Jackson Public Schools

Teacher Evaluation

2023 - 2024

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Overview of the Teacher Evaluation Process

The Jackson Public Schools Teacher Evaluation Process outlines the processes and tools to be used in the teacher evaluation process and includes rubrics that paint a vivid portrait of effective practice. The evaluation process is designed to promote rigorous standards of professional practice and encourage professional learning. Each of the items in bold are explained in detail within this document.

This evaluation handbook includes the evaluation process and an explanation of:

1. **Evaluation document -** given to the teacher(s) at the beginning of the school year.

2. **Unpack each dimension** (Student Engagement, Curriculum & Pedagogy, Classroom Environment & Culture, Professional Collaboration & Collaboration, Assessment for Student Learning and Purpose) by the second (September) staff meeting.

3. Teachers complete a **SELF ASSESSMENT** no later than October 6, 2023.

4. **PRE-INQUIRY** conference with each teacher by October 6, 2023.

5. **Growth Plans -** completed in conjunction with the Pre-Inquiry conference, which will include a teacher's goals and how the student achievement domain will be calculated – October 6, 2023.

6. **OBSERVATION CYCLE #1** (1-2 visits) to be completed by December 22, 2023.

7. **MID YEAR CONFERENCES** to be completed by February 9, 2024.

8. **OBSERVATION CYCLE #2** (1-2 visits) to be completed by April 26, 2024.

9. **POST-INQUIRY CONFERENCE** (Final and Final Summative Evaluations) to be completed by June 6, 2024.

    Note: These dates are meant to serve as guidelines and are flexible.

Introduction

The Jackson Public Schools' teacher evaluation is based on the 5 Dimensions of Teaching and Learning and 5D+ Teacher Evaluation Rubric **(see Appendix A for teachers and Appendix B for counselors and Appendix H for social workers)**.

We know that building the capacity of teachers will lead to better instruction and greater learning for all students. Evaluation should be an ongoing process to improve the quality of performance as well as identify areas of strength and required improvement. It should promote growth in teacher effectiveness through the interaction between the teacher and administrator. Helping educators understand what good teaching looks like is at the heart of the Center for Educational Leadership's 5D+ Teacher Evaluation Rubric - a growth-oriented tool for improving instruction.

The 5D+ Teacher Evaluation Rubric is based on the 5 Dimensions of Teaching and Learning (5D) instructional framework, which is derived from an extensive study of research on the core elements that constitute quality instruction. These core elements have been incorporated into the 5D framework and 5D+ rubric as five dimensions -- Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, and Classroom Environment and Culture - which are divided into 13 sub-dimensions. The 5D+ Rubric also includes Professional Collaboration and Communication, which is based on activities and relationships that teachers engage in outside of classroom instruction.

Note: For the 2023-2024 school year, all the above dimensions will be rated. Again, the dimensions are Student Engagement, Curriculum & Pedagogy, Classroom Environment and Culture, Professional Collaboration and Communication, Assessment for Student Learning and Purpose. These dimensions will make-up the professional practice portion of the Jackson Public Schools' teacher evaluation. Additionally, the professional practice portion of the teacher's evaluation is worth 60%. The remaining 40% is allocated to the Student Achievement domain.

Professional Practice (60%)

Teachers will be given a summative rating of Highly Effective, Effective, Minimally Effective, or Ineffective for each indicator within each dimension. Thereafter, a summative rating for each dimension will be given based on the supporting evidence for each indicator rating within each identified dimension.

The summative rating for each indicator above is based on an analysis of evidence. In general, the formative evidence is gathered through multiple observations, review of artifacts, responses to wonderings, trends, student work, notes from formative conversations, teacher self-assessment, etc. The summative rating for each dimension is based on the supporting evidence for each indicator rating within the dimension and its probable truth/accuracy, not the amount of evidence. If the dimension score is not clear, the guiding questions below are used to reflect on the evidence in order to determine an informed professional judgment about what the dimension level score and final summative rating should be for the year.

- What else do I need to see or consider to make a final decision - what is available to me?
- What is the distribution of evidence over time?
- Has there been demonstrated and consistent improvement? If there was growth, was the growth sustained?
- What would be the tipping point? If I consistently saw "X", I would feel confident that the performance is Basic. If I consistently saw "Y", I would feel confident that performance is Proficient.
- What is the essence of the indicator? The dimension? Go back and find the keywords in the framework/ rubric. What does the evidence tell you about the teacher's performance and growth about this essential aspect of the indicators/dimension?
- Is this evaluate more Basic than s/he is Proficient, or more Proficient than s/he is Basic in this indicator? What is the evidence based on the framework/rubric to support your decision

The following detailed procedure is used to determine a professional practice rating and document within Pivot:

A. Determine an Indicator Score (Process one indicator at a time.):
   a. Select "Start Evaluation" for an individual teacher in Pivot.
   b. Read the rubric performance language for each indicator.
   c. Examine formative evidence from observed practice (i.e., coded scripts, answers to wonderings, trends, student work, notes from formative conversations with the teacher, teacher's self-assessment, etc.)
   d. Determine a rating for each indicator within a dimension by an analysis of evidence from multiple observations. Evaluators should be able to point to the evidence across observation scripts to support the alignment of evidence to a performance level in the 5D+ rubric. Make a determination for each indicator based upon the preponderance of the evidence, consideration of growth over time, and its probable truth/accuracy, not solely the amount of evidence. Select the performance level in Pivot for each indicator that the evidence supports using the following protocol:
      i. Start at Basic. Is there evidence to support all parts of the Basic performance level? If no, rate Unsatisfactory. If yes, move to Proficient.
      ii. Is there evidence to support all parts of the Proficient performance level? If no, rate Basic. If yes, move to Distinguished.
      iii. Is there evidence to support all parts of the Distinguished performance level? If no, rate Proficient. If yes, rate Distinguished.

B. Determine a Dimension Rating: Examine all indicator scores within a dimension, consider the key ideas of the dimension, and determine a dimension score based on the preponderance of evidence at indicator level using the holistic rubric. Select the performance level in Pivot for the Dimension Rating.

C. Determine a 5D+ Summative Rating: Examine all of the dimension ratings, and derive a preliminary professional practice rating based on the preponderance of evidence at the Dimension Level. Select the performance level in Pivot for the overall 5D+ Rubric rating. In the "Comment" text box under the 5D+ rating, articulate specific indicators and performance goals for the teacher's next inquiry cycle.

Student Achievement Domain (40%)

Elementary: Young Fives

Local (40%)
- 10% Positive Two-Way Communication
- 10% District Equity Goal - Culturally Responsive Classrooms
  - o Grades and Discipline Logs are broken down by race and gender
  - o Review this data on a trimester basis
  - o What are you doing about it - Intentional Growth?
- 20% Y5 Assessment: 40 points of growth from starting score on the Spring 2023 Young Fives Assessment

Elementary: Grades K-2

Local (40%)
- 10% Positive Two-Way Communication
- 10% District Equity Goal - Culturally Responsive Classrooms
  - o Grades and Discipline Logs are broken down by race and gender
  - o Review this data on a trimester basis
  - o What are you doing about it - Intentional Growth?
- 10% NWEA Growth Data (Fall, Winter, Spring)
  - o 5% Reading Growth
  - o 5% Math Growth
- 10% Benchmark Assessment Implementation Rubric

Elementary: Grades 3-5

Local (20%)
- 5% Positive Two-Way Communication
- 5% District Equity Goal - Culturally Responsive Classrooms
  - o Grades and Discipline Logs are broken down by race and gender
  - o Review this data on a trimester basis
  - o What are you doing about it - Intentional Growth?
- 5% NWEA Growth Data (Fall, Winter, Spring)
  - o 2.5% Reading Growth
  - o 2.5% Math Growth
- 5% Benchmark Assessment Implementation Rubric

State (20%)
> M-STEP from the previous school year

**Secondary: Grades 6-8**

  Local (20%)
- 10% Positive Two-Way Communication
- 5% District Equity Goal - Culturally Responsive Classrooms
  - o Grades and Discipline Logs are broken down by race and gender
  - o Review this data on a trimester basis
  - o What are you doing about it - Intentional Growth?
- 5% NWEA Growth Data (Fall, Winter, Spring)

  State (20%)
  M-STEP from the previous school year.

**Secondary: Grades 9-12**

  Local (20%)
- 5% Positive Two-Way Communication
- 5% Pre/Post Test at 70% or better
- 10% District Equity Goal - Culturally Responsive Classrooms
  - o Grades and Discipline Logs are broken down by race and gender
  - o Review this data on a trimester basis
  - o What are you doing about it - Intentional Growth?

  State (20%)
  SAT from the previous school year

*_**Elective Teachers**_ - The building principals will determine how they can support the Student Learning Outcomes (SLO's) or the 5% will be reallocated to another category (determined by the building principal and communicated during pre and/or mid-year inquiry conference(s).

Exclusions that can be considered are:
1. Students that are not full-academic year
2. Special education students
3. Students who have missed more than 45 days
4. Extreme behavior students

To determine the student growth rating, the teacher and evaluator will calculate the percent of students who meet the targets from the criteria listed above. A teacher's student growth rating will be based on the following scale:
- Highly Effective: 90% or more of students meet growth targets
- Effective: 75% to 89% of students meet growth targets
- Minimally Effective: 60% to 74% of students meet growth targets
- Ineffective: Less than 60% of students meet growth targets

Unpacking the Dimensions

It is essential that teachers fully understand how they will be evaluated. This understanding is not only with the evaluation process but with the understanding of what each of the standards (dimensions) are and what they indicate.

"Unpacking" standards is a simple process that can be used so that teachers deconstruct the wording of the standards so that the expectations of the standard and teaching become clear.

Below is a protocol that can be used to unpack the 5D+ dimensions (Student Engagement,

1. **Paraphrase the dimension.** It's important to know what the standard is saying on a literal level so that you can break it down into manageable pieces.

2. **Figure out why we do this dimension.** Determining the purpose(s) of a dimension will help you explain why it's worth mastering. And thinking about this rationale will help you later when you want to design objectives that are *purposeful*.

3. **Determine and define vocabulary.** *Identify and define key terms within the dimension(s) and/or element(s).*

4. **Identify the skills that teachers will need in order to meet the standards of the dimension.** Almost invariably, teachers will need more than one skill in order to meet any given standard. If you don't break the dimension down, you might skip over key skills that are needed. Iif you don't cover the needed skills, teachers won't master the standard (and worse: you don't know why).

5. **Determine how you could assess this standard.** What would mastery of this dimension look like? Once you are confident you know what mastery looks like, it's easier to plan how to get teachers to that level.

6. **Brainstorm on how you might carry out this standard as a teacher.** For the moment, stick to general approaches. The purpose here is to generate some rough ideas about how to approach the standard.

7. **Design RPM (rigorous, purposeful, measurable) objectives related to these skills.** These objectives will lead you to a logical approach for teachers to meet and exceed the standards. Note: This step can be challenging to do in a vacuum; it works best if teachers have specific examples in mind that they plan to use to meet these objectives.

Note: This protocol is provided to serve as an example of unpacking the 5D+ dimensions. Other protocols may be used in helping teachers fully understand the evaluation standards.

Self-Assessment

At the beginning of the school year, teachers will self-assess to identify specific areas of focus. Teachers shall:

a. Examine student work, classroom-based assessment data, feedback from students, etc. What are the learning strengths and learning challenges of your students?

b. Consider building and district learning goals and instructional initiatives. How do these support the learning challenges of your students?

c. Assess your instructional practice using the 5 Dimensions of Teaching and Learning (5D) Instructional Framework and the 5D+ Teacher Evaluation Rubric, citing evidence from your day-to-day classroom practice to support your assessment for each rubric indicator. (Observe/Collect data). Which indicators are strengths for you? Which are the learning opportunities?

Below are the instructions to complete your Self-Assessment using Pivot.

1. Log in to Pivot at https://jpsk.five-starpivot.com/login using your JPS credentials.
2. Click on the EVALUATIONS tab towards the top of the page.
3. Click the NEW SELF ASSESSMENT button.
4. STEP 1: Make sure the 5D+ Teacher Evaluation Rubric is selected in this pull-down menu.
5. STEP 2: Choose (click) Student Engagement, Curriculum & Pedagogy, Classroom Environment & Culture, Professional Collaboration & Communication, Assessment for Student Learning or Purpose.
6. Click the BEGIN button.
7. Rate each indicator for each dimension.
8. After you have moved through all the dimensions, you will see a red summary button. Click the red SUMMARY button to review.
9. Review the summary page.
10. Click the FINALIZE SELF ASSESSMENT button at the bottom of the page.

Pre-Inquiry Conference

In the fall (September) of each school year, Principals will schedule a Pre-Inquiry Conference with each teacher he/she is evaluating. The purpose of the Pre-Inquiry meeting is to provide an opportunity for the teacher and principal to have conversations about teaching, student growth, and the evaluation process in general. Teacher and principal analyze evidence to identify an area of focus. Based on the responses in the self-assessment, what is your area of focus? What kind of evidence will you collect?

      a.   Ensure alignment.
      b.   Set instructional practice goals and evidence that will demonstrate meeting the goals.
      c.   Set student learning goals and evidence that will demonstrate meeting the goals.

The agenda for this Pre-Inquiry meeting should reflect the following items (but not limited to):

- Make sure the teacher has a copy of the evaluation document and understand how they will be evaluated.
  - 5D+ Evaluation Rubric (60%)
    - Unsatisfactory (Ineffective)
    - Basic (Minimally Effective)
    - Proficient (Effective)
    - Distinguished (Highly Effective)

  - Student Achievement (40%) – *As outlined on Pages 4 and 5*

- Review the general timeline of the evaluation process:
  - Teachers will complete the online self-assessment no later than October 6, 2023.
  - Each teacher and principal will have a Pre-inquiry conference by October 6, 2023.
  - Observation Cycle #1 will be completed by December 22, 2023.
  - Each principal and teacher will have a mid-year post-conference by February 9, 2024.
  - Observation Cycle #2 completed by April 26, 2024.
  - Each teacher and principal will have a post-conference inquiry by June 6, 2024.

- Review the teacher's self-assessment and create areas of focus. Refer to the self-assessment section of this document.

- Document pre-inquiry meeting, established areas of focus, and student achievement data to be evaluated in a TEACHER GROWTH PLAN. **(Appendix C)**

- Mentor teachers assigned and discussed - non-tenured and IDP **(Appendix D)**

- Review goals from previous school year - set teacher goal.

Teacher Growth Plans vs Individual Development Plans (IDP)

Please refer to **Appendix C** for directions on creating a Growth Plan in Pivot.

Each teacher that is probationary, minimally effective, or ineffective will be given an IDP - **Appendix D**. Each IDP will be developed and implemented under the direction of the building administrator. The plan may include suggestions for growth, articles, training, mentors, observations, data reviews, etc. It will be the responsibility of the teacher to execute the IDP. An IDP does not replace the expectations that accompany the evaluation process but instead concentrates on areas for improvement.

The following is a general outline of how a teacher's IDP will be documented within their Growth Plan in Pivot:

- Every teacher has a Growth Plan (3-5 goals)
    - District Goal (mission and vision)
    - Building goal/area of focus (school improvement)
    - Teacher area(s) of focus
    - Principal area(s) of focus

- A new teacher's IDP will be a more detailed growth plan.
    - The title will include, under Growth Plan Name, Teacher's name Growth Plan/IDP for a Probationary teacher
    - Administrative support will be documented within the Growth Plan
    - The teacher will Upload mentor/mentee documentation (This can be attached to the rubric of the teacher and not necessarily to a specific dimension and indicator)
    - The principal will provide feedback throughout the evaluation process

- An ineffective, minimally effective, or a teacher of concern would have a documented IDP.
    - Formal IDP document will be used
    - Meetings scheduled
    - Upload documentation (meeting minutes, etc.) in Pivot

Observation Cycle #1

The purpose of Observation Cycle #1 is for the Teacher and principal to engage in study and learning around the areas of focus identified in the teacher's self-assessment and discussed during the Pre-Inquiry Conference. The first Observation Cycle is typically September through December.

There will be 1-2 classroom observations during Observation Cycle #1, in which the principal will provide feedback through scripting, coding, and sharing notices and wonderings around the teacher's area of focus. These classroom observations should be approximately two to three weeks apart. If a teacher is Highly Effective or Effective, one observation approximately 30 minutes in duration. If a teacher is Minimally Effective or Ineffective, two observations approximately 15 minutes in duration.

Following a response from the teacher, the principal will analyze evidence from the coded script and responses of the teacher to determine formative feedback, including strengths and short-term feedback in the area of focus.

Mid-Year Inquiry Conference

A Mid-Year Inquiry Conference shall be held at the conclusion of the first Inquiry Cycle to analyze the impact of the teacher's area of focus on professional practice and student achievement, as well as formative discuss teacher growth using the 5D+ Teacher Evaluation Rubric, when appropriate.

Based on your inquiry, what did you learn about your practice as it impacts student learning?

   a. Examine student and teacher data.
   b. Analyze the impact of the data.
   c. Formatively discuss teacher growth using the 5D+ rubric
   d. decide whether to continue the same inquiry or identify a new area of focus.

The agenda for this Mid-Year Inquiry Conference should reflect the following items (but not limited to):

   a. Review areas of focus
   b. Review any teaching concerns/areas of improvement
   c. Make sure data is being collected
   d. Answer any questions about the evaluation process or how a teacher's final evaluation will be documented.
   e. Mid-Year Progress Report needs to be completed for any teacher on an IDP as a result of being Minimally Effective or Ineffective **(Appendix E)**

Observation Cycle #2

The purpose of Observation Cycle #2 is for the Teacher and principal to engage in study and learning around the areas of focus identified in the teacher's self-assessment and discussed during the Pre-Inquiry Conference. The second Observation Cycle is typically January through April.

There will be 1-2 classroom observations during Observation Cycle #2, in which the principal will provide feedback through scripting, coding, and sharing notices and wonderings around the teacher's area of focus. These classroom observations should be approximately two to three weeks apart.

Following a response from the teacher, the principal will analyze evidence from the coded script and responses of the teacher to determine formative feedback, including strengths and short-term feedback in the area of focus.

Post-Inquiry Conference

Teachers will be evaluated on the following dimensions/areas:
   a. Student Engagement
   b. Curriculum & Pedagogy
   c. Classroom Environment and Culture
   d. Professional Collaboration and Communication
   e. Assessment for Student Learning
   f. Purpose

Evaluations will be completed in the Post-Inquiry conference, on the dimensions listed above, and shall be completed within Pivot. A Post-Inquiry Conference will be held to analyze the impact of the evaluated dimension areas, prior to the final summative evaluation being signed. In short, the final evaluation process consists of the Final Evaluation and the Final Summative Evaluation in determining a teacher's overall effectiveness. Both are described below.

Pivot & Uploading Documents

1. Log into Pivot with the proper credentials
2. Under the Evaluations tab at the top, click on Documents
3. Click the green button 'ADD DOCUMENT'
4. Click 'Choose File' button to locate your file to upload
5. Add Document Description
6. Under the Rubric pull-down menu, Choose 5D+ Rubric for Instructional Growth and Teacher Evaluation v.3
7. Under the Dimension pull-down menu, choose the dimension you want your document attached to 8. Also, under the indicator pull-down menu, choose the indicator you want your document attached to 9. Click the green button 'ADD DOCUMENT'

Final Evaluation

This portion of the evaluation process is used to determine a teacher's effectiveness for their Professional Practice, which is comprised of the dimensions Assessment for Student Learning, Purpose, Curriculum & Pedagogy, Student Engagement, Classroom Environment & Culture, and Professional Collaboration & Communication.

A *summative rating for each indicator* within the 5D+ dimensions shall be based on an analysis of evidence. In general, the formative evidence is gathered through multiple observations, responses to wonderings, and student work. Based on supporting evidence and growth over time in relation to the performance language for each indicator, an evaluator will assign a final indicator rating.

The *summative rating for each dimension* shall be based on the supporting evidence for each indicator rating within the dimension and its probable truth/accuracy, based on the preponderance of the evidence.

The *summative rating for professional practice* shall be based on the supporting evidence for each dimension rating.

The following defines the general levels of performance for each rating assigned:

- Ineffective – Professional practice at Level 1 shows evidence of not understanding the concepts underlying individual components of the indicator and/or dimension. This level of practice is ineffective and inefficient and may represent a practice that is harmful to the student learning process, professional learning environment, or individual teaching or leading practice. This level requires immediate intervention.
- Minimally Effective – Professional practice at Level 2 shows a developing understanding of the knowledge and skills of the indicator and/or dimension required to practice, but performance is inconsistent over a period of time due to lack of experience, expertise, and/or commitment. This level requires specific support.
- Effective – Professional practice at Level 3 shows evidence of thorough knowledge of this indicator and/or dimension. This is successful, accomplished, professional, and effective practice. Teaching and leading at this level utilizes a broad repertoire of strategies and activities to support student learning. At this level, teaching is strengthened and expanded through purposeful, collaborative sharing and learning with colleagues as well as ongoing self-reflection and professional improvement.
- Highly Effective – Professional practice at Level 4 is that of a master professional whose practices operate at a qualitatively different level from those of other professional peers. To achieve this rating, a teacher would need to have received a majority of distinguished ratings on the dimension scores. A teacher or principal at this level must show evidence of average to high impact on student growth. Ongoing, reflective teaching and leading are demonstrated through the highest level of expertise and commitment to all students' learning, challenging professional growth, and collaborative practice.

Final Summative Evaluation

A *final summative "effectiveness" rating* will be assigned to each teacher based on their *final summative practice rating* and *student growth rating*.

A final Summative Rating shall be assigned that represents the aggregate of all components of the teacher evaluation system. Component scores are calculated by multiplying the raw score for each component represented. The final summative effectiveness rating for the 2023-24 school year shall be calculated based on the aggregate of professional practice and student growth ratings as defined below:

- Professional Practice (5D+ Rubric): 60%
- Student Achievement Dimension: 40%

Once a total raw score is calculated the score ranges below will be used to determine a summative rating of Ineffective, Minimally Effective, Effective, or Highly Effective.

Ineffective	Minimally Effective	Effective	Highly Effective
0.0 – 1.49	1.5 – 2.49	2.5 – 3.49	3.5 – 4.0

Once reviewed, the evaluation is to be signed by the teacher and the evaluator and placed in the Personnel File. The teacher's signature signifies they have read and been provided an opportunity to review the evaluation with their evaluator. It does not signify agreement with the ratings of the evaluation. A teacher may attach a letter of reaction to the evaluation within ten school days of receiving the evaluation if desired.

Teacher Evaluation Appeal Process

As outlined in 380.1249, the performance evaluation system shall provide that, if a teacher who is not in a probationary period prescribed by section 1 of article II of 1937 (Ex Sess) PA 4, MCL 38.81, is rated as ineffective on an annual year-end evaluation, the teacher may request a review of the evaluation and the rating by the school district superintendent, intermediate superintendent, or chief administrator of the public school academy, as applicable. The request for a review must be submitted in writing within 20 days after the teacher is informed of the rating. Upon receipt of the request, the school district superintendent, intermediate superintendent, or chief administrator of the public school academy, as applicable, shall review the evaluation and rating and may make any modifications as appropriate based on his or her review. However, the performance evaluation system shall not allow for a review as described in this subdivision more than twice in a 3-school-year period.

Appendix A

Evaluated Dimensions – 5D+ Teacher Evaluation Rubric

- Student Engagement
- Curriculum & Pedagogy
- Classroom Environment & Culture
- Professional Collaboration & Communication
- Assessment for Student Learning
- Purpose

5D+™ Rubric for Instructional Growth and Teacher Evaluation

Purpose

	Unsatisfactory	Basic	Proficient	Distinguished
P1	**Learning target(s) connected to standards**			
	Lessons are not based on grade level standards or there are no learning targets aligned to the standard or the targets do not change daily.	Lessons are based on grade level standards. The daily learning target(s) align to the standard.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.
P2	**Lessons connected to previous and future lessons, broader purpose and transferable skill**			
	Lessons are rarely linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.
P3	**Design of performance task**			
	Performance tasks do not require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learnings/understandings to engage in new performance tasks.
P4	**Communication of learning target(s)**			
	Teacher rarely states or communicates with students about the learning target(s).	Teacher states the learning target(s) once during the lesson and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of the learning target(s), and references the target(s) throughout instruction.
P5	**Success criteria**			
	The success criteria for the learning target(s) are nonexistent or vague.	Success criteria are present but may lack alignment to the learning target(s) and/or may not be used by students for learning.	Success criteria are present and align to the learning target(s). With prompting from the teacher, students use the success criteria to communicate what they are learning.	Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.

VERSION 3

5D+™ Rubric for Instructional Growth and Teacher Evaluation

Student Engagement

	Unsatisfactory	Basic	Proficient	Distinguished
SE1 Quality of questioning	Teacher does not ask questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying their thinking with one another.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.
SE2 Ownership of learning	Teacher rarely provides opportunities and strategies for students to take ownership of their learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with teacher.	Teacher provides opportunities and strategies for students to take ownership of their learning. Some locus of control is with students in ways that support student learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.
SE3 Capitalizing on students' strengths	Teacher has little knowledge of how students' strengths (academic background, life experiences and culture/language) could be used as an asset for student learning.	Teacher has knowledge of students' strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways not connected to the unit goals.	Teacher capitalizes on students' strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways connected to the unit goals.	Teacher capitalizes on students' strengths (academic background, life experiences and culture/language) and applies this knowledge in a variety of ways connected to the unit goals.
SE4 Opportunity and support for participation and meaning making	Teacher does not use engagement strategies and structures that facilitate participation and meaning making by students. Few students have the opportunity to engage in discipline-specific meaning making.	Teacher uses engagement strategies and structures that facilitate participation and meaning making by students. Some students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. Most students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline-specific meaning making. Meaning making is often student-led.
SE5 Student talk	Talk is dominated by the teacher and/or student talk is unrelated to the discipline.	Student talk is directed to the teacher. Talk reflects discipline-specific knowledge. Students do not provide evidence for their thinking.	Student talk is a mix of teacher-student and student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking.	Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.

Revised July 11, 2023

5D+™ Rubric for Instructional Growth and Teacher Evaluation

Curriculum & Pedagogy

	Unsatisfactory	Basic	Proficient	Distinguished
CP1 Alignment of instructional materials and tasks	Instructional materials and tasks do not align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge.
CP2 Teacher knowledge of content	Teacher demonstrates a lack of knowledge of discipline-based concepts and habits of thinking by making content errors.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another within a unit.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.
CP3 Discipline-specific teaching approaches	Teacher rarely uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking at one or two points within a unit.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking throughout the unit, but not daily.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.
CP4 Differentiated instruction for students	Teacher does not use strategies that differentiate for individual learning strengths and needs.	Teacher uses one strategy – such as time, space, structure or materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs. Teacher provides targeted and flexible supports within the strategies.
CP5 Use of scaffolds	Teacher does not provide scaffolds that are related to or support the development of the targeted concepts and/or skills. If teacher uses scaffolds, he or she does not release responsibility to students.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.

VERSION 3

5D+™ Rubric for Instructional Growth and Teacher Evaluation

Assessment for Student Learning

	Unsatisfactory	Basic	Proficient	Distinguished
A1	**Student self-assessment**			
	Teacher does not provide an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that may not deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.
A2	**Student use of formative assessments over time**			
	Students do not use formative assessments to assess their own learning.	Students use formative assessments at least two to three times per year/course to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two to three times per year/course and use formative assessments within a unit or two to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.
A3	**Quality of formative assessment methods**			
	Assessment tasks are not aligned with the learning target(s).	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides no information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides limited information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.
A4	**Teacher use of formative assessments**			
	Teacher does not use formative assessments to modify future lessons, make instructional adjustments, or give feedback to students.	Teacher uses formative assessments to modify future lessons or makes in-the-moment instructional adjustments based on completion of task(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives general feedback aligned with the learning target(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives targeted feedback aligned with the learning target(s) to individual students.
A5	**Collection systems for formative assessment data**			
	Teacher does not have routines for recording formative assessment data.	Teacher has an observable system and routines for recording formative assessment data but does not use the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and periodically uses the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and uses the system to inform day-to-day instructional practice.

VERSION 3

5

5D+™ Rubric for Instructional Growth and Teacher Evaluation

Classroom Environment & Culture

	Unsatisfactory	Basic	Proficient	Distinguished
CEC1 Classroom arrangement and resources	Physical environment of the classroom is unsafe or resources are not accessible to all students to support their learning during the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.
CEC2 Learning routines	Learning routines for discussion and collaborative work are absent.	Learning routines for discussion and collaborative work are present but may not result in effective discourse. Students are held accountable for completing their work but not for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students are held accountable for completing their work and for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for completing their work and for learning. Students support the learning of others.
CEC3 Use of learning time	Instructional time is frequently disrupted.	Some instructional time is lost through inefficient transitions or management routines. Teacher responds to student misbehavior with uneven results.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Student misbehavior is rare.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.
CEC4 Student status	Teacher does not develop positive teacher-student relationships that attend to students' well-being. Patterns of interaction or lack of interaction promote rivalry and/or unhealthy competition among students or some students are relegated to low status positions.	Teacher demonstrates positive teacher-student relationships that foster students' well-being. Patterns of interaction between teacher and students and among students may send messages that some students' contributions are more valuable than others.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for student status to be elevated.
CEC5 Norms for learning	Classroom norms are not evident and/or do not address risk-taking, collaboration, respect for divergent thinking or students' cultures.	Classroom norms are evident but result in uneven patterns of interaction that do not encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.

5D+™ Rubric for Instructional Growth and Teacher Evaluation

Professional Collaboration & Communication

	Unsatisfactory	Basic	Proficient	Distinguished
PCC1	**Collaboration with peers and administrators to improve student learning**			
	Teacher rarely collaborates with peers or engages in inquiry for the purpose of improving instructional practice or student learning.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teacher occasionally leads collaborative work and/or teacher serves as a mentor for others' growth and development.
PCC2	**Communication and collaboration with parents and guardians**			
	Teacher rarely communicates in any manner with parents and guardians about student progress.	Teacher communicates with all parents and guardians about goals of instruction and student progress, but usually relies on one method for communication or requires support or reminders.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.
PCC3	**Communication within the school community about student progress**			
	Teacher maintains student records. Teacher rarely communicates student progress information to relevant individuals within the school community.	Teacher maintains student records. Teacher communicates student progress information to relevant individuals within the school community; however, performance data may have minor flaws or be narrowly defined (e.g., test scores only).	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner.	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner. Teacher and student communicate accurately and positively about student successes and challenges.
PCC4	**Support of school, district and state curricula, policies and initiatives**			
	Teacher is unaware of or does not support school, district or state initiatives. Teacher violates a district policy or rarely follows district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group needs without compromising an aligned curriculum.	Teacher supports and looks for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.
PCC5	**Ethics and advocacy**			
	Teacher's professional role toward adults and students is unfriendly or demeaning, crosses ethical boundaries, or is unprofessional.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students. Teacher challenges adult attitudes and practices that may be harmful or demeaning to students.

Appendix B

School Counselor Rubric

School Counselor

1. Academic Achievement   Number of Indicators: 6

Dimension Description: School counselors utilize data, knowledge of current trends, and standards to impact and support academic achievement and to engage all students in critical thinking.

1.1. Indicator

The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.

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

1.2. Indicator

The school counselor demonstrates knowledge of current trends in student development and academic achievement.

Highly Effective	•	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.
Effective	•	The school counselor regularly engages in professional development.
Improvement Necessary	•	The school counselor sporadically engages in professional development.
Ineffective	•	The school counselor does not engage in professional development.

1.3. Indicator

The school counselor supports all students in making decisions, setting goals and taking appropriate action to achieve goals.

Highly Effective	•	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. Academic Achievement   Number of Indicators: 6

Dimension Description: School counselors utilize data, knowledge of current trends, and standards to impact and support academic achievement and to engage all students in critical thinking.

	Effective	• 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.
	Improvement Necessary	• 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.
	Ineffective	• 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.
1.4. Indicator The school counselor engages all students in problem solving, critical thinking, and other activities.	Highly Effective	• The school counselor consistently provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions.
	Effective	• The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.
	Improvement Necessary	• The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.
	Ineffective	• The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.
1.5. Indicator The school counselor utilizes and sequences guidance activities and materials to impact all students' academic achievement.	Highly Effective	• Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage all students in appropriate decision making. Activities are logically sequenced within individual lessons.

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1. Academic Achievement   Number of Indicators: 6

Dimension Description: School counselors utilize data, knowledge of current trends, and standards to impact and support academic achievement and to engage all students in critical thinking.

Effective	• Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons.
Improvement Necessary	• Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making. Some activities are logically sequenced within individual lessons.
Ineffective	• Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons.

1.6. Indicator
The school counselor supports all students in developmentally appropriate academic preparation essential for a wide variety of post-secondary options.

Highly Effective	• The school counselor consistently guides all students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.
Effective	• The school counselor generally guides students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.
Improvement Necessary	• The school counselor rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.
Ineffective	• The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options.

2. Student Assistance Services　　　Number of Indicators: 4

Dimension Description: School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration.

2.1. Indicator

The school counselor assists all students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Highly Effective	• 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.
Effective	• 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.
Improvement Necessary	• 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.
Ineffective	• 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.

2.2. Indicator

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.

Highly Effective	• 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; assists students to identify resources; and implements prevention programming for students or stakeholders.
Effective	• 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. Student Assistance Services   Number of Indicators: 4

Dimension Description: School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration.

	Improvement Necessary	• 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.
	Ineffective	• 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.
2.3. Indicator The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.	Highly Effective	• 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.
	Effective	• 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.
	Improvement Necessary	• 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
	Ineffective	• The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals.

2. Student Assistance Services   Number of Indicators: 4

Dimension Description: School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration.

2.4. Indicator

The school counselor provides services to all students, fostering a clear understanding of diversity, ethnicity, and culture.

Highly Effective	• The school counselor consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.
Effective	• The school counselor takes a multicultural or diverse perspective into consideration when providing services to students.
Improvement Necessary	• The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture.
Ineffective	• The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students.

3. Career Development   Number of Indicators: 4

Dimension Description: School counselors facilitate a comprehensive career program that develops an understanding of the relationship between school and work and supports student in the application of strategies.

3.1. Indicator

The school counselor facilitates a comprehensive career program that is age-appropriate and aligned with local, state, and national standards.

Highly Effective	• 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.
Effective	• The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used.
Improvement Necessary	• The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards.
Ineffective	• The school counselor does not facilitate age-appropriate career development.

3.2. Indicator

The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and the world of work.

Highly Effective	• 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.
Effective	• 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.
Improvement Necessary	• 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.
Ineffective	• 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. Career Development   Number of Indicators: 4

Dimension Description: School counselors facilitate a comprehensive career program that develops an understanding of the relationship between school and work and supports student in the application of strategies.

3.3. Indicator

The school counselor supports all students in the application of strategies to achieve future success and satisfaction.

Highly Effective	• 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.
Effective	• 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.
Improvement Necessary	• 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.
Ineffective	• 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.

3.4. Indicator

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.
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.
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.
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.

4. Leadership Level of Performance   Number of Indicators: 6

Dimension Description: School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive school counseling program

4.1. Indicator

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.

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.

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.

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.

4.2. Indicator

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.

Effective
- The school counselor provides consistent and effective leadership in the school counseling program and the school.

Improvement Necessary
- The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style.

4. Leadership Level of Performance   Number of Indicators: 6

Dimension Description: School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive school counseling program

	Ineffective	• The school counselor provides no leadership–either formal or informal–in the counseling department, the school setting, or the community.

4.3. Indicator
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	• 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.
	Effective	• The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds.
	Improvement Necessary	• The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others.
	Ineffective	• The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders.

4.4. Indicator
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	• 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. Leadership Level of Performance   Number of Indicators: 6

Dimension Description: School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive school counseling program

	Effective	• 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.
	Improvement Necessary	• 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.
	Ineffective	• 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.

4.5. Indicator
The school counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation).

	Highly Effective	• 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.
	Effective	• 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.
	Improvement Necessary	• 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.

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4. Leadership Level of Performance　　　Number of Indicators: 6

Dimension Description: School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive school counseling program

|	Ineffective	• 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.
4.6. Indicator The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services. Note: This may include other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students.	Highly Effective	• 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.
	Effective	• 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.
	Improvement Necessary	• 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.
	Ineffective	• 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.

Appendix C

Growth Plan

Appendix D

Individual Development Plan (IDP)

Jackson Public Schools
Individual Development Plan

Teacher's Name: _____

Circle appropriate category: Ineffective   Minimally Effective   Probationary

Dates of Observation: _____

1. Goal #1:

Teacher Plan:

Administrative support:

2. Goal #2:

Teacher Plan:

Administrative support:

3. Goal #3:

Teacher Plan:

Administrative support:

Appendix E

Mid-Year Progress Report

Mid-Year Progress Report

The purpose of this mid-year progress report is to gauge your improvement from the preceding school year and to assist you in that improvement. This progress report will be used as a supplemental tool only and shall not take the place of your annual year-end evaluation.

Teacher:	
Principal:	**Date**:

Evaluation/ IDP Goals:
-
-
-

Evaluation Domain	Comments
Student Engagement	
Curriculum and Pedagogy	
Classroom Environment & Culture	
Professional Collaboration & Communication	
Assessment for Student Learning	
Purpose	

Performance goals for the remainder of the school year:

Recommended Training:

Teacher Signature	Date

Principal Signature	Date

Appendix F

Teacher Evaluation Exemption Letter

2023-2024 Teacher Evaluation Exemption Letter

(School Name)

TO: Human Resources

SUBJECT: 2023-24 Teacher Evaluation Exemption Letter

DATE: _____

The purpose of this memorandum is to document your exemption from the formal evaluation process due to being rated "Highly Effective" on three consecutive annual year-end evaluations; 2020/21, 2021/22 and 2022/23 school years.

This exemption of the final evaluation process still requires a post-inquiry conference to review student data but excludes the formal evaluation documents, which are the Final Evaluation and Final Summative Evaluation reports.

Congratulations on your accomplishment and thank you for your commitment to teaching and learning!

Teacher Name (Printed) _____   Date _____

Teacher Signature _____   Date _____

Principal Signature _____   Date _____

Human Resources _____   Date _____

Appendix G

5D+ LIGHT

	Ineffective	Partially Effective	Effective	Highly Effective
P1	**Learning target(s) connected to standards**			
	Lessons are not based on grade level standards or there are no learning targets aligned to the standard or the targets do not change daily.	Lessons are based on grade level standards. The daily learning target(s) align to the standard.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.
SE2	**Ownership of learning**			
	Teacher rarely provides opportunities and strategies for students to take ownership of their learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with teacher.	Teacher provides opportunities and strategies for students to take ownership of their learning. Some locus of control is with students in ways that support student learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.
CP4	**Differentiated instruction for students**			
	Teacher does not use strategies that differentiate for individual learning strengths and needs.	Teacher uses one strategy – such as time, space, structure or materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs. Teacher provides targeted and flexible supports within the strategies.
A4	**Teacher use of formative assessments**			
	Teacher does not use formative assessments to modify future lessons, make instructional adjustments, or give feedback to students.	Teacher uses formative assessments to modify future lessons or makes in-the-moment instructional adjustments based on completion of task(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives general feedback aligned with the learning target(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives targeted feedback aligned with the learning target(s) to individual students.
CEC3	**Use of learning time**			
	Instructional time is frequently disrupted.	Some instructional time is lost through inefficient transitions or management routines. Teacher responds to student misbehavior with uneven results.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Student misbehavior is rare.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.
PCC1	**Collaboration with peers and administrators to improve student learning**			
	Teacher rarely collaborates with peers or engages in inquiry for the purpose of improving instructional practice or student learning.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teacher occasionally leads collaborative work and/or teacher serves as a mentor for others' growth and development.

School Counselor 5D+ Light

1. **Academic Achievement- Dimension Description: School Counselors utilize data, knowledge of current trends, and standards to impact and support academic achievement and to engage all students in critical thinking.**

    1.1 **Indicator - The school counselor utilizes data to monitor student achievement data and works collaboratively with stakeholders to enhance student success.**

    Highly Effective: The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.
    Effective: The school counselor monitors student achievement and sometimes utilizes data to enhance student success through collaboration.
    Improvement Necessary: The school counselor monitors student achievement but does not utilize data to enhance student success.
    Ineffective: The school counselor does not monitor academic data.

2. **Student Assistance Services- Dimension Description: School Counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration.**

    2.3 **Indicator - The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.**

    Highly Effective: 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.
    Effective: 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.
    Improvement Necessary: 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.
    Ineffective: The school counselor does not address the needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals.

3. **Career Development- Dimension Description: School counselors facilitate a comprehensive career program that develops an understanding of the relationship between school and work and supports students in the application of strategies.**

    3.2 **Indicator - The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education, and training, and the world of work.**

    Highly Effective: 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.

Effective: 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.

Improvement needed: The school counselor rarely helps students understand the relationship between educational achievement and career success, and rarely explains how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized.

Ineffective: 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.

4. **Leadership Level of Performance- Dimension Description: School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive school counseling program.**

   4.3 **Indicator - 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: 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.

   Effective: The school counselor is inconsistent in communication and community engagement, or is effective with only a very small population to the detriment of others.

   Improvement Needed: The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds.

   Ineffective: The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders.

Appendix H

Social Worker Rubric

School Social Workers

1 Academic Achievement

School counselors utilize data, knowledge of current trends, and standards to impact and support academic achievement and to engage all students in critical thinking.

1.1 - The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.

Highly Effective
- The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.

Effective
- The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration.

Improvement Necessary
- The school counselor monitors student achievement but does not utilize the data to enhance student success.

Ineffective
- The school counselor does not monitor academic achievement.

1.2 - The school counselor demonstrates knowledge of current trends in student development and academic achievement.

Highly Effective
- 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.

Effective
- The school counselor regularly engages in professional development.

Improvement Necessary
- The school counselor sporadically engages in professional development.

Ineffective
- The school counselor does not engage in professional development.

1.3 - The school counselor supports all students in making decisions, setting goals and taking appropriate action to achieve goals. ↑ domain

Highly Effective
- 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.

Effective
- 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.

Improvement Necessary
- 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.

Ineffective
- 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.

2 Student Assistance Services

School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration.

2.1 - The school counselor assists all students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Highly Effective
- 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.

Effective	• 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.
Improvement Necessary	• 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.
Ineffective	• 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.

2.3 – The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.

Highly Effective	• 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.
Effective	• 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.
Improvement Necessary	• 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
Ineffective	• The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals.

Appendix I

Miscellaneous Information

Positive Phone Call Log, Elementary

	Student Name	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
1	example		F	E	E						
2											
3											
4											
5											
6											
7											
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10											
11											
12											
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20											
21											
22											

F - Positive Face-to-Face with Parent

P - Positive Phone Call Home to Parent

T - Positive Text Message Home to Parent

E - Positive Email Home to Parent

N - Positive Note Home to Parent

C - Conference with parent

O - Met parent at Open House

Equity Rubric for Teacher Evaluation

	Ineffective	Minimally Effective	Effective	Highly Effective
Discipline Data (Log entries) and Academic Data (Grades)	Teacher has not collected all data of log entries and/or grades submitted for all trimesters.	Teacher has collected all data of log entries and grades submitted for all trimesters.	Teacher has collected all data of log entries and grades submitted for all trimesters.	Teacher has collected all data of log entries and grades submitted for all trimesters.
	Teacher has not analyzed the log entries and/or grades with regard to ethnicity, gender, and class period for all trimesters.	Teacher has analyzed all log entries and grades with regard to ethnicity, gender, and class period for all trimesters.	Teacher has analyzed all log entries and grades with regard to ethnicity, gender, and class period for all trimesters.	Teacher has analyzed all log entries and grades with regard to ethnicity, gender, and class period for all trimesters.
	There is no evidence teacher used data to develop a plan to support students with challenging behaviors and/or poor grades.	There is no evidence teacher used data to develop a plan to support students with challenging behaviors and/or poor grades.	Teacher infrequently used data to develop a plan to support students with challenging behaviors and/or poor grades with limited success.	Teacher regularly and effectively used data to develop a plan to support students with challenging behaviors and/or poor grades.

TEACHER EVALUATION IMPLEMENTATION OF THE
NWEA ASSESSMENT RUBRIC

Ineffective	Basic	Effective	Highly Effective
No or Incomplete Data	NWEA was given. Reviewed Test Data. Data Conversations were brief with little or no connection to student learning and next steps to improve student learning.	Analyzed and Predicted using Test Data. Data conversations identify patterns that emerged from assessment data. Assessment data was used to plan for instruction. Instruction is differentiated for students who are already proficient, close to proficient, and far from proficient.	Analyzed and Predicted using Test Data. Data conversations identify patterns that emerged from assessment data. Assessment data was used to plan for instruction. Instruction is differentiated for students who are already proficient, close to proficient, and far from proficient. Assessment results for students are placed in Illuminate. Post Assessment, the Grade Level / Department teams use the data protocol to document their team discussion around the results. What data will be collected on implementation and how will this data be collected? ● Scope & Sequence ● Data Results ● Data Protocol Notes

Link to Y5 through 5th grade data spreadsheet

https://docs.google.com/spreadsheets/d/1bKNZMUz3Ffr7sFF33RBaM8mvBe4PUA6Jt3y-pbIE5bk/edit?usp=sharing

Evaluation Requirements

Components	Evaluation Status		
	Teachers Exempt from Evaluation	**Non-Exempt Effective or Highly Effective Teacher**	**New Teacher, or Non-Exempt Teacher on an IDP**
Self-Assessment	Not required	Required	Required
Growth Plans	Not Required	Required	Required
Observations	0	2	4 or more as needed
Evaluation Form	None	5D Lite	Full 5D+
Pre, Mid-year, and Post Inquiry Meetings w/ Data	Required	Required	Required
Mentor	Not required	Not required	Required