

# Center Grove Blind/Hearing Itinerant Teacher Effectiveness Rubr

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Center Grove  
Community School Corporation  
Greenwood, Indiana

## DOMAIN 1: PURPOSEFUL PLANNING AND PREPARATION (30.00%)

### 1.1.1 Utilizes Fundamental Knowledge to Plan for Positive Student Outcomes

Highly Effective	Effective	Needs Improvement	Ineffective
Displays evidence-based practices and solid content/skill knowledge and makes connections between the content/skill and other parts of the discipline or other disciplines (1.1.1.HE)	Displays, evidence-based practices and solid content/skill knowledge in other parts of the discipline or other disciplines (1.1.1.E)	Knows solid content/skill knowledge in other parts of the discipline or other disciplines (1.1.1.NI)	Does not know solid content/skill knowledge in other parts of the discipline or other disciplines (1.1.1.I)

### 1.1.2 Utilizes Fundamental Knowledge to Plan for Positive Student Outcomes

Highly Effective	Effective	Needs Improvement	Ineffective
Displays knowledge of individual needs and present levels of performance of each student and plans for a variety of appropriate approaches to facilitate their learning (1.1.2.HE)	Displays knowledge of the individual needs and present performance of each student (1.1.2.E)	Has knowledge of present levels of performance of each student (1.1.2.NI)	Lacks the knowledge of present levels of performance of each student (1.1.2.I)

### 1.2 Gathers information for appropriate planning

Highly Effective	Effective	Needs Improvement	Ineffective
Gathers and utilizes formal and/or informal assessment data to evaluate or plan for individual learners (1.2.HE)	Gathers and utilizes formal and/or informal assessment data to evaluate or plan (1.2.E)	Utilizes formal and/or informal assessment data to plan (1.2.NI)	Does not utilize formal and/or informal assessment data to plan (1.2.I)

### 1.3.1 Interpret/Share Information and Make Appropriate Recommendations

Highly Effective	Effective	Needs Improvement	Ineffective
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Clearly communicates educational reports using understandable terminology in relation to the educational needs and clearly demonstrates evidence based practices in those recommendations (1.3.1.HE)

Clearly communicates educational reports using understandable terminology (1.3.1.E)

Communicates educational reports but does not ensure that information is clear to all committee participants (1.3.1.NI)

Educational report is not shared or clarified when more information is requested (1.3.1.I)

## 1.3.2 Interpret/Share Information and Make Appropriate Recommendations

Highly Effective

Provides current and relevant information before and during case conferences so that the team can collaborate to determine appropriate eligibility area (1.3.2.HE)

Effective

Collaborates with the committee to determine appropriate eligibility area (1.3.2.E)

Needs Improvement

Comes to meeting with eligibility predetermined and does not allow for discussion or collaboration (1.3.2.NI)

Ineffective

Comes to meeting without necessary information to share regarding eligibility criteria (1.3.2.I)

## 1.3.3 Lesson Planning

Highly Effective

Facilitates team member discussion regarding the pros and cons of recommended accommodations and modifications in all settings (1.3.3.HE)

Effective

Makes appropriate recommendations for accommodations and modifications (1.3.3.E)

Needs Improvement

Makes the same accommodations and modifications recommendations for all students on caseload, regardless of need (1.3.3.NI)

Ineffective

Makes no accommodations and modifications recommendations (1.3.3.I)

## 1.3.4 Lesson Planning

Highly Effective

Supports team member in multiple settings to ensure student accommodations and modifications can be met and followed with fidelity (1.3.4.HE)

Effective

Works with staff to ensure student accommodations and modifications can be met and followed with fidelity in the classroom setting (1.3.4.E)

Needs Improvement

Informs staff of accommodations and modifications but does not follow through to ensure they are being followed with fidelity (1.3.4.NI)

Ineffective

Fails to inform necessary staff of student accommodations and modifications (1.3.4.I)

## 1.4.1 Lesson Planning

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## Highly Effective

Lesson plans are valuable, relevant, and clearly articulates how lesson objectives establish high expectations, and relate to Indiana Standards (1.4.1.HE)

## Effective

Lesson objectives are valuable, relevant and represent an appropriate level of expectations and student understanding (1.4.1.E)

## Needs Improvement

Lesson objectives represent expectations and student understanding (1.4.1.NI)

## Ineffective

Lesson objectives do not meet expectations and student understanding (1.4.1.I)

### 1.4.2 Lesson Planning

#### Highly Effective

Lesson objectives are clear and include viable methods of assessment which support individual learning (1.4.2.HE)

#### Effective

Lesson objectives are clear and permit viable methods of assessment (1.4.2.E)

#### Needs Improvement

Some lesson objectives are clear and permit viable methods of assessment (1.4.2.NI)

#### Ineffective

Lesson objectives are unclear/unstated and do not permit viable methods of assessment (1.4.2.I)

### 1.5.1 Prepares Coherent Instruction Sessions

#### Highly Effective

Materials and resources support the IEP goals, and engage students in meaningful learning. There is evidence of careful selection and adaptation of materials (1.5.1.HE)

#### Effective

Materials and resources support the IEP goals and engage students in meaningful learning. There is knowledge and adaptation of materials (1.5.1.E)

#### Needs Improvement

Some IEP goals are supported and materials are intended to engage students (1.5.1.NI)

#### Ineffective

IEP goals are not supported. Materials are not engaging for students (1.5.1.I)

### 1.5.2 Prepares Coherent Instruction Sessions

#### Highly Effective

Instruction establishes and maintains thorough planning of learning activities and interactions, within the learning environment conveying clear and high expectations for the learning of all students (1.5.2.HE)

#### Effective

Instruction maintains goals, activities, and interactions, within the learning environment conveying clear expectations for student achievement (1.5.2.E)

#### Needs Improvement

Instruction maintains goals and activities within the learning environment conveying little expectations for student achievement (1.5.2.NI)

#### Ineffective

Instruction is without structure and student expectations are unclear (1.5.2.I)

### 1.6 Assesses Student Learning for planning

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Highly Effective	Effective	Needs Improvement	Ineffective
Students are aware of how they are meeting the established goals and expectations and able to discuss their individual progress (1.6.HE)	Students are aware of how they are meeting the established goals and expectations (1.6.E)	Students demonstrate little awareness of meeting established goals and expectations (1.6.NI)	Students are unaware of their goals and expectations (1.6.I)

## DOMAIN 2: EFFECTIVE INSTRUCTION, TREATMENT AND/OR INSTRUCTIONAL SUPPORT (40.00%)

### 2.1.1 Communicates Clearly and Accurately

Highly Effective	Effective	Needs Improvement	Ineffective
Directions and procedures are clear to students and students demonstrate understanding and application (2.1.1.HE)	Directions and procedures are clear to students and students demonstrate understanding (2.1.1.E)	Directions and procedures are clear to students (2.1.1.NI)	Directions and procedures are not clear (2.1.1.I)

### 2.1.2 Communicates Clearly and Accurately

Highly Effective	Effective	Needs Improvement	Ineffective
Questions are of varied and require higher level thinking skills with the teacher eliciting correct responses (2.1.2.HE)	Questions elicit appropriate responses and adequate time is allowed for students to respond (2.1.2.E)	Questions elicit appropriate responses (2.1.2.NI)	Students are not able to respond and/or teacher does not give them time to formulate a response (2.1.2.I)

### 2.1.3 Communicates Clearly and Accurately

Highly Effective	Effective	Needs Improvement	Ineffective
Student interaction and communication strategies allow for meaningful discussion and engagement for all students (2.1.3.HE)	Student interaction and strategies provide opportunities for students to engage in meaningful discussion (2.1.3.E)	Communication strategies provide for some student engagement in discussion (2.1.3.NI)	The students are not engaged in discussion (2.1.3.I)

### 2.2.1 Demonstrates Knowledge of Specialty Area

Highly Effective	Effective	Needs Improvement	Ineffective

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Displays solid knowledge in their area of specialty and makes connections between the content/skill and other parts of the discipline, or other disciplines (2.2.1.HE)

Displays knowledge in their area of specialty and makes connections between the content/skill and other parts of the discipline (2.2.1.E)

Displays knowledge in their area of specialty and makes connections (2.2.1.NI)

Knowledge of specialty area is not evident (2.2.1.I)

## 2.2.2 Demonstrates Knowledge of Specialty Area

Highly Effective

Displays and applies continuing search for evidence-based practice related to the teaching of Indiana standards or foundations (2.2.2.HE)

Effective

Displays knowledge of evidence-based practice related to the teaching of Indiana standards or foundations (2.2.2.E)

Needs Improvement

Displays knowledge of practices related to the teaching of Indiana standards or foundations (2.2.2.NI)

Ineffective

Knowledge of evident based practices is not evident (2.2.2.I)

## 2.3.1 Establishes a Culture for Learning

Highly Effective

Attitude conveys genuine enthusiasm for the subject and conveys the contents importance (2.3.1.HE)

Effective

Attitude conveys genuine enthusiasm for the subject (2.3.1.E)

Needs Improvement

Attitude conveys some enthusiasm for the subject (2.3.1.NI)

Ineffective

Attitude is neutral or negative toward the subject (2.3.1.I)

## 2.3.2 Establishes a Culture for Learning

Highly Effective

Planning and delivering of learning activities, establishes and maintains an environment that promotes high quality student outcomes (2.3.2.HE)

Effective

Planning and delivering of learning activities, establishes and maintains an environment that promotes quality student outcomes (2.3.2.E)

Needs Improvement

Planning and delivering of learning activities, promotes predictable student outcomes (2.3.2.NI)

Ineffective

Planning and delivering of learning activities, is not evident and student outcomes are unclear (2.3.2.I)

## 2.3.3 Establishes a Culture for Learning

Highly Effective

Effective

Needs Improvement

Ineffective

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Goals, activities, interactions, and the classroom environment convey high expectations for student achievement (2.3.3.HE)

Goals, activities, interactions, and the classroom environment convey clear expectations for student achievement (2.3.3.E)

Goals, activities, interactions, and the classroom environment convey some expectations for student achievement (2.3.3.NI)

Goals, activities, interactions, and the classroom environment convey unclear or no expectations (2.3.3.I)

## 2.3.4 Establishes a Culture for Learning

Highly Effective

Interactions with students create an environment conducive to improving outcomes for all students (2.3.4.HE)

Effective

Interactions with students create an environment conducive to improving student outcomes (2.3.4.E)

Needs Improvement

Interactions with students create an environment in which some student outcomes improve (2.3.4.NI)

Ineffective

Interactions with students are unproductive (2.3.4.I)

## 2.4.1 Possesses Knowledge of Resources that assist with student learning

Highly Effective

Actively seeks outside and community materials and resources to enhance instruction (2.4.1.HE)

Effective

Is aware of and utilizes resources available through the school, district, and cooperative (2.4.1.E)

Needs Improvement

Is aware of resources available through the school, district, and cooperative (2.4.1.NI)

Ineffective

Displays little or no knowledge of available resources (2.4.1.I)

## 2.5.1 Classroom Management

Highly Effective

Monitoring is subtle and proactive. Data is collected on regular basis and interventions are adjusted as necessary (2.5.1.HE)

Effective

Is alert to student behavior. Appropriate data is collected on a regular basis (2.5.1.E)

Needs Improvement

Monitors some student behavior and data is inconsistent (2.5.1.NI)

Ineffective

Unaware of student behavior and data is inadequate or irrelevant (2.5.1.I)

## 2.5.2 Classroom Management

Highly Effective

Anticipates and redirects student conduct while appropriately utilizing positive behavior interventions to avoid loss of instruction a majority of the time (2.5.2.HE)

Effective

Responds consistently to student conduct and appropriately utilizes positive behavior interventions, effectively shaping student behavior a majority of the time (2.5.2.E)

Needs Improvement

Responds consistently to student conduct (2.5.2.NI)

Ineffective

Inconsistent response to student conduct (2.5.2.I)

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## 2.6.1 Manages Physical Space

### Highly Effective

Promotes/collaborates with classroom teacher for a safe classroom. The furniture arrangement is a resource for learning activities and is monitored and adjusted based on changes in learning needs. Students use physical resources optimally, and all learning is equally accessible to all students (2.6.1.HE)

### Effective

Promotes/Collaborates with classroom teacher for a safe and accessible classroom. The furniture arrangement facilitates learning activities (2.6.1.E)

### Needs Improvement

Maintains/Advise with classroom teacher for a safe classroom with some learning areas (2.6.1.NI)

### Ineffective

Classroom is unsafe and disorganized (2.6.1.I)

## 2.6.2 Manages Physical Space

### Highly Effective

Uses physical resources skillfully. Learning is accessible to all students (i.e. Slant Boards, FM Trainers, Standers, Equipment, etc.) (2.6.2.HE)

### Effective

Uses physical resources so learning is accessible to all students (i.e. Slant Boards, FM Trainers, Standers, Equipment, etc.) (2.6.2.E)

### Needs Improvement

Uses physical resources for student learning (2.6.2.NI)

### Ineffective

Does not adequately utilize physical resources (2.6.2.I)

## 2.7.1 Engages Students in Learning

### Highly Effective

Students are cognitively engaged in the activities and assignments in their exploration of content according to developmental abilities (2.7.1.HE)

### Effective

Content is appropriate and links well with student's knowledge, experience, cognitive and developmental abilities (2.7.1.E)

### Needs Improvement

Content is appropriate (2.7.1.NI)

### Ineffective

Content is not developmentally appropriate for students (2.7.1.I)

## 2.7.2 Engages Students in Learning

### Highly Effective

### Effective

### Needs Improvement

### Ineffective

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Instruction is productive and actively engages students to mastery of the goals of the lesson (2.7.2.HE)

Instruction sessions are productive with students actively engaged (2.7.2.E)

Instruction has some students engaged (2.7.2.NI)

Students are not engaged in the lesson (2.7.2.I)

## 2.7.3 Engages Students in Learning

Highly Effective

Instruction materials, assistive technology and other resources are suitable to the goals and engage students (2.7.3.HE)

Effective

Instruction materials, assistive technology and other resources are suitable to the goals (2.7.3.E)

Needs Improvement

Instruction materials, assistive technology and other resources are utilized (2.7.3.NI)

Ineffective

Instruction materials, assistive technology and other resources are not visible (2.7.3.I)

## 2.7.4 Engages Students in Learning

Highly Effective

Instruction structure is highly coherent, allowing for reflection and closure as appropriate (2.7.4.HE)

Effective

The Instruction has a clearly defined structure around which the activities are organized and pacing of the lesson is consistent with student abilities (2.7.4.E)

Needs Improvement

The Instruction has a clearly defined structure (2.7.4.NI)

Ineffective

The instruction has loose or no structure (2.7.4.I)

## 2.8.1 Exhibits Flexibility and Responsiveness

Highly Effective

Successfully makes an adjustment to a lesson and the adjustment clearly improves the direction of the lesson (2.8.1.HE)

Effective

Makes necessary adjustments to lesson based on student feedback and the adjustment occurs smoothly (2.8.1.E)

Needs Improvement

Makes few adjustments during lessons (2.8.1.NI)

Ineffective

Lessons are rigid (2.8.1.I)

## 2.8.2 Exhibits Flexibility and Responsiveness

Highly Effective

Effective

Needs Improvement

Ineffective



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Seizes opportunity to enhance learning, building on a spontaneous event or teachable moment (2.8.2.HE)

Successfully accommodates relevant student questions or interests (2.8.2.E)

Responds to some student input (2.8.2.NI)

Fails to respond to students during lesson (2.8.2.I)

## 2.9 Technology Implementation

Highly Effective

The use of technology completely redefines the work output, allowing for the creation of new tasks, previously inconceivable (2.9.HE)

Effective

Technology is used to modify outcomes and allows for significant task redesign (2.9.E)

Needs Improvement

Technology is used solely for augmentation, technology acts as a direct tool substitute, with some functional improvement (2.9.NI)

Ineffective

Technology is only used as a means of substitution, creating no functional change (2.9.I)

## DOMAIN 3: LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES (15.00%)

### 3.1.1 Advocates for Student Success

Highly Effective

Goals are measurable, clearly written and go beyond present levels of performance (3.1.1.HE)

Effective

Goals are measurable, clearly written and based on present levels of performance (3.1.1.E)

Needs Improvement

Goals are measurable and clearly written (3.1.1.NI)

Ineffective

Goals are not measurable, nor clearly written (3.1.1.I)

### 3.1.2 Advocates for Student Success

Highly Effective

Services are aligned with goals and provide support that leads to student independence (3.1.2.HE)

Effective

Services are aligned with goals and provide for adequate support (3.1.2.E)

Needs Improvement

Services are aligned with goals (3.1.2.NI)

Ineffective

Services are not provided nor aligned with goals (3.1.2.I)

### 3.1.3 Advocates for Student Success

Highly Effective

IEPs recommend appropriate accommodations and their use is clearly defined (3.1.3.HE)

Effective

IEPs recommend appropriate accommodations (3.1.3.E)

Needs Improvement

IEP recommends inappropriate accommodations (3.1.3.NI)

Ineffective

IEPs contain no accommodations (3.1.3.I)

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## 3.1.4 Advocates for Student Success

Highly Effective	Effective	Needs Improvement	Ineffective
Notes clearly and succinctly capture relevant discussions (3.1.4.HE)	Notes capture discussions (3.1.4.E)	Notes are written in the IEP (3.1.4.NI)	IEPs do not contain any additional notes (3.1.4.I)

## 3.1.5 Advocates for Student Success

Highly Effective	Effective	Needs Improvement	Ineffective
Components of the IEP are accurately completed and the document meets the "stranger" test (3.1.5.HE)	Components of the IEP are accurately completed (3.1.5.E)	Components of the IEP are completed (3.1.5.NI)	Components of the IEP are inaccurate (3.1.5.I)

## 3.2.1 Fulfills Professional Caseload Responsibilities

Highly Effective	Effective	Needs Improvement	Ineffective
Provides service logs that are accurate and updated daily (3.2.1.HE)	Maintains accurate information logs regarding service provision and student progress (3.2.1.E)	Service logs report service provision (3.2.1.NI)	Service logs are inaccurate and do not contain student progress (3.2.1.I)

## 3.2.2 Fulfills Professional Caseload Responsibilities

Highly Effective	Effective	Needs Improvement	Ineffective
Documents both Instruction and Non-Instruction information, including parent contacts, daily (3.2.2.HE)	Maintains accurate records on Non-Instruction information (3.2.2.E)	Maintains records on non-instructional matters (3.2.2.NI)	Records are not maintained for noninstructional matters (3.2.2.I)

## 3.2.3 Fulfills Professional Caseload Responsibilities

Highly Effective	Effective	Needs Improvement	Ineffective
Provides a draft IEP that is appropriately completed prior to all meetings and ready to present (3.2.3.HE)	Students and/or Case Conference notices are entered appropriately into the IIEP system prior to conference (3.2.3.E)	Student information is entered into the IIEP system (3.2.3.NI)	Student information is not submitted into the IIEP system (3.2.3.I)

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## 3.2.4 Fulfills Professional Caseload Responsibilities

Highly Effective	Effective	Needs Improvement	Ineffective
As chair, runs the meeting efficiently while allowing opportunity for all to participate (3.2.4.HE)	As chair, allows the opportunity for all to participate (3.2.4.E)	As chair, some opportunity is allowed for some to participate (3.2.4.NI)	As chair, no opportunity is allowed for participation (3.2.4.I)

## 3.3.1 Collaborates & Communicates Professionally to Promote Student Success

Highly Effective	Effective	Needs Improvement	Ineffective
Communication is at all times handled with professionalism (3.3.1.HE)	Communication, whether voice mail, e-mail, letter or phone is handled in a professional manner (3.3.1.E)	Most communication is handled in a professional manner (3.3.1.NI)	Communication is not handled in a professional manner (3.3.1.I)

## 3.3.2 Collaborates & Communicates Professionally to Promote Student Success

Highly Effective	Effective	Needs Improvement	Ineffective
Maintains ongoing communication with appropriate personnel ensuring that they are properly informed about changes in students, staff or programming (3.3.2.HE)	Communication with appropriate personnel ensures that they are properly informed about changes in students, staff or programming (3.3.2.E)	Communication with appropriate personnel is not consistently ensured regarding changes in students, staff or programming (3.3.2.NI)	Communication is lacking to appropriate personnel (3.3.2.I)

## 3.3.3 Collaborates & Communicates Professionally to Promote Student Success

Highly Effective	Effective	Needs Improvement	Ineffective
Collaborates with school personnel before the IEP and is prepared to communicate professionally at case conferences (3.3.3.HE)	Is prepared and communicates professionally at case conferences (3.3.3.E)	Has some information/data to contribute to the case conference (3.3.3.NI)	Is unprepared with information/data for the case conference (3.3.3.I)

## 3.4.1 Engages Families in Student Learning

Highly Effective	Effective	Needs Improvement	Ineffective
Provides frequent and quality information to parents as appropriate about the program and their child's progress (3.4.1.HE)	Communicates with parents about student's progress on a regular basis (3.4.1.E)	Has some parent contact, not on a regular basis (3.4.1.NI)	No parent contacts are maintained (3.4.1.I)

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## 3.4.2 Engages Families in Student Learning

Highly Effective	Effective	Needs Improvement	Ineffective
Seeks new strategies for engagement with student's family (3.4.2.HE)	Demonstrates consistent engagement with parents (3.4.2.E)	Demonstrates little engagement with parents (3.4.2.NI)	Shows no engagement with parents (3.4.2.I)

## 3.5.1 Contributes to the School, District and/or Co-op

Highly Effective	Effective	Needs Improvement	Ineffective
Takes initiative to support and provides leadership in promoting a productive and collegial climate (3.5.1.HE)	Supports and cooperation characterize relationships with colleagues (3.5.1.E)	Relationships with colleagues are professional in manner (3.5.1.NI)	Ongoing relationship issues with colleagues are poor (3.5.1.I)

## 3.6.1 Advances Professional Skills & Knowledge

Highly Effective	Effective	Needs Improvement	Ineffective
Seeks out opportunities for professional development and applies new knowledge to students (3.6.1.HE)	Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill (3.6.1.E)	Takes opportunities for professional development when requested to do so (3.6.1.NI)	Does not take part in professional development (3.6.1.I)

## 3.6.2 Advances Professional Skills & Knowledge

Highly Effective	Effective	Needs Improvement	Ineffective
Earns additional hours and/or advanced degrees related to enhancing student learning (3.6.2.HE)	Takes responsibility to obtain professional growth needed to maintain licensure or expand licensure (3.6.2.E)	Does minimal professional growth to maintain licensure (3.6.2.NI)	Does not take courses to maintain licensure and allows license to lapse (3.6.2.I)

## DOMAIN 4: CORE PROFESSIONALISM (15.00%)

### 4.1 Attendance & On-Time Arrival

Meets Standard	Does Not Meet Standard

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School Professional has demonstrated a pattern of consistent attendance and on-time arrivals and departures to work and all related functions (4.1.MS)

School Professional has demonstrated a pattern of unexcused or inconsistent attendance and ontime arrivals and departures to work and all related functions (4.1.DNMSMS)

## 4.2 Policies and Procedures

Meets Standard

School Professional follows all local, state, & Federal laws related to school and the community and follows all locally established policies and procedures (4.2.MS)

Does Not Meet Standard

School Professional has not followed all local, state, & Federal laws either related to school or the community and/or has demonstrated a pattern of failing to follow locally established policies and procedures (4.2.DNMSMS)

## 4.3 Respect

Meets Standard

School Professional interacts with students, colleagues, administrators, parent/families and community members in a respectful manner (4.3.MS)

Does Not Meet Standard

School Professional has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner (4.3.DNMSMS)

## 4.4 Ethical

Meets Standard

School Professional exhibits behavior in accordance with the established SSJCSS code of conduct and performs the function of the job in an ethical manner (4.4.MS)

Does Not Meet Standard

School Professional exhibits behavior contrary to the established SSJCSS code of conduct and/or has performed the job in an ethical manner (4.4.DNMSMS)