

Center Grove Rubric for Teacher Effectiveness (v.2017)

Printed: December 10, 2020 at 9:00am



Center Grove
Community School Corporation
Greenwood, Indiana

Domain 1: Purposeful Designing (30.00%)

1.1 Utilize Assessment Data for Purposeful Planning GAP IEP ILP

Highly Effective

At Level 4, a teacher fulfills the criteria for Level 3 as well as some of the following:
(1.1.HE.1)

Teacher incorporates various high-yield instructional strategies in designing instruction to reach every student at his/her level of understanding (1.1.HE.2)

Teacher utilizes formal and informal (classroom and individual) student achievement data to design goals, special education plans, unit and daily lesson plans in the general education or special education classroom setting (1.1.HE.3)

Effective

Teacher incorporates high-yield instructional strategies in designing instruction to reach most students at their level of understanding (1.1.E.2)

Teacher usually utilizes formal and informal classroom and individual student data to develop goals, special education plans, unit plans and daily lesson plans in the general education or special education classroom setting (1.1.E.3)

Improvement Necessary

Teacher rarely incorporates high-yield instructional strategies in designing instruction to reach students at their level of understanding (1.1.IN.2)

Teacher rarely utilizes formal and informal (classroom and individual) student achievement data to design goals, special education plans, unit plans, OR daily lesson plans (1.1.IN.3)

Ineffective

Teacher never incorporates high-yield instructional strategies (1.1.I.2)

Teacher never uses prior assessment data when designing instruction (1.1.I.3)

1.2 Set Measurable Achievement Goals GAP IEP ILP

Highly Effective

At Level 4, a teacher fulfills the criteria for Level 3 as well as some of the following:
(1.2.HE.1)

Teacher plans student achievement goals that are measurable and are aligned to content standards (1.2.HE.2)

Teacher monitors student achievement goals, which includes benchmarks, recommended remediation and appropriate interventions (1.2.HE.3)

Effective

Teacher usually plans student achievement goals that are measurable and are aligned to content standards (1.2.E.2)

Teacher sometimes monitors student achievement goals, which includes benchmarks, recommended remediation and appropriate interventions (1.2.E.3)

(1.2.E.4)

Improvement Necessary

Teacher rarely plans student achievement goals that are measurable and are aligned to content standards (1.2.IN.2)

Teacher monitors student achievement goals but rarely uses benchmarks or recommended remediation or interventions (1.2.IN.3)

Ineffective

Teacher never plans student achievement goals that are measurable and are aligned to content standards (1.2.I.2)

Teacher does not monitor student achievement goals or recommended remediation or interventions (1.2.I.3)

(1.2.I.4)

1.3 Develop Standards-Based Unit and Lesson Plans and Assessments GAP IEP ILP

Center Grove Rubric for Teacher Effectiveness (v.2017)

Printed: December 10, 2020 at 9:00am



Center Grove
Community School Corporation
Greenwood, Indiana

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Level 3 as well as some of the following: <i>(1.3.HE.1)</i>			
Teacher plans well-designed unit assessments that align with an end-of-year summative assessment (state, district, or teacher created) <i>(1.3.HE.2)</i>	Teacher usually plans well-designed unit assessments that align with an end of year summative assessment (state, district, or teacher created) <i>(1.3.E.2)</i>	Teacher rarely utilizes well-designed unit assessments that align with an end of year summative assessment (state, district, or teacher created) <i>(1.3.IN.2)</i>	Teacher never utilizes well-designed unit assessments that align with an end of year summative assessment (state, district, or teacher created) <i>(1.3.I.2)</i>
Teacher aligns units and lessons using summative and formative assessments <i>(1.3.HE.3)</i>	Teacher usually aligns units and lessons with summative and formative assessments <i>(1.3.E.3)</i>	Teacher rarely aligns units and lessons with summative and formative assessments <i>(1.3.IN.3)</i>	Teacher never aligns units and lessons with summative and formative assessments <i>(1.3.I.3)</i>
Teacher allocates appropriate time for each unit which is flexible, follows the corporation curriculum map and maximizes student mastery <i>(1.3.HE.4)</i>	Teacher usually allocates appropriate time for each unit which is flexible, follows the corporation curriculum map and maximizes student mastery <i>(1.3.E.4)</i>	Teacher rarely allocates appropriate time for each unit and rarely follows the curriculum map <i>(1.3.IN.4)</i>	Teacher never allocates appropriate time for each unit nor follows the curriculum map <i>(1.3.I.4)</i>
Teacher plans differentiated instruction based on student needs and learning styles <i>(1.3.HE.5)</i>	Teacher usually plans differentiated instruction based on student needs and learning styles <i>(1.3.E.5)</i>	Teacher rarely plans differentiated instruction based on student need or learning styles <i>(1.3.IN.5)</i>	Teacher never plans differentiated instruction based on student need or learning styles <i>(1.3.I.5)</i>

1.4 Track Student Data and Analyze Progress GAP IEP ILP

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Level 3 as well as some of the following: <i>(1.4.HE.1)</i>			
Teacher utilizes student data towards mastery to plan future lessons/units accordingly <i>(1.4.HE.2)</i>	Teacher usually utilizes student data towards mastery to plan future lessons/units accordingly <i>(1.4.E.2)</i>	Teacher rarely utilizes student data towards mastery to plan future lessons/units accordingly <i>(1.4.IN.2)</i>	Teacher never utilizes student data towards mastery to plan future lessons/units accordingly <i>(1.4.I.2)</i>
Teacher utilizes the online gradebook and other student data sources to inform students and parents regarding data results and academic progress <i>(1.4.HE.3)</i>	Teacher usually utilizes the online gradebook to inform students and parents regarding data results and academic progress <i>(1.4.E.3)</i>	Teacher rarely utilizes the online gradebook to inform students and parents regarding data results and academic progress <i>(1.4.IN.3)</i>	Teacher never utilizes the online gradebook to inform students and parents regarding data results and academic progress <i>(1.4.I.3)</i>
Teacher utilizes two-way communication with stakeholders to inform data results and academic progress <i>(1.4.HE.4)</i>	Teacher maintains and monitors a grading system aligned to learning goals in a timely fashion <i>(1.4.E.4)</i>	Teacher maintains a grading system but not always in a timely fashion <i>(1.4.IN.4)</i>	Teacher rarely or never uses a grading system in a timely manner <i>(1.4.I.4)</i>

Center Grove Rubric for Teacher Effectiveness (v.2017)

Printed: December 10, 2020 at 9:00am



Center Grove
Community School Corporation
Greenwood, Indiana

Domain 2: Effective Instruction (40.00%)

2.1 Develop student understanding and mastery of lesson objective /goals GAP CWT IEP ILP

Highly Effective

For Level 4, all of the evidence listed under Effective is present, as well as some of the following: (2.1.HE.1)

Teacher lessons are well-organized to move students towards mastery of the objective/goal. (flow, pace, engagement, length of instruction, materials available, classroom assistants are engaged with students) (2.1.HE.2)

Teacher posts lesson objective/goal in room or in written plans, available for review during observations and, if asked, students can explain the focus of the lesson, and it is aligned to standards (2.1.HE.3)

Teacher engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand the objective/goal or lesson focus and its connection to prior knowledge (2.1.HE.4)

Teacher implements differentiated High-Yield instructional strategies as they apply to their content (2.1.HE.5)

Effective

Teacher lessons are organized to move students towards mastery of the objective/goal. (flow, pace, engagement, length of instruction, materials available, classroom assistants are engaged with students) (2.1.E.2)

Teacher posts lesson objective/goal in room or in written plans, available for review during observations, and it is aligned to standards (2.1.E.3)

Teacher explains the objective/goal or lesson focus so that students understand why they are learning what they are learning and how it connects to prior knowledge (2.1.E.4)

Teacher implements High-Yield instructional strategies as they apply to their content (2.1.E.5)

Improvement Necessary

Teacher lessons are rarely organized and may not always be connected to mastery of the objective/goal (2.1.IN.2)

Teacher rarely posts lesson objective/goal in room or in written plans, and it may not be aligned to standards (2.1.IN.3)

Teacher rarely explains the objective/goal or lesson focus so it is difficult for students to understand and may not lead to student understanding of content or connection to prior knowledge (2.1.IN.4)

Teacher occasionally implements High-Yield instructional strategies as they apply to their content (2.1.IN.5)

Ineffective

Lesson is disorganized and does not lead to mastery. Lesson objective/goal does not contain all components and does not have a clear connection between the objective/goal and lesson (2.1.I.2)

Teacher does not post lesson objective/goal in room or in written plans (2.1.I.3)

Teacher does not convey importance of objective/goal or lesson focus to establish connection to prior knowledge (2.1.I.4)

Teacher rarely or never implements High-Yield instructional strategies as they apply to their content (2.1.I.5)

2.2 Engage students in the academic content GAP CWT IEP ILP

Highly Effective

For Level 4, all of the evidence listed under Effective is present, as well as some of the following: (2.2.HE.1)

Teacher provides ways for students to interact with content that significantly promotes student mastery of the objective/goal (2.2.HE.2)

Effective

Teacher sometimes provides ways for students to interact with content that promotes student mastery of the objective/goal (2.2.E.2)

Improvement Necessary

Teacher rarely provides for students to interact with content that promotes student mastery of the objective/goal (2.2.IN.2)

Ineffective

Teacher does not provide ways for students to interact with content that promotes student master of the objective/goal (2.2.I.2)

Center Grove Rubric for Teacher Effectiveness (v.2017)

Printed: December 10, 2020 at 9:00am



Center Grove
Community School Corporation
Greenwood, Indiana

Teacher effectively integrates technology with a clear purpose as a tool to engage students in academic content (2.2.HE.3)

Teacher integrates technology with a clear purpose as a tool to engage students in academic content as necessary (2.2.E.3)

Teacher attempts to integrate technology as a tool to engage students in academic content (2.2.IN.3)

Teacher does not attempt or effectively integrate technology as a tool to engage students in academic content (2.2.I.3)

Students are authentically engaged the majority of the class time. Some strategic engagement occurs (2.2.HE.4)

Students are exhibiting Strategic Compliance the majority of the time with some Authentic Engagement and/or Ritual Compliance (2.2.E.4)

Students are exhibiting Ritual Compliance and/or some Retreatism the majority of the time (2.2.IN.4)

Students are disengaged and frequently exhibit Retreatism and/or Rebellion (2.2.I.4)

2.3 Exhibit Knowledge of Content GAP CWT IEP ILP

Highly Effective

Effective

Improvement Necessary

Ineffective

For Level 4, all of the evidence listed under Effective is present, as well as some of the following: (2.3.HE.1)

Teacher practice reflects understanding of prerequisite relationships among topics and concepts and a link to students demonstrating higher-level Bloom's (2.3.HE.2)

Teacher practice reflects accurate understanding of prerequisite relationships among topics and concepts. (2.3.E.2)

Teacher practice indicates some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete (2.3.IN.2)

Teacher practice displays little understanding of prerequisite relationships important to student learning of the content (2.3.I.2)

Teacher practice reflects familiarity with a wide range of effective pedagogical approaches in the content, anticipating student misconceptions (2.3.HE.3)

Teacher practice reflects familiarity with their content in order to utilize a wide range of effective pedagogical approaches in the content (2.3.E.3)

Teacher practice reflects a limited range of pedagogical approaches or some approaches that are not suitable to the content to the students (2.3.IN.3)

Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content (2.3.I.3)

Teacher incorporates the use of best practice literacy strategies appropriately with their content (2.3.HE.4)

Teacher sometimes incorporates the use of best practice literacy strategies appropriately with their content (2.3.E.4)

Teacher rarely incorporates the use of best practice literacy strategies appropriately with their content (2.3.IN.4)

Teacher rarely or never incorporates the use of best practice literacy strategies appropriately with their content (2.3.I.4)

2.4 Check for Understanding and Modify Instruction As Needed GAP CWT

Highly Effective

Effective

Improvement Necessary

Ineffective

For Level 4, all of the evidence listed under Effective is present, as well as some of the following: (2.4.HE.1)

Teacher checks for understanding with a variety of questioning strategies to assess and push student thinking (when checking is necessary to inform instruction.) (2.4.HE.2)

Teacher sometimes checks for understanding, using a variety of methods (2.4.E.2)

Teacher rarely checks for understanding of content but may not gain enough information to modify the lesson (2.4.IN.2)

Teacher never checks for understanding of content and therefore cannot gain enough information to modify the lesson (2.4.I.2)

Center Grove Rubric for Teacher Effectiveness (v.2017)

Printed: December 10, 2020 at 9:00am



Center Grove
Community School Corporation
Greenwood, Indiana

Teacher modifies instruction to respond to misunderstandings without taking away from the pace, flow, or focus of the lesson or losing the engagement (2.4.HE.3)	Teacher responds to misunderstandings with effective scaffolding techniques (2.4.E.3)	Teacher may not use a variety of methods to check for understanding, or the teacher sometimes allows students to “opt-out” of checks for understanding without cycling back to these students (2.4.IN.3)	Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques or repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding or frequently allows student to “opt-out” of checks for understanding and does not cycle back to these students (2.4.I.3)
Teacher uses wait time effectively both after posing a question and before helping students think through a response (2.4.HE.4)	Teacher usually uses wait time effectively both after posing a question and before helping students think through a response (2.4.E.4)	Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content (2.4.IN.4)	Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer (2.4.I.4)
Teacher routinely assesses students’ mastery of the objective/goal(s) through use of formal, informal, or formative assessments, using this instruction to drive subsequent lesson planning (2.4.HE.5)	Teacher usually assesses students’ mastery of the objective/goal(s) through use of formal, informal, or formative assessments, using this instruction to drive subsequent lesson planning (2.4.E.5)	Teacher may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning (2.4.IN.5)	Teacher rarely or never assesses for mastery at the end of the lesson (2.4.I.5)
Teacher consistently collaborates with other specialists (ENL, General Education, Speech, and Special Education teachers) in inclusive or resource settings in order to implement students’ IEPs effectively (2.4.HE.6)	Teacher collaborates with other specialists (ENL, General Education, Speech, and Special Education teachers) in inclusive or resource settings in order to implement students’ IEPs effectively (2.4.E.6)	Teacher sometimes collaborates with other specialists (ENL, General Education, Speech, and Special Education teachers) in inclusive or resource settings in order to implement students’ IEPs effectively (2.4.IN.6)	Teacher rarely or never collaborates with other specialists (ENL, General Education, Speech, and Special Education teachers) in inclusive or resource settings in order to implement students’ IEPs effectively (2.4.I.6)
		(2.4.IN.7)	

2.5 Maximize Instructional Time CWT

Highly Effective	Effective	Improvement Necessary	Ineffective
For Level 4, all of the evidence listed under Effective is present, as well as some of the following: (2.5.HE.1)			
Teacher routines, transitions, and procedures are well executed. Students know what they are supposed to be doing without prompting from the teacher and work well together to accomplish these tasks (2.5.HE.2)	Teacher routines, timely transitions, and procedures are well-executed. Students know what they are supposed to be doing with minimal prompting from the teacher (2.5.E.2)	Teacher routines, timely transitions, and procedures are in place, but require significant teacher direction or prompting to be followed (2.5.IN.2)	Teacher has few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times (2.5.I.2)

Center Grove Rubric for Teacher Effectiveness (v.2017)

Printed: December 10, 2020 at 9:00am



Center Grove
Community School Corporation
Greenwood, Indiana

Teacher monitors and insures that students are on-task and follow instructions of teacher without much prompting. Disruptive behaviors and off task conversations are rare; when they occur, teacher always addresses it without major interruption to the lesson. (Consideration will be given for class make up.) (2.5.HE.3)

Teacher monitors and insures that almost all students are on task and follow instructions of teacher without much prompting. Disruptive behaviors and off task conversations are rare; when they occur, teacher almost always addresses it without major interruption to the lesson. (Consideration will be given for class make up.) (2.5.E.3)

Teacher has to significantly prompt and remind students to follow instructions and remain on-task. Students exhibit disruptive behaviors and are many times off task. Teacher may have to stop the lesson frequently to address the problem. (Consideration will be given for class make up.) (2.5.IN.3)

Teacher gives significant prompts and reminders, but students do not follow directions and are –off task. Disruptive behaviors and off task conversations are common and frequently cause the teacher to have to make adjustments to the lesson. Classroom management is generally poor and instructional time is wasted (2.5.I.3)

(2.5.E.6)

2.6 Create classroom Culture of Respect and Collaboration CWT

Highly Effective

Effective

Improvement Necessary

Ineffective

For Level 4, all of the evidence listed under Effective is present, as well as some of the following: (2.6.HE.1)

Teacher creates and expects a classroom culture of respect and collaboration which shows two-way sharing with teacher (2.6.HE.2)

Teacher creates a classroom culture that is usually respectful and collaborative which shows two-way sharing with teacher (2.6.E.2)

Teacher creates a classroom culture that is rarely respectful and collaborative (2.6.IN.2)

Teacher does not create a classroom culture that is respectful or collaborative (2.6.I.2)

Teacher consistently reinforces positive character and behavior and discourages negative behaviors (2.6.HE.3)

Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior (2.6.E.3)

Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both (2.6.IN.3)

Teacher rarely or never praises positive behavior or enforces consequences for negative behavior (2.6.I.3)

Teacher exhibits good rapport with students and positive relationships are built (2.6.HE.4)

Teacher usually exhibits good rapport with students and positive relationships are built (2.6.E.4)

Teacher has not established rapport or positive relationships with students (2.6.IN.4)

Teacher has no rapport or relationships with students (2.6.I.4)

2.7 Set High Expectations for Academic Success and Develops Higher Levels of Understanding through Instruction and Work CWT

Highly Effective

Effective

Improvement Necessary

Ineffective

For Level 4, all of the evidence listed under Effective is present, as well as some of the following: (2.7.HE.1)

Center Grove Rubric for Teacher Effectiveness (v.2017)

Printed: December 10, 2020 at 9:00am



Center Grove
Community School Corporation
Greenwood, Indiana

Teacher makes daily lessons applicable for all, challenging to all, and encourages all students to demonstrate understanding through self-directed practice and application of concepts (2.7.HE.2)	Teacher encourages student participation and student persistence in daily lessons so students can demonstrate understanding at their readiness level (2.7.E.2)	Teacher may encourage students to work hard, but may not persist in efforts to have all students keep trying (2.7.IN.2)	Teacher gives up on students easily and does not encourage them to persist through difficult tasks (2.7.I.2)
Teacher directs instruction and allows ample time for student participation or collaboration as appropriate and/or necessary (2.7.HE.3)	Teacher usually directs instruction and allows time for student participation or collaboration as appropriate and/or necessary (2.7.E.3)	Teacher rarely directs instruction or allows time for student participation or collaboration (2.7.IN.3)	Teacher never direct instruction or allows time for student participation or collaboration (2.7.I.3)
Teacher and lesson design encourage student interest in learning by providing additional opportunities to apply and build skills beyond expected lesson elements (2.7.HE.4)	Teacher efforts reflect an intentional design for a safe and engaging learning environment where high expectations for all are the norm. (Ex. Risk taking and questioning) (2.7.E.4)	Teacher rarely engages students who demonstrate disinterest or lack of investment in their work and/or demonstrate fear of failure (2.7.IN.4)	Teacher rarely engages student in the work (2.7.I.4)

Domain 3: Teacher Leadership (15.00%)

3.1 Contribute to School/District Culture GAP

CWT

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Effective as well as some of the following: (3.1.HE.1)			
Teacher seeks out leadership roles in school or district (i.e. leads building/district initiatives or PD, leads field trips, joins building/district committees, presents PD, mentors, etc..) (3.1.HE.2)	Teacher takes on leadership willingly when asked (3.1.E.2)	Teacher rarely accepts a leadership role and/or rejects the role when asked (3.1.IN.2)	Teacher never seeks out leadership roles and/or rejects the role when asked (3.1.I.2)
Teacher contributes ideas and expertise to further the school and district mission and initiatives (3.1.HE.3)	Teacher contributes ideas and expertise to further the school and district mission or initiatives if asked or volunteers to participate (3.1.E.3)	Teacher rarely contributes occasional ideas, expertise or leadership to further the school's mission and initiatives (3.1.IN.3)	Teacher never contributes ideas aimed at improving school efforts (3.1.I.3)
Teacher demonstrates continuous commitment and dedicates time for students (3.1.HE.4)	Teacher dedicates time efficiently, when needed or asked, to helping students. (3.1.E.4)	Teacher rarely dedicates time to helping students (3.1.IN.4)	Teacher dedicates little or no time to helping students (3.1.I.4)

3.2 Collaborate with Peers GAP

Center Grove Rubric for Teacher Effectiveness (v.2017)

Printed: December 10, 2020 at 9:00am



Center Grove
Community School Corporation
Greenwood, Indiana

CWT

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Effective as well as some of the following: <i>(3.2.HE.1)</i>			
Teacher offers or provides assistance to others <i>(3.2.HE.2)</i>	Teacher asks for assistance and provides assistance to others when asked <i>(3.2.E.2)</i>	Teacher rarely asks for assistance when needed <i>(3.2.IN.2)</i>	Teacher does not seek or offer assistance <i>(3.2.I.2)</i>
Teacher initiates or engages in the sharing of educational strategies, content knowledge, or lesson plans with colleagues <i>(3.2.HE.3)</i> <i>(3.2.HE.4)</i>	Teacher actively listens and collaborates with others in a professional manner <i>(3.2.E.3)</i>	Teacher occasionally struggles working with others in a professional manner <i>(3.2.IN.3)</i>	Teacher negatively impacts the collaboration of others or works in isolation and is not a team player <i>(3.2.I.3)</i> <i>(3.2.I.4)</i>

3.3 Seek and Implement Professional Skills and Knowledge GAP

CWT

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Effective as well as some of the following: <i>(3.3.HE.1)</i>			
Teacher pursues, implements, and/or shares knowledge and practices with others-grade/team, building, and/or district <i>(3.3.HE.2)</i>	Teacher actively pursues opportunities to improve knowledge and practices within his/her classroom <i>(3.3.E.2)</i>	Teacher only attends mandatory professional development opportunities <i>(3.3.IN.2)</i>	Teacher rarely or never attends professional development opportunities. <i>(3.3.I.2)</i>
Teacher independently seeks opportunities to learn about and research district practices and resources <i>(3.3.HE.3)</i>	Teacher collaboratively seeks opportunities to learn about and research district practices and resources <i>(3.3.E.3)</i>	Teacher needs help to learn about and research district practices and resources <i>(3.3.IN.3)</i>	Teacher never learns about or researches district practices and resources <i>(3.3.I.3)</i>
Teacher requests constructive feedback to help reflect on educational practices <i>(3.3.HE.4)</i>	Teacher welcomes constructive feedback to improve practices when offered <i>(3.3.E.4)</i>	Teacher does not consistently change educational practices based on constructive feedback <i>(3.3.IN.4)</i>	Teacher shows little or no interest in implementing new ideas or strategies to improve teaching and learning <i>(3.3.I.4)</i>

3.4 Advocate for Student Success GAP

CWT

Highly Effective	Effective	Improvement Necessary	Ineffective
------------------	-----------	-----------------------	-------------

Center Grove Rubric for Teacher Effectiveness (v.2017)

Printed: December 10, 2020 at 9:00am



Center Grove
Community School Corporation
Greenwood, Indiana

At Level 4, a teacher fulfills the criteria for Effective as well as some of the following:
(3.4.HE.1)

Teacher displays commitment to the growth of students in his/her classes, grade level and department (3.4.HE.2)

Teacher displays commitment to the education of all his/her students in his/her class (3.4.E.2)

Teacher displays commitment to the education of some of his/her students (3.4.IN.2)

Teacher rarely or never displays any commitment to the education of his/her students (3.4.I.2)

Teacher models a continued willingness to make changes to ensure student success (3.4.HE.3)

Teacher attempts to remedy obstacles around student achievement (3.4.E.3)

Teacher rarely attempts to remedy obstacles around student achievement (3.4.IN.3)

Teacher never attempts to remedy obstacles around student achievement (3.4.I.3)

Teacher frequently advocates for students' needs (3.4.HE.4)

Teacher advocates for students' needs (3.4.E.4)

Teacher occasionally advocates for students' needs (3.4.IN.4)

Teacher accepts failure as par for the course and does not advocate for students' needs (3.4.I.4)

3.5 Communicating with Families

Highly Effective

Effective

Improvement Necessary

Ineffective

At Level 4, a teacher fulfills the criteria for Effective as well as some of the following:
(3.5.HE.1)

Teacher strives to form relationships (through written or verbal communication) in which parents are given ample opportunity to participate in student learning (3.5.HE.2)

Teacher proactively reaches out to parents in a variety of ways to engage them in student learning. (One sided – teacher “tells” parents through newsletters, group emails) (3.5.E.2)

Teacher occasionally reaches out to parents to engage them in student learning (3.5.IN.2)

Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents (3.5.I.2)

Teacher addresses concerns from parents in a timely and positive manner, when necessary, outside of required outreach events (3.5.HE.3)

Teacher responds promptly to contact from parents in an appropriate fashion (3.5.E.3)

Teacher occasionally responds to contact from parents in an untimely manner or inappropriate fashion (3.5.IN.3)

Teacher does not respond to parents (3.5.I.3)

Domain 4: Professionalism (15.00%)

4.1 Attendance

Meets Standard

Does Not Meet Standard

Individual meets or exceeds established corporation attendance requirements/guidelines (4.1.MS)

Individual fails to meet established corporation attendance requirements/guidelines (4.1.DNMS)

Center Grove Rubric for Teacher Effectiveness (v.2017)

Printed: December 10, 2020 at 9:00am



Center Grove
Community School Corporation
Greenwood, Indiana

4.2 Arrival/Departure

Meets Standard

Individual meets or exceeds established corporation Arrival and Departure time requirements/guidelines (4.2.MS)

Does Not Meet Standard

Individual fails to meet established corporation Arrival and Departure time requirements/guidelines (4.2.DNMS)

4.3 Policies, Procedures, and Expectations IEP

ILP

Meets Standard

Individual demonstrates compliance of state, corporation, and school policies and procedures (e.g. submitting discipline referrals, IEP and ILP compliance requirements, timely grading records, supervision assignments, appropriate attire, starting class on time, etc.) (4.3.MS)

Does Not Meet Standard

Individual fails to demonstrate compliance of state, corporation, and school policies and procedures (e.g. submitting discipline referrals, IEP and ILP compliance requirements, timely grading records, supervision assignments, appropriate attire, starting class on time, etc.) (4.3.DNMS)

4.4 Respect

Meets Standard

Individual interacts with students, colleagues, administrators, guests, parents/guardians, and community members in a professional manner (4.4.MS)

Does Not Meet Standard

Individual fails to interact with students, colleagues, administrators, guests, parents/guardians, and community members in a professional manner (4.4.DNMS)

4.5 District/Building Goals/Initiatives GAP

IEP

ILP

Meets Standard

Individual implements District/Building/Grade-Level/Department goals and or initiatives (4.5.MS)

Does Not Meet Standard

Individual fails to or refuses to implement District/Building/Grade- Level/Department goals and or initiatives (4.5.DNMS)