	Promotes the PBIS system. The teacher appears to have had made an effort to establish positive behavior supports.	Has knowledge of PBIS system but is unsure of how to incorporate it.	<b>The BEP professional:</b>  N/A
<b>DOMAIN 2: EFFECTIVE INSTRUCTION AND INSTRUCTIONAL SUPPORT</b>						
		<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>	
		<b>The BEP professional:</b>	<b>The BEP professional:</b>	<b>The BEP professional:</b>	<b>The BEP professional:</b>	<b>N/A</b>
2.1	<b>Communicates clearly and accurately</b>	Directions and procedures are clear to students and students demonstrate understanding and application.	Directions and procedures are clear to students and anticipate possible student misunderstanding.	Directions and procedures are clear to students.	Directions and procedures are not clear.	<b>The BEP professional:</b>  N/A
		Spoken and written language is correct and expressive, with well-chosen vocabulary and/or visual information that enriches the lesson.	Spoken and written language is clear and correct with well-chosen vocabulary.	Spoken and written language is clear and correct.	Spoken and written language is not clear and contains errors.	

		Questions are of varied and require higher level thinking skills with the teacher eliciting correct responses	Questions elicit appropriate responses and adequate time is generally allowed for students to respond.	Students are not able to respond and/or teacher does not give them time to formulate a response.
		Classroom interaction and communication strategies allow for meaningful discussion and engagement for all students.	Communication strategies provide opportunities for students to engage in meaningful discussion.	The students are not engaged in discussion.
2.2	Demonstrates knowledge of specialty area	Highly Effective (4)  The BEP professional:	Effective (3)  The BEP professional:  Displays solid knowledge in their area of specialty, BEP, and makes connections between the content/skill and other disciplines.	Communication strategies provide for some student engagement in discussion.  Needs Improvement (2)  The BEP professional:  Displays knowledge in their area of specialty, BEP, and makes connections between the content/skill and discipline.  Ineffective (1)  The BEP professional:  Knowledge of specialty area is not evident.  N/A

2.3	<b>Establishes a culture for learning</b>	<p><b>Highly Effective (4)</b></p> <p><b>The BEP professional:</b></p> <p>Attitude conveys genuine enthusiasm for the subject and conveys the contents importance.</p>	<p><b>Effective (3)</b></p> <p><b>The BEP professional:</b></p> <p>Attitude conveys genuine enthusiasm for the subject.</p>	<p><b>Needs Improvement (2)</b></p> <p><b>The BEP professional:</b></p> <p>Attitude conveys enthusiasm for the subject.</p>
				<p><b>Ineffective (1)</b></p> <p><b>The BEP professional:</b></p> <p>Attitude is neutral or negative toward the subject.</p>

				The BEP professional: Displays little or no knowledge of available resources.	The BEP professional: Does not utilize resources.
2.4	Possesses knowledge of resources that assist in student learning	The BEP professional: Actively seeks outside and community materials and resources to enhance instruction.	The BEP professional: Is aware of and utilizes resources available through the school.	The BEP professional: Utilizes resources to help students gain access to the curriculum resulting in some student successes.	The BEP professional: Utilizes resources to help students gain access to the curriculum.
2.5	Mangages student behavior	The BEP professional: Applies various combinations of resources to maximize individual students experience and achievement.	The BEP professional: Provides standards of conduct that are clear and consistent, and based on a positive behavior intervention philosophy. All students demonstrate an understanding of the philosophy and live up to the standards most of the time.	The BEP professional: Provides standards of conduct that are clear and consistent, and based on a positive behavior intervention philosophy. All students demonstrate an understanding of the philosophy and standards.	The BEP professional: Provides standards of conduct that are based on a positive intervention philosophy. Some students demonstrate and understanding of the philosophy or standards.



		<b>The BEP professional:</b> Content is appropriate and links well with student's knowledge, experience, cognitive and developmental levels.	<b>The BEP professional:</b> Content is appropriate.	<b>The BEP professional:</b> Content is not on appropriate levels for students.
2.7	<b>Engages students in learning</b>	<b>The BEP professional:</b> Instruction is productive and actively engages students to mastery of the goals of the lesson.	<b>The BEP professional:</b> Instruction sessions are productive with students actively engaged.	<b>The BEP professional:</b> Students are not engaged in the lesson.
		<b>The BEP professional:</b> Instruction materials, assistive technology and other resources are suitable to the goals and engage students mentally.	<b>The BEP professional:</b> Instruction materials, assistive technology and other resources are utilized.	<b>The BEP professional:</b> Instruction materials, assistive technology and other resources are not visible
		<b>The BEP professional:</b> Instruction structure is highly coherent, allowing for reflection and closure as appropriate.	<b>The BEP professional:</b> The instruction has a clearly defined structure around which the activities are organized and pacing of the lesson is consistent with student abilities.	<b>The BEP professional:</b> The instruction has loose or no structure.

				No checks for student understanding
			Frequently checks for understanding and receives meaningful feedback from students.	Frequently checks for understanding.
			Pacing of the instruction is beneficial for all students and frequently checks for understanding and receives meaningful feedback from students.	Pacing of the instruction is frequently checks for understanding and receives meaningful feedback from students.
				No checks for student understanding
2.8	<b>Exhibits flexibility and responsiveness</b>	<b>Highly Effective (4)</b> <b>The BEP professional:</b>	<b>EffectN e (3)</b> <b>The BEP professional:</b>	<b>Needs improvement (2)</b> <b>The BEP professional:</b>
				<b>Ineffective (1)</b> <b>The BEP professional:</b>
				N/A

		Highly Effective (4) The BEP professional:	Effective (3) The BEP professional:	Needs Improvement (2) The BEP professional:	Ineffective (1) The BEP professional:	
2.9	Provide an environment in which each student has a positive, nurturing relationship	Works with the instructional assistant to create a seamless positive, nurturing environment.	Encourages, advises and expects the instructional assistants to provide a nurturing and positive learning environment for all students.	Is consistent in managing a positive learning environment with some assistance from the instructional assistant.	Appreciates and understands the need to establish a positive instructional assistant routine in the classroom.	N/A
3.1	Advocates for student success	Highly Effective (4) The BEP professional:	Effective (3) The BEP professional:	Needs Improvement (2) The BEP professional:	Ineffective (1) The BEP professional:	

		Components of the IEP are accurately completed and the document meets the “stranger” test.	Components of the IEP are accurately completed.	Components of the IEP are completed.	Components of the IEP are inaccurate.
3.2	Fulfils professional TOR/caseload responsibilities	<p><b>Highly Effective (4)</b></p> <p><b>The BEP professional:</b></p> <p>Documents both instruction and non-instruction information, including parent contacts, daily.</p>	<p><b>Effective (3)</b></p> <p><b>The BEP professional:</b></p> <p>Maintains accurate records on non-instruction information.</p>	<p><b>Needs Improvement (2)</b></p> <p><b>The BEP professional:</b></p> <p>Maintains records on noninstructional matters.</p>	<p><b>Ineffective (1)</b></p> <p><b>The BEP professional:</b></p> <p>Records are not maintained for non-instructional matters.</p>

3.3	<b>Collaborates &amp; communicates professionally to promote student success</b>	<b>The BEP professional:</b>  Communication is at all times handled with professionalism.	<b>The BEP professional:</b>  Communication, whether voice mail, e-mail, letter or phone is handled in a professional manner.	<b>The BEP professional:</b>  Most communication is handled in a professional manner.	<b>The BEP professional:</b>  Communication is not handled in a professional manner.
		 Maintains ongoing communication with appropriate personnel ensuring that they are properly informed about changes in students, staff or programming.	 Communication with appropriate personnel ensures that they are properly informed about changes in students, staff or programming.	 Communication with appropriate personnel is not consistently ensured regarding changes in students, staff or programming.	 Communication is lacking to appropriate personnel.
3.4	<b>Engages families in student learning</b>	 Collaborates with school personnel before the IEP and is prepared to communicate professionally at case conferences.	 Is prepared and communicates professionally at case conferences.	 Has some information/data to contribute to the case conference.	 Is unprepared with information/data for the case conference.  <b>The BEP professional:</b>  Highly Effective (4) The BEP professional:  Effective (3) The BEP professional:  Needs Improvement (2) The BEP professional:  Ineffective (1) The BEP professional:  N/A

Provides frequent and quality information to parents as appropriate about the program and their child's progress.	Communicates with parents about student's progress on a regular basis.	Has some parent contact, not on a regular basis.	No parent contacts are maintained.	
Provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.	Provides student's materials/examples to their families demonstrating progress and areas requiring attention.	Student progress through materials/examples is infrequently shared with parents.	Student progress through materials/examples is infrequently shared with parents.	
Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	N/A
3.5 <b>Contributes to the RLC and/or school</b>	<b>The BEP professional:</b>  Takes initiative to support and provides leadership in promoting a productive and collegial climate.	<b>The BEP professional:</b>  Supports and cooperation characterize relationships with colleagues.	<b>The BEP professional:</b>  Relationships with colleagues are professional in manner.	Ongoing relationship issues with colleagues are poor.  Does not participate in school or SSSMC committees/projects.

3.6 Advances professional skills & knowledge	<b>The BEP professional:</b>  Seeks out opportunities for professional development and applies new knowledge to students.	<b>Effect (3)</b> <b>The BEP professional:</b>  Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	<b>Needs Improvement (2)</b> <b>The BEP professional:</b>  Takes opportunities for professional development when requested to do so.	<b>Ineffective (1)</b> <b>The BEP professional:</b>  Does not take part in professional development.
<b>Highly Effective (4)</b> <b>The BEP professional:</b>  Earns additional hours and/or advanced degrees related to enhancing student learning.	<b>Effect (3)</b> <b>The BEP professional:</b>  Takes responsibility to obtain professional growth needed to maintain licensure or expand licensure.	<b>Needs Improvement (2)</b> <b>The BEP professional:</b>  Does minimal professional growth to maintain licensure.	<b>Ineffective (1)</b> <b>The BEP professional:</b>  Does not take courses to maintain licensure and allows license to lapse.	<b>Highly Effective (4)</b> <b>The BEP professional:</b>  Volunteers to mentor or coach others providing meaningful guidance.
	<b>Showing professionalism</b>	<b>Along with meeting all of the proficient elements, the BEP professional:</b>	<b>Effect (3)</b> <b>The BEP professional:</b>	<b>Needs Improvement (2)</b> <b>The BEP professional:</b>
<b>Highly Effective (4)</b> <b>The BEP professional:</b>				<b>Ineffective (1)</b> <b>The BEP professional:</b>

#### DOMAIN 4: CORE PROFESSIONALISM

<b>4.1 Showing professionalism</b>	<b>Along with meeting all of the proficient elements, the BEP professional:</b>	<b>Effect (3)</b> <b>The BEP professional:</b>	<b>Needs Improvement (2)</b> <b>The BEP professional:</b>	<b>Ineffective (1)</b> <b>The BEP professional:</b>

<p>is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standard of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.</p>	<p>displays a high level of ethics and professionalism in dealings with both students and colleagues and the teacher complies with school regulations and timelines.</p>	<p>is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies with minimal school regulations and timelines.</p>	<p>is developing a sense of ethics and professionalism and is starting to contribute to practices that serve students. Teacher is developing an understanding of school or district regulations and timelines.</p>
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	Meets Standard	Does Not Meet Standard	Each area that does not meet standard yields a .25 deduction from total score
4.2 Core Professionalism			<p>School Professional has demonstrated a pattern of unexcused or inconsistent attendance and on-time arrivals and departures to work and all related functions.</p> <p>Inconsistent is defined as below 91% attendance rate.</p>

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	School Professional follows all local, state, and Federal laws related to school and the community and follows all locally established policies and procedures.	School Professional has not followed all local, state, and Federal laws either related to school or the community and/or has demonstrated a pattern of failing to follow locally established policies and procedures.	School Professional has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner.	School Professional exhibits behavior in accordance with the established SSSMC code of conduct and performs the function of the job in an ethical manner.
<b>Policies and Procedures</b>				<b>Ethical</b>