

NETTLE CREEK SCHOOL CORPORATION

Teacher Performance Evaluation Manual 2024-2025 School Year



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Vision

To be the preeminent school in Indiana known for its exceptional teachers, empowered learners, and culture of unrivaled support.

Mission Statement

Nettle Creek Schools will develop successful, responsible, and confident individuals by delivering exemplary instruction and providing educational experiences utilizing innovative tools and techniques, all within a safe yet challenging environment.

Belief Statements

We believe that:

- Kids come first.
- Students and staff have a right to a safe and caring environment.
- We have an unwavering belief in every learner's potential.
- Transparent communication between administration, teachers, parents, and students is essential to success.
- Stewardship of our school, our community, and our world makes us valuable citizens.
- Extracurricular activities are a significant part of the total learning experience.
- The ability to persevere in difficult situations is fundamental to students' growth.
- Integrity is at the heart of every true success.

The purpose of this manual is to provide an overview of the evaluation process including rubrics, forms, procedures, and timelines. All teachers and school counselors employed by Nettle Creek School Corporation will be evaluated using this process and the forms contained in this manual.

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Introduction

The purpose of the teacher evaluation program in Nettle Creek School Corporation is to create a climate to ensure quality instruction and enhance professional growth. The ultimate outcome of teacher evaluation will be improved student achievement and student growth.

Purpose of Evaluation

The principal as instructional leader in the school is responsible for providing feedback and support to staff members. Evaluation of staff members is constant. Staff members have different professional needs at different times in their careers. New staff members may require more support and many benefit from support and encouragement about research and new methodology. This support may come from administrators and/or colleagues and may take forms other than observational data. Finally, some staff members may require more intensive intervention. When intervention is necessary, staff members will have support as they work toward improvement.

Performance expectations of professional staff were developed with the understanding they will:

- Create a classroom environment that fosters a climate of urgency and high expectations around achievement, excellence, and respect.
- Use content area standards to develop a rigorous curriculum relevant for all students; building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.
- Facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives.
- Use formal and informal assessment strategies to evaluate and ensure the continuous intellectual development of the learner.
- Develop and sustain energy and leadership within their school community to ensure the achievement of all students.
- Maintain the mandatory core professional areas of attendance; tardies, rules/ procedures/ policies; and respect/rapport

TEACHER CODE OF ETHICS

The following Code of Ethics sets forth standards of professional conduct for all teachers. This code applies to all persons licensed as teachers according to rules established by the Indiana Board of Teaching.

- A. A teacher shall provide professional educational services in a nondiscriminatory manner.
- B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
- C. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
- D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
- E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
- F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
- G. A teacher shall not deliberately suppress or distort subject matter.
- H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.
- I. A teacher shall not knowingly make false or malicious statements about students or colleagues.
- J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

TEACHER POSITION DESCRIPTION

Function: To create an educational program and a class environment that is multicultural, gender-fair, disability-sensitive, and is favorable to learning and personal growth in accordance with each student's ability and is based on a commitment that all students can learn and grow.

Responsible to: Principal and/or designee

Qualifications:

- A valid Indiana teaching license, certificate, or other legal credentials required for level of assignment.
- Demonstrates continued professional development through course work, research, and peer collaboration
- Has working knowledge of the subject matter, classroom management techniques, and current researched best practices and strategies, and students' learning styles and needs, both academic and affective.

Responsibilities:

- Acquires knowledge of the mission and goals of Nettle Creek School Corporation and individual building School Improvement Plan (SIP).
- Establishes developmentally appropriate instructional and behavioral expectations for students and for him/her and communicates those to students and their families.
- Creates lessons and learning environments that are safe, respectful, and interesting, and individualized materials appropriate for diverse student populations and skills.
- Teaches students the required curricula using strategies that foster thinking, reasoning, and problem solving.
- Collaborates and communicates regularly with families in making educational decisions and uses family and community resources.
- Assesses student's developmental, academic, and behavioral needs and provides developmentally appropriate instruction to meet those needs.
- Regularly assesses student learning by using multiple forms of assessment.
- Facilitates positive interactions between students and teacher, student and peers, and students and other adults.
- Models learning and behavior consistent with the expectations for students.
- Evaluates own instructional effectiveness.
- Participates in ongoing and regular staff, team, and individual professional development.
- Collaborates with peers to develop, plan and implement best practices based on the needs/abilities of the students.
- Always keeps the student's needs and rights first and foremost in any educational decision-making.

Best Practice Synopsis

Best practice is an instructor's shift in beliefs and actions in the classroom.

Teacher Beliefs and Actions About....	In a Traditional Classroom	Into a Best Practice Classroom
Classroom activity	Teacher-Centered Didactic	Learner-Centered Interactive
Teacher Role	Fact Teller Always Expert	Collaborator Sometimes Learner
Student Role	Listener	Collaborator Sometimes Learner
Instructional Emphasis	Facts Memorization	Relationships among standards Inquiry and Invention
Concept of Knowledge	Accumulation of Facts	Transformation of facts
Demonstration of Success	Quantity	Quality of Understanding
Assessment	Norm-Reference Multiple Choice Items	Criterion-Referenced Portfolio and Performance

2024-25 Evaluation Process Overview

Beginning of 2024-2025

- No formal/official observations will take place during the first three weeks as administrators and teachers are working on review and updates of the NIET Teaching Standards Rubric.

New to Nettle Creek Teachers (First Two Years at Nettle Creek) Formal Observations:

- A minimum of 3 formal observations will take place.
- A teacher will receive feedback from an administrator and two other members of the Instructional Leadership Team (Master Teacher, Mentor Teacher).
- All formal observations will be scheduled collaboratively with the teacher.
- A pre-observation conference will take place prior to the observation.
- A post-observation conference will take place within 5 (five) school days after the observation.
- Teachers will complete a self-reflection form prior to the post-observation conference.
- Teachers will present artifacts/student work/evidence to support indicators on the rubric or as requested by the observer.
- Mentor Meeting Year 1: Weekly
- Mentor Meeting Year 2+: Biweekly
- Individual Growth Plan Year 1: Informal with Master
- Individual Growth Plan Year 2: Informal with Master
- Individual Growth Plan Year 3+: Formal with Mentor

Nettle Creek Teachers (Taught at Least Two Years at Nettle Creek) Formal Observations:

- A minimum of 2 formal observations will take place.
- A teacher will receive feedback from an administrator and one other member of the Instructional Leadership Team (Master Teacher or Mentor Teacher).
- All formal observations will be scheduled collaboratively with the teacher.
- A pre-observation conference will take place prior to the observation.
- A post-observation conference will take place within 5 (five) school days after the observation.
- Teachers will complete a self-reflection form prior to the post-observation conference.
- Teachers will present artifacts/student work/evidence to support indicators on the rubric or as requested by the observer.
- Mentor Meeting: Biweekly
- Individual Growth Plan: Formal with Mentor

Nettle Creek Teachers on Remediation Plan:

- A minimum of 3 formal observations will take place.
- A minimum of 2 walkthrough observations will be completed by building administration.
- Mentor/Master Meeting Requirements: Weekly
- Individual Growth Plan Requirement: Formal with Mentor or Master (Year 3+)

Summary of IGP Development And Assessment:

- IGPs will be developed through thoughtful collaboration between the Mentor teacher and the Career Teacher based on prior data and personal goals with the school goal(s) in mind. IGPs should be SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) and evidence that will be submitted at the completion of the IGP should be agreed upon in advance. IGPs will not count as part of Teacher Evaluation.

Final Teacher Evaluation Rating:

- EEPASS (the observation platform from NIET) will calculate the final observation score for each teacher based on role and weight given to each domain.
- The final score will be a compilation of all observation scores as well as Teacher Surveys based on role.
- Teacher Surveys are done for Master, Mentor, and Career Teachers.

Informal Observations:

- At any time during the school year, administrators, Master Teacher, and/or Mentor Teachers may conduct informal observations that may include (but not limited to) walk-throughs, Cluster follow-ups, and/or learning walks.
- Informal observations are not scored.
- Feedback will be provided as needed in order to document any performance expectations.

Weighted Observation Scales

Observer Weights

Observer	New to Nettle Creek Career Teacher	Career Teacher 3+ Years	Mentor Teacher	Master Teacher
	Weight	Weight	Weight	Weight
Administration	30	45	30	50
Master Teacher	30	45	30	0
Mentor Teacher	30		30	40
Self Evaluation	10	10	10	10

Observation Domain Weights

Domain	Career Teacher	Mentor Teacher	Master Teacher
	Weight	Weight	Weight
Planning	15	15	15
Environment	10	10	10
Instruction	70	55	55
Teacher Survey	5	20	20

EVALUATION FORM FOR TEACHERS

Name _____

Evaluation Year _____

Grade Level/ Subject _____ School _____

Total Years Teaching Experience _____

Evaluation of the effectiveness of teaching is basic to improved instruction and professional growth. The criteria listed in each area of effective teaching will assist both teachers and administrators in the evaluation process. The criteria will allow administrators to make conclusions about the effectiveness of teachers. Teachers will be rated as highly effective, effective, improvement necessary, or ineffective based on the evaluation criteria and student achievement data.

PART A- PROFESSIONAL OBSERVATION (72%)

THREE DOMAINS- 72% of overall score

Instruction

Designing and Planning Instruction

The Learning Environment

FOURTH DOMAIN- Core Professionalism

Teacher Surveys

PART B- STUDENT ACHIEVEMENT DATA (28 %)

Criteria based on teacher grade level and subject

* School counselors will have a different rubric, summary and rating that is specific to their positions.

Nettle Creek Teaching Standards Rubric

Updated June 2021

Based on nationally normed, research-based standards, the *NIET Teaching Standards Rubric* clearly defines effective teaching and student-centered instruction. The rubric provides educators with a common language for observation, feedback, and support, and it fosters collaboration around instructional practices. The vision represented within the rubric maximizes instructional excellence and correlates with student achievement.

NIET's *Teaching Standards Rubric*, currently used by eight states, brings a comprehensive focus on three key domains: **instruction, designing and planning instruction, and the learning environment.**

Instruction	Designing & Planning Instruction	The Learning Environment
1. Standards & Objectives 2. Motivating Students 3. Presenting Instructional Content 4. Lesson Structure & Pacing 5. Activities & Materials 6. Questioning 7. Academic Feedback 8. Grouping Students 9. Teacher Content Knowledge 10. Teacher Knowledge of Students 11. Thinking 12. Problem Solving	1. Instructional Plans 2. Student Work 3. Assessment	1. Expectations 2. Engaging Students & Managing Behavior 3. Environment 4. Respectful Culture

Performance definitions are provided at levels 5, 3, and 1. Raters can score performance at levels 2 or 4 based on their professional judgment.

NIET Teaching and Learning Standards Rubric

Updated April 2021

The *NIET Teaching and Learning Standards Rubric* is designed to support improvements in classroom instruction. By clearly defining effective teaching and student-centered instruction, it provides teachers with a roadmap for strengthening their practice, facilitates high-quality coaching, and fosters collaboration around best instructional practices. The rubric is based on 20 years of research and experience across 21 states, and it has been used by educators in environments ranging from urban to rural and in classrooms of all subjects and modalities. It provides educators with a common understanding and language for designing and planning instruction, using effective instructional practices to support student learning, and creating an equitable and inclusive learning environment. The vision represented within the rubric maximizes instructional excellence and correlates with student achievement and growth. The *NIET Teaching and Learning Standards Rubric* has always been student centered, and in the highest level of performance, there should be evidence that students are taking ownership over their learning with the teacher's facilitation. In the 2021 updates, this focus on students and ensuring their equitable access to high-quality instruction has been clarified and strengthened.

The *NIET's Teaching Standards Rubric* brings a comprehensive focus on three key domains: **instruction, designing and planning instruction, and the learning environment**. NIET also has a **professionalism** domain, available separately.

Instruction	Designing and Planning Instruction	The Learning Environment
<ol style="list-style-type: none"> 1. Standards and Objectives 2. Motivating Students 3. Presenting Instructional Content 4. Lesson Structure and Pacing 5. Activities and Materials 6. Questioning 7. Academic Feedback 8. Grouping Students 9. Teacher Content Knowledge 10. Teacher Knowledge of Students 11. Thinking 12. Problem-Solving 	<ol style="list-style-type: none"> 1. Instructional Plans 2. Student Work 3. Assessment 	<ol style="list-style-type: none"> 1. Expectations 2. Engaging Students and Managing Behavior 3. Environment 4. Respectful Culture

Performance definitions are provided at levels 5, 3, and 1. Observers can score performance at levels 2 or 4 based on evidence and their professional judgment. A rating of 2 often occurs when examination of the evidence is stronger than unsatisfactory but there is not specific evidence to merit a proficient rating. A rating of 4 often occurs when many of the descriptors in the proficient level are evident and strong but there is not enough evidence or consistency to merit an exemplary rating of 5. These ratings should always be based on close evaluation of evidence, including student work and observation analysis.

INSTRUCTION			
Description of performance level	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Standards and Objectives (SO)	<p>Consistent Evidence of Student-Centered Learning/Teacher and Students Facilitate the Learning</p> <ul style="list-style-type: none"> All learning objectives and state content standards, and their connection to student work expectations, are explicitly communicated and understood by students. Objectives and expectations are aligned to the depth and rigor of the standards; lesson content is aligned to the standards and objectives. Sub-objectives are aligned and logically sequenced to the lesson's major objective. Students make connections between learning objectives and (a) what they have previously learned, (b) know from life experiences, and (c) knowledge of other disciplines. Expectations for each student's performance are clear, demanding, and high, and student work is aligned to state content standards and learning objectives. Students are able to articulate expectations and explain those to their peers. State standards are displayed and referenced throughout the lesson with explanations. Student work shows evidence that each student is progressing or demonstrating mastery of the objective(s). 	<p>Some Evidence of Student-Centered Learning/Teacher Facilitates the Learning</p> <ul style="list-style-type: none"> Learning objectives and state content standards are communicated. Objectives and expectations are aligned to the depth and rigor of the standards; lesson content is aligned to the standards and objectives. Sub-objectives are aligned to the lesson's major objective. Learning objectives are connected to what students have previously learned. Expectations for student performance are clear. State standards are displayed. There is evidence that students are progressing or demonstrating mastery of the objective(s). 	<p>Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</p> <ul style="list-style-type: none"> Some learning objectives and state content standards are communicated. Sub-objectives are inconsistently aligned to the lesson's major objective. Learning objectives are rarely connected to what students have previously learned. Expectations for student performance are vague. State standards are displayed. There is little evidence that students are progressing or demonstrating mastery of the objective(s).
Motivating Students (MOT)	<ul style="list-style-type: none"> The teacher consistently organizes the content, including curriculum resources, so that it is personally meaningful, relevant, and intellectually engaging to students. The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. Students are consistently engaged in their own learning, and the teacher reinforces students' initiative to learn more. 	<ul style="list-style-type: none"> The teacher organizes the content, including curriculum resources, so that it is personally meaningful and relevant to students. The teacher develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher regularly reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher sometimes organizes the content, including curriculum resources, so that it is personally meaningful and relevant to students. The teacher seldom develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher rarely reinforces and rewards effort.

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INSTRUCTION			
Description of performance level	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Presenting Instructional Content (PIC)	<p>Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning</p> <p>Presentation of content always includes:</p> <ul style="list-style-type: none"> visuals, including student work exemplars, that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher or student that demonstrates accurate understanding of the content and meets performance expectations; criteria that clarifies how students can be successful; concise communication; logical sequencing and segmenting; all essential information; and no irrelevant, confusing, or nonessential information. 	<p>Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning</p> <p>Presentation of content consistently includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate his or her performance expectations; criteria that clarifies how students can be successful; concise communication; logical sequencing and segmenting; all essential information; and no irrelevant, confusing, or nonessential information. 	<p>Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</p> <p>Presentation of content inconsistently includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate his or her performance expectations; criteria that clarifies how students can be successful; concise communication; logical sequencing and segmenting; all essential information; and no irrelevant, confusing, or nonessential information.
Lesson Structure and Pacing (LS)	<p>Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning</p> <ul style="list-style-type: none"> The lesson starts promptly. The lesson's structure is coherent, based on the content, and organized to meet students' needs, with time for reflection to ensure student understanding. Pacing is brisk, adjusted for rigor of content and individual student learning expectations. Students' individual needs are attended to and pacing provides many opportunities for individual students who progress at different learning rates. Students understand and engage in classroom routines and transitions to ensure efficient use of time. 	<p>Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning</p> <ul style="list-style-type: none"> The lesson starts promptly. The lesson's structure is coherent, based on the content, and has a beginning, middle, and end, with time for reflection to ensure student understanding. Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. Little instructional time is lost during transitions. 	<p>Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</p> <ul style="list-style-type: none"> The lesson does not start promptly. The lesson has a structure, but may be missing key components of the content, or it may not include reflection or introductory elements. Pacing rarely provides opportunities for students who progress at different learning rates. Routines for distributing materials are inefficient. Considerable time is lost during transitions.

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INSTRUCTION			
	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Description of performance level	<p>Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning</p> <p>Activities and materials include all of the following:</p> <ul style="list-style-type: none"> • Content: <ul style="list-style-type: none"> ○ support the lesson objectives; ○ are challenging; ○ elicit a variety of thinking; ○ provide time for reflection; ○ are relevant to students' lives; • Student-centered: <ul style="list-style-type: none"> ○ sustain students' attention; ○ provide opportunities for student-to-student interaction; ○ evoke student curiosity and suspense; ○ provide students with choices; • Multiple materials: <ul style="list-style-type: none"> ○ incorporate multimedia and technology; and ○ incorporate additional standards-based resources where appropriate to support individual and whole group understanding (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). • In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction, and students are continuously self-monitoring. 	<p>Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning</p> <p>Activities and materials include a majority of the following:</p> <ul style="list-style-type: none"> • Content: <ul style="list-style-type: none"> ○ support the lesson objectives; ○ are challenging; ○ elicit a variety of thinking; ○ provide time for reflection; ○ are relevant to students' lives; • Student-centered: <ul style="list-style-type: none"> ○ sustain students' attention; ○ provide opportunities for student-to-student interaction; ○ evoke student curiosity and suspense; ○ provide students with choices; • Multiple materials: <ul style="list-style-type: none"> ○ incorporate multimedia and technology; and ○ incorporate additional standards-based resources where appropriate (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). 	<p>Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</p> <p>Activities and materials include few of the following:</p> <ul style="list-style-type: none"> • Content: <ul style="list-style-type: none"> ○ support the lesson objectives; ○ are challenging; ○ elicit a variety of thinking; ○ provide time for reflection; ○ are relevant to students' lives; • Student-centered: <ul style="list-style-type: none"> ○ sustain students' attention; ○ provide opportunities for student-to-student interaction; ○ evoke student curiosity and suspense; ○ provide students with choices; • Multiple materials: <ul style="list-style-type: none"> ○ incorporate multimedia and technology; and ○ incorporate additional standards-based resources where appropriate (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.).
Activities and Materials (ACT)			

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INSTRUCTION				
Description of performance level	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory	
Questioning (QU)	<p>Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning</p> <ul style="list-style-type: none"> Teacher questions are varied and high-quality, providing an appropriate mix of question types based on content: <ul style="list-style-type: none"> knowledge and comprehension; application and analysis; and creation and evaluation. Questions are consistently purposeful and coherent. The frequency of questions consistently engages students in the rigor of the content and in critical thinking. Questions are consistently sequenced with attention to the instructional goals. Wait time (3-5 seconds) is consistently provided. Students regularly respond to a variety of teacher questions (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers). All students are actively answering questions and engaging with the teacher or each other to share their perspectives. Students generate questions that lead to further inquiry and self-directed learning. 	<p>Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning</p> <ul style="list-style-type: none"> Teacher questions are varied and high-quality, providing an appropriate mix of question types based on content: <ul style="list-style-type: none"> knowledge and comprehension; application and analysis; and creation and evaluation. Questions are purposeful and coherent. The frequency of questions engages students in critical thinking. Questions are sequenced with attention to the instructional goals. Wait time (3-5 seconds) is provided. Questions require active responses (e.g., whole-class signaling, choral responses, or group and individual answers). The teacher calls on a variety of students to engage different students' perspectives and provide opportunities for many students to respond. 	<p>Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</p> <ul style="list-style-type: none"> Teacher questions are inconsistent in quality and include few question types: <ul style="list-style-type: none"> knowledge and comprehension; application and analysis; and creation and evaluation. Questions are random and lack coherence. The frequency of questions sometimes engages students in critical thinking. Questions are rarely sequenced with attention to the instructional goals. Wait time (3-5 seconds) is inconsistently provided. Questions rarely require active responses (e.g., whole-class signaling, choral responses, or group and individual answers). The teacher mostly calls on volunteers. 	
Academic Feedback (FEED)	<ul style="list-style-type: none"> Oral and written feedback is consistently academically focused, frequent, and high quality. Feedback is frequently given during guided practice and review of independent work assignments. The teacher circulates during instructional activities to prompt student thinking, assess each student's progress based on student work expectations, and provide individual feedback. Feedback, both verbal and non-verbal, from students is regularly used to monitor and adjust instruction. Students give specific and clear feedback to each other based on the teacher's expectations. 	<ul style="list-style-type: none"> Oral and written feedback is academically focused, frequent, and high quality. Feedback is given during guided practice and review of independent work assignments. The teacher circulates during instructional activities to support engagement and monitor student work. Feedback from students is used to monitor and adjust instruction. 	<ul style="list-style-type: none"> The quality and timeliness of feedback is inconsistent. Feedback is sometimes given during guided practice and review of independent work assignments. The teacher circulates during instructional activities, but monitors mostly behavior. Feedback from students is sometimes used to monitor or adjust instruction. 	

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INSTRUCTION			
Description of performance level	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Grouping Students (GRP)	<p>Consistent Evidence of Student-Centered Learning/ <i>Student Ownership of Learning – Teacher and Students Facilitate the Learning</i></p> <ul style="list-style-type: none"> The instructional grouping arrangements (whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) consistently maximize student understanding and learning efficiency. Teacher sets clear expectations that are understood by students. In an instructional group, each student takes responsibility for their individual role, tasks, and group work expectations so they can have meaningful and productive collaboration. In an instructional group, each student assumes accountability for completing group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. Students set goals, reflect on, and evaluate their learning in instructional groups. When provided the choice or independence, students make responsible decisions about how to group themselves. 	<p>Some Evidence of Student-Centered Learning/ <i>Student Ownership of Learning – Teacher Facilitates the Learning</i></p> <ul style="list-style-type: none"> The instructional grouping arrangements (whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) adequately enhance student understanding and learning efficiency. Teacher sets expectations that are understood by students. In an instructional group, students take responsibility for their roles, tasks, and group work expectations so they can have meaningful and productive collaboration. Students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to accomplish the goals of the lesson. Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning. 	<p>Minimal Evidence of Student Ownership of Learning – <i>Heavy Emphasis on Teacher Direction</i></p> <ul style="list-style-type: none"> The instructional grouping arrangements (whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) inhibit student understanding and learning efficiency. Few students in groups know their roles, responsibilities, and group work expectations. Few students participating in groups are held accountable for group work and individual work. Instructional group composition remains unchanged, irrespective of the learning and instructional goals of a lesson.
Teacher Content Knowledge (TCK) (See companion tool)	<ul style="list-style-type: none"> Teacher displays extensive content knowledge and understanding of both state standards and instructional materials, including their curriculum, for all the subjects they teach. Teacher consistently implements a variety of subject-specific instructional strategies to enhance student content knowledge. Teacher consistently highlights key concepts and ideas and uses them as the basis to connect other powerful ideas. 	<ul style="list-style-type: none"> Teacher displays accurate content knowledge and understanding both of state standards and instructional materials, including their curriculum, for all the subjects they teach. Teacher implements subject-specific instructional strategies to enhance student content knowledge. Teacher highlights key concepts and ideas and uses them as the basis to connect other powerful ideas. 	<ul style="list-style-type: none"> Teacher displays under-developed content knowledge and lacks understanding of state standards or instructional materials, including their curriculum, in several subject areas. Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.
Teacher Knowledge of Students (TKS)	<ul style="list-style-type: none"> Teacher practices display understanding of each student's anticipated learning abilities and challenges. Teacher practices consistently incorporate student interests, backgrounds, and cultures. Teacher consistently provides differentiated instructional content and strategies to ensure students have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices display understanding of students' anticipated learning abilities and challenges. Teacher practices incorporate student interests, backgrounds, and cultures. Teacher provides differentiated instructional content and strategies to ensure students have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices demonstrate some knowledge of students' anticipated learning abilities and challenges. Teacher practices sometimes incorporate student interests, backgrounds, or cultures. Teacher practices demonstrate some differentiation of instructional methods or content.

INSTRUCTION			
	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Description of performance level	<p>Consistent Evidence of Student-Centered Learning/Teacher and Students Facilitate the Learning</p> <ul style="list-style-type: none"> • Students are actively engaged in multiple types of thinking: <ul style="list-style-type: none"> ○ analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; ○ practical thinking, where students use, apply, and implement what they learn in real-life scenarios; ○ creative thinking, where students create, design, imagine, and suppose; and ○ research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. • The teacher and/or students model metacognitive strategies. • Students are provided opportunities to: <ul style="list-style-type: none"> ○ generate a variety of ideas and alternatives; ○ analyze problems from multiple perspectives and viewpoints; and ○ monitor their thinking to ensure they understand what they are learning, are attending to critical information, and are aware of the learning strategies they are using and why. 	<p>Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning</p> <ul style="list-style-type: none"> • The teacher engages students in multiple types of thinking: <ul style="list-style-type: none"> ○ analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; ○ practical thinking, where students use, apply, and implement what they learn in real-life scenarios; ○ creative thinking, where students create, design, imagine, and suppose; and ○ research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. • The teacher and students: <ul style="list-style-type: none"> ○ generate a variety of ideas and alternatives; and ○ analyze problems from multiple perspectives and viewpoints. 	<p>Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</p> <ul style="list-style-type: none"> • The teacher implements some learning experiences that engage students in different types of thinking. • The teacher sometimes provides opportunities where students: <ul style="list-style-type: none"> ○ generate a variety of ideas and alternatives; or ○ analyze problems from multiple perspectives and viewpoints.
Thinking (TH)	<ul style="list-style-type: none"> • Students engage in activities that reinforce several of the following problem-solving types: <ul style="list-style-type: none"> ○ Abstraction ○ Categorization ○ Drawing conclusions/justifying solutions ○ Predicting outcomes ○ Observing and experimenting ○ Improving solutions ○ Identifying relevant/irrelevant information ○ Generating ideas ○ Creating and designing 	<ul style="list-style-type: none"> • The teacher uses and/or engages students in some of the following problem-solving types: <ul style="list-style-type: none"> ○ Abstraction ○ Categorization ○ Drawing conclusions/justifying solutions ○ Predicting outcomes ○ Observing and experimenting ○ Improving solutions ○ Identifying relevant/irrelevant information ○ Generating ideas ○ Creating and designing 	<ul style="list-style-type: none"> • The teacher sometimes engages students in the following problem-solving types: <ul style="list-style-type: none"> ○ Abstraction ○ Categorization ○ Drawing conclusions/justifying solutions ○ Predicting outcomes ○ Observing and experimenting ○ Improving solutions ○ Identifying relevant/irrelevant information ○ Generating ideas ○ Creating and designing
Problem-Solving (PS)	<ul style="list-style-type: none"> • Students engage in activities that reinforce several of the following problem-solving types: <ul style="list-style-type: none"> ○ Abstraction ○ Categorization ○ Drawing conclusions/justifying solutions ○ Predicting outcomes ○ Observing and experimenting ○ Improving solutions ○ Identifying relevant/irrelevant information ○ Generating ideas ○ Creating and designing 	<ul style="list-style-type: none"> • The teacher uses and/or engages students in some of the following problem-solving types: <ul style="list-style-type: none"> ○ Abstraction ○ Categorization ○ Drawing conclusions/justifying solutions ○ Predicting outcomes ○ Observing and experimenting ○ Improving solutions ○ Identifying relevant/irrelevant information ○ Generating ideas ○ Creating and designing 	<ul style="list-style-type: none"> • The teacher sometimes engages students in the following problem-solving types: <ul style="list-style-type: none"> ○ Abstraction ○ Categorization ○ Drawing conclusions/justifying solutions ○ Predicting outcomes ○ Observing and experimenting ○ Improving solutions ○ Identifying relevant/irrelevant information ○ Generating ideas ○ Creating and designing

PLANNING			
Description of performance level	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Instructional Plans (IP)	<p style="text-align: center;">Consistent Evidence of Student-Centered Learning/Teacher and Students Facilitate the Learning</p> <p style="text-align: center;"><i>Student Ownership of Learning – Teacher and Students Facilitate the Learning</i></p> <p>Instructional plans include:</p> <ul style="list-style-type: none"> • measurable and explicit objectives aligned to state standards and aligned curriculum, both in content and in rigor; • activities, materials, and assessments that: <ul style="list-style-type: none"> ○ are aligned to state standards; content, including curriculum; and success criteria; ○ are sequenced and scaffolded based on student need; ○ build on prior student knowledge, are relevant to students' lives, and integrate other disciplines as appropriate; and ○ provide appropriate time for student work, student reflection, and lesson closure; • evidence that the plan is appropriate for the age, knowledge, and interests of all learners; • evidence that the plan provides regular opportunities to accommodate individual student needs and student choice; and • strategies for student autonomy and ownership. 	<p style="text-align: center;">Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning</p> <p>Instructional plans include:</p> <ul style="list-style-type: none"> • objectives aligned to state standards and aligned curriculum, both in content and in rigor; • activities, materials, and assessments that: <ul style="list-style-type: none"> ○ are aligned to state standards; content, including curriculum; and success criteria; ○ are sequenced and scaffolded based on student need; ○ build on prior student knowledge; and ○ provide appropriate time for student work and lesson closure; • evidence that the plan is appropriate for the age, knowledge, and interests of learners; and • evidence that the plan provides opportunities to accommodate individual student needs. 	<p style="text-align: center;">Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</p> <p>Instructional plans include:</p> <ul style="list-style-type: none"> • some objectives aligned to state standards and aligned curriculum; • activities, materials, and assessments that: <ul style="list-style-type: none"> ○ are sometimes aligned to state standards; ○ are sometimes logically sequenced; ○ sometimes build on prior student knowledge; and ○ inconsistently provide time for student work and lesson closure; • little evidence that the plan is appropriate for the age, knowledge, or interests of the learners; and • little evidence that the plan provides opportunities to accommodate individual student needs.
Student Work (SW)	<p style="text-align: center;">Consistent Evidence of Student-Centered Learning/Teacher and Students Facilitate the Learning</p> <p style="text-align: center;"><i>Student Ownership of Learning – Teacher and Students Facilitate the Learning</i></p> <p>Assignments are:</p> <ul style="list-style-type: none"> • always aligned to the rigor and depth of the standards and curriculum content; • always aligned to the lesson's objective and include descriptions of how assessment results will inform future instruction. <p>Students:</p> <ul style="list-style-type: none"> • organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; • draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and • connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school. 	<p style="text-align: center;">Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning</p> <p>Assignments are:</p> <ul style="list-style-type: none"> • aligned to the rigor and depth of the standards and curriculum content; • aligned to the lesson's objective and include descriptions of how assessment results will inform future instruction. <p>Assignments require students to:</p> <ul style="list-style-type: none"> • interpret information rather than reproduce it; • draw conclusions and support them through writing; and • connect what they are learning to prior learning and life experiences. 	<p style="text-align: center;">Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</p> <p>Assignments require students to:</p> <ul style="list-style-type: none"> • mostly reproduce information; • sometimes draw conclusions and support them through writing; and • sometimes connect what they are learning to prior learning or life experiences.

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PLANNING			
	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Description of performance level	Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning	Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning	Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction
Assessment (AS)	<p>Assessments:</p> <ul style="list-style-type: none"> are aligned with the depth and rigor of the state standards and content, including curriculum resources; are designed to provide feedback on progress against objectives; use a variety of question types and formats to gauge student learning and problem-solving; measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice); require extended written tasks as appropriate; include clear illustrations of student progress toward state standards, which students monitor, understand, and articulate; and include descriptions of how assessment results will be used by teachers and students to inform future instruction and learning. 	<p>Assessments:</p> <ul style="list-style-type: none"> are aligned with the depth and rigor of the state standards and content, including curriculum resources; are designed to provide feedback on progress against objectives; use a variety of question types and formats to gauge student learning and problem-solving; measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice); require written responses as appropriate; and include performance checks and student reflection on performance throughout the school year. 	<p>Assessments:</p> <ul style="list-style-type: none"> are sometimes aligned with state standards and content, including curriculum resources; are not designed well to provide feedback on progress against objectives; uses few question types to gauge student learning; measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice); and include performance checks, although the purpose of these checks is not clear.

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ENVIRONMENT			
	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Description of performance level	<p>Consistent Evidence of Student-Centered Learning/ Student Ownership of the Learning Environment – Teacher and Students Establish the Environment</p> <ul style="list-style-type: none"> Teacher engages students in learning with clear and rigorous academic expectations and actively uses aligned and differentiated materials and resources to ensure equitable access to learning. Students regularly learn from their mistakes and can describe their thinking on what they learned. Teacher creates learning opportunities where all students consistently experience success. Students lead opportunities that support learning. Students take initiative to meet or exceed teacher expectations. Teacher optimizes instructional time to ensure each student meets their learning goals. Students are consistently engaged in behaviors that optimize learning and increase time on task. Teacher and students establish collective commitments for learning and behavior. Teacher consistently uses and students reinforce several techniques (e.g., rewards, approval, contingent activities, consequences, etc.) that maintain student engagement and promote a positive classroom environment. Teacher consistently recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson. Teacher addresses individual students who have caused disruptions rather than the entire class. Teacher quickly attends to disruptions with minimal interruption to learning. 	<p>Some Evidence of Student-Centered Learning/ Student Ownership of the Learning Environment – Teacher Establishes the Environment</p> <ul style="list-style-type: none"> Teacher engages students in learning with clear and rigorous academic expectations with aligned materials and resources for students to access. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where all students can experience success. Students complete their work according to teacher expectations. 	<p>Minimal Evidence of Student Ownership of the Learning Environment – Heavy Emphasis on Teacher Direction</p> <ul style="list-style-type: none"> Teacher expectations are not rigorous for students. Teacher does not create learning opportunities where students can experience success. Student work is rarely completed to meet teacher expectations.
Expectations (ES)			
Engaging Students and Managing Behavior (ESMB)			<ul style="list-style-type: none"> Students are consistently engaged in behavior that interrupts learning or minimizes time on task. Teacher establishes few rules for learning and behavior. Teacher uses few techniques to maintain student engagement. Teacher does not or inconsistently addresses behavior that interrupts learning. Teacher over-addresses inconsequential behavior.

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ENVIRONMENT			
Description of performance level	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Environment (ENV)	<p>Consistent Evidence of Student-Centered Learning/ Student Ownership of the Learning Environment – Teacher and Students Establish the Environment</p> <p>The classroom:</p> <ul style="list-style-type: none"> welcomes all students and guests and provides a safe space for all students to take risks and interact with peers. is clearly organized and designed for and with students to promote learning for all. has supplies, equipment, and resources easily and readily accessible to provide equitable opportunities for all students. displays current student work that promotes a positive and inclusive classroom environment. is arranged to maximize individual and group learning and to reinforce a positive classroom culture. 	<p>Some Evidence of Student-Centered Learning/ Student Ownership of the Learning Environment – Teacher Establishes the Environment</p> <p>The classroom:</p> <ul style="list-style-type: none"> welcomes all students and guests. is organized to promote learning for all students. has supplies, equipment, and resources accessible to provide equitable opportunities for students. displays current student work. is arranged to promote individual and group learning. 	<p>Minimal Evidence of Student Ownership of the Learning Environment – Heavy Emphasis on Teacher Direction</p> <p>The classroom:</p> <ul style="list-style-type: none"> is somewhat uninviting. is not organized to promote student learning. supplies, equipment, and resources are difficult to access. does not display student work. is not arranged to promote group learning.
Respectful Culture (RC)	<p>Teacher-student and student-student interactions consistently demonstrate caring, kindness, and respect for one another and celebrate and acknowledge all students' background and culture.</p> <ul style="list-style-type: none"> Teacher seeks out and is receptive to the interests and opinions of all students. Positive relationships and interdependence characterize the classroom. 	<p>Teacher-student interactions are generally positive and reflect awareness and consideration of all students' background and culture.</p> <ul style="list-style-type: none"> Teacher and students exhibit respect and kindness for the teacher and each other; classroom is free of unhealthy conflict, sarcasm, and put-downs. Teacher is receptive to the interests and opinions of students. 	<p>Teacher does not establish a safe and positive classroom culture for students.</p> <ul style="list-style-type: none"> Students do not exhibit respect for the teacher or each other. Teacher and/or student interaction and communication is characterized by unhealthy conflict, sarcasm, or put-downs. Teacher is not receptive to interests and opinions of students.

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NETTLE CREEK SCHOOL CORPORATION EVALUATION PROTOCOL

(Please check one)

Pre_____ Announced_____ Post_____

Date_____ Observer_____

Class/Block_____

Start Time_____ End Time_____

Teacher Name_____

Best Practices

Classroom Activity	Teacher Centered Didactic	vs.	Learning-Centered, Interactive
Teacher Role	Fact Teller, Always Expert	vs.	Collaborator, Sometimes Learner
Student Role	Listener	vs.	Collaborator, Sometimes Learner
Instructional Emphasis	Facts, Memorization	vs.	Relationships among Standards, Inquiry and Invention
Concept of Knowledge	Accumulation of Facts	vs.	Transformation of Facts
Demonstration of Success	Quantity	vs.	Quality of Understanding
Assessment	Norm-Reference, Multiple Choice	vs.	Criterion-Referenced, Portfolio and Performance

DOMAIN 1: Instruction Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students; building meaningful units/long term plans of study, continuous assessments and systems for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress. Teacher uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual development of the learner.

- 1.1 Standards and Objectives
- 1.2 Motivating Students
- 1.3 Presenting Instructional Content
- 1.4 Lesson Structure and Pacing
- 1.5 Activities and Materials
- 1.6 Questioning
- 1.7 Academic Feedback
- 1.8 Grouping Students
- 1.9 Teacher Content Knowledge
- 1.10 Teacher Knowledge of Students
- 1.11 Thinking

1.12 Problem Solving

Evidence:

DOMAIN 2: PLANNING Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives. Teachers create a classroom environment that fosters a climate of high expectations around achievement, excellence and respect.

2.1 Instructional Plans

2.2 Student Work

2.3 Assessment

Evidence

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

3.1 Expectations

3.2 Engaging Students and Managing Behavior

3.3 Environment

3.4 Respectful Culture

Evidence

DOMAIN 4: CORE PROFESSIONALISM Each teacher level (Master, Mentor, Career) will have surveys completed that will determine their average score in this Domain.

4.1 Attendance

4.2 On time arrival

4.3 Follows policy and procedures

Evidence

Teacher Responsibilities Survey

The TAP System requires a teacher career path component comprised of master teachers, mentor teachers and career teachers. This career path distributes school and instructional leadership and creates different job expectations and responsibilities for different types of teachers. Master teachers have responsibilities and job expectations in addition to those of career teachers. The same is true for mentor teachers, but on a lesser scale than master teachers. In addition, there are certain responsibilities for career teachers in schools implementing TAP. For this reason, responsibilities performance standards were established for master, mentor and career teachers to document areas and levels of effectiveness and provide benchmarks of performance.

To evaluate these responsibilities, the following process is suggested:

Master teacher

The administrator and the teachers in the master teacher's cluster group (career and mentor teachers) fill out the master teacher responsibilities survey at the end of the school year. Some questions on the master teacher survey are answered only by the administrator and mentor teachers. The results are averaged to produce a final responsibilities score.

Mentor teacher

The administrator, master teacher(s) and career teachers who work with the mentor teacher complete a responsibilities survey at the end of the school year. Some questions on the mentor teacher survey are answered only by the administrator and master teachers. The results are averaged to produce a final responsibilities score.

Career teacher

The mentor and master teacher(s) complete the responsibilities survey at the end of the school year for each career teacher whom they support. The results are averaged to produce a final responsibilities score.

The responsibilities surveys for master, mentor and career teachers are provided on the following pages.

Teacher Responsibilities Survey: MASTER TEACHER

Note: Career teachers are to respond to Items 1–13. Mentor teachers and administrators who are completing this survey should respond to Items 1–22.

PERFORMANCE STANDARD *		Significantly Above Expectations (5) (Exemplary)	At Expectations (3) (Proficient)	Significantly Below Expectations (1) (Unsatisfactory)
STAFF DEVELOPMENT	1. The master teacher leads the design and delivery of research-based professional development activities for his or her cluster group.	Regularly	Sometimes	Rarely
	2. The master teacher consistently presents new learning in cluster that is supported with field-tested evidence of increased student achievement.	Regularly	Sometimes	Rarely
	3. The master teacher models new learning in cluster meetings and in classrooms throughout the year, demonstrating how to effectively implement the skills developed in cluster meetings.	Regularly	Sometimes	Rarely
	4. The master teacher is a resource, providing access to materials and research-based instructional methods to his or her cluster group members.	Regularly	Sometimes	Rarely
	5. The master teacher works closely with cluster team members to plan instruction and assessments during cluster development time.	Regularly	Sometimes	Rarely
	6. The master teacher guides and reviews the cluster members' growth plans.	Regularly	Sometimes	Rarely
INSTRUCTIONAL SUPERVISION	7. The master teacher provides specific evidence, feedback and suggestions during coaching, identifying areas of reinforcement and refinement.	Regularly	Sometimes	Rarely
	8. The master teacher advances the career and mentor teachers' knowledge of state and district content standards and the TAP Rubrics.	Regularly	Sometimes	Rarely
MENTORING	9. The master teacher observes and guides the mentor teachers' professional relationships and responsibilities to career teachers.	Regularly	Sometimes	Rarely
	10. The master teacher guides, supports and monitors the growth plans of career and mentor teachers.	Regularly	Sometimes	Rarely
	11. The master teacher identifies resources for career and mentor teachers that enhance instructional planning, assessment design and classroom management.	Regularly	Sometimes	Rarely
	12. The master teacher provides ongoing follow-up and support (e.g. demonstration lessons, team teaching, observations with feedback) to career and mentor teachers.	Regularly	Sometimes	Rarely
COMMUNITY INVOLVEMENT	13. The master teacher actively supports school activities and events.	Regularly	Sometimes	Rarely

* Performance scores are provided at levels 5, 3, and 1. Raters can score performance at levels 2 or 4 based on their professional judgment.

Teacher Responsibilities Survey: MASTER TEACHER

Note: Items 14–22 are to be completed by mentor teachers and administrators only.

PERFORMANCE STANDARD *		Significantly Above Expectations (5) (Exemplary)	At Expectations (3) (Proficient)	Significantly Below Expectations (1) (Unsatisfactory)
SCHOOL RESPONSIBILITIES	14. The master teacher works with other leadership team members in developing appropriate school and cluster plans to target student academic and teacher instructional needs.	Regularly	Sometimes	Rarely
	15. The master teacher leads and supports the analysis of school and student achievement data to identify strengths and weaknesses and make suggestions for improvement.	Regularly	Sometimes	Rarely
	16. The master teacher communicates and reflects the visions and decisions of the TAP Leadership Team.	Regularly	Sometimes	Rarely
	17. The master teacher assists the administrators in including new teachers into the TAP school environment and processes.	Regularly	Sometimes	Rarely
	18. The master teacher develops and works on his/her Individual Growth Plan (IGP), which includes new learning based on school goals, self-assessment and feedback from observations.	Regularly	Sometimes	Rarely
GROWING & DEVELOPING PROFESSIONALLY	19. The master teacher includes activities on his/her IGP to enhance content knowledge or pedagogical skills in order to increase his/her proficiency.	Regularly	Sometimes	Rarely
	20. The master teacher thoughtfully assesses the effectiveness of his/her instruction, as evidenced in cluster by the new learning modeled and the student work presented from his/her field tests.	Regularly	Sometimes	Rarely
REFLECTING ON TEACHING	21. The master teacher considers the varied strengths and weaknesses and personal/cultural differences of adult learners through communications and actions that promote effective teaching with all cluster members.	Regularly	Sometimes	Rarely
	22. The master teacher plans, offers and implements specific alternative actions to improve teaching.	Regularly	Sometimes	Rarely

Comments (optional, and not part of the score):

* Performance scores are provided at levels 5, 3, and 1. Raters can score performance at levels 2 or 4 based on their professional judgment.

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Teacher Responsibilities Survey: MENTOR TEACHER

Note: Career teachers are to respond only to Items 1–11. Master teachers and administrators who are completing this survey should respond to Items 1–21.

PERFORMANCE STANDARD *		Significantly Above Expectations (5) (Exemplary)	At Expectations (3) (Proficient)	Significantly Below Expectations (1) (Unsatisfactory)
STAFF DEVELOPMENT	1. The mentor teacher assists the design and delivery of professional development activities for his/her cluster group as needed.	Regularly	Sometimes	Rarely
	2. The mentor teacher provides follow-up (e.g. observations, team-teaching and/or demonstration lessons) that supports/models how to use the ideas and activities learned in cluster.	Regularly	Sometimes	Rarely
	3. The mentor teacher is a resource, providing access to materials and research-based instructional methods to his/her cluster group and/or mentee.	Regularly	Sometimes	Rarely
	4. The mentor teacher works closely with cluster team members to plan instruction and assessments during cluster development time.	Regularly	Sometimes	Rarely
INSTRUCTIONAL SUPERVISION	5. The mentor teacher advances the career teachers' knowledge of state and district content standards and the TAP Rubrics.	Regularly	Sometimes	Rarely
	6. The mentor teacher's feedback during coaching specifically defines areas of reinforcement and refinement.	Regularly	Sometimes	Rarely
MENTORING	7. The mentor teacher provides opportunities/support for the career teacher/mentee through team planning and team teaching.	Regularly	Sometimes	Rarely
	8. The mentor teacher serves as a resource for curriculum, assessment, instructional and classroom management strategies and resources.	Regularly	Sometimes	Rarely
	9. The mentor teacher guides and coaches career teachers/mentees in the development of their growth plans.	Regularly	Sometimes	Rarely
	10. The mentor teacher observes and coaches mentees and/or career teachers to improve their instruction and align it with the TAP Rubrics.	Regularly	Sometimes	Rarely
COMMUNITY INVOLVEMENT	11. The mentor teacher actively supports school activities and events.	Regularly	Sometimes	Rarely

* Performance scores are provided at levels 5, 3, and 1. Raters can score performance at levels 2 or 4 based on their professional judgment.

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Teacher Responsibilities Survey: MENTOR TEACHER

Note: Items 12–21 cannot be answered by career teachers. They are to be completed only by master teachers and administrators who work with the mentor teacher.

PERFORMANCE STANDARD *		Significantly Above Expectations (5) (Exemplary)	At Expectations (3) (Proficient)	Significantly Below Expectations (1) (Unsatisfactory)
SCHOOL RESPONSIBILITIES	12. The mentor teacher participates and supports the analysis of school achievement data to isolate school strengths and weaknesses in order to make suggestions for improvement.	Regularly	Sometimes	Rarely
	13. The mentor teacher accepts leadership responsibilities and/or assists peers in contributing to a safe and orderly school environment.	Regularly	Sometimes	Rarely
	14. The mentor teacher participates in the setting of school and cluster goals.	Regularly	Sometimes	Rarely
	15. The mentor teacher communicates and reflects the visions and decisions of the TAP Leadership Team.	Regularly	Sometimes	Rarely
	16. The mentor teacher supports the master teacher during development time in cluster meetings by providing individual support to career teachers.	Regularly	Sometimes	Rarely
GROWING & DEVELOPING PROFESSIONALLY	17. The mentor teacher develops a yearly plan/growth plan for new learning based on analyses of school improvement plans and goals, self-assessment and input from master teacher and principal observations.	Regularly	Sometimes	Rarely
	18. The mentor teacher selects targeted content knowledge and pedagogical skills to enhance and improve his/her knowledge.	Regularly	Sometimes	Rarely
REFLECTING ON TEACHING	19. The mentor teacher makes thoughtful and accurate assessments of his/her lessons' effectiveness and the extent to which they achieved their goals.	Regularly	Sometimes	Rarely
	20. The mentor teacher considers the strengths and weaknesses, as well as personal and cultural differences, of adult learners as evidenced in his/ her communications and actions that promote effective teaching with all cluster members.	Regularly	Sometimes	Rarely
	21. The mentor teacher provides specific actions to improve his/her teaching.	Regularly	Sometimes	Rarely

Comments (optional, and not part of the score):

* Performance scores are provided at levels 5, 3, and 1. Raters can score performance at levels 2 or 4 based on their professional judgment.

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Teacher Responsibilities Survey: CAREER TEACHER

PERFORMANCE STANDARD *		Significantly Above Expectations (5) (Exemplary)	At Expectations (3) (Proficient)	Significantly Below Expectations (1) (Unsatisfactory)
GROWING & DEVELOPING PROFESSIONALLY	1. The career teacher is prompt, in attending, prepared for and participates in cluster meetings, bringing student artifacts (student work) when requested.	Regularly	Sometimes	Rarely
	2. The career teacher appropriately attempts to implement new learning in the classroom following presentations in cluster.	Regularly	Sometimes	Rarely
	3. The career teacher develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment and input from the master/mentor teacher and principal observations.	Regularly	Sometimes	Rarely
	4. The career teacher selects specific activities, content knowledge or pedagogical skills to enhance and improve his/her proficiency.	Regularly	Sometimes	Rarely
REFLECTING ON TEACHING	5. The career teacher makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation.	Regularly	Sometimes	Rarely
	6. The career teacher offers specific actions to improve his/her teaching.	Regularly	Sometimes	Rarely
	7. The career teacher accepts responsibilities contributing to school improvement.	Regularly	Sometimes	Rarely
	8. The career teacher utilizes student achievement data to address the strengths and weaknesses of students and guide instructional decisions.	Regularly	Sometimes	Rarely

Comments (optional, and not part of the score):

* Performance scores are provided at levels 5, 3, and 1. Raters can score performance at levels 2 or 4 based on their professional judgment.

NETTLE CREEK SCHOOL CORPORATION

PROFESSIONAL SELF-REFLECTION GROWTH FORM (OPTIONAL)

This form provides an opportunity for a teacher to present evidence that may not have been reflected in other data/evidence gathering manners. This form will be completed by the teacher and attached to the summative evaluation form. **Please return this completed form to your building administrator by April 15.**

Teacher _____

1. **Instruction** – I have used Indiana content area standards to develop a rigorous curriculum relevant for all students; building meaningful units/long term plans of study, continuous assessments and systems for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress. I have used formal and informal assessment strategies to evaluate and ensure the continuous intellectual development of the learner in the following ways:
2. **Planning** – I have facilitated student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives. I have created a classroom environment that fosters a climate of high expectations around achievement, excellence and respect in the following ways:
3. **Environment** – I have developed and sustained the energy and leadership within the school community to ensure the achievement of all students in the following ways:
4. **Core Professionalism** – I have maintained professionalism in attendance; tardies; rules/procedures/policies; and respect/rapport in the following ways:

TEACHER REMEDIATION PROGRAM

A teacher who receives a Summative Evaluation rating of ineffective or improvement necessary for one Summative Evaluation shall be placed on a Remediation Program. The Teacher Remediation Program is intended to provide remediation of teaching domain areas for which a teacher has been deficient. The Superintendent or designee will notify the President of the NCCTA in writing, that a staff member has been placed in the Teacher Remediation Program. The teacher may be asked to identify a mentor-colleague to participate in the improvement planning. The teacher may elect to have representation at any Teacher Remediation Program conferences.

The steps in the Teacher Remediation Program include:

- A. Planning Conference
- B. Plan Activities
- C. Teacher Self-Reflection Report
- D. Plan Evaluation Conference

The activities during these steps will include:

- A. The planning conference will include the evaluator and the teacher. It may include the Superintendent or designee and may include the NCCTA President or designee. The Remediation Program will be written in collaboration with the evaluator and the teacher. The Remediation Program will include:
 - 1. A list of the deficient teaching domains;
 - 2. A list of specific, reasonable performance expectations;
 - 3. A list of any professional development activities;
 - 4. A list of support provisions from the evaluator or others;
 - 5. A timeline for completion of the plan with a maximum of 90 school days.
- B. The teacher and evaluator will carry out the activities outlined in the plan. The evaluator is responsible to have documented contact with the teacher throughout the 90 school days to dialogue and provide feedback.
- C. The teacher will complete the Teacher Self Reflection report. The report will include a review of the improvement activities and how they have influenced the teacher's professional practice.
- D. At the end of the 90 school days timeline identified in the plan, the evaluator will conduct a Remediation Program Evaluation conference. The evaluator will submit a summative narrative detailing the assistance period and recommendations. Should the evaluator determine said deficiencies have not been corrected, the staff member may be subject to termination.

TEACHER REMEDIATION PROGRAM

Name _____ Date _____

School _____ Grade Level/Subject Area _____

Directions: The permanent teacher shall complete a form for each domain identified for improvement in collaboration with the building principal.

Domain identified for improvement:

___ Classroom Culture

___ Purposeful Planning

___ Effective Instruction

___ Assessment

___ Professional Leadership

___ Core Professionalism

Goal to address domain identified for improvement:

Strategies to be used for attainment of goal: (The activities that you will be doing.)

Resources/special support to be used: e.g. people, time, material, staff development, etc.)

Indicators of Goal Attainment: (How will you know you have attained this goal? What evidence will support progress?)

Proposed timeline for implementation of program:

My signature indicates this plan was developed in a collaborative process with my building principal.

Building Principal

Date

Teacher

Date

TEACHER SELF-REFLECTION NARRATIVE

Based on the

TEACHER REMEDIATION PROGRAM

Please complete a separate narrative for each deficiency cited.

Deficiency Addressed:

Review of Activities:

Evidence of how activities have influenced and will continue to influence professional practice:

TEACHER REMEDIATION PROGRAM
EVALUATION REPORT

To be completed by Evaluator:

Teacher's Name _____

Evaluator's Name _____

This form will be completed for each deficiency outlined in the Teacher Remediation Program.

A. List dates of meetings, conferences and/or observations held in regards to this program.

B. Narrative summary of progress made.

C. Recommendations

Evaluator

Date

DEFINITIONS

Assessment – Teacher uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Core Professionalism – Each teacher must satisfactorily pass each of these mandatory core professional areas each year: Attendance, Tardies, Rules/Procedures/Policies and Respect/Rapport.

Effective Instruction – Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives.

Evaluation Comments – These statements were written by the evaluator as part of the summative evaluation conference form. These comments should reflect the proficiency level of the teacher in regards to each teaching domain found on the form. The teacher may be found to be proficient with distinction, proficient, have an emerging proficiency, or may need improvement for any one of the expectations within the five domains. Comments should also reflect material from the Professional Self-Reflection Growth Form submitted by the teacher.

- *Highly Effective* – Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate.
- *Effective* – Performance typically exhibits multiple strengths that favorably impact students and the school climate.
- *Improvement Necessary* – Performance inconsistently exhibits strengths that impact favorably on students and school climate. Areas of professional growth can be identified.
- *Ineffective* – Performance frequently exhibits weaknesses that negatively impact students and the school climate. Areas for professional growth will be identified and an improvement plan will be developed. Direct and immediate intervention is required by the administrator.

Evidence of Student Growth (Gr. 4 – 8 will be using the Growth Model)

PL 221 – Public Law 221 (P.L. 221) is Indiana’s comprehensive accountability system for K-12 education. Passed by the Indiana General Assembly in 1999 (prior to the Federal No Child Left Behind Act of 2001), the law aimed to establish major educational reform and accountability statewide. To measure progress, P.L. 221 places Indiana schools (both public and accredited non-public) into one of five categories based upon student performance and improvement data from the state’s ILEARN= and End-of-Course Assessments.

- A (Exemplary Progress)
- B (Commendable Progress)
- C (Academic Progress)
- D (Academic Watch-Priority)
- F (Academic Probation-High Priority)

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

Professional Self-Reflection Growth Form – Allows the teacher to do a self-reflection of their professional experiences since the last evaluation. This form is to be completed by the teacher and given to the evaluator at the date requested before the written summative evaluation is completed.

Purposeful Planning – Teachers use content area standards to develop a rigorous curriculum relevant for all students; building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Student Achievement/Assessment Data – Teachers, collaboration with administrators/evaluators, will determine appropriate and relevant data that will provide evidence of student achievement and growth. The data will be collected and presented at the time of the final evaluation. Student Achievement Data will account for 25% of the total evaluation rating.

Teacher Remediation Plan – A plan developed by the evaluator for immediate and time-sensitive changes to improved identified deficiency(ies) in the teaching domain.

PART B-STUDENT ACHIEVEMENT DATA

SCORING FOR NETTLE CREEK SCHOOL CORPORATION TEACHERS K-12

Teachers, in collaboration with administrators, will determine appropriate and relevant data that will provide evidence of student achievement and growth. **If a student is in the class for fewer than 60 days, that student does not count in the scoring.**

Sample Student Achievement Criteria: 28% of overall score

Scoring: A total of up to (5) points will be awarded as determined by the achievement of students in the classroom, based on Locally Identified Assessments (LIA) as indicated on the chart following this introduction page.

STUDENT ACHIEVEMENT CRITERIA

	Standardized Test (cut score)	Student Growth	Individual Growth Model Data	Other Achievement Data	LIA Data
K-12 Teachers (including General Ed, Related Arts, ACE, Interventionist)					100%
Special Education, Math Interventionist, ELA Interventionist					Selected class of math or ELA that the teacher co-teaches or provides push-in services

Grades K through 12 Teachers:

(including General Ed, Related Arts, ACE)

All will develop Locally Identified Assessments (LIAs) for each subject level he/ she teaches that will reflect the state student learning objectives outlined by the IDOE or from an accepted LIA assessment tool developed externally or internally.

ASSESSMENT TYPE	SCORING GOALS GUIDELINES	PERCENT DESIGNATED
Locally Identified Assessment (LIA)	____ % of students scoring 70% or better on the approved course LIA	100%

Calculation for Part B score:

If the goal is not met:	2 points
If 70%-79.9% of students meet the goal:	3 points
If 80%-89.9% of students meet the goal:	4 points
If 90% (or more) of students meet the goal:	5 points

K-12 (points) x .28 = _____

Special Education Teachers, Math Interventionist, Reading

Interventionist:

Any teacher who is designated “Teacher of Record” or “Teacher of Service” for students with disabilities. Any teacher who is designated as a “Math Interventionist” or “Reading Interventionist”. For general education classes where the Special Education Teacher co-teaches or pushes-in, the teacher will select a math OR ELA class for their Part B scoring, which will be based on the Locally Identified Assessments (LIAs) designed for the chosen class. For general education classes where the Interventionist provides support to students within the a class, the teacher will select a math OR ELA class for their Part B scoring, which will be based on the Locally Identified Assessments (LIAs) designed for the chosen class.

(K-12)

Based on the K-12 special education students and interventionist the individual teacher is the TOR and/or TOS for.

ASSESSMENT TYPE	SCORING GOALS GUIDELINES	PERCENT DESIGNATED
Locally Identified Assessment (LIA)	___ % of students scoring 70% or better on the approved course LIA	100%

Calculation for Part B score:

Fewer than 70% of students meet the goal:	2 points
If 70% of students meet the goal:	3 points
If 80% of students meet the goal:	4 points
If 90% (or more) of students meet the goal:	5 points

Master Teachers:

The HJSHS Master Teacher’s Part B Score will be an average of all HJSHS Career Teacher and Mentor Teacher LIA scores.

The HES Master Teacher’s Part B Score will be an average of all HES Career Teacher and Mentor Teacher LIA scores.

Average score will be recorded to the tenth decimal (example 3.28).

SUMMARY AND RATING

Based on multiple observations and classroom visits, in addition to examination of student achievement data, the evaluator/s can make the following conclusions based on evaluation criteria:

Criteria		Points Possible	Percent of Total
Professional Observation	Part A	5	72%
Instruction		5	
Planning			
Environment			
Professionalism			
Student Achievement	Part B (LIA's 100%)	5	28%

Overall Rating Scale:

Professional Observation and Student Achievement Data combined

Part A + Part B+ Add-on Scoring	Total Evaluation Score	Rating
4-5		Highly Effective
2.26-3.99		Effective
1.60-2.25		Improvement Necessary
1.0-1.59		Ineffective

*** Details for scoring achievement data, including Optional Scoring, to add or subtract points to total score, are described in Part B- Student Achievement. Growth Data Section of Nettle Creek School Corporation Teacher Performance Evaluation Manual. Scores will not be rounded either up or down.*

LIA (Locally Indicated Assessments) Protocol

All course/subjects grades K-12 will construct end of course year OR end of course semester final LIAs that will reflect growth and achievement (learning) for the time period indicated. All scoring of LIAs WILL be used as a part of a teacher's and administrator's summative data evaluation as mandated by Indiana statute. The following are suggested protocols for developing, implementing and scoring these LIAs:

- € **All LIAs will be teacher developed through one or more methods.** Originally created, shelf, or commercial type; professional association developed; borrowed from other like teachers or districts; or criterion referenced tests that are available through testing companies. Ultimately, the superintendent or his/her designee will give final approval for a given LIA or for common LIAs used throughout the district.
- € **All LIAs will be developed with the oversight of building principals.** Where there is one course at a given school, the principal has final approval of the LIA used. Where multiple teachers or schools are involved, the LIAs will be commonly developed, commonly scored and commonly assessed. For example, if there are three teachers that teach geometry, then each teacher will give the exact same common LIA. In cases where this course is offered as an honors course or remedial course, a separate LIA is permissible. Similarly as in the above example, differing LIAs are permissible for remedial or honors level courses or subjects. It is permissible for a district to work collaboratively with other schools to use the same or very similar LIAs.
- € **All LIAs MUST reflect the majority of the standards delineated for a given subject.**
- € **All LIAs MUST be rigorous, challenging, reflect learning for a given class or subject and be a test that a student could not pass without taking the class or subject.**
- € **All LIAs MUST have integrity, be scored honestly, and have no chance of cheating between or among students.**
- € **All LIAs MUST be administered in an appropriate and well-managed testing environment.** LIAs may be given under a teacher's supervision or teachers may swap classes to administer the LIA.
- € **At teacher's choice and administrator approval, LIAs may be given at either semester or year-end time frames depending on the philosophy and practical nuances of circumstances in a given course. All standards are to be assessed over the course of the course.** In cases where a teacher only teaches a particular class for 6 or 9 weeks, then that teacher will give his/her LIA at the end of the course even though it is less than one semester.
- € **All LIAs MUST be maintained with the school after administering and only for "read only" after scores are announced.** Under no circumstances are these LIAs to be given to students or parents or allowed to be photographed, copied, or stolen. If an LIAs integrity is jeopardized, a new LIA MUST be developed to ensure continued integrity of the LIA so that complete confidence in the LIA can be maintained from year to year.

- € **LIAs should be analyzed and revised annually but not from semester to semester in a given school year.** *All changes to a LIA must be approved by the building administrator and/or other similar administrator supervising the same LIA in his/her building prior to any changes being adopted temporarily or permanently*
- € **All LIAs MUST be completed and ready for implementation by the end of the first semester for the 2021-2022 school year.**
- € **All LIAs MUST be scored on a 100 point/percent scoring scale.**
- € **Depending on a given course/ subject, it is highly encouraged that the LIA include a wide range of assessments on a given LIA reflecting the course/ subject tested.** *Portfolios, writing samples, short answer type questions, multiple choice type questions, performance indicators, or other necessary assessments can and should be used in a LIA. Ultimately though, the final score for all LIAs must be on a 100 point/percent scoring scale.*
- € **Timelines MUST be given for the development of all LIAs to keep professionals diligently working toward the common goal established by a given district.**
- € **A teacher cannot refuse to develop a LIA mandated by his/her principal and district nor can he/she refuse to work collaboratively with fellow professionals in the developing of these LIAs.** *Failure to cooperate in these regards may lead to termination.*
- € **It is the principal's responsibility, through oversight of the superintendent or his/her designee, to ensure that each LIA meets all district, building and administrator mandates for how a LIA is developed, scored and assessed.**
- € **CONFIRMED cheating by a professional is grounds for immediate termination.** *No person must ever feel pressured to compromise his/her integrity or honesty in administering or scoring a given LIA.*
- € **Other guidelines and protocols may be developed and added to this list.**

EVALUATION FORM FOR SCHOOL COUNSELORS

Name _____

Evaluation Year _____

Grade Level/ Subject _____ School _____

Total Years Teaching Experience _____

Evaluation of the effectiveness of teaching is basic to improved instruction and professional growth. The criteria listed in each area of effective teaching will assist both teachers and administrators in the evaluation process. The criteria will allow administrators to make conclusions about the effectiveness of teachers. Teachers will be rated as highly effective, effective, improvement necessary, or ineffective based on the evaluation criteria and student achievement data.

PART A- PROFESSIONAL OBSERVATION (80 POINTS)

FOUR DOMAINS- 80 POINTS POSSIBLE

Academic Achievement

Student Assistance Services

Career Development

Professional Leadership

FIFTH DOMAIN- Core Professionalism

Attendance

Tardies

Policy & Procedures

SCHOOL COUNSELORS SUMMARY AND RATING

Based on multiple observations and classroom visits, in addition to examination of student achievement data, the evaluator/s can make the following conclusions based on evaluation criteria:

Criteria		Points Possible	Percent of Total
Professional Observation	Part A	80 points	100%
Academic Achievement		24 points	
Student Assistance Services		16 points	
Career Development		16 points	
Professional Leadership		24 points	
Mandatory Core Professionalism			

Overall Rating Scale:

Professional Observation and Student Achievement Data combined

Part A + Part B	Total Evaluation Score	Rating
71-80		Highly Effective
60-70		Effective
50-59		Improvement Necessary
50 or below		Ineffective

*** Details for scoring achievement data, including Optional Scoring, to add or subtract points to total score, are described in Part B- Student Achievement. Growth Data Section of Nettle Creek School Corporation Teacher Performance*

SCHOOL COUNSELORS RUBRIC

Domain 1: Academic Achievement

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

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success. (1.1.HE)	The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration. (1.1.E)	The school counselor monitors student achievement but does not utilize the data to enhance student success. (1.1.IN)	The school counselor does not monitor academic achievement. (1.1.I)

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

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work. (1.2.HE)	The school counselor regularly engages in professional development. (1.2.E)	The school counselor sporadically engages in professional development. (1.2.IN)	The school counselor does not engage in professional development. (1.2.I)

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

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

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

Highly Effective	Effective	Improvement Necessary	Ineffective
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<p>The school counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models appropriate behaviors. (2.1.HE)</p>	<p>The school counselor often encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors. (2.1.E)</p>	<p>The school counselor rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors. (2.1.N)</p>	<p>The school counselor does not encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors. (2.1.I)</p>
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2.2 The School Counselor Facilitates All Students' Understanding Of Safety And Survival Skills And Implements Prevention Programming To Support Students' Healthy Physical, Social, Emotional, And Academic Development Including Stakeholder Collaboration.

<p>Highly Effective</p> <p>The school counselor consistently explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; professional help; assists students to identify resources; and implements prevention programming for students or stakeholders. (2.2.HE)</p>	<p>Effective</p> <p>The school counselor often explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify school and community resources; and implements any prevention programming for students. (2.2.E)</p>	<p>Improvement Necessary</p> <p>The school counselor rarely explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; adult assistance and professional help; assists students to identify school and community resources; or implements any prevention programming for students. (2.2.N)</p>	<p>Ineffective</p> <p>The school counselor does not explain the students' right to a safe and secure school environment; help students to differentiate situations that require peer support; adult assistance and professional help; help students to identify school and community resources; or implement any prevention programming for students. (2.2.I)</p>
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2.3 The School Counselor Provides Individual Counseling, Group Counseling, Classroom Guidance, Consultation, Crisis Intervention, And Referrals.

<p>Highly Effective</p> <p>The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate. (2.3.HE)</p>	<p>Effective</p> <p>The school counselor often addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate. (2.3.E)</p>	<p>Improvement Necessary</p> <p>The school counselor rarely addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate. (2.3.N)</p>	<p>Ineffective</p> <p>The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals. (2.3.I)</p>
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2.4 The School Counselor Provides Services To All Students, Fostering A Clear Understanding Of Diversity, Ethnicity, And Culture.

<p>Highly Effective</p> <p>The school counselor consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture. (2.4.HE)</p>	<p>Effective</p> <p>The school counselor takes a multicultural or diverse perspective into consideration when providing services to students. (2.4.E)</p>	<p>Improvement Necessary</p> <p>The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture. (2.4.N)</p>	<p>Ineffective</p> <p>The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students. (2.4.I)</p>
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Domain 3: Career Development
3.1 The School Counselor Facilitates A Comprehensive Career Program That Is Age Appropriate And Aligned With Local, State, And National Standards.

<p>Highly Effective</p> <p>The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards, utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences. (3.1.HE)</p>	<p>Effective</p> <p>The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used. (3.1.E)</p>	<p>Improvement Necessary</p> <p>The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards. (3.1.IN)</p>	<p>Ineffective</p> <p>The school counselor does not facilitate age-appropriate career development. (3.1.I)</p>
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3.2 The School Counselor Facilitates All Students' Understanding Of The Relationship Between Academics, Personal Qualities, Education And Training, And The World Of Work.

<p>Highly Effective</p> <p>The school counselor helps all students understand the relationship between educational achievement and career success, explains how work can help students achieve personal success and satisfaction, and demonstrates knowledge of students' background, skills, and interests. Data include age-appropriate assessments, increasing awareness of interests, abilities, aptitude, and values. The counselor uses this knowledge to meet students' needs and assist in career development, promoting lifelong learning and employability skills. (3.2.HE)</p>	<p>Effective</p> <p>The school counselor helps all students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. The counselor promotes lifelong learning and employability skills. Some data is utilized. (3.2.E)</p>	<p>Improvement Necessary</p> <p>The school counselor rarely helps students understand the relationship between educational achievement and career success and rarely explain how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized. (3.2.IN)</p>	<p>Ineffective</p> <p>The school counselor does not help students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction. The counselor does not promote lifelong learning and employability skills. Data is not used. (3.2.I)</p>
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3.3 The School Counselor Supports All Students In The Application Of Strategies To Achieve Future Success And Satisfaction.

<p>Highly Effective</p> <p>The counselor consistently helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information. (3.3.HE)</p>	<p>Effective</p> <p>The counselor helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information. (3.3.E)</p>	<p>Improvement Necessary</p> <p>The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are rarely encouraged to use research and informational resources to obtain career information. (3.3.IN)</p>	<p>Ineffective</p> <p>The counselor does not help students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are not encouraged to use research and informational resources to obtain career information. (3.3.I)</p>
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3.4 The School Counselor Collaboratively Analyzes Data, Utilizes Research Based Interventions And Develops Programming To Assist Students In Acquiring The Attitudes, Knowledge, And Skills Necessary For Lifelong Learning And Career Readiness.

Highly Effective	The school counselor consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.HE)	Effective	The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.E)	Improvement Necessary	The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.IV)	Ineffective	The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.I)
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Domain 4: Professional Leadership
4.1 The School Counselor Establishes Professional Goals And Pursues Opportunities To Grow Professionally.

Highly Effective	The counselor's professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks. (4.1.HE)	Effective	Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community. (4.1.E)	Improvement Necessary	Professional goals are sometimes established. The school counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community. (4.1.IV)	Ineffective	Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community. (4.1.I)
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4.2 The School Counselor Takes A Leadership Role As An Advocate Within The Counseling Department, The School Setting, And The Community.

Highly Effective	The school counselor provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders. (4.2.HE)	Effective	The school counselor provides consistent and effective leadership in the school counseling program and the school. (4.2.E)	Improvement Necessary	The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style. (4.2.IV)	Ineffective	The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community. (4.2.I)
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4.3 The School Counselor Collaborates With Teachers, Parents, And The Community To Advocate For The Success Of All Students And Increase Awareness Of Students' Needs.

Highly Effective	Effective	Improvement Necessary	Ineffective
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The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor demonstrates a direct impact of these collaborative activities on students. (4.3.HE)

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

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

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

4.4 The School Counselor Adheres To Ethical Standards Of The Counseling Profession, Respects Student Confidentiality, And Follows The Laws, Policies, And Procedures, Which Govern School Programs.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed. (4.4.HE)	The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed. (4.4.E)	The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy and procedure is questionable. (4.4.IN)	The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school. (4.4.I)

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

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor demonstrates student outcome data that are directly attributable to the school counseling program. (4.5.HE)	The school counseling program consistently builds the academic, career, and personal/social development of most students in the school, supporting at least some of this with student outcome data. (4.5.E)	The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program. (4.5.IN)	The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness. (4.5.I)

4.6 The School Counselor Provides Systems Support By Effectively Managing The School Counseling Program, As Well As Supporting Other Educational Programs And Student Services.

Highly Effective	Effective	Improvement Necessary	Ineffective

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

The school counselor provides management activities that support the program's guidance, counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about students with school personnel, parents, and community agencies. (4.6.E)

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

The school counselor does not support the school counseling program with any program management activities. The school counselor is not involved—or is minimally involved—in providing support to other educational or student services programming through partnerships. (4.6.I)

Speech Language Pathologist SUMMARY AND RATING

2020 Clinical Fellowship Skills Inventory

Description of the Clinical Fellowship Skills Inventory (CFSI)

In 2018, the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) completed a year-long revalidation study of the current CFSI, which has been largely unchanged since 1993. The study aimed to complete the following objectives:

- Identify whether the 18 clinical skills are relevant, critical, and important for entry-level practice.
- Identify core--versus--non-core skills and determine if they should be rated in the same manner.
- Determine if the N/A response is an effective rating option.
- Determine the following:
 - Whether the four domain areas of evaluation, treatment, management, and the interaction are valid and sufficient for the clinical skills
 - Whether the 5-point rating scale and verbal anchors are clear, consistent, and complete in measuring clinical skill level
 - Whether the descriptors of the rating scale are valid, useful, and accurate
 - Whether the instructions for how to use the clinical skill rating scale are clear and complete
 - Whether the assessment's qualification score accurately reflects the minimal level of competency that a Clinical Fellow must possess to independently practice speech-language pathology

Results of this revalidation highlighted the following changes:

- Simplified instructions/explanation of ratings focused on accuracy, consistency, clinical judgment, and autonomy.
- A new 3-point rating scale – Needs Improvement, Meets Expectations, and Exceeds Expectations for entry-level independent practice.
- The four domains remain largely the same (Assessment, Treatment, Professional Practices, and Interpersonal).
- Skills have been updated and expanded to 21 areas.
- Updates reflect current practice requirements/terminology.
- Additions highlight the need for skills in interprofessional practice and cultural competencies.

Directions for Using the CFSI

At the beginning of the Clinical Fellowship (CF) experience, it is recommended that the CFSI be reviewed by the Clinical Fellow and CF mentor and, at a minimum, during one feedback session per segment. In addition, prior to completing the CFSI below, CF mentors are highly encouraged to review ASHA's Scope of Practice for Speech-Language Pathology with their Clinical Fellow.

The CFSI consists of 21 skill statements covering the following areas: (a) assessment, (b) treatment, (c) professional practice, and (d) interpersonal. The rating scale for each skill has been designed as a 3-point rating scale where 1 = Does Not Meet Expectations, 2 = Meets Expectations, and 3 = Exceeds Expectations for entry-level independence practice. Approval of the CF experience requires a minimum rating of "2" on each of the 21 skills during the last segment. It is the responsibility of the CF mentor and the Clinical Fellow to ensure that each skill is observed and rated during each segment.

For each skill included on the CFSI, the CF Mentor will determine (1) which point on the scale best reflects the performance of the Clinical Fellow during the segment being rated and (2) if the Clinical Fellow either meets the criteria, does not meet the criteria, or exceeds expectations. The rating for one skill need not be the same as the ratings for other skills.

Rating Tips

To determine the rating for each skill, consider the Clinical Fellow's effectiveness in the following two areas:

- Working with specific client/patient populations in terms of the client's/patient's (a) age (infants, children, adults); (b) type and severity of communication disorder; (c) physical limitations; (d) cultural background; (e) English proficiency; (f) literacy level; and (g) alternative communication system use
- Working collaboratively with related professionals

To determine the Clinical Fellow's rating among the choices of Does Not Meet Expectations, Meets Expectations, or Exceeds Expectations, read the descriptors carefully and consider the following four factors, when applicable, in relation to the skill being rated:

- Accuracy—the degree to which the Clinical Fellow performs a skill without error
- Consistency—the degree to which the Clinical Fellow performs a skill at the same level of proficiency across cases
- Independence—the degree to which the Clinical Fellow performs a skill in a self-directed manner
- Supervisory Guidance—the degree to which the Clinical Fellow seeks consultations when needed

Rating accuracy depends upon the frequency, duration, and range of the CF mentor's observations of the Clinical Fellow's performance. One of the most important factors associated with rating accuracy is the opportunity to observe relevant behaviors. Rating accuracy will be optimal when the CF mentor and the Clinical Fellow interact frequently on the job and when the CF mentor has many opportunities to observe critical skills. Rating accuracy also depends upon the familiarity of the CF mentor and the Clinical Fellow with the CFSI. The CF mentor must observe the on-the-job independence of the Clinical Fellow, and both CF mentor and Clinical Fellow must understand the rating process and procedures.

Submitting CF Experience Documentation

Within 90 days of completing the CF experience, applicants must log in to their ASHA accounts and enter the CF experience details on their online applications. CF mentors will then have 90 days to verify and complete this documentation through the CF portal located within their ASHA account. Completing this verification online replaces the paper-based Clinical Fellowship Report and Rating Form.

Clinical Fellowship Skills Inventory (CFSI)

Prior to completing the CFSI below, CF mentors and Clinical Fellows must verify that their CF Mentor's CCC-SLP is current and that s/he has met the requirements to be eligible to supervise in accordance with the 2020 Standards, and must read the Guide to the ASHA Clinical Fellowship. CF mentors and CFs are highly encouraged to review ASHA's Scope of Practice.

Below are four areas consisting of 21 skill statements, all of which must be evaluated during each segment. When rating the Clinical Fellow, consider the following ratings.

3 = Exceeds Expectations	The Clinical Fellow is consistently accurate and independent in routine and complex situations, has an intuitive grasp of situations, and exceeds the skills of entry-level practitioners.
2 = Meets Expectations	The Clinical Fellow is accurate, consistent, seeks minimal mentor guidance in routine situations, and has skills that are consistent with entry-level practitioners.
1 = Does Not Meet Expectations	The Clinical Fellow is (1) inaccurate and inconsistent, (2) cannot work independently in routine situations, and/or (3) does not seek mentor guidance when it is appropriate to do so.

Clinical Fellowship Skills Inventory (CFSI)

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3 = Exceeds Expectations	The Clinical Fellow is consistently accurate and independent in routine and complex situations, has an intuitive grasp of situations, and exceeds the skills of entry-level practitioners.
2 = Meets Expectations	The Clinical Fellow is accurate, consistent, seeks minimal mentor guidance in routine situations, and has skills that are consistent with entry-level practitioners.
1 = Does Not Meet Expectations	The Clinical Fellow is (1) inaccurate and inconsistent, (2) cannot work independently in routine situations, and/or (3) does not seek mentor guidance when it is appropriate to do so.

A. Assessment Skills

Skill	Description	1 = Does Not Meet Expectations	2 = Meets Expectations	3 = Exceeds Expectations
1. Implements screening procedures	<ul style="list-style-type: none"> Matches and/or adapts screening procedures to various populations Selects screening criteria, administers and scores screening instrument(s), and/or educates others (e.g., Response to Intervention [RTI], swallowing/hearing/cognitive/language/articulation screenings) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Interprets results of screening procedures	<ul style="list-style-type: none"> Interprets results Makes recommendations and referrals 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Skill	Description	1 = Does Not Meet Expectations	2 = Meets Expectations	3 = Exceeds Expectations
3. Collects and integrates comprehensive case history information	<ul style="list-style-type: none"> • Collects case history • Collects and obtains additional information from various sources and records • Integrates information from all sources to identify etiologic and/or contributing factors 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Selects and implements assessment procedures	<ul style="list-style-type: none"> • Selects assessments (e.g., nonstandardized and standardized behavioral observations) • Adapts assessment procedures to various populations • Administers and scores assessment(s) accurately 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Interprets and integrates assessment results	<ul style="list-style-type: none"> • Interprets and integrates all assessment results • Formulates diagnostic impressions • Synthesizes assessment results into treatment planning 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Develops recommendations based on a comprehensive assessment	<ul style="list-style-type: none"> • Determines eligibility criteria for initiation of treatment • Determines eligibility criteria for discharge/dismissal • Clearly communicates assessment results to relevant individuals • Makes referrals 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Treatment Skills

Skill	Description	1 = Does Not Meet Expectations	2 = Meets Expectations	3 = Exceeds Expectations
1. Designs and documents evidence-based client-/patient-centered treatment plans	<ul style="list-style-type: none"> • Establishes treatment plans • Designs specific, measurable, attainable, realistic, timely, and functional goals • Determines the frequency and intensity of treatment, utilizing best practices 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Selects and implements evidence-based treatment	<ul style="list-style-type: none"> • Selects and/or develops intervention strategies • Independently implements intervention strategies • Provides treatment that addresses goals 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Selects and utilizes materials	<ul style="list-style-type: none"> • Selects and/or develops materials that are relevant to client/patient needs • Utilizes materials and/or instrumentation effectively 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Adapts treatment components to meet individual client needs	<ul style="list-style-type: none"> • Recognizes need to adapt intervention procedures, strategies, materials, and/or instrumentation • Adapts treatment to culturally and linguistically diverse clients/patients 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Collects data routinely to determine treatment efficacy and effectiveness	<ul style="list-style-type: none"> • Independently and accurately collects data • Utilizes treatment data to guide decisions and determine effectiveness of services 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Determines criteria to initiate, modify, and terminate treatment	<ul style="list-style-type: none"> • Determines criteria for initiation of treatment • Determines criteria for modification of treatment • Determines criteria for discharge/dismissal • Clearly communicates treatment outcomes to relevant individuals 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Professional Practice Skills

Skill	Description	1 = Does Not Meet Expectations	2 = Meets Expectations	3 = Exceeds Expectations
1. Adheres to ASHA and state codes of ethics, and federal, state, and local laws related to client/patient information	<ul style="list-style-type: none"> Reviews and interprets the codes of ethics before taking actions Acts in accordance with the codes of ethics Maintains client/patient records in accordance with HIPAA/FERPA policies, including the appropriate, confidential, and ethical use of social media 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Schedules and prioritizes direct and indirect service activities	<ul style="list-style-type: none"> Prioritizes and coordinates various activities, including scheduling client contacts and meetings 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Manages and documents client/patient records	<ul style="list-style-type: none"> Maintains accurate, detailed client/patient records and completes documentation, including professional contacts (e.g., conversation with a physician, parent/caregiver contact, mailing reports, etc.) Completes documentation in a timely manner 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Complies with local, state, federal, and payer's regulations to determine eligibility and complete billing requirements for reimbursement	<ul style="list-style-type: none"> Reviews and interprets the local, state, federal, and payer's regulations before taking actions Acts in accordance with the local, state, federal, and payer's regulations Completes billing requirements accurately and in a timely manner 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstrates competencies and adapts to individualized needs of culturally and linguistically diverse populations	<ul style="list-style-type: none"> Acquires knowledge of best practices for culturally and linguistically diverse populations Applies best practices for culturally and linguistically diverse populations Provides education and/or resources to promote best practices for culturally and linguistically diverse populations 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provides education and/or resources	<ul style="list-style-type: none"> Provides clear and meaningful education and/or resources to promote the knowledge, prevention, and treatment of communication and related disorders (e.g., swallowing, hearing, cognitive, and linguistic) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Interpersonal Skills

Skill	Description	1 = Does Not Meet Expectations	2 = Meets Expectations	3 = Exceeds Expectations
1. Adapts communication style to meet needs of all individuals	<ul style="list-style-type: none"> Acknowledges and adapts personal nonverbal communications Interprets and responds to nonverbal communications of others Uses terminology and phrasing in oral and written communications (e.g., reports, correspondence, emails, text messages) that correspond to the semantic competency of the audience Actively listens to client/patient and others, and responds accordingly Includes information that is accurate and complete 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Collaborates interprofessionally	<ul style="list-style-type: none"> Maintain professional boundaries, utilizing the scope of practice of allied health and/or education professionals Engages interprofessionally with allied health and/or education professionals to enhance client/patient outcomes 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Counsels and educates clients/patients and relevant others	<ul style="list-style-type: none"> Actively listens to clients/patients and others, and responds accordingly Engages clients/patients and relevant others in problem solving Educates and encourages client/patient self-advocacy Provides information and resources that are specific to the needs of the client/patient 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Template for Tracking Supervisory Activities

Clinical Fellow's Name: _____ Clinical Fellowship Mentor: _____ ASHA ID: _____

Location: _____

Segment # _____ Segment Start Date: _____ Segment End Date: _____

Date of Observations	Activity Observed	Comments/ Feedback	Hours Observed	Direct or Indirect?

Date of Feedback Session: _____ Total Hours Observed During This Segment: _____

This form was created as a guide for Clinical Fellowship mentors (CF mentors) and Clinical Fellows to use during each segment while completing the Clinical Fellowship (CF) experience. It is not necessary to use this form nor submit this form to ASHA at the completion of the CF experience. *Do not submit the CFSI or tracking form to ASHA.*

Evaluation Plans

Certified Employee	Evaluation Plan/Rubric
Teachers	TAP/NIET Observation Rubric
Counselors	Professional School Counselor Effectiveness Rubric
Speech Language Pathologist	2020 Clinical Fellowship Skills Inventory
Administrators	NIET Principals Standards Rubric
Superintendent	ISBA Superintendent Rubric