Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Evaluation Plan Submission Coversheet

Indiana Code 20-28-11.5-8(d) requires each school corporation to submit its staff performance evaluation plan to the department and requires the IDOE to publish the plans on its website. This cover sheet aims to provide a reference for teachers, administrators, parents, and other stakeholders of the components of performance evaluation plans for each school corporation required by Indiana Code 20-28-11.5. The IDOE will not be "approving" plans using this document.

In the chart below, please reference the page number(s) in your document which clearly display compliance with the requirement. If the plan has multiple documents with duplicate page numbers, please refer to the documents by A, B, C, D etc with the page number following. For example: A-23, B-5, etc.

Your plan may include many other sections not listed below. This sheet is not exhaustive but should encapsulate the main components of your plan. Once completed, please attach this cover sheet to the evaluation plan document you will submit. The whole document, including this cover sheet, needs to be combined into one PDF for submission. All information must be included in **ONE** PDF as you will only be able to upload one document.

School Corporation Name	**Seymour Community School Corporation**		
School Corporation Number	**3675**		
Annual Evaluations			
Requirement	**Statute**	**Examples of Relevant Information**	**Reference Page Number**
X Annual performance evaluations for each certificated employee	IC 20-28-11.5-4 (c) (1)	Plan and metrics to evaluate all certificated employees, including teachers, administrators, counselors, etc. Evaluators responsible for certificated employees	Pg. 14, 19-21

Objective Measures of Student Achievement and Growth			
Requirements	**Statute**	**Examples of Relevant Information**	**Reference Page Number**
X Objective measures of student achievement and/or growth significantly inform all certificated employees evaluations.	IC 20-28-11.5-4 (c) (2)	Weighting of student achievement in final summative evaluation Protocol for including objective measures of student achievement and growth	Pgs 22-24, 35-37
X Student performance results from statewide assessments inform evaluations of employees whose responsibilities include teaching tested subjects.	IC 20-28-11.5-4 (c) (2)	Student and/or School Wide Growth data Other Statewide Assessments incorporated into evaluations	Pgs 25-27
X Methods of assessing student growth in evaluations of employees who do not teach tested subjects.	IC 20-28-11.5-4 (c) (2)	Student Learning Objectives Other Student Learning Measures for non-tested subjects Student Learning Measures for Non-Teaching Staff School-wide learning measures/A-F	Pgs 25-27
X Student assessment results from locally developed assessments and other test measures in evaluations for certificated employees.	IC 20-28-11.5-4 (c) (2)	Student Learning Objectives or other student learning measures School-wide learning measures/A-F	Pgs 25-27

Rigorous Measures of Effectiveness			
Requirements	**Statute**	**Examples of Relevant Information**	**Reference Page Number**
X Rigorous measures of effectiveness, including observations and other performance indicators.	IC 20-28-11.5-4 (c) (3)	Observation Rubrics allowing for detailed description at each level of performance for each indicator. • Teacher • Other Certificated Staff • Principals • District-Level Certificated Staff Other measures used for evaluations	Pgs. 19-21, Appendix C Pg. 51

Designation in Rating Category			
Requirements	**Statute**	**Examples of Relevant Information**	**Reference Page Number**
X A summative rating as either highly effective, effective, improvement necessary, or ineffective.	IC 20-28-11.5-4 (c) (4) and (6)	Definition of performance categories Summative scoring process that yields placement into each performance category	Pgs. 14-15, 35-37
X A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4 (c) (4) and (6)	Description of modifying final summative rating for negative growth Definition of negative impact on student growth for classes not measured by statewide assessments	Pg. 37
X All evaluation components, including but not limited to student performance data and observation results, factored into the final summative rating.	IC 20-28-11.5-4 (c) (4) and (6)	Process for determining summative rating Scoring Student Learning Measures Weights of evaluation components Process for tracking data and managing documentation	Pgs. 35-37

Evaluation Feedback			
Requirements	**Statute**	**Examples of Relevant Information**	**Reference Page Number**
X Recommendations for improvement and the time in which improvement is expected.	IC 20-28-11.5-4 (c) (5) IC 20-28-11.5-4 (d)	Process for delivering feedback on evaluations Process for tying evaluation results to professional development	Pgs. 19-21, Appendix C Pg. 51

Evaluators			
Requirements	**Statute**	**Examples of Relevant Information**	**Reference Page Number**
X Only individuals who have received training and support in evaluation skills may evaluate certificated employees.	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	Description of Evaluator Training Description of who will serve as evaluators Process for determining evaluators	Pg. 11

☐ Teachers acting as evaluators (which are optional) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	Description of who will serve as evaluators Process for determining evaluators	N/A
X All evaluators receive training and support in evaluation skills	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	Description of evaluator training	Pg. 11

Feedback and Remediation Plans			
Requirements	**Statute**	**Examples of Relevant Information**	**Reference Page Number**
X All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6	System for delivering summative evaluation results to employees	Pgs. 19-21
X Remediation plans assigned to teachers rated as ineffective or improvement necessary.	IC 20-28-11.5-6	Remediation plan creation and timeframe Process for tying evaluation results to professional development	Pgs. 19-21, Appendix C Pg. 51
X Remediation plans include the use of employee's license renewal credits.	IC 20-28-11.5-6	Description of how employee license renewal credits will be incorporated into remediation	Pg. 11
X Means by which teachers rated as ineffective can request a private conference with the superintendent.	IC 20-28-11.5-6	Process for teachers rated as ineffective to request conference with superintendent	Pgs. 38-39

Instruction Delivered by Teachers Rated Ineffective			
Requirements	**Statute**	**Examples of Relevant Information**	**Reference Page Number**
X The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective.	IC 20-28-11.5-7	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	Pgs. 38-39
X The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable.	IC 20-28-11.5-7	Description of how parents will be informed of situation	Pgs. 38-39

SEYMOUR

TEACHER EVALUATION PROCESS

(STEP)

MAY 15, 2012

IC 20-28-11.5	SCS "STEP" COMPLIANCE DOCUMENTATION
Page 6	Annual evaluations
Appendix E	75% approval of teachers voting
Page 5	4 category ratings (Highly Effective, Effective, Improvement Necessary, Ineffective
Page 6-8	Determine objective measures to be used to determine academic achievement and growth (state and local)
Page 11, 12, 19, 20	Determine the significance of the objective measures to inform the evaluation
Page 21	A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective
Page 4	Acceptable standards for training evaluators
Page 13, 14,	Rigorous measures of effectiveness, including observations and other performance indicators
Page10, 21, 51, Appendix B, Appendix C.7 (page 55, 56)	An explanation of the evaluator's recommendations for improvement, and the time in which improvement is expected
Page 10	The evaluator shall discuss the evaluation with the certified employee
Page 10,	A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to a certificated employee not later than seven (7) days following the observation
Page 21	Rights of teacher to conference for Ineffective rating
Page 4, 21, 55	A remediation plan to be not more than 90 school days in length to correct deficiencies for teachers rated Improvement Necessary and Ineffective. The plan must utilize license renewal credits.
Page 21	Procedure by which a student may not be instructed for 2 consecutive years by 2 consecutive Ineffective teachers (rearranging student or teacher schedules or

Page 22	Provision for Probationary Teacher
Page 22	Provision for Professional Teacher
Page 22	Provision for Established Teacher

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SEYMOUR COMMUNITY SCHOOLS
TEACHER EVALUATION

Purpose and Philosophy

The purpose of the Seymour Community Schools' teacher supervision and evaluation program is to ensure quality instruction and promote growth and success of the students and amongst the professional staff. The teachers in Seymour Community Schools are well-educated and committed professionals who strive to remain current in their instructional practices. The supervision and evaluation program is focused on these strengths.

Teaching and learning is an extremely complex process. The teacher's knowledge and skills, the learning standards within each curriculum to be taught, the physical classroom setting, and the students' prior knowledge and ability to learn comprise the framework for students and teachers in their daily interactions.

The standards of effective teaching and professional performance are developed to support teachers and evaluators as they work together to provide quality educational experiences for students. Effective teaching can be observed, described, and evaluated. It is the primary responsibility of the teacher to work toward continuous improvement in instruction and professional performance; it is the responsibility of the evaluator to assist and support in that effort. Reflection, collegial discussions, meaningful dialogue with evaluators and the support of tailored professional support are key components in supporting teachers as they work to improve teaching and raising achievement levels in our schools.

Understandings

A. Teachers deserve to be treated as professionals. Evaluation is a cooperative effort requiring a constructive dialogue between the evaluator and the teacher.

B. The goals and evaluations will adhere to the purpose, philosophy and criteria identified in the Seymour Teacher Evaluation Process (STEP).

C. The Superintendent**,** central office instructional leaders, principals, or assistant principals may evaluate a teacher using this process and criteria. All evaluators will receive formal training prior to evaluating any teacher.

D. The purpose of a mandatory Professional Improvement Plan is to improve instruction and provide the teacher with support to raise the level of teaching to meet the corporation standards of effective teaching. It is understood this is a serious action but one that is the logical step in providing the teacher with appropriate assistance in improving classroom teaching. If a teacher is placed on a Professional Improvement Plan, the building principal and teacher will work on goals, objectives, measurements, and timeline and communicate this information to the Superintendent. No Professional Improvement Plan may exceed 90 school days. Failure to achieve the goals of the Professional Improvement Plan may result in termination proceedings as required by Indiana Code.

E. All teachers who are rated as *Needs Improvement* or *Ineffective* must be provided a Professional Improvement Plan.

F. Any document(s) that is part of the evaluation and is placed in a teacher's personnel file must contain an area to be signed by the teacher stating he/she has read the document before its filed.

G. The evaluation process shall be free of age, racial, sexual, religious, and other forms of discrimination and biases as defined in state and federal laws.

H. All components of I.C. 20-28-11.5 and IC 20-28-6-7.5 and IC 20-28-6-8(Appendix A) are included in the Seymour Teacher Effectiveness Process

I. All rights of the teacher afforded by Indiana law and local policies will be observed throughout this process

Performance Level Ratings

As required by Indiana Code 20-28-11.5, each teacher will receive a rating at the end of the school year in one of four performance levels:

- **Highly Effective:** A *Highly Effective* teacher is one rated by a trained evaluator as a professional who consistently exerts efforts to contribute to the success of Seymour Community Schools beyond the classroom. In addition to excellent classroom performance, and students meet or exceed achievement levels as defined by Seymour Community Schools and/or the Indiana Department of Education, this teacher is consistently involved in leading efforts focused at the school-wide level and/or the corporation level, to promote best practice, continuous improvement, and professional growth for Seymour Community Schools.

- **Effective**: An *Effective* teacher is one rated by a trained evaluator as a professional consistently demonstrating excellence within the classroom. This is a teacher who has consistently met high expectations defined in the teacher evaluation rubric AND whose students meet or exceed achievement levels as defined by Seymour Community Schools and/or the Indiana Department of Education.

- **Improvement Necessary:** An *Improvement Necessary* rating is determined by a trained evaluator when a teacher is deemed to be performing inaccurately, inconsistently or without fidelity, the professional responsibilities defined in locally selected competencies. Significant documented successful changes in performance will be required in order to be rated "*Effective*." In the aggregate, students of a teacher rated *Improvement Necessary* have achieved below an acceptable rate of academic growth and/or achievement based on guidelines established by Seymour Community Schools and/or the Indiana Department of Education. NOTE: Teachers who

receive this rating are ineligible for any salary increase for the year in question.

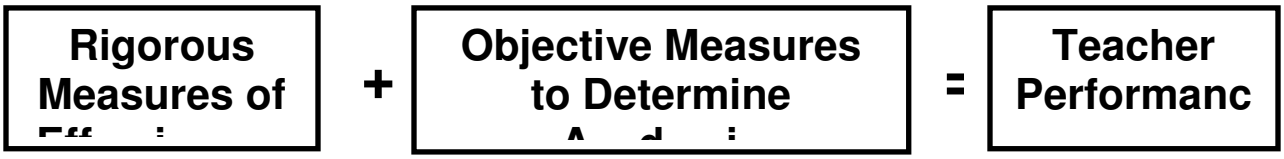
- **Ineffective**: An *Ineffective* teacher is one rated by a trained evaluator as a professional consistently found to fail to meet professional expectations defined in locally selected competencies. The *Ineffective* teacher may know and understand scientifically research best practice but has not implemented these concepts at an acceptable level in the professional setting. Additionally, students in classrooms led by such teachers, in aggregate, have achieved unacceptable levels of academic growth and/or achievement based on guidelines established by Seymour Community Schools and/or the Indiana Department of Education. NOTE: Teachers who receive this rating are ineligible for any salary increase for the year in question

Overview of Components

Every teacher is unique, and the classroom is a complex place. STEP relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. All teachers will be evaluated on two major components as required by Indiana Code (IC 20-28-11.5) :

COMPONENT 1. Rigorous Measure of Effectiveness – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Seymour Teacher Evaluation Process. All teachers will be evaluated annually in the domains of Planning, Instruction, and Professionalism.

COMPONENT 2. Objective Measures to Determine Academic Achievement and/or Growth – Teachers' contribution to student academic progress, assessed through multiple measures of student academic achievement and/or growth, including Indiana Growth Model data as well as progress towards specific Student Learning Objectives using state, corporation, and/or school-wide assessments.



Component 1: Rigorous Measures of Effectiveness

This component focuses upon two key purposes:

1. **To provide clear expectations for teachers:** The rubric defines and prioritizes the actions that effective teachers use in their professional practice that have scientifically-based research linking such actions to gains in student achievement.

2. **To support a fair and transparent evaluation of effectiveness:** The rubric provides the foundation for assessing teacher effectiveness accurately along four discrete ratings.

The Seymour Teacher Effectiveness Process was drafted by a committee of teachers and administrators dedicated to strong, effective teaching based upon best practice. To draft the STEP Teacher Effectiveness Rubric, the committee examined teaching frameworks from numerous sources including:

- Charlotte Danielson's *Framework for Teachers*
- Robert Marzano's *Classroom Instruction that Works*
- Massachusetts' *Principles for Effective Teaching*
- Kim Marshall's *Teacher Evaluation Rubrics*
- National Board's *Professional Teaching Standards*
- North Carolina's *Teacher Evaluation Process*
- Tennessee's *Freamework for Evaluation & Professional Growth*
- Washington DC's *IMPACT Performance Assessment*
- Florida's *Student Success Act/Value Added Model*
- Indiana's *RISE*

The committee also believes in the professionalism, dedication, and commitment found not only in Seymour Community Schools, but in the teaching profession itself. To that end, STEP is designed as a framework for ALL teachers to embrace as they strive for life-long growth and professional development.

Seymour Teacher Effectiveness Rubric: Overview

The heart of the Teacher Effectiveness Rubric consists of three domains and eighteen competencies.

Domain 1: Purposeful Planning

1.1 The teacher plans instruction in accordance with locally approved standards and curriculum.

1.2 The teacher plans with the interests, needs, and abilities of students in mind.

1.3 The teacher incorporates a variety of resources that support learning.

1.4 The teacher plans and organizes instructional strategies to engage students in the learning process.

Domain 2: Effective Instruction

2.1. LEARNING ENVIRONMENT

2.1.1 The teacher develops and maintains a positive culture and climate that supports student learning.

2.1.2 The teacher establishes routines, procedures, and transitions that maximize instructional time.

2.1.3 The teacher communicates high expectations for academic success.

2.2 INSTRUCTION

2.2.1 The teacher presents goals and objectives that are clear and understandable to the students.

2.2.2 The teacher varies instructional strategies to meet diverse learning needs, strengths, interests, and experiences of all students.

2.2.3 The Teacher presents content knowledge using higher order questioning, critical thinking and problems solving skills to deepen students' understanding.

2.2.4 The teacher uses a variety of resources to differentiate instruction to meet the needs of all learners.

SEYMOUR COMMUNITY SCHOOLS

Evaluation Guidelines

Summary:

1. Each teacher will receive one (1) extended evaluation and two (2) brief observations per semester.
2. At least once each semester, the evaluator will provide information using an interim feedback form to the teacher regarding his/her professional performance.
3. At the end of the year, the evaluator will look at information collected throughout the year and determine the teacher rating for the Teacher Effectiveness Rubric.
4. As soon as student achievement and/or growth data is available, this information will be added to the Teacher Effectiveness Rubric rating in order to determine the Summative Rating.

Detailed Information:

Teacher proficiency will be assessed by a trained primary evaluator, taking into account information collected throughout the year using extended and short observations. In some circumstances, a secondary evaluator may be brought in to consult and/or add expertise to the evaluation process.

The evaluator is responsible for tracking evaluation results and as needed, helping set goals for teacher development.

Teachers will receive a minimum of 1 extended observation and 2 short observations each semester. Extended classroom observations will be no less than thirty-five minutes and no more than the entire class lesson.

Observations will occur in one of three formats: extended classroom observations of approximately 40 minutes, short observations of approximately 10 minutes, and observation of

teachers' professional practice during professional activities such as case conference committees, professional development activities, and other appropriate professional venues. Observations outside of the classroom setting can only count for one of the short observations.

During observations the evaluator will take evidence-based notes, writing specific instances of what the teacher and students said and did in the classroom and map evidence to specific indicators on the Teacher Evaluation Rubric. The evidence that evaluators record during the observation shall be non-judgmental, but instead reflect a clear and concise account of what the evaluator actually saw and heard in the classroom.

Since administrators may stop by the classroom for reasons other than evaluations, evaluators are not required to score teachers after every given visit to the classroom.

Due to the nature of the Teacher Effectiveness Rubric, professional performance may be observed during events such as case conferences, leading or attending professional development activities, and other reasonable times outside the classroom.

Every teacher will participate in a post-conference meeting no later than 7 school days following the extended observation. Teachers may request a pre-conference meeting prior to the extended observation. Pre-observation and post-observation forms are provided in Appendix C.

Teachers' performance can rise or fall in any category throughout the year. If a teacher receives a descriptor of *Needs Improvement* or *Ineffective* on observation feedback, the evaluator will provide a written explanation to the teacher to communicate the information. Teachers are encouraged to meet with the evaluator to promote open communications and provide any additional documentation needed.

If the teacher receives multiple descriptors of *Needs Improvement or Ineffective* on the extended observation form, the teacher will be afforded the opportunity to bring in an Association representative to the post observation conference. The evaluator will provide specific examples in writing that describe the teaching deficiencies along with suggestions for strategies to improve the teaching. After a second classroom observation by the principal, the principal and teacher will meet to discuss the aforementioned strategies and improvements within 10 working days. If no growth or improvement is evident after 30 days, the principal must provide the teacher a Professional Improvement Plan.

Teachers will receive an interim progress report using an Interim Feedback Form at the end of the first semester.

Each teacher will receive a Summative Evaluation annually. The Summative Evaluation will include information from the Teacher Evaluation Rubric and data from student achievement and/or growth model data. The teacher and principal will sign the evaluation and forward it to the Superintendent's office where it will be placed in the teacher's personnel file. A copy of the signed evaluation will be provided to the teacher.

Teacher Effectiveness Rating Scoring Procedure

After collecting information, the primary evaluator must assess where the teacher falls within each competency. Using all notes, the evaluator should assign each teacher a rating in every observed competency on the rubric. Next, the evaluator uses professional judgment to assign a teacher a rating in each of the three domains. The final, three domain ratings should reflect the body of information available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the teacher, using the information collected to support the final decision. The figure below provides an example of this process for Domain 1.

Indicator	Teacher Rating
1.1	2
1.2	2
1.3	2
1.4	2
TOTAL	2

Domain 1: Purposeful Planning

1.1 The teacher plans instruction in accordance with locally approved standards and curriculum.

1.2 The teacher plans with the interests, needs, and abilities of students in mind

1.3 The teacher incorporates a variety of resources that support learning.

1.4 The teacher plans and organizes instructional strategies to engage students in the learning process.

Domain 1: Purposeful Planning

At this point, each evaluator should have ratings in the three domains that range from 1 (*Ineffective*) to 4 (*Highly Effective*).

DOMAINS:	D1 Planning	D2 Instruction	D3 Professionalism
FINAL RATING	2	3	2

Of the three Domains, it is believed that Instruction is the most important and should be weighted significantly higher than Planning and Professionalism. The Seymour Teacher Evaluation Rubric weights Domain 2 (Instruction) at 70%, Domain 1 (Planning) and Domain 3 (Professionalism) each are weighted at 15%.

The chart below illustrates how the ratings and weights combine to form a total score for the Teacher Evaluation Rubric.

	RATING	WEIGHT	FINAL
Domain 1 Planning	2	.15	.30
Domain 2 Instruction	3	.70	2.10
Domain 3	2	.15	.30

TEACHER EVALUATION RUBRIC SCORE: 2.70

This score will count for **80%** of the teacher's summative evaluation score.

Component 2: Objective Measures to Determine Academic Achievement and Growth

Student Learning: Overview

Indiana has chosen to add student achievement and/or growth data in the equation to determine the effectiveness of a school or educator

Achievement is defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards. *Achievement* is a set point or "bar" that is the same for all students, regardless of where they begin. Achievement is generally perceived to be criterion referenced data.

Growth is defined as improving skills required to achieve mastery on a subject or grade level standard over a period of time. *Growth* differentiates mastery expectations based upon baseline performance. Growth is generally perceived to be norm referenced data.

Seymour Teacher Evaluation Process will utilize FOUR types of evaluations

- Standardized Achievement Test Scores (mClass, IREAD, ISTEP+)
- Student Learning Objective Scores (measured by locally created and approved exams)
- Growth Model Data (provided by Indiana Department of Education)
- School-wide Learning Data (School A-F Grade Card)

The following chart shows the evaluation methods chosen for specific grade levels and/or content areas.

k-2	General Ed	ELA, Math	mClass
Grade 3	General Ed	ELA, Math	IREAD, ISTEP
Grade 4-5	General Ed	ELA, Math	ISTEP +
Grade 6-8	All Teachers aligned with teams	ELA, Math	ISTEP +
Grade 9- 12	General Ed Elective Subjects	Content Areas	Student Learning Objectives
ESL k-12			LAS LINKS

AND

SCHOOL- WIDE LEARNING ASSESSMENT

School-wide Learning Assessment. The School-wide Learning Assessment to be used in all Seymour Schools will be the A-F Grade assigned by the Indiana Department of Education.

Student Learning Objectives (School Based Assessments). The process for determining the School Based Assessments that will be created to address student learning objectives is included in this document.

SCHOOL BASED ASSESSMENTS

Step 1: Pre-Approval for School Based Assessments

Grade Level/Subject:

_____

Teacher(s):

_____

Evaluator Name:

_____

Directions: For any school based assessment used for class or targeted learning objectives, please complete the steps below. If a department of teachers is using a common assessment, only one copy should be turned in per assessment. (Please make sure all teachers using the assessment are listed above).

1) Using the IN course standards (https://learningconnection.doe.in.gov/Standards/Standards.aspx), identify which standards align to which questions/tasks on your assessment. Write/type standards next to assessment questions. Sub-standards or indicators may be summarized (ex. write *6.1 – Medieval*, rather than *6.1.3*). Use the *Standards Alignment and Coverage Check Chart* to summarize which questions are aligned to which standards and to ensure that each standard is covered by an appropriate number of questions. Attach this chart to this form.

2) Use the *Assessment Rigor Analysis Chart* to give examples of assessment questions/tasks that fall under various levels of the Depth of Knowledge Framework. Note: Not all questions must be categorized, but there must be sufficient examples given of questions meeting a higher-level of rigor. Attach this chart to this form.

3) Review the format of the assessment questions. Check for the following:
    - Are questions/tasks written clearly?
    - Are there a variety of types of questions/tasks?
    - Are the questions/tasks free of bias?
    - Are the questions appropriate for the subject/grade level?

4) If the assessment(s) will need to be adapted for students with special needs, please specify any changes below:

5) What is the content mastery score on this assessment? In other words, what score should students receive to indicate that they have mastered the Indiana content standards for this course?

Please return this form to your primary evaluator, along with a copy of the assessment(s) (aligned to standards), Assessment Rigor Analysis Chart, and any additional supporting materials (rubrics, scoring guides, etc).

nent and Coverage Check

ct: _____

_____

gning assessment to Indiana Academic or Common Core State Standards, use list assessment questions with the corresponding standards to which they are de levels/content areas will have 12 standards total; only fill in the total number of . Teachers with common assessments need only complete one copy.

dard Description	Question Numbers

Standard 12		

Step 3: Assessment Rigor Analysis – Depth of Knowledge (DOK) -

Grade Level/Subject: _____

Teacher(s): _____

Directions: Use the chart below to categorize assessment questions. Rigor increases as you go down the chart. While not all questions need be categorized, there must be sufficient examples of the highest levels of rigor. Teachers with common assessments need only complete one copy.

Level	Learner Action	Key Actions	Sample Question Stems	Question Numbers
Level 1: Recall	Requires simple recall of such information as a fact, definition, term, or simple procedure	List, Tell, Define, Label, Identify, Name, State, Write, Locate, Find, Match, Measure, Repeat	How many...? Label parts of the…. Find the meaning of...? Which is true or false...?	
Level 2: Skill/Concept	Involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity	Estimate, Compare, Organize, Interpret, Modify, Predict, Cause/Effect, Summarize, Graph, Classify	Identify patterns in... Use context clues to... Predict what will happen when... What differences exist between...? If x occurs, y will….	
Level 3: Strategic	Requires reasoning, planning, using	Critique, Formulate,	Construct a defense of….	

Thinking	evidence, and thinking at a higher level	Hypothesize, Construct, Revise, Investigate, Differentiate, Compare	Can you illustrate the concept of…? Apply the method used to determine...? What might happen if….? Use evidence to support….	
Level 4: Extended Thinking	Requires complex reasoning, planning, developing, and thinking, most likely over an extended time. Cognitive demands are high, and students are required to make connections both within and among subject domains	Design, Connect, Synthesize, Apply, Critique, Analyze, Create, Prove	Design x in order to….. Develop a proposal to…. Create a model that…. Critique the notion that….	

Adapted from: *Source: Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center for Educational Research. University of Wisconsin-Madison. 2 Feb. 2006.* http://www.wcer.wisc.edu/WAT/index.aspx *and UW Teaching Academy* http://teachingacademy.wisc.edu/archive/Assistance/course/blooms3.htm

Step 4: Assessment Approval Checklist for School-based Assessments

Grade Level/Subject: _____

Teacher(s): _____**Evaluator Name**: _____

Criterion	Considerations (Check all that apply.)
Alignment and Stretch	☐ *Items/tasks cover key subject/grade-level content standards.* ☐ *Where applicable, items/tasks cover knowledge and skills that will be of value beyond the year – either in the next level of the subject, in other academic disciplines, or in career/life.* ☐ *Where applicable, there are low- and high-end stretch items that cover pre-requisite objectives from prior years and objectives from the next year/course* ☐ *More complex and more important items/tasks have more weight (count more)*
	Evidence/Feedback
Rigor and Complexity	☐ *Overall, the items, tasks, rubrics are appropriately challenging for the grade-level/course (e.g., at right level of DOK and correct reading level)* ☐ *Many items/tasks require critical thinking and application* ☐ *Multiple-choice questions are appropriately rigorous or complex (e.g. multistep)* ☐ *Key content standards are assessed at greater depths of understanding and/or complexity*
	Evidence/ Feedback
Format Captures True Mastery	☐ *Items/tasks are written clearly.* ☐ *The assessment/tasks are free from bias; no wording or knowledge that is accessible to only specific ethnicities, subcultures, or genders* ☐ *Some standards are assessed across multiple items/tasks* ☐ *Item types and length of the assessment are appropriate for the subject/grade level* ☐ *Tasks and open-ended questions have rubrics that (1) articulate what students are expected to know and do and (2) differentiate between levels of knowledge/mastery*
	Evidence/ Feedback

The content mastery score represents a rigorous target for student achievement based on the assessment

☐ I approve of this assessment/task and any accompanying rubrics without further change.

☐ Please make changes suggested in feedback above and resubmit the assessment/tasks and rubrics.

Signature of evaluator: _____ Date: _____

Signature of teacher(s): _____ Date: _____

Summative Teacher Evaluation Scoring

Review of Components

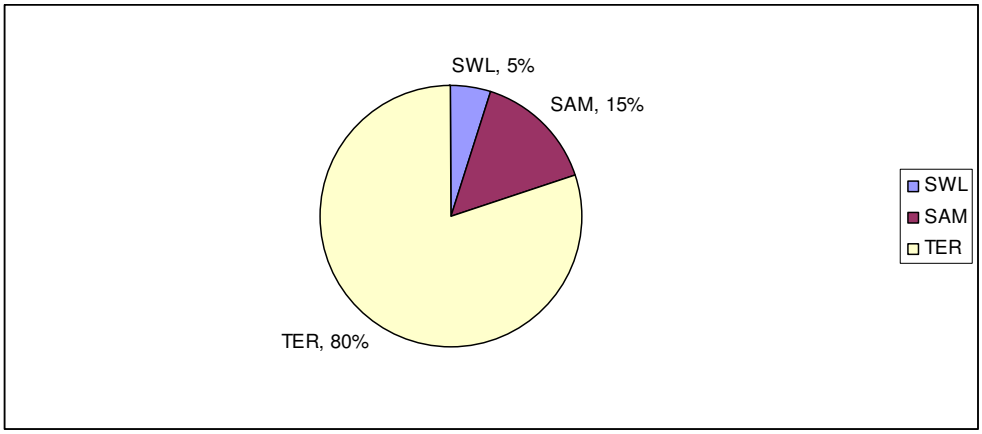
Each teacher's Summative Evaluation score will be based on the following components and measures:

Professional Practice + Student Learning/Assessment = Teacher Score

All Seymour Community Staff will receive a final score based off of the following percentages:

PROFESSIONAL PRACTICE = 80%
GRADELEVEL ASSESSMENTS = 15%
SCHOOLWIDE ASSESSMENTS = 5%

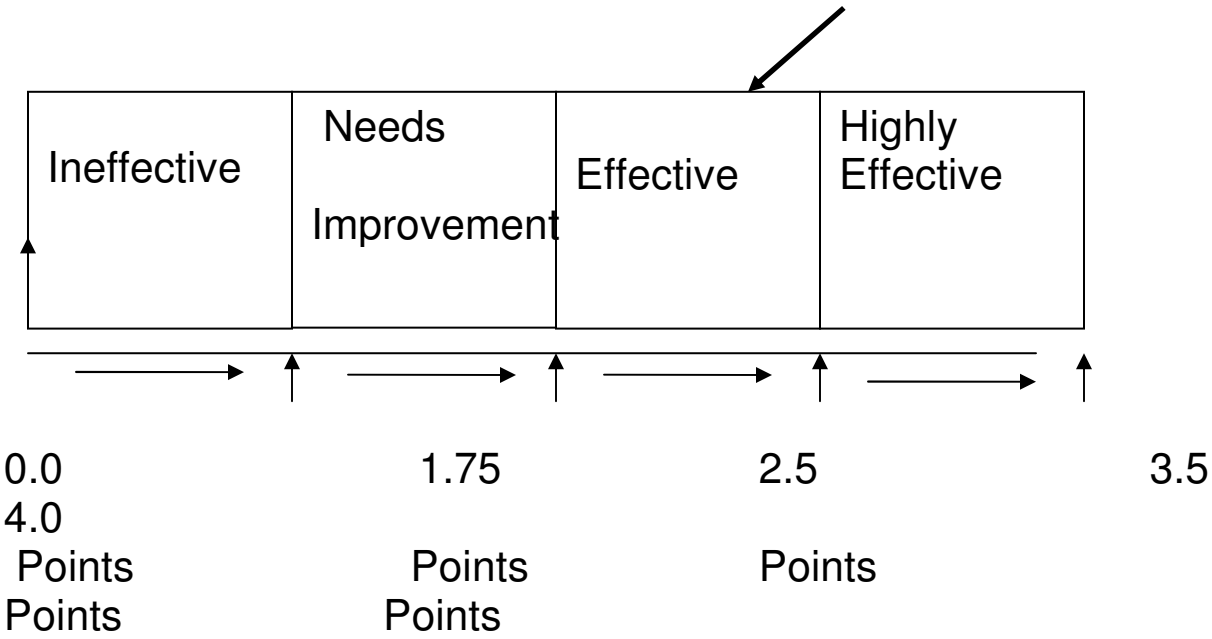
TOTAL 100%



The following is an example of the final score for a teacher who earned a 2.75 on the Teacher Evaluation Rubric, a 3.0 as determined by her students' Growth on ISTEP+, and a 2.0 where her school was rated as a "C" school.

COMPONENT	SCORE	WEIGHT	WEIGHTED SCORE
Teacher Rubric	2.75	.80	2.20
Student Growth Data	3	.15	.45
School-wide learning measure	2	.05	.10

TOTAL 2.75



This teacher is rated as **EFFECTIVE**

NOTE: Currently, those who teach in grades 4 through 8 have student growth data as measured by ISTEP+. The Indiana Department of Education will provide these teachers with a score derived from analysis of the amount of growth their students make. Additionally, the Indiana Department of Education will provide achievement levels in the LAS Links exams for EL students.

Results

According to Indiana Code, only teachers who receive *Highly Effective* or *Effective* ratings are eligible to receive a salary increase.

The following facts apply to staff who receive *Needs Improvement* or *Ineffective* ratings.

1. If a certificated employee receives a rating of *Ineffective* or *Improvement Necessary*, the evaluator and the certificated employee shall develop a remediation plan of not more than ninety (90) school days in length to correct the deficiencies noted in the certificated employee's evaluation. The Professional Improvement Plan (PIP) can be found in Appendix B. The remediation plan must require the use of the certificated employee's license renewal credits in professional development activities intended to help the certificated employee achieve an effective rating on the next performance evaluation. If the principal did not conduct the performance evaluation, the principal may direct the use of the certificated employee's license renewal credits under this subsection.

A teacher who receives a rating of *Ineffective* may file a request for a private conference with the superintendent or the superintendent's designee not later than five (5) days after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the superintendent or superintendent's designee.

A student may not be instructed for two (2) consecutive years by two (2) consecutive teachers, each of whom was rated as *Ineffective* under this chapter in the school year immediately

before the school year in which the student is placed in the respective teacher's class.

If a teacher did not instruct students in the school year immediately before the school year in which students are placed in the teacher's class, the teacher's rating under this chapter for the most recent year in which the teacher instructed students, instead of for the school year immediately before the school year in which students are placed in the teacher's class, shall be used in determining whether the prior paragraph applies to the teacher.

If it is not possible for a school corporation to comply with this section, the school corporation must notify the parents of each applicable student indicating the student will be placed in a classroom of a teacher who has been rated *Ineffective* under this chapter. The parent must be notified before the start of the second consecutive school year or as soon as data have been received and joined with the Teacher Effectiveness Rubric to determine that the teacher has, indeed, earned an *Ineffective* Summative Rating.

New Teacher Tenure Categories begin July 1, 2012

The following definitions of teacher status are drawn from Indiana Code as cited in each category.

A. Probationary Teacher (IC 20-28-6-7.5) – A teacher who has not received a rating (newly hired) or an established/professional teacher who receives a rating of ineffective or an established/professional teacher who receives two consecutive ratings of improvement necessary.

B. Established Teacher (IC 20-28-6-8) – A teacher who serves under contract before July 1, 2012, and enters into another contract before July 1, 2012. All current teachers become established teachers on July 1, 2012.

C. Professional Teacher (IC 20-28-6-7.5) – A teacher who receives a rating of effective or highly effective for at least 3 years in a 5-year (or shorter) period. A professional teacher becomes probationary if he/she receives a rating of ineffective or 2 consecutive ratings of improvement necessary.

Contract Cancellation Grounds (IC 20-28-7.5-1)

A. Probationary Teacher

1. One (1) ineffective rating
2. Two (2) consecutive years of improvement necessary
3. Justifiable decrease in teaching positions – After June 20, 2012, RIF's in positions must be based on performance and not seniority.

4. Any reason considered relevant to the school's interest

B. Established/Professional Teacher

1. Justifiable decrease in positions – After June 30, 2012, RIF's in positions must be based on performance and not seniority
2. Immorality
3. Insubordination
4. Incompetence
a. Two (2) consecutive years of ineffective ratings; or
b. Ineffective or improvement necessary in three (3) years of any 5-year period
5. Neglect of duty
6. Certain felony convictions
7. Other good and just cause

Appendix A: Indiana Code

IC 20-28-11.5

Chapter 11.5. Staff Performance Evaluations

IC 20-28-11.5-1
"Evaluator"

Sec. 1. As used in this chapter, "evaluator" means an individual who conducts a staff performance evaluation. The term includes a teacher who:

(1) has clearly demonstrated a record of effective teaching over several years;
(2) is approved by the principal as qualified to evaluate under the plan; and
(3) conducts staff performance evaluations as a significant part of teacher's responsibilities.

As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-2
"Plan"

Sec. 2. As used in the chapter, "plan" refers to a staff performance evaluation plan developed under this chapter.

As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-3
"School corporation"

Sec. 3. As used in this chapter, "school corporation" includes:

(1) a school corporation;
(2) a school created by an interlocal agreement under IC 36-1-7;
(3) a special education cooperative under IC 20-35-5; and
(4) a joint career and technical education program created under IC 20-37-1.

However, for purposes of section 4(a) and 4(b) of this chapter, "school corporation" includes a charter school, a virtual charter school, an eligible school (as defined in IC 20-51-1-4.7).

As added by P.L.90-2011, SEC.39. Amended by P.L.229-2011, SEC.176; P.L.172-2011, SEC.122.

IC 20-28-11.5-4
School corporation plan; plan components

Sec. 4. (a) Each school corporation shall develop a plan for annual performance evaluations for each certificated employee (as defined in IC 20-29-2-4). A school corporation shall implement the plan beginning with the 2012-2013 school year.

(b) Instead of developing its own staff performance evaluation plan under subsection (a), a school corporation may adopt a staff performance evaluation plan that meets the requirements set forth in this chapter or any of the following models:

(1) A plan using master teachers or contracting with an outside vendor to provide master teachers.

(2) The System for Teacher and Student Advancement (TAP).
(3) The Peer Assistance and Review Teacher Evaluation System

(PAR).
(c) A plan must include the following components:
(1) Performance evaluations for all certificated employees, conducted at least annually.
(2) Objective measures of student achievement and growth to significantly inform the evaluation. The objective measures must include:
(A) student assessment results from statewide assessments for certificated employees whose responsibilities include instruction in subjects measured in statewide assessments;
(B) methods for assessing student growth for certificated employees who do not teach in areas measured by statewide assessments; and
(C) student assessment results from locally developed assessments and other test measures for certificated employees whose responsibilities may or may not include instruction in subjects and areas measured by statewide assessments.
(3) Rigorous measures of effectiveness, including observations and other performance indicators.
(4) An annual designation of each certificated employee in one (1) of the following rating categories:
(A) Highly effective.
(B) Effective.
(C) Improvement necessary.
(D) Ineffective.
(5) An explanation of the evaluator's recommendations for improvement, and the time in which improvement is expected.
(6) A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.
(d) The evaluator shall discuss the evaluation with the certificated employee.
As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-5
Conduct of evaluations
Sec. 5. (a) The superintendent or equivalent authority, for a school corporation that does not have a superintendent, may provide for evaluations to be conducted by an external provider.
(b) An individual may evaluate a certificated employee only if the individual has received training and support in evaluation skills.
As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-6
Completed evaluation; remediation plan; conference with superintendent
Sec. 6. (a) A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to a certificated employee not later than seven (7) days after the

evaluation is conducted.
(b) If a certificated employee receives a rating of ineffective or improvement necessary, the evaluator and the certificated employee shall develop a remediation plan of not more than

ninety (90) school days in length to correct the deficiencies noted in the certificated employee's evaluation. The remediation plan must require the use of the certificated employee's license renewal credits in professional development activities intended to help the certificated employee achieve an effective rating on the next performance evaluation. If the principal did not conduct the performance evaluation, the principal may direct the use of the certificated employee's license renewal credits under this subsection.

(c) A teacher who receives a rating of ineffective may file a request for a private conference with the superintendent or the superintendent's designee not later than five (5) days after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the superintendent or superintendent's designee.

As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-7

Student instructed by teachers rated ineffective; notice to parents required

Sec. 7. (a) This section applies to any teacher instructing students in a content area and grade subject to IC 20-32-4-1(a)(1) and IC 20-32-5-2.

(b) A student may not be instructed for two (2) consecutive years by two (2) consecutive teachers, each of whom was rated as ineffective under this chapter in the school year immediately before the school year in which the student is placed in the respective teacher's class.

(c) If a teacher did not instruct students in the school year immediately before the school year in which students are placed in the teacher's class, the teacher's rating under this chapter for the most recent year in which the teacher instructed students, instead of for the school year immediately before the school year in which students are placed in the teacher's class, shall be used in determining whether subsection (b) applies to the teacher.

(d) If it is not possible for a school corporation to comply with this section, the school corporation must notify the parents of each applicable student indicating the student will be placed in a classroom of a teacher who has been rated ineffective under this chapter. The parent must be notified before the start of the second consecutive school year.

As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-8

State board actions; model plan; approval of plan by teachers

Sec. 8. (a) To implement this chapter, the state board shall do the following:

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(1) Before January 31, 2012, adopt rules under IC 4-22-2 that establish:

(A) the criteria that define each of the four categories of teacher ratings under section 4(b)(3) of this chapter;

(B) the measures to be used to determine student academic achievement and growth under section 4(b)(2) of this chapter;

(C) standards that define actions that constitute a negative impact on student achievement; and

(D) an acceptable standard for training evaluators.

(2) Before January 31, 2012, work with the department to develop a model plan and release it to school corporations. Subsequent versions of the model plan that contain substantive changes must be provided to school corporations.

(3) Work with the department to ensure the availability of ongoing training on the use of the performance evaluation to ensure that all evaluators and certificated employees have access to information on the plan, the plan's implementation, and this chapter.

(b) A school corporation may adopt the model plan without the state board's approval. A school corporation may modify the model plan or develop the school corporation's own plan, if the modified or developed plan meets the criteria established under this chapter. If a school corporation modifies the model plan or develops its own plan, the department may request that the school corporation submit the plan to the department to ensure the plan meets the criteria developed under this chapter. Each school corporation shall submit its staff performance evaluation plan to the department. The department shall publish the staff performance evaluation plans on the department's Internet web site. A school corporation must submit its staff performance evaluation plan to the department for approval in order to qualify for any grant funding related to this chapter.

(c) This subsection applies to a school corporation that has not adopted a staff performance evaluation plan that complies with this chapter before July 1, 2011. Before submitting a staff performance evaluation plan to the department under subsection (b), the governing body shall submit the staff performance evaluation plan to the teachers employed by the school corporation for a vote. If at least seventy-five percent (75%) of the teachers voting vote in favor of adopting the staff performance evaluation plan, the governing body may submit

the staff performance evaluation plan to the department under subsection (b).
As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-9
Department report of evaluation results

Sec. 9. (a) Before August 1 of each year, each school corporation shall provide the results of the staff performance evaluations, including the number of certificated employees placed in each performance category, to the department. The results provided may not include the names or any other personally identifiable information regarding certificated employees.

(b) Before September 1 of each year, the department shall report the results of staff performance evaluations to the state board, and to the public via the department's Internet web site, for:

(1) the aggregate of certificated employees of each school and school corporation; and
(2) the aggregate of graduates of each teacher preparation program in Indiana.

As added by P.L.90-2011, SEC.39.

IC 20-28-6-7.5
Probationary teacher; effect of evaluations

Sec. 7.5. (a) A teacher who is subject to section 8 of this chapter is not subject to this section.

(b) After June 30, 2011, a teacher who:

(1) serves under contract as a teacher in a public school corporation;

(2) has not received a rating in an evaluation under IC 20-28-11.5 or receives a rating of ineffective in an evaluation under IC 20-28-11.5;

(3) has not at any time before July 1, 2012, entered into a teaching contract for further service with the school corporation; and

(4) has not received three (3) ratings in a five (5) year period of effective or highly effective in an evaluation under IC 20-28-11.5; shall be considered a probationary teacher.

(c) After June 30, 2011, a teacher who receives a rating of:

(1) effective;

(2) highly effective; or

(3) a combination of both subdivisions (1) and (2);

in an evaluation under IC 20-28-11.5 for at least three (3) years in a five (5) year or shorter period becomes a professional teacher by entering into a contract described in section 2 of this chapter.

(d) A professional teacher who receives a rating of ineffective in an evaluation under IC 20-28-11.5 shall be considered a probationary teacher but is not subject to the cancellation of the teacher's contract unless at least one (1) of the following criteria applies:

(1) The teacher receives a rating of ineffective in an evaluation under IC 20-28-11.5 in the year immediately following the teacher's initial rating of ineffective.

(2) The teacher's contract cancellation is due to a justifiable decrease in the number of teaching positions under IC 20-28-7.5-1(b)(3).

(3) The teacher's contract cancellation is due to conduct set forth in IC 20-28-7.5-1(b).

As added by P.L.90-2011, SEC.29.

IC 20-28-6-8
Indefinite contract; established teacher

Sec. 8. (a) An individual who:

(1) serves under contract as a teacher in a public school corporation before July 1, 2012; and

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(2) at any time before July 1, 2012, enters into a teacher's contract for further service with the school corporation; becomes, by entering into the contract described in subdivision (2), an established teacher of the school corporation. When a contract between the school corporation and an established teacher expires by the contract's terms, the contract is considered to continue indefinitely as an indefinite contract,

subject to IC 20-28-7.5.

(b) An indefinite contract remains in force until the indefinite contract is:

(1) replaced by a new contract signed by both parties; or

(2) canceled as provided in IC 20-28-7.5.

As added by P.L.1-2005, SEC.12. Amended by P.L.43-2010, SEC.1 P.L.90-2011, SEC.30.

Appendix B
Professional Improvement Plan (PIP)

If, as a result of direct observations or supervision and/or unacceptable levels of low student achievement, it is determined that a teacher is not meeting the established standards, the administrator will hold a conference with the teacher to address the concerns and seek remedies. The remedies may include involvement of other trained evaluators (i.e., coordinators, department heads).

The intervention may occur at any time during the school year. If the prescribed remedies resolve the identified concerns, no formal action is needed.

If the prescribed remedies do not resolve the evaluator's concerns following a specific time period of support not to exceed 30 days, as evidenced in documented classroom observations or supervision records, upon approval of the Superintendent, a Professional Improvement Plan (PIP) will be developed to provide classroom assistance to a teacher. If there is another evaluator assisting the teacher (i.e. department head, coordinator, academic coach, or team leader), that professional will not write the evaluations.

A mentor, chosen by the administrator, will be provided upon teacher request after the PIP has been developed. If there is a mentor the relationship between the teacher and the mentor is confidential. The administrator must perform all observations in a timely fashion.

Process

- Schedule a conference to review the areas of deficiency.
- Discuss corrective actions to eliminate deficiency(s).

- Observe 30 days to determine if corrective actions have addressed the deficiencies.
- If deficiencies persist after 30 days, principal and teacher jointly create the Professional Improvement Plan.
- List areas of deficiency, methods for addressing deficiencies, materials, and how success will be determined.
- Identify the duration of the plan, not to exceed 90 school days and scheduled observations.
- Sign appropriate documents to acknowledge receipt of the PIP.
- Periodic reviews will be held with the teacher to review performance and progress.
- The evaluators(s) will meet, discuss all observations compiled to date, prepare a final summative report, and make a declaration of the teacher's status within 10 days of completion of PIP.
- The teacher has a right to due process and to SEA representation at all meetings for PIP according to the prevailing Indiana Codes and Seymour Community Schools Professional Improvement Plan Process.
- **Sufficient Progress** – Removal from PIP and return to regular evaluation cycle
- **Insufficient Progress** – The teacher who does not demonstrate sufficient progress will be notified formally via the summative evaluation report. The teacher will also be notified of recommendations for administrative action.

Appendix C
Forms

1. Teacher Evaluation Rubric
2. Pre-conference Form (Teacher)
3. Post-conference Form (Evaluator)
4. Post-conference Form (Teacher)
5. Interim Progress Report Form
6. Summative Report Form
7. Professional Improvement Form

TEACHER EVALUATION RUBRIC

DOMAIN ONE: PURPOSFUL PLANNING

Competency 1.1: The teacher plans instruction in accordance with locally approved standards and curriculum.

Ineffective	Needs Improvement	**Effective**	Highly Effective
Is knowledgeable of standards and curriculum within the content area.	…and Plans instruction based upon locally approved standards and curriculum.	**…and Provides evidence of differentiated planning based upon locally approved standards and curriculum to meet the needs of the students in the classroom.**	…and Documented participation in corporation-level planning and development of local standards and curriculum.

Guiding Questions:

- Does the lesson plan demonstrate the teacher has a sufficient (quantity) and proficient (quality) knowledge of the subject matter being taught?
- Is the planned content appropriate for the age and development of students?
- Is the content being planned connected to state, district, or national standards?
- Is the content being planned connected to the previous or next lesson?
- Can the teacher state his/her student learning goals? Are these goals measurable? Are they stated in terms of student learning?

Possible evidence to look for:

- Goals and learning objectives include content material and are age-appropriate.
- Teacher is able to supplement information provided by textbooks with own learned knowledge.
- Teacher is providing in-depth learning opportunities in the locally approved standards and curriculum.
- Teacher is learning new things about his/her content and incorporating this new knowledge into the planning process.
- Teacher adjusts planning and preparation based on classroom assessments.
- Teacher develops standards-based lessons in collaboration with others whenever possible.
- Year-long, unit, and weekly lesson plans are being developed that include learning goals and learning objectives.
- Plans include ways that students can tell how and why the lesson is connected to previous learning.
- Teacher anticipates misunderstandings students might have and plans strategies for eliminating such misunderstandings.
- Teacher plans incorporate opportunities for students to demonstrate success on external assessments.

Competency 1.2: The teacher plans with the interests, needs, and abilities of students in mind.

Ineffective	Needs Improvement	**Effective**	Highly Effective
Knows demographics of the classroom.	…and Plans instruction based off of demographics of the classroom.	**…and Plans instruction using formal and informal interest, needs, and ability data.**	…and Administrator guided collaboration with colleagues to create opportunities for student acceleration, remediation, and/or reinforcement plans using clearly defined data

			feedback loop.

Guiding Questions:

- Does the teacher tailor content to students' developmental needs?
- Has teacher researched the needs and abilities of students in the classroom prior to planning?
- Does the teacher understand age appropriate interests and how to incorporate them in planning?
- Does the teacher plan activities that differentiate based on student background, interests or skills?
- Does the teacher plan differentiated assessments?

Possible Evidence to look for:

- Goals and learning objectives include content material and are age-appropriate.
- Establishes both short-term and long-range objectives based upon local, state, and national standards for learning.
- Considers student needs and readiness in planning appropriate strategies for achieving short-term and long-range objectives.
- Develops appropriate and effective strategies and activities that meet students' needs and achieve objectives, focusing on growth and closing any achievement gaps.
- Plans instruction appropriate to the developmental needs of all students, focusing upon closing achievement gaps.
- Includes students in planning, organizing, and preparing for assignments, long-range projects, and tests whenever possible.

Competency 1.3: The teacher incorporates a variety of resources in the lesson plan that support learning.

Ineffective	Needs Improvement	**Effective**	Highly Effective
No evidence of planning for use of a variety of resources.	Plans include a variety of resources that support learning.	**…and Plans include a variety of resources chosen from data identifying student needs, interests, and abilities to target student engagement and supports learning.**	…and Administratively guided sharing of best practice with colleagues regarding effective planning to incorporate a variety of resources that targets student engagement and supports learning.

Guiding Questions:

- Does teacher plan instructional strategies to incorporate a variety of learning modalities (kinesthetic, cognitive, and affective?)
- Does teacher plan with colleagues to select resources that provide common experiences for students across the corporation?
- Does the teacher's plan demonstrate effective use of flexible grouping not only based on ability but on interests too?

- Are the teacher's lesson plans textbook centric?
- Does the teacher select resources that target student engagement at differentiated levels?
- Does teacher plan incorporate effective utilization of technology?
- Does teacher plan utilize resources that engage students in higher order critical thinking processes?

Possible Evidence to look for:

- The lesson plans provide evidence of advanced planning and scheduling of resources.
- The teacher's plans provide learners with opportunities to learn through a variety of learning modalities.
- The teacher plans show resources will be used in many different ways throughout the year.
- The teacher plans show at least grade level or content level collaboration that allows learners to have similar exposure to instructional resources.
- The teacher plans incorporate resources other than the textbook.

Competency 1.4 The teacher plans and organizes instructional strategies to engage students in the learning process.

Ineffective	Needs Improvement	**Effective**	Highly Effective
Knows some instructional strategies.	…and Plans lessons using a variety of instructional strategies to engage students in the learning process.	**…and Plans lessons using a variety of instructional strategies to differentiate instruction and engage students in the learning process.**	…and Administratively guided collaboration with colleagues to share and create a bank of best practice and effective instructional strategies to meet the differentiated needs of students.

Guiding Questions:

- What active learning will occur in the classroom?
- What does differentiated planning look like in this classroom?
- Do the instructional materials selected for the lesson promote student understanding, achievement, and engagement?
- Will the students be intellectually engaged in challenging content through well designed learning tasks and suitable scaffolding by the teacher?
- Will students work independently or in groups that encourage contributions to the exploration of important content?

- Will students have some choice in how they complete tasks?
- Will students have opportunities to work together and serve equally as resources for each other?
- Is the structure and pacing of the class well-defined and neither too slow or rushed?

Possible Evidence to look for:

- Teacher utilizes student data to determine changes needed during instructional strategy planning.
- Teacher instructional strategy choices show evidence of planning for effective utilization of technology.
- Teacher plans instructional strategies that incorporate a variety of learning modalities.
- Teacher plans lessons and selects effective instructional strategies are based upon understanding of student interests.
- Teacher plans include instructional strategies to allow students differentiated opportunities to acquire new knowledge.
- Teachers utilize classroom space well, providing different environments to keep students active and engaged.
- Teacher plans include instructional strategies to help students learn from assessment opportunities for students.

DOMAIN TWO: EFFECTIVE INSTRUCTION

2.1. LEARNING ENVIRONMENT

Competency 2.1.1 The teacher develops and maintains a positive culture and climate that supports student learning.

Ineffective	Needs Improvement	**Effective**	Highly Effective
Knows components of positive culture and climate and effects upon teaching and learning.	…and Implements positive components of culture and climate.	**…and Implements developmentally appropriate positive components of culture and climate chosen from data analysis of student needs.**	…and Contributes to building-level efforts to create a positive school-wide culture and climate that addresses needs identified in the school improvement plan.

Guiding Questions:

- Do students feel safe, respected and valued?
- Has the teacher demonstrated knowledge of data analysis of student needs?
- How does the teacher respond to students' treatment of each other in the classroom?
- Is the teacher familiar with behavior systems that promote climates of respect and learning?
- Does the teacher understand the critical elements of teaching, positive reinforcement, and logical consequences via the school's behavior support system?
- Is the teacher aware of strategies that reinforce positive behavior and can help prevent negative behavior?
- Is the teacher aware of the importance of prevention versus reaction in dealing with negative behavior?

Possible evidence to look for:

- Teacher successfully develops students' self-discipline, self-confidence, and a sense of responsibility.
- Teacher is poised and dynamic and nips virtually all discipline problems in the bud.
- Teacher uses a variety of methods and strategies to group students for instruction.
- Students are engaged in classroom learning and activities.
- The teacher is familiar with and uses effective behavior strategies to maintain positive behavior in the classroom.
- The teacher is involved with the behavior support system or culture team at the school.
- Students are well behaved, treat one another with respect, and follow directions.
- Accommodates multicultural and individual differences.
- Encourages student initiative and expression in speaking, writing, and other media.
- Incorporates principles of equal opportunity and non-discrimination into classroom management.
- Encourages risk-taking.
- Provides opportunities for success and meaningful positive recognition.
- Establishes relationships with students that demonstrate integrity, fairness, humor, courtesy, respect, active listening, consistency, and trust.
- Models effective verbal and non-verbal communication skills.
- Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written expression.
- Promotes positive interpersonal relationships.

<u>Competency 2.1.2: The teacher establishes routines, procedures, and transitions that maximize instructional time.</u>

Ineffective	Needs Improvement	**Effective**	Highly Effective
Informs	Routines,	**Instructional**	Evidence of

students of expected routines, procedures, and transitions but teacher enforcement is inconsistent.	procedures and transitions are in place but instructional time is lost because students require continued guiding and prompting.	**time is maximized because students have personally internalized routines, procedures, and transitions.**	students contributing to the management of instructional groups, transitions, and/or handling of materials and supplies.

Guiding Questions:

- Does the teacher have a coherent and comprehensive system for managing classroom procedures?
- Do students have ownership during transitions and know what is expected of them so that instructional time is not lost?
- Has the teacher maximized the instructional space in the classroom?
- Do students have access to the instructional materials they need to be successful?
- Is the room set-up and classroom environment safe, accessible, and conducive to high levels of learning?

Possible evidence to look for:

- Classroom is organized, attractive, and welcoming.
- Teacher interacts with students positively with words and actions.
- Instructional time is not lost during transitions.
- The teacher has a very clear and articulated system for managing all classroom procedures.
- Students know, understand, and can explain classroom management system to others.
- Establishes expectations and consequences for student behavior.
- Reinforces positive behavior.
- Communicates expectations of student behavior to students and parents.
- Enforces rules consistently.
- Manages disruptive situations as they occur.
- Organizes and maintains a physical setting that minimizes disruption and promotes learning and safety.
- Establishes expectation of students to maintain a safe learning environment.
- Handles administrative routines efficiently.
- Involves students in the efficient operation of the classroom.
- Organizes materials and supplies.
- Structures smooth transitions.
- Manages classroom procedures to maximize academic learning time.
- Manages instructional groups.

<u>Competency 2.1.3: The teacher communicates high expectations for academic success.</u>

Ineffective	Needs	**Effective**	Highly

	Improvement		Effective
Classroom environment appears to lack teacher or student commitment to learning.	Teacher's expectations for academic success do not appear to be communicated to students or appear different for different students.	**Learning is valued by all with high expectations for learning as the norm and is expressed by both teacher and students.**	The teacher works with colleagues to promote school-wide and/or corporation-wide evidence promoting high expectations for academic success.

Guiding Questions:

- Can the teacher clearly articulate classroom and school learning expectations for high achievement?
- Does the teacher establish importance of achievement and effort?
- Do students have ownership of classroom and school expectations for achievement?
- Does the teacher communicate respectfully, effectively and clearly with parents to partner with them for their child's achievement?

Possible evidence to look for:

- Students are proud of their work
- .Expectations are high and are supported through both verbal and nonverbal behaviors.
- Quality work is expected and recognized.
- Effort and persistence are expected and recognized.
- Confidence in ability is evidenced by teacher and students language behaviors.
- Students are aware of classroom and school expectations.
- Teacher models enthusiasm for and engagement in learning.
- Teacher expects students to demonstrate an understanding of expectations.

- Teacher expects students to demonstrate enthusiasm and engagement in learning

2.2 INSTRUCTION

Competency 2.2.1: The teacher presents goals and objectives that are clear and understandable to the students.

Ineffective	Needs Improvement	**Effective**	Highly Effective
Knows specific goals and measurable student learning objectives.	…and Posts specific goals and measureable student learning objectives.	**…and Assures students at all performance levels understand and internalize specific goals and measureable student learning objectives.**	…and Collaborates with colleagues to assure specific goals and measurable student learning objectives are consistent across the corporation.

Guiding Questions:

- Is lesson delivery clear and easy to understand?
- Does the teacher present clear directions and procedures specific to the lesson activities?
- Is the teacher activating students' prior knowledge?
- How is instruction differentiated to meet the needs of all learners?

- Does the instructional lesson elicit higher-level thinking and problem-solving?
- Does the teacher use a variety of questioning techniques to engage students?
- Does the teacher post learning goals and/or learning objectives in the classroom?
- Are students aware of and reference learning goals and learning objectives?
- Do students use rubrics to guide learning and self-evaluation?

Possible evidence to look for:

- The teacher is organized, knows the required learning goals, and is effectively able to communicate those goals and their learning objectives to students in a way that they understand and learn what is delivered.
- Essential questions, goals, rubrics or anchor papers (exemplars) are posted or shared in class so students visualize excellence.
- Posted learning goals and/or learning objectives in the classroom include content material.
- Teacher links instructional purpose/goal of the lesson to student interests
- Teacher's explanation of content is clear, developing conceptual understanding through scaffolding and connecting with students' interests.
- Students contribute to extending the content and in explaining concepts to their classmates.
- Students identify and clearly communicate learning goals.
- Students utilize rubrics to guide assignments and learning.

<u>Competency 2.2.2: The teacher varies instructional strategies to meet diverse learning needs, strengths, interests, and experiences of all students.</u>

Ineffective	Needs Improvement	**Effective**	Highly Effective
Knows a variety of instructional strategies necessary to meet the needs of all	…and Uses appropriate instructional strategies necessary to meet the needs of	**…and Ensures the success of students through the selection and utilization**	…and Formally shares emerging scientific – based research on effective

students.	the students.	**of differentiated instructional strategies.**	innovative instructional strategies with colleagues.

Guiding Questions:

- Does the teacher vary instructional strategies to create high levels of engagement?
- Does the teacher use a variety of questioning techniques to engage students?
- Does the teacher have a variety of scaffolding techniques?
- How does the teacher group students for the planned lesson?
- Does the teacher use a variety of tools and strategies to engage and motivate students?
- Does the teacher effectively use technology to meet the diverse learning needs, strengths, interests and experiences of all students?

Possible evidence to look for:

- The teacher uses multiple learning strategies to engage students (e.g., technology, music, art, hands-on learning opportunities, high-level questioning, integration of other subjects, student grouping, etc.).
- Teaching strategies lead to active student engagement in learning (e.g., writing, discussion, learning through reading, or other active participation).
- Student learning is supplemented by a variety of scaffolding techniques (e.g., KWL, adapted text, cloze notes, etc.).
- The teacher selects instructional strategies that employ multiple learning strategies and implements student protocols.
- Student discourse is evident (e.g., think-pair-share, reflection, etc.).
- The teacher recognizes individual differences and learning styles and adjusts practice as appropriate.
- The teacher presents objectives in a manner that matches student needs and developmental levels.
- The teacher uses a variety of teaching methods and techniques that reflect current research.
- The teacher paces instruction appropriately and re-teaches material based on assessment.
- The teacher uses questioning strategies effectively.
- The teacher implements curriculum experiences to encourage students to reflect on and assume responsibility for their own learning.

- The teacher solicits comments, questions, examples, and other contributions from students throughout lessons.
- The teacher provides opportunities for guided and independent practice.
- The teacher responds positively to student questions.
- The teacher implements instructional opportunities in which students are interacting with ideas, materials, teachers, and one another.

Competency 2.2.3: The teacher presents content knowledge using higher-order questioning, critical thinking and problem solving skills to deepen students' understanding.

Ineffective	Needs Improvement	**Effective**	Highly Effective
Understands the importance of developing students' critical-thinking and problem solving skills.	…and Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem solving skills.	**…and Delivers content knowledge using differentiated higher order questioning, critical thinking, and problem solving to deepen students' understanding.**	…and Assists colleagues to integrate critical thinking and problem solving skills into their instructional practices.

Guiding Questions:

- Does the instructional lesson elicit higher-order thinking and problem-solving?

- Does the teacher ask high quality questions that cause students to think, reflect, deepen their understanding, and test their ideas?
- Does the teacher promote learning through class/student instruction?
- Does the teacher use a range of techniques to ensure that everybody in the class contributes to the discussion?
- Are lessons and concepts being compared to real world situations and experiences?

Possible evidence to look for:

- Questions of high cognitive challenge, formulated by both students and teachers.
- Questions with multiple correct answers or multiple approaches even when there is a single correct response
- Effective use of student responses and ideas.
- Discussion with the teacher stepping out of the central, mediating role.
- High levels of student participation in discussion.
- Real life objects/materials (realia) that connect to lesson concepts are used in the classroom.
- Teacher designs real world learning opportunities (e.g., science fairs, field trips, guest speakers, etc.).
- Teacher capitalizes on teachable moments.
- Students are empowered to make connections to deeper understanding.
- Encourages the academic curiosity and critical thinking of students.
- Involves students in discovering, exploring, and appreciating the relationship between the subject and other disciplines.
- Teacher chooses materials for accuracy, currency, and stimulating student interest.
- Encourages and guides the development of problem-solving skills and independent thinking.
- Teacher promotes meta-cognition.
- Students formulate many questions initiate topics, and make unsolicited but related contributions.

- Uses a variety of questioning techniques to ensure a challenging environment.
- Demonstrates competence in technology usage.

Competency 2.2.4: The teacher uses a variety of resources to differentiate instruction to meet the needs of all learners

Ineffective	Needs Improvement	**Effective**	Highly Effective
Knows availability of resources (materials, technology, human).	…and Chooses a variety of resources that support delivery of learning objectives to the students.	**…and Uses a variety of resources selected to best deliver learning objectives and are differentiated based upon data driven knowledge of student needs, interests, and abilities.**	…and Works with colleagues to evaluate and recommend effective resources that are implemented consistently across the corporation.

Guiding Questions:

- Is the teacher skilled at interpreting data and using this information to select resources to best deliver learning objectives?
- How are resources used to differentiate in order to meet the needs of all learners?
- Does the teacher have competent knowledge matching best resources with age appropriate needs of the students?

- Does the teacher effectively apply and use information gathered about individual student learning/cultural needs to lesson delivery methods?
- Do materials align with learning outcomes and promote student engagement?
- Are resource materials selected appropriately to challenge students so they grow in their understanding?

Possible evidence to look for:

- Instructional materials selected match student skill level.
- The teacher has ongoing relationship with colleges and universities and/or professional development support in keeping current with how students learn.
- The planned instruction is relevant to student learning styles and needs and to cultural differences.
- Uses appropriate materials and technology that match the learning styles of students.
- Utilizes materials that support flexible grouping practices to respond to diverse needs.
- The teacher facilitates student contact with resources outside the classroom.
- The teacher seeks authentic resources whenever possible.
- Teacher realizes textbook-centric content is often out of date and seeks a variety of media to promote learning and differentiate for students.

2.3 ASSESSMENT

Competency 2.3.1: The teacher uses a variety of measures to assess student progress and adapt instructional practices.

Ineffective	Needs Improvement	Effective	Highly Effective
Knows the difference between formative and summative assessments and links	…and Utilizes a variety of formative assessments to assess student	**…and Utilizes a variety of assessment data to analyze student**	…and Collaborates with grade-level or content level colleagues to analyze

assessments to goals and objectives.	progress.	**progress and adapt instructional practice so students can achieve at continuously higher levels**.	student progress and seeks and implements research-based best practice in instruction.

Guiding Questions:

- Is the teacher familiar with the distinction between assessment for learning (formative) and assessment of learning (summative)?
- How is the teacher using assessment data to inform instruction?
- Is the teacher frequently checking for any student misunderstandings or weak areas of learning?
- Does the teacher relate interim and on-the-spot (i.e., formative) assessments to diagnostic assessments?
- Does the teacher use assessment as part of the instructional process?
- Does the teacher match learning expectations with appropriate assessments?

Possible evidence to look for:

- The teacher moves around the room engaging in short, probing conversations with students.
- The teacher convenes small groups to check for clarity.
- Flexible ability groups are seen in the classroom to meet varying needs of students.
- Portfolio of data are used to track struggling students and their progress.
  Uses various forms of ongoing assessment to monitor the effectiveness of instruction.
- Identifies student confusion.

- Modifies instruction based on student understanding.
- Provides continuous and meaningful feedback.
- Models and encourages the use of self-assessment strategies.
- Encourages students to use strategies for monitoring their own learning.
- The teacher can describe how he/she uses assessment prior to instruction.
- The teacher has detailed assessment data and records on student performance.
- Appropriate diagnostic assessments are developed based on the learning goals of the unit.
- Lesson plans incorporate data from pre-assessments (i.e., diagnostics) and are revised accordingly.
- The teacher convenes small groups to check for clarity.
- Flexible ability groups are seen in the classroom to meet varying needs of students.
- Portfolios of data are used to track struggling students and their progress.

Competency 2.3.2: The teacher uses a variety of assessment strategies to measure and document student learning and growth.

Ineffective	Needs Improvement	Effective	Highly Effective
Knows a variety of assessment strategies.	…and Uses a variety of assessment strategies to measure and document student learning and growth.	**…and Assures assessment strategies selected measure and document student academic learning and growth.**	…and Collaborates with colleagues to provide common assessments that provide school-level and/or corporation level data regarding student learning and growth.

Guiding Questions:

- Is the teacher familiar with the wide variety of assessment options that are available, and is he/she able to explain how to use those assessments effectively?
- Does the teacher connect classroom and district assessments with learning goals?
- In what way does the teacher use formative and summative assessments to inform planning?
- Does the teacher use a variety of assessment methods?
- Are students given choice in how they are to be assessed on a specific learning objective?
- Do students have access to clearly written descriptors for each level of performance?

Possible evidence to look for:

- A variety of formative and summative assessments are planned.
- The teacher has planned an organized assessment system that can be easily explained and understood.
- The teacher keeps detailed records of assessments and uses those records to develop relevant and rigorous unit, weekly, and daily lesson plans.
- The teacher knows the levels and needs of the students based on formative and summative assessments and uses that information to plan interventions and re-teaching where needed.
- Teacher is constantly checking for understanding, using observation, tracking and other formative assessment techniques.
- Teachers are skilled at using authentic and performance based assessment when appropriate.
- Teacher plans include opportunities for students to track their assessment results and know how they are progressing toward the learning goals.
- Students are aware of their current level of performance and areas in which they can improve.
- Students have set realistic and attainable goals for their learning and are given a chance to reflect and revise them.
- Students apply information learned in assessments to setting learning goals.

Competency 2.3.3: The teacher uses a variety of resources to differentiate instruction to meet the needs of all learners

Ineffective	Needs	**Effective**	Highly

	Improvement		Effective
Know the importance of providing feedback to students.	Provides feedback to students but is untimely and/or presented in a manner that does not maximize their learning.	**Provides regular feedback that is accurate, specific, and advances student learning.**	Collaborates with colleagues to develop and utilize a common language for diagnostic feedback, common assessments, that is used in all affected classrooms.

Guiding Questions:

- Student work is posted in the classroom and is used to motivate and guide student learning.
- Are students aware of criteria that will be used to assess their work
- Can students explain these criteria to another student or teacher?
- Do students have access to rubrics or criteria before they are used?
- Are criteria used to review work with students to help guide future learning and effort?
- Does the teacher have in-depth knowledge of the subject area? Do they review any weak areas before teaching the subject?
- Is the teacher a self-directed learner when it comes to professional growth opportunities?
- Are grade-level teams meeting regularly to review student/unit progress and to plan for future lessons?

Possible evidence to look for:

- Student work is posted in the classroom and is used to motivate and guide student learning.
- Students set goals for their learning and progress throughout the year.
- Students are held responsible for and accountable for tracking and managing their learning.
- Teacher provides timely feedback about student progress along with guided assistance on how to improve their understanding.
- Assessment rubrics and guidelines are accessible or posted in the room.
- Criteria for work have been reviewed with students and are revisited before being used to assess assignments.
- Clear criteria are provided (i.e., verbal and written directions) for work on smaller assignments.
- Teacher feedback/commentary with is provided to students on larger projects.
- Both teacher and students exchange feedback on larger projects.
- The teacher participates in regularly scheduled meetings with the grade-level team to collaborate on curriculum planning and assessment data.
- The teacher can describe best practices when it comes to instruction, the content area, and research.
- The teacher pursues professional growth opportunities and applies what he/she learns.
- The teacher has archival records of lesson plans with annotations denoting successes, possible revisions and/or need to revisit structure and objective of lessons.
- Teacher identifies and communicates specific student performance expectations.
- Uses assessment information to remediate, re-teach, or extend teaching to meet individual and/or group needs.

- Communicates student progress and/or assessment information to students, parents and appropriate staff members in an efficient and timely manner.

DOMAIN THREE: PROFESSIONAL PRACTICE

Competency 3.1: The teacher utilizes different forms of professional development and implements practices to improve future instruction.

Ineffective	Needs Improvement	**Effective**	Highly Effective
Understands importance of professional development.	…and Participates in professional development.	**…and Implements knowledge and skills from professional development consistent with its intent and student needs.**	…and Leads professional development sessions designed to meet specific corporation or identified instructional needs to increase student achievement rates.

Guiding Questions:

- Is the teacher a self-directed learner when it comes to professional growth opportunities?
- What leadership roles has the teacher pursued at the school and district level?
- How has the teacher implemented in the classroom concepts gained in professional development activities?

Possible evidence to look for:

- The teacher can describe best practices when it comes to instruction, content area, and research.
- The teacher seeks to improve his/her performance through professional growth opportunities as a life-long learner by reading, writing, revising and sharing with others.
- Participates in professional growth activities which may include conferences, workshops, course work, and/or membership in professional organizations.

- Maintains a high level of personal knowledge regarding new developments and techniques, including technology, in the field of professional specialization.
- Engages in ongoing self-assessment.
- Uses appropriate resources to grow professionally.
- Collaborates with colleagues regarding school data and implementation of continuous improvement strategies for increasing student achievement and teachers' professionalism.
- Teachers evaluate their current classroom practices continuously to determine if students are learning at the highest achievement levels possible.
- Teachers compare their practice with new or innovative ideas and select that which matches the students' learning needs.
- Teachers remain current on emerging technologies and their effective use in the classroom.

Competency 3.2: The teacher establishes and maintains effective lines of communication.

Ineffective	Needs Improvement	**Effective**	Highly Effective
Understands the importance of maintaining effective lines of communication.	…and Reaches out to students and families or colleagues to involve them in the instructional program.	**…and Actively uses two-way communication with students, families, and colleagues that is positive, culturally appropriate, and promotes school pride.**	…and Actively uses two-way communications with all stakeholders to promote confidence, trust, and pride in Seymour Community Schools.

Guiding Questions:

- Does the teacher forge partnerships with parents that foster learning and well-being at home and at school?
- Does the teacher make a concerted effort to listen to the parents with understanding and seek opportunities to partner with the parent?
- What methods are used by the teacher to communicate?
- Does the teacher communicate student progress in a timely manner to students and parents?
- Does the teacher communicate effectively and respectfully with parents and community members?
- Does the teacher communicate upcoming learning goals and standards to parents?
- Does the teacher communicate respectfully, effectively and clearly with colleagues?
- Does the teacher respond to parent questions or concerns in a timely manner?
- Is the teacher proactive in communicating in situations that have the potential to turn negative?
- Is the teacher culturally appropriate?

Possible evidence to look for:

- The teacher communicates in a respectful and positive manner with parents.
- Teacher's communications are culturally appropriate.
- Two-way communication between the teacher and the family is common.
- Student work is explained to parents in a proactive manner, teacher is a partner with the parent in promoting student achievement.
- The teacher has a system for communicating with parents and communicates regularly.
- The teacher is available to meet during his/her workday and communicates this with parents.
- The teacher communicates with colleagues in a respectful manner.
- The teacher responds to parent concerns within a business day of receiving them.
- The teachers' non-verbal cues match what he/she is saying to the parent.
- Promotes positive home/school relationships.
- Demonstrates flexibility in planning meetings with parents.
- Encourages parental involvement in classroom and school activities.
- Handles confidential information and sensitive situations professionally and with discretion.

Competency 3.3: The teacher works with colleagues and professional learning communities in a respectful manner to fulfill the school mission.

Ineffective	Needs Improvement	**Effective**	Highly Effective
Knows the importance of collaboration with colleagues and professional learning communities to fulfill the school mission.	…and Attends meetings with colleagues and professional learning communities focused on fulfillment of the school mission.	**…and Actively contributes and collaborates with colleagues and professional learning communities focused on fulfillment of the school mission.**	…and Leads work sessions with colleagues and professional learning communities that contributes to the fulfillment of the school mission

Guiding Questions:

- Are teacher's relationships with colleagues mutually supportive and cooperative?
- Does the teacher contribute to and participate in learning communities that support and respect its members' efforts to improve practice?
- Does the teacher actively support building and corporation initiatives?
- What strategies or actions does the teacher apply to facilitate the implementation of building and district initiatives?
- What leadership roles has the teacher pursued at the school and corporation level?
- Does the teacher positively contribute to the school's mission?

Possible evidence to look for:

- The teacher engages in personal professional growth.
- Teacher is active in professional organizations that promote and enhance their practice.
- The teacher builds positive relationships within the school, and school community.
- The teacher communicates in a respectful and positive manner to everyone.
- The teacher can be counted on to complete all required duties, reports and paperwork at the highest level of quality possible.
- The teacher fulfills qualities of a professional including dependability, punctuality, appropriateness of dress, ethical and honest judgment, respect of boundaries and confidentiality, and among other qualities applicable to the position and school expectations.

- The teacher inspires others to adopt, support, and participate in building and corporation initiatives.
- The teacher highly values collaboration and positive relationships and is frequently involved in site and district improvement projects and/ or task forces.
- The teacher meets frequently with collaboration teams.
- The teacher positively contributes to the school's mission.
- Establishes working relationships that demonstrate integrity, sensitivity, fairness, humor, courtesy, respect, and active listening.
- Works cooperatively with appropriate school personnel to assist students in reaching their goals.
- Uses available resources to support students with physical, intellectual, or emotional needs.
- Works cooperatively with appropriate school personnel to address issues that impact instruction, academic achievement, and school climate.
- The teacher demonstrates a consistent and professional attitude toward the accomplishment of corporation, program, and building-level goals.
- Participates actively and constructively in program development, change, and implementation of school-wide goals at all levels.
- Demonstrates personal integrity based upon positive professional and ethical standards.
- Demonstrates professional judgment in dealing with confidential information.
- Fulfills professional responsibilities in a timely manner.
- Seeks opportunities to serve as a collaborator, mentor, coach, presenter, or researcher to foster the development of teachers

- Serves as an appropriate role model.

Competency 3.4: The teacher contributes to the school purpose beyond the school day.

Ineffective	Needs Improvement	Effective	Highly Effective
Knows of opportunities to contribute to the school purpose beyond the school day.	…and With knowledge and approval of administrator, attends unpaid opportunities beyond the school day to contribute to the school purpose.	**…and With knowledge and approval of administrator, participates in unpaid opportunities beyond the school day to contribute to the school purpose.**	…and With knowledge and approval of administrator, leads unpaid opportunities beyond the school day that contribute to the school purpose.

Guiding Questions:

- While out in the community does the teacher demonstrate professional respect to all constituents?
- How does the teacher promote a positive image of the school purpose beyond the school day?
- Does the teacher positively contribute to the school's mission?
- Is the teacher a role model for professionalism in education while out in the community?

Possible evidence to look for:

- Participates in school activities as appropriate to assist students and enhance school image.
- Supports student, teacher, school, corporation, and/or community events that support school goals
- Provides student support by attending extra curricular events when possible
- Volunteers to lead or assist with extra curricular events, organizations, or activities.
- Volunteers within the community
- Collaborates with community organizations to promote the school purpose.
- Attends evening seminars, meetings, or other professionally related activities.
- Participates in or sponsors student, teacher, school corporation, and/or community activities or events
- Seeks opportunities to provide service to the profession, school system, and the community.

Optional Pre-Conference Form – Teacher

Note: This form may be used in conjunction with a pre-conference, but can also be exchanged without a pre-conference prior to the observation.

SCHOOL: _____ OBSERVER: _____

TEACHER: _____ GRADE/SUBJECT: _____

DATE AND PERIOD OF SCHEDULED OBSERVATION: _____

Dear Teacher,

In preparation for your formal observation, please answer the questions below and attach any requested material.

1) What learning objectives or standards will you target during this class?

2) How will you know if students are mastering/have mastered the objective?

3) Is there anything you would like me to know about this class in particular?

4) Are there any skills or new practices you have been working on that I should look for?

Feel free to attach any items you wish prior to your scheduled observation.

Post-conference Form – Evaluators

Instructions: The primary post-conference document should simply be a copy of the observation notes taken in the classroom. This form is designed to summarize and supplement the notes.

SCHOOL: _____ OBSERVER: _____

TEACHER: _____ GRADE/SUBJECT: _____

DATE OF OBSERVATION: _____START TIME: _____ END TIME: _____

Domain 1: Areas for Improvement Observed in the Classroom (identify specific competencies):

Domain 2: Analysis of information (including strengths and weaknesses) in Planning:

Domain 3: Analysis of information (including strengths and weaknesses) in leadership:

Action Steps for Teacher Areas of Improvement:
This section should be written by the teacher and evaluator during the post conference.

Post-conference Form – Teacher

SCHOOL: _____ OBSERVER: _____

TEACHER: _____ GRADE/SUBJECT: _____

DATE OF OBSERVATION: _____ START TIME: _____ END TIME:_____

Dear Teacher,

In preparation for our post-conference, please complete this questionnaire and bring it with you when we meet. Your honesty is appreciated and will help us to have a productive conversation about your performance and areas for improvement.

1) How do you think the lesson went? What went well and what didn't go so well?

2) Did you accomplish all that you wanted to in terms of students mastering the objectives of the lesson? If not, why do you think it did not go as planned?

3) If you were to teach this lesson again, what would you do differently?

4) Did the results of this lesson influence or change your planning for future lessons?

Please bring any items you wish to this post-conference.

Interim Progress Report- Evaluator

Teacher: _____Grade/Subject _____

School_____ Evaluator _____

Date:

The Interim Progress Report is based on all data collected as of the date of this report and is ONLY INTENDED TO PROVIDE INFORMATION REGARDING PROGRESS. Teachers' final determination will be reported on the Summative Evaluation Form. Include print out of all data collected during the school year as attachments

Interim Teacher Evaluation Rubric Score (80%)	
Interim Student Achievement/Growth Score (if available) (15%)	
School-wide Learning Objective Score (if available) (5%)	

Comments:

Performance Improvement Plan Recommended at this time?
Yes ___No ___

Note. *A Performance Improvement Plan can be recommended at any time a teacher demonstrates deficiencies in performance. Lack of recommendation for Improvement Plan at the Interim Report does not preclude implementing one as the year progresses.*

Signatures below indicate a conference between the teacher and the evaluator was held. The teacher's signature on this form indicates that he/she has seen all comments on the form. The teacher's signature does not necessarily indicate agreement with the evaluation report.

Evaluator: _____ Date: _____

Teacher: _____ Date: _____

Administrator: (if applicable)_____ Date: _____

Summative Evaluation Report – Evaluator

Teacher: _____Grade/Subject _____

School_____ Evaluator _____

Date:

The Summative Evaluation Report is based on all Formal Observation Reports and other observations made by the evaluator throughout the year. Include print out of all data collected during the school year as attachments

Teacher Evaluation Rubric Score		
Student Achievement/Growth Score		
		Check appropriate box
School-wide Learning Objective Score		
Teacher Final Rating		

Highly Effective	Effective	Needs Improvement	Ineffective

Additional Comments if necessary:

Recommended for Renewal: Yes_____ No_____

Performance Improvement Plan (PIP) Yes _____ No _____
(attach copy of PIP results)

Signatures below indicate a conference between the teacher and the evaluator was held. The teacher's signature on this form indicates that he/she has seen all comments on the form. The teacher's signature does not necessarily indicate agreement with the evaluation report.

Evaluator: _____ Date: _____

Teacher: _____ Date: _____
Administrator: (if applicable)_____ Date: _____

Professional Improvement Plan

Teacher _____ Date _____

Evaluator _____

Start Date _____ End Date _____

Using the following chart, identify the performance deficiencies in each domain/indicators, identify the specific outcomes to be achieved, list all activities, materials, actions, and individuals involved, identify the measurement that will be used to determine if the teacher has eliminated the deficiency, and include the timeline of each activity. The plan may not exceed 90 school days.
Additional charts and pages may be added as necessary.

Teacher's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

School: _____

☐ Objectives of the Performance Improvement Plan have been met.

☐ Objectives of the Performance Improvement Plan have not been met.

Teacher's Signature _____
Date _____

Administrator's Signature _____
Date _____

Teacher may submit comments within 5 school days of the date of signing the final document and such comments will be attached to the determinations found in the Plan. The Plan and any attachments will be included in the teachers Personnel File

PROFESSIONAL IMPROVEMENT PLAN CHART

Domain/ Indicators	Specific outcomes to be achieved	List activities, materials, actions will be involved	Improvement measurement criteria	Plan evaluation dateline (must include minimum of one review every 2 weeks)

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Appendix D:
Glossary of Terms

Achievement: Defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards. Achievement is a set point or "bar" that is the same for all students, regardless of where they begin.

Beginning-of-Year Conference: A conference in the fall during which a teacher and primary evaluator discuss the teacher's prior year performance and Professional Development Plan (if applicable).

Competency: There are nineteen competencies, or skills of an effective teacher, in the Indiana Teacher Effectiveness Rubric. These competencies are split between the four domains. Each competency has a list of observable indicators for evaluators to look for during an observation.

Corporation-Wide Assessment: A common assessment given to all schools in the corporation. This assessment may have either been created by teachers within the corporation or purchased from an assessment vendor. This may also be an optional state assessment that the corporation chooses to administer corporation-wide (ex. Acuity, mClass, etc).

Domain: There are the domains, or broad areas of instructional focus, included in the Teacher Effectiveness Rubric: Planning, Instruction, and Professionalism. Under each domain, competencies describe the essential skills of effective instruction.

End-of-Course Assessment: An assessment given at the end of the school year to measure mastery in a given content area. The state currently offers end-of-course assessments in Algebra I, English 10, and

Please note: If you obtained this document through any means other than through the Office of Educator Effectiveness and Leadership at the Indiana Department of Education (website or email), the document may be modified from its original version.

Biology I. However, many districts and schools have end-of-course assessments that they have created on their own.

Evidence-based: an evaluation system in which a teacher brings forth various materials that serve as evidence, or proof, that he/she has met a certain performance level within a domain

Extended Observation. An announced observation lasting a minimum of 40 minutes. Extended observations are accompanied by optional pre-conferences and mandatory post-conferences including written feedback within five school days of the observation.

Formative Evaluation: pieces of the evaluation process which are used to improve instruction; a process which occurs in various forms and many times during the assessment of a teacher; pieces of the evaluation process which identify strengths and
areas in which improvement should occur in order to help

Growth: Improving skills required to achieve mastery on a subject or grade-level standard over a period of time. Growth differentiates mastery expectations based on baseline performance.

Indiana Growth Model: The IN Growth Model rating is calculated by measuring the progress of students in a teacher's class to students throughout the state who have the same score history their academic peers). All teachers will have a small component of their evaluation based on school-wide growth model data. Individual growth model data currently only exists for teaches in grades 4-8 ELA/math.

Indicator: These are observable pieces of information for evaluators to look for during an observation. Indicators are listed under each competency in the Indiana Teacher Effectiveness Rubric.

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Interim Conference Conducted at the end of the first semester, this conference provides teachers of a progress review of performance to date.

ISTEP+: A statewide assessment measuring proficiency in Math and English language Arts in grades 3-8, Social Studies in grades 5 and 7, and Science in grades 4 and 6. The Indiana Growth model uses ISTEP scores in math and ELA to report student growth for these two subjects in grades 4-8.

Mid-Year Conference: An optional conference in the middle of the year in which the primary evaluator and teacher meet to discuss performance thus far.

Post-Conference: A mandatory conference that takes p[lace after an extended observation during which the evaluator provides feedback verbally and in writing to the teacher.

Pre-Conference: An optional conference that takes place before an extended observation during which the evaluator and teacher discuss important elements of the lesson or class that might be relevant to the observation.

Primary Evaluator: The person chiefly responsible for evaluating a teacher. This evaluator approves Professional Development Plans (when applicable) and assigns the summative rating in the spring. Each teacher has only one primary evaluator. The primary evaluator must perform a minimum of two extended and four short observations.

Professional Improvement Plan A Professional Improvement Plan is used when at teacher is struggling and appears to be functioning at the level of *Needs Improvement* or *Ineffective*.

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Professional Judgment: A primary evaluator's ability to look at information gathered and make an informed decision on a teacher's performance without a set calculation in place. Primary evaluators will be trained on using professional judgment to make decisions.

Professional Practice: Professional Practice is the first of two major components of the summative evaluation score (the other is Student Learning). This component consists of information gathered through observations using the Teacher Effectiveness Rubric and conferences during which evaluators and teaches may review additional materials.

School-Wide Assessment: A school-wide assessment is common to one school, but not given across schools. It is usually created by a team of teachers within the school, but may have been purchase from an outside vendor or provided by the state of Indiana in its Grade Card. Should an additional test be chosen, it is administered to all students in a given grade or subject. For an assessment to be considered school-wide, it must be given by more than one teacher.

Secondary Evaluator: An evaluator whose observations, feedback, and information gathering informs the work of a primary evaluator.

Seymour Teacher Effectiveness Rubric: The Seymour Teacher Effectiveness Rubric was written by an evaluation committee of education stakeholders within the school corporation. The rubric includes seventeen competencies and three primary domains: Planning, Instruction, and Leadership. It also includes a fourth domain: Core Professionalism, used to measure the fundamental aspects of teaching, such as attendance.

Seymour Teacher Evaluation Committee: A group of educators and administrator who led the design process for the Seymour Teacher Evaluation Program model.

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Short Observation: An unannounced observation lasting a minimum of 10 minutes. There are no conferencing requirements for short observations. Feedback in writing must be delivered within two school days.

Statewide Assessment: A statewide assessment refers to any mandatory assessment offered by the state. Examples of this in Indiana include: ISTEP, ECAs, LAS Links, etc.

Student Learning Objective: A long-term academic goal that teachers and evaluators set for groups of students. It must be specific and measurable using the most rigorous assessment available based on available prior student learning data, aligned to state standards, and based on student progress and achievement.

Student Learning: Student Learning is the second major component of the summative evaluation score (the first if Professional Practice). Student Learning is measured by a teacher's individual Indiana Growth Model data (when available), school-wide Indiana Growth Model data, and Student Learning Objectives. These elements of student learning are weighted differently depending on the mix of classes a teacher teaches.

Summative Conference: A conference in the spring where the primary evaluator and teacher discuss performance from throughout the year leading to a summative rating.

Summative Rating: The final summative rating is a combination of a teacher's Professional Practice rating and the measures of Student Learning. These elements of the summative rating are weighted differently depending on the mix of classes a teacher teaches. The final score is mapped on to a point scale. The points correspond to the four summative ratings: Highly Effective, Effective, Improvement Necessary, and Ineffective.

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Teacher-Created Assessment: A teacher=created assessment is an individual exam developed and administered by an individual teacher. Please not that a teacher-created assessment does not refer to an assessment created by and administered by *groups* of teachers (see school-wide assessment)

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Appendix E:
Verification Statement of Voting Outcomes

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Teran Armstrong - voting on teacher evaluation

From: Teran Armstrong
To: Brown Elementary; Redding; Seymour Middle School; High School; Cortland ...
Date: 5/21/2012 10:27 PM
Subject: voting on teacher evaluation

Dear All,

It's your turn now. We have worked since February, shared along the way, and had an open discussion opportunity after school. We all realize there are a few loose threads to tie together such as assessment instruments for various teaching staff who are not actually in a single classroom all day and we will continue to finish putting in these important components.

But to meet the legislative requirements, you must make a choice between using the locally developed instrument or going with IDOE RISE. Here is the process to use to weigh in.

1. EVERY CERTIFIED STAFF MEMBER SHOULD VOTE. This is not just an SEA matter.
2. Here is the statement to consider: "SCS should use the locally developed teacher evaluation process instead of the Indiana Department of Education process known as RISE."
3. If you support this statement, just send an email to yes@scsc.k12.in.us (you do not have to have any text, just send the email)
4. If you do not support this statement, just send an email to no@scsc.k12.in.us (again, no text required, just use the "no" address.
5. You have until noon, Thursday, May 24, 2012 to vote.
6. If we do not have 75% of those who vote choose the local process, we will be mandated to use RISE.
If you have ANY questions at all, please do not hesitate to contact me, Mrs. Fenton, or any member of the committee but do so before NOON THURSDAY so that you may be as comfortable as possible with your decision.

Thank you for your consideration,

Teran Armstrong

ectiveness and Leadership at the Indiana Department of Education

Teran Armstrong - evaluation instrument vote results

From: Teran Armstrong
To: Board 1112; TLC1112; Brown Elementary; High School; Seymour Middle Schoo...
Date: 5/24/2012 5:15 PM
Subject: evaluation instrument vote results

207 votes = YES

0 votes = NO

100% agreement

We will polish up the final product and send it on its way.

Thank you and enjoy your last day and a GREAT summer!!!!!

Teran Armstrong

ectiveness and Leadership at the Indiana Department of Education

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