



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			
School Corporation Number			
Annual Evaluations			
Requirement	Statute	Examples of Relevant Information	Reference Page Number
<input type="checkbox"/> Annual performance evaluations for each certificated employee	IC 20-28-11.5-4 (c) (1)	<ul style="list-style-type: none"> - Explanation of annual evaluation - Chart of required teacher observations - Sample administrator evaluations 	7, 8, 9-22

Objective Measures of Student Achievement and Growth			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
<p>Objective measures of student achievement and/or growth significantly inform all certificated employees evaluations.</p>	IC 20-28-11.5-4 (c) (2)	<ul style="list-style-type: none"> - Weighting of student achievement in final summative evaluation - Protocol for including objective measures of student achievement and growth - Sample Administrative Evaluations (metrics) 	15-17, 22,24
<p>Student performance results from statewide assessments inform evaluations of employees whose responsibilities include teaching tested subjects.</p>	IC 20-28-11.5-4 (c) (2)	<ul style="list-style-type: none"> - Student Achievement and Growth Measures Appendix - Sample Administrative Evaluation 	15-17, 22,24
<p>Methods of assessing student growth in evaluations of employees who do not teach tested subjects.</p>	IC 20-28-11.5-4 (c) (2)	<ul style="list-style-type: none"> - Student Achievement and Growth Measures Appendix - Sample Administrative Evaluation 	22,24
<p>Student assessment results from locally developed assessments and other test measures in evaluations for certificated employees.</p>	IC 20-28-11.5-4 (c) (2)	<ul style="list-style-type: none"> - Student Achievement and Growth Measures Appendix - Sample Administrative Evaluation 	22,24

Rigorous Measures of Effectiveness			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
<p>Rigorous measures of effectiveness, including observations and other performance indicators.</p>	IC 20-28-11.5-4 (c) (3)	<p>Observation Rubrics allowing for detailed description at each level of performance for each indicator.</p> <ul style="list-style-type: none"> • Teacher • Other Certificated Staff • Principals • District-Level Certificated Staff <p>Evidence to inform Observation Rubrics</p>	15-17, 22, 25-28

Designation in Rating Category			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
■ A summative rating as either highly effective, effective, improvement necessary, or ineffective.	IC 20-28-11.5-4 (c) (4) and (6)	<ul style="list-style-type: none"> - Definition of performance categories - Summative scoring process that yields placement into each performance category 	16, 17, 22, 29, 30, 31
■ A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4 (c) (4) and (6)	<ul style="list-style-type: none"> - Description of modifying final summative rating for negative growth - Definition of negative impact on student growth for classes not measured by statewide assessments 	32, 33
■ 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)	<ul style="list-style-type: none"> - Process for determining summative rating - Scoring Student Learning Measures - Weights of evaluation components 	29, 30, 31, 33

Evaluation Feedback			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
■ 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)	<ul style="list-style-type: none"> Process for delivering feedback on evaluations Process for tying evaluation results to professional development 	33, 34, 35

Evaluators			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
■ 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)	<ul style="list-style-type: none"> - Description of Evaluator Training - Description of who will serve as evaluators 	35

<p>■ 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</p>	<p>IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)</p>	<p>N/A At this time, we do not utilize teaching staff in the role of an evaluator. If we do so in the future, we will add the training and process of teacher selection to the Evaluation Plan.</p>	<p>N/A</p>
<p>■ All evaluators receive training and support in evaluation skills</p>	<p>IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)</p>	<p>Description of evaluator training</p>	<p>35</p>

Feedback and Remediation Plans			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
<p>■ All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.</p>	<p>IC 20-28-11.5-6</p>	<p>System for delivering summative evaluation results to employees</p>	<p>35, Appendices</p>
<p>■ Remediation plans assigned to teachers rated as ineffective or improvement necessary.</p>	<p>IC 20-28-11.5-6</p>	<ul style="list-style-type: none"> - Remediation plan creation and timeframe - Process for tying evaluation results to professional development 	<p>34, 35, Appendices</p>
<p>■ Remediation plans include the use of employee's license renewal credits.</p>	<p>IC 20-28-11.5-6</p>	<ul style="list-style-type: none"> - Description of how employee license renewal credits will be incorporated into remediation 	<p>42, Appendices</p>
<p>■ Means by which teachers rated as ineffective can request a private conference with the superintendent.</p>	<p>IC 20-28-11.5-6</p>	<p>Process for teachers rated as ineffective to request conference with superintendent</p>	<p>36</p>

Instruction Delivered by Teachers Rated Ineffective			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
<ul style="list-style-type: none"> ■ 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	36
<ul style="list-style-type: none"> ■ 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	36

**MSD of Washington Township
Certified Staff Evaluation Plan
IDOE Legal Standard 12 Submission Information
2012-2013**

The MSD of Washington Township (MSDWT), in collaboration with the Washington Township Teachers Association (WTEA) has developed the MSD of Washington Township Teacher Evaluation System. This system combines the work of the DOE RISE Model, the Marzano Framework, Charlotte Danielson, expectations of the International Baccalaureate Organization, and current MSDWT Best Practices Document.

The MSDWT worked with the IN-TASS Organization as well as other Indiana districts to develop both the teacher effectiveness rubric as well as the student achievement and growth measures components of the evaluation. Representatives of MSDWT administration as well as representation of the WTEA attended workshops, and presentations of IN-TASS when developing the teacher evaluation instrument.

The MSDWT Teacher Evaluation System evaluates teacher performance on sixteen performance indicators in three domains. The domains are:

Domain I - Purposeful Planning (4 Items)

Domain II - Effective Instruction (8 Items)

Domain III - Professional Practice (4 Items)

The Effective Instruction domain is the most heavily weighted domain as it contains eight items compared to four items in Domains I and III.

In addition to the Teacher Effectiveness Domains, teachers are appraised on Student Achievement and Growth Measurements. Each teacher is assigned a Primary Measure and a Secondary Measure. The Primary Measure is weighted the most heavily. Per Indiana Code, teachers with ISTEP+ Growth and Achievement Data will be assigned the ISTEP+ Data as the Primary Measure.

An extensive list of Primary and Secondary Measures has been developed for implementation as part of the teacher effectiveness appraisal process beginning in 2012-2013.

The MSDWT Teacher Evaluation System scores the Performance Expectations and the Student Achievement and Growth Measures as a raw score or tally system and is worth a total of 88 points.

Annual Evaluations

Annual Performance Evaluations for each certified employee

Certified Staff - Instructional Staff

Instructional staff, including instructional coaches, Title I specialists, guidance counselors, and media center specialists will be assessed using the same sixteen performance indicators in the three domains listed above. Student and teacher evidence of meeting the performance expectations has been developed for each of the various teaching areas. Unique teacher and student evidence is available for teachers to use as targets for performance and by evaluators to provide consistent and focused feedback to teachers following observations and conferences.

The number of required formal observations a teacher receives depends on the number of years the teacher has taught in the school corporation. The MSDWT Teacher Evaluation Administrative Guidelines outlines the number of required observations. In addition, a teacher that has been placed on a Performance Assistance Plan, will receive additional required observations as part of the Performance Assistance Plan as there is a need for more intense intervention required by the evaluator to address areas of need within the sixteen performance indicators.

All teachers and certified instructional staff will be provided with the minimum number of formal and informal observations as required by IC 20-28-11.5-4.

<u>Evaluation Process Overview</u>	1-2 Years of Employment	3-5 Years of Employment	6+ Years of Employment
Introductory Performance Expectations Conference	Group meeting to be held prior to the first formal observation (Refer to Conference Checklist)	Group meeting to be held prior to the first formal observation (Refer to Conference Checklist)	Group meeting to be held prior to the first formal observation (Refer to Conference Checklist)
Formal Observation	2 (minimum one each semester) The first Formal Observation will be an announced observation. For announced observations, the teacher will be afforded the opportunity to complete a pre-observation form.	1 (minimum one first semester) The first Formal Observation will be an announced observation. For announced observations, the teacher will be afforded the opportunity to complete a pre-observation form.	1 (minimum one each year) The first Formal Observation will be an announced observation. For announced observations, the teacher will be afforded the opportunity to complete a pre-observation form.
Informal Observation	Teachers will receive a minimum of two (2) Informal Observations and/or additional as needed to document attainment of performance expectations in any domain A copy of the informal observation notes will be given to the teacher within a reasonable time following the informal observation. A post-conference may be requested by the evaluator or the teacher.	Teachers will receive a minimum of two (2) Informal Observations and/or additional as needed to document attainment of performance expectations in any domain A copy of the informal observation notes will be given to the teacher within a reasonable time following the informal observation. A post-conference may be requested by the evaluator or the teacher.	Teachers will receive a minimum of two (2) Informal Observations and/or additional as needed to document attainment of performance expectations in any domain A copy of the informal observation notes will be given to the teacher within a reasonable time following the informal observation. A post-conference may be requested by the evaluator or the teacher.
Participatory Observation	Option to replace 1 formal observation-mutually agreed upon by teacher and evaluator	Option to replace 1 formal observation-mutually agreed upon by teacher and evaluator	Option to replace the formal observation-mutually agreed upon by teacher and evaluator

Artifact Evidence	Artifacts presented and reviewed as needed to document attainment of performance expectations	Artifacts presented and reviewed as needed to document attainment of performance expectations	Artifacts presented and reviewed as needed to document attainment of performance expectations
Performance Expectations Reflective Conference	To be held after each formal observation A copy of the conference form and observation notes will be given to the teacher within a reasonable time after the conference	To be held after each formal observation A copy of the conference form and observation notes will be given to the teacher within a reasonable time after the conference	To be held after each formal observation A copy of the conference form and observation notes will be given to the teacher within a reasonable time after the conference
Summative Performance Levels Conference	To be held prior to May 15 Teacher must receive summative document within 7 days following the conference (IC 20-28-11.5)	To be held prior to May 15 Teacher must receive summative document within 7 days following the conference (IC 20-28-11.5)	To be held prior to May 15 Teacher must receive summative document within 7 days following the conference (IC 20-28-11.5)

Certified Staff – Administrative Staff

Department Chairpersons at the secondary level in Washington Township function as administrators and are responsible for teacher evaluation in varying capacities. The Department Chairpersons also teach sections within their respective disciplines on a daily basis. Therefore the Department Chair evaluation blends the teacher evaluation model with an added administrative domain.

The additional performance indicators in the addition domain address the unique administrative duties of the Department Chairpersons:

4.1.1 Hiring and Retention
4.1.2 Evaluation of Teachers
4.1.3 Professional Development
4.1.4 Strategic Assignment
4.1.5 Addressing teachers who are in need of improvement or ineffective
4.2.1 Classroom Observations
4.2.2 Using feedback to improve performance
4.2.3 Communications

Department Chairpersons’ Student Achievement and Growth Measure for purposes of significantly informing the evaluation, will be based on the students in the courses they teach and will function in the same way as the certified instructional staff measure.

All other certified administrators including central office administration, building administration, school psychologists, and directors will be evaluated using the same appraisal model. Administrators will be evaluated on three components.

Component I – Performance Rubric

Component II – Attainment of Professional Goals

Component III – Student Achievement

The building Principal and Assistant Principal is combines ratings from three components or domains to inform the summative rating.:

Performance Indicators
Performance and Leadership Goals
Student Achievement Measures

Performance Indicators for Principals and Assistant Principals are identical to the RISE Rubric for Principals with the addition of one performance indicator: Standardized Instructional Practices. The MSD of Washington Township implements an annual Quality Assurance Review Process as part of School Improvement Goal development. The degree in which building leadership establishes, monitors, and adjusts Standard Instructional Practices as established by the district is an integral part of our QA Process.

Performance and Leadership Goals will be established by the Principal and Assistant Principals with the guidance of their direct supervisors.

Leadership Goals will focus on process goals. These process goals may be related to frequency of classroom visits, teacher leadership development, monitoring of programming, program evaluation, or monitoring of the fidelity of deployment of a program or initiative.

Performance Goals are directly tied to the school's School Improvement Goals (SMART Goals). The Performance Goals are represented by the measureable student achievement goals reflected in the school's School Improvement Plan that is submitted to the IDOE.

Student Achievement Measures

Student Achievement Measures inform the Principal and Assistant Principal evaluation in two ways:

- 1.) Through Performance Goals based on School Improvement Plan Goals
- 2.) The building A-F Accountability Grade assigned by the IDOE

The evaluation sample below represents a sample of the MSDWT Principal and Assistant Principal Evaluation



Metropolitan School District of
Washington Township

"Superior Schools in a Supportive Community"

**Principal Evaluation Form
2012-2013 School Year**

Administrator Name:

Supervisor Name:

Goal Setting

Date:

Leadership Goal #1 - Chosen by Administrator

Leadership Goal <i>Specific</i> <i>Measurable</i> <i>Attainable</i> <i>Realistic</i> <i>Timely</i>	Progress Monitoring <i>How will you measure progress throughout the year?</i>	Timeline <i>What is your timeline for working on this goal throughout the year?</i>	Resources & Support Person(s) <i>What/Who do you need to help with your progress?</i>

SIP Goals #2 –

Program Goal <i>Specific</i> <i>Measurable</i> <i>Attainable</i> <i>Realistic</i> <i>Timely</i>	Progress Monitoring <i>How will you measure progress throughout the year?</i>	Timeline <i>What is your timeline for working on this goal throughout the year?</i>	Resources & Support Person(s) <i>What/Who do you need to help with your progress?</i>

SIP Goals Description

The SIP Goals requirement in this evaluation requires the administrator to document both progress in meeting targeted SIP goals for the individual school and to document systematic implementation of strategies, interventions, and processes. The SIP Goal section may also be used to document progress of a professional goal of monitoring deployment and effectiveness of programs such as Professional Learning Communities, Vocabulary Instructional Programs, Reading and Writing Programs.

The rating of the Professional Goal Setting component of the administrator's appraisal will be a combined rating accounting for both the achievement of SIP Goals and documented progress toward achievement of the Leadership Goals.

Completed templates from the Principal's Quality Assurance Reviews will be considered as primary documentation of progress monitoring of the SIP Goal requirement. Additional documentation may also inform the evaluation as necessary.



**Administrator Evaluation Form
2012-2013 School Year**

Midyear Reflection Review

Administrator Name:

Supervisor Name:

Date:

Leadership Goal #1:

What progress has been made toward your goal?

What challenges have you faced reaching your goal?

What modifications need to be made for the last part of the year?

Additional Reflections:

What modifications need to be made for the last part of the year?

What support is needed?

Additional Reflections:

Administrator Signature

Evaluator Signature



Metropolitan School District of
Washington Township

"Superior Schools in a Supportive Community"

**Administrator Evaluation Form
2012-2013 School Year
Summative Reflection and Review**

Date:

Leadership Goal #1:

Describe the attainment of your goal:

Additional Reflections:

Evaluator Feedback

Additional Reflections:

Evaluator Feedback:

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p>Exceeds all Leadership Goals. Attains significant progress toward achievement of SIP goals. Progress may be considered Effective when principal links data to support achievement of SIP goals. Data may include correlation data linking local designed assessments, purchased or professionally designed assessments to standardized test data. Additionally, principal can articulate a root cause of continued barriers to achieving SIP goals, or can link processes or programs to the achievement of SIP goals. The principal uses current data, trend data, and standardized test data to adjust SIP goals or additional student achievement goals midyear when necessary – communicating appropriately with all stakeholders.</p>	<p>Meets all Leadership Goals, may exceed in some. Attains significant progress toward achievement of SIP goals. Progress may be considered Effective when principal links data to support achievement of SIP goals. Data may include correlation data linking local designed assessments, purchased or professionally designed assessments to standardized test data.</p>	<p>Meets half of Leadership Goals and shows some attainment of the SIP Goals. Principal shows multiple ways in which SIP Goals were addressed and can accurately identify areas in need of continued improvement. Achievement data is communicated and teachers are aware of goals and progress toward goals.</p>	<p>Meets less than half of the Leadership Goals and shows some attainment of the SIP Goals. Principal shows multiple ways in which SIP Goals were addressed and can accurately identify areas in need of continued improvement. Achievement data is communicated and teachers are aware of goals and progress toward goals.</p>

Summative Performance Levels Conference				Circle Appropriate Point Value			
Administrator Name:							
Evaluator Name:							
Date:							
		Ineffective	Improvement Necessary	Effective	Highly Effective		
Domain 1.1 Human Capital Manager	1.1.1 Hiring and Retention	1	2	3	4		
	1.1.2 Evaluation of Teachers	1	2	3	4		
	1.1.3 Professional Development	1	2	3	4		
	1.1.4 Leadership and Talent Development	1	2	3	4		
	1.1.5 Delegation	1	2	3	4		
	1.1.6 Strategic Assignment	1	2	3	4		
	1.1.7 Addressing Teachers Who are in Need of Improvement or Ineffective	1	2	3	4		
Domain 1.1 Total Possible Points = 28				Domain 1.1 Subtotal =		Domain 1.1 Average =	
Domain 1.2 Instructional Leadership	1.2.1 Mission and Vision	1	2	3	4		
	1.2.2 Classroom Observations	1	2	3	4		
	1.2.3 Teacher Collaboration	1	2	3	4		
	1.2.4 Standard Instructional Practices (MSDWT Additional Indicator)	1	2	3	4		
Domain 1.2 Total Possible Points = 16				Domain 1.2 Subtotal =		Domain 1.2 Average =	
Domain 1.3 Leading Indicators of Student Learning	1.3.1 Planning and Developing Student Learning Objectives	1	2	3	4		
	1.3.2 Rigorous Student Learning Objectives	1	2	3	4		
	1.3.4 Instructional Time	1	2	3	4		
Domain 1.3 Total Possible Points = 12				Domain 1.3 Subtotal =		Domain 1.3 Average =	
Domain 2.1: Personal Behavior	2.1.1 Professionalism	1	2	3	4		
	2.1.2 Time Management	1	2	3	4		
	2.1.3 Using feedback to Improve Student Performance	1	2	3	4		
	2.1.4 Initiative and Persistence	1	2	3	4		
Domain 2.1 Total Possible Points = 16				Domain 2.1 Subtotal =		Domain 2.1 Average =	
Domain 2.2: Building Relationships	2.2.1 Culture of urgency	1	2	3	4		
	2.2.2 Communication	1	2	3	4		
	2.2.3 Forging Consensus for Change and Improvement	1	2	3	4		
	2.2.4 Academic Rigor	1	2	3	4		
Domain 2.2 Total Possible Points = 16				Domain 2.2 Subtotal =		Domain 2.2 Average =	
Domain 2.3 Culture of Achievement	2.3.1 High Expectations	1	2	3	4		
	2.3.2 Academic rigor	1	2	3	4		
	2.3.3 Data usage in teams	1	2	3	4		
Domain 2.3 Total Possible Points = 12				Domain 2.3 Subtotal =		Domain 2.3 Average =	

Summary for Overall Performance Level				
Rubric Rating		Rubric Rating Subtotal:		
Domain 1.1: (Average Score)		Professional Goals Rating Subtotal:		
Domain 1.2: (Average Score)		School Accountability Grade Subtotal:		
Domain 1.3: (Average Score)		Total Rating		
Domain 2.1:(Average Score)				
Domain 2.2 (Average Score)				
Domain 2.3(Average Score)				
Rubric Rating Subtotal				

 Administrator Signature

 Evaluator Signature

Certified Staff – Central Office Administration

Certified Central Office Administration are evaluated in a similar manner as building administration. Each member of that administrative team, under the requirement of annual evaluations, will be appraised on the following criteria:

1. Rigorous Measures of Performance – Including leadership, deployment and monitoring of programs, and support of building level administration.
2. Performance Goals – Directly tied to the District Strategic Plan and student outcomes.
3. District Accountability Grade

The Superintendent Evaluation models the **Superintendent Evaluation System** developed by the Indiana Association of Public School Superintendents in collaboration with the Indiana Department of Education. The rubric to measure the Superintendent’s progress and success in meeting the criteria of the Rigorous Measures component of the evaluation is based on the research and design of Dr. Douglas Reeves.

The superintendent summative rating score will be measured using the criteria below:

All other certified central office administrators are appraised using the same components as those used for the Superintendent. In the case of other certified administrators, the rubric used to measure progress and success in meeting the Rigorous Measures components has been created by applying the Indiana Standards for Central Office Administration.

Below is a sample of a central office administrator evaluation:

		School Year	2011-12
Superintendent			
Superintendent Name:		Date:	7/15/2012
	Raw Score	Weight	Final Score
Leadership Outcomes (Rubric Score)		TBD Annually	
Corporation Accountability A-F Grade		TBD Annually	
Superintendent Goals/Objectives Rating		TBD Annually	
		TOTAL	
Annual Evaluation Rank			
Comprehensive Effectiveness Rating			



**Administrator Evaluation Form
2012-2013 School Year**

Administrator Name: Assistant Superintendent
 Supervisor Name:
 Date:

Goal Setting

Leadership Goal #1 - Chosen by Administrator

Leadership Goal <i>Specific</i> <i>Measurable</i> <i>Attainable</i> <i>Realistic</i> <i>Timely</i>	Progress Monitoring <i>How will you measure progress throughout the year?</i>	Timeline <i>What is your timeline for working on this goal throughout the year?</i>	Resources & Support Person(s) <i>What/Who do you need to help with your progress?</i>

Program Goal #2 –

Program Goal <i>Specific</i> <i>Measurable</i> <i>Attainable</i> <i>Realistic</i> <i>Timely</i>	Progress Monitoring <i>How will you measure progress throughout the year?</i>	Timeline <i>What is your timeline for working on this goal throughout the year?</i>	Resources & Support Person(s) <i>What/Who do you need to help with your progress?</i>



Metropolitan School District of
Washington Township

"Superior Schools in a Supportive Community"

**Administrator Evaluation
Form
2012-2013 School Year**

Midyear Reflection Review

Administrator Name:

Supervisor Name:

Date:

Leadership Goal #1:

What progress has been made toward your goal?

What challenges have you faced reaching your goal?

What modifications need to be made for the last part of the year?

Additional Reflections:

Program Goal #2:

What progress has been made toward your goal?

What challenges have you faced reaching your goal?

What modifications need to be made for the last part of the year?

What support is needed?

Additional Reflections:

Administrator Signature

Evaluator Signature



**Administrator Evaluation
Form
2012-2013 School Year**

Summative Reflection and Review

Date:

Leadership Goal #1:

Describe the attainment of your goal:

Additional Reflections:

Evaluator Feedback:

Program Goal #2:

Describe the attainment of your goal:

What learning occurred that impacts your leadership?

Additional Reflections:

Evaluator Feedback:

Final Rating of Goal Setting and Goal Attainment: _____

4 = Exceeds all goals

3 = Meets all goals, may exceed in some

2 = Meets half of goals

1 = Meets less than half of goals

Administrator Signature

Evaluator Signature

Summative Performance Levels Conference				Circle Appropriate Point Value			
Administrator Name:							
Evaluator Name:							
Date:				Ineffective	Improvement Necessary	Effective	Highly Effective
Domain 1: Human Capital Management	1.1 Recruiting, hiring, assigning, retaining, and supporting effective building leaders who share the district's vision/mission.			1	2	3	4
	1.2 Ensuring that principals prioritize teacher evaluation over competing commitments and use teacher evaluation systems that credibly differentiate the performance of teachers.			1	2	3	4
	1.3 Orchestrating aligned, high-quality coaching; workshops; team meetings; and other professional learning opportunities tuned to staff needs based on student performance			1	2	3	4
	1.4 Designing and implementing succession plans (e.g., career ladders) for every position in the district, and providing formal and informal opportunities to mentor emerging leaders and promote leadership and growth.			1	2	3	4
	1.5 Delegating tasks and responsibilities appropriately to competent staff members, monitoring their progress, and providing support as needed.			1	2	3	4
	1.6 Counseling out or recommending the dismissal of ineffective building leaders, and ensuring that building leaders counsel out or recommend the dismissal of ineffective teachers, carefully following contractual requirements.			1	2	3	4
	1.7 Strategically assigning building leaders and other staff to support district goals and maximize achievement for all students.			1	2	3	4
Domain 1 Total Possible Points = 28				Domain 1 Subtotal =		Domain 1 Average =	
Domain 2: Instructional Leadership	2.1 Cultivating commitment to and ownership of the district's instructional vision, mission, values, and organizational goals, and ensuring that all key decisions are aligned to the vision.			1	2	3	4
	2.2 Planning, organizing, supervising, and supporting a rigorous district instructional program based on research-supported best practices regarding curriculum, instruction, and assessment.			1	2	3	4
	2.3 Using student performance data to evaluate instructional quality, and regularly providing school leaders and staff with prompt, high-quality feedback aimed at improving student outcomes.			1	2	3	4
	2.4 Establishing a culture of collaboration in which teamwork, reflection, conversation, sharing openness, and problem solving about student learning and achievement are aligned to clear instructional priorities.			1	2	3	4
	2.5 Ensuring the use of practices with proven effectiveness in promoting academic success for students with diverse characteristics and needs, including English Learners and students with exceptionalities, including high-ability and twice exceptional students.			1	2	3	4
	2.6 Promoting the sanctity of instructional time, and ensuring that every minute is maximized in the service of student learning and achievement.			1	2	3	4
Domain 2 Total Possible Points = 24				Domain 2 Subtotal =		Domain 2 Average =	
Domain 3: Personal Behavior	3.1 Modeling professional, ethical, and respectful behavior at all times and expecting the same behavior from others.			1	2	3	4
	3.2 Establishing yearly, monthly, weekly, and daily priorities and objectives, relentlessly keeping the highest-leverage activities front and center.			1	2	3	4
	3.3 Actively soliciting and using feedback and help from all key stakeholders in order to drive student achievement.			1	2	3	4
	3.4 Going above and beyond typical expectations to attain goals, taking on voluntary responsibilities that contribute to district success, and taking risks to achieve results.			1	2	3	4
	3.5 Using reflections, self-awareness, ongoing learning, and resiliency to increase effectiveness in leading district improvement efforts.			1	2	3	4
Domain 3 Total Possible Points = 20				Domain 3 Subtotal =		Domain 3 Average =	

Domain 4: Building Relationships	4.1 Establishing an organizational culture of urgency in which building leaders, students, parents/guardians, teachers, staff, and other key stakeholders relentlessly pursue academic and behavioral excellence.	1	2	3	4
	4.2 Skillfully and clearly communicating district goals, needs, plans, and successes (and failures) to all stakeholders (e.g., school board members, building leaders, students, teachers, parents/guardians, the central office, the community, businesses) using a variety of means (e.g., face to face, newsletters, Web sites)	1	2	3	4
	4.3 Using effective strategies to forge consensus for change, manage and monitor change, and secure cooperation from key stakeholders in planning and implementing change.	1	2	3	4
	4.4 Working collaboratively with individuals and groups inside and outside the system, striving for an atmosphere of trust and respect but never compromising in prioritizing the needs of students.	1	2	3	4
	4.5 Demonstrating awareness of the public and political nature of the school district leader position and deftly engaging the public in addressing controversial issues.	1	2	3	4
Domain 4 Total Possible Points = 20		Domain 4 Subtotal =	Domain 4 Average =		
Domain 5: Culture of Achievement	5.1 Empowering building leaders, teachers, and staff to set high and demanding academic and behavior expectations for every student, and ensuring that students are consistently learning.	1	2	3	4
	5.2 Establishing rigorous academic goals and priorities that are accepted as fixed and immovable.	1	2	3	4
	5.3 Orchestrating high-quality team collaboration to analyze interim assessment results and formulate action plans for immediate implementation.	1	2	3	4
	5.4 Implementing systems to promote and enforce individual accountability for results.	1	2	3	4
	5.5 Ensuring all students full and equitable access to education programs, curricula, and available supports.	1	2	3	4
	5.6 Ensuring the use of positive and equitable behavior management systems and the consistent implementation of rules and routines.	1	2	3	4
	5.7 Guiding building-level staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning.	1	2	3	4
Domain 5 Total Possible Points = 28		Domain 5 Subtotal =	Domain 5 Average =		
Domain 6: Organizational, Operational, and Resource	6.1 Using data to identify needs and priorities within the organization and to address organizational barriers to attaining student achievement goals.	1	2	3	4
	6.2 Using technological tools and systems to facilitate communication and collaboration, manage information, and support effective management of the organization.	1	2	3	4
	6.3 Planning, managing, and monitoring district budgets aligned to district improvement goals, and creatively seeking new resources to support district programs and/or reallocating resources from programs identified as ineffective or redundant.	1	2	3	4
	6.4 Managing and supervising compliance with laws and regulations, such as those governing building management and reporting; human resource management, financial management; school safety and emergency preparedness; student safety and welfare; and the rights and responsibilities of students, families, and school staff.	1	2	3	4
Domain 6 Total Possible Points = 16		Domain 6 Subtotal =	Domain 6 Average =		

Summary for Overall Performance Level			
Rubric Rating		Rubric Rating	X .50
Domain 1: Standard Score (Average Score)		Professional Goals Rating	X .45
Domain 2: Standard Score (Average Score)		District Accountability Grade	X .05
Domain 3: Standard Score (Average Score)		Total Rating	
Domain 4: Standard Score (Average Score)			
Domain 5: Standard Score (Average Score)			
Domain 6: Standard Score (Average Score)			
Overall Performance Level Rating			

Objective Measures of Student Achievement and Growth

Certified Instructional Staff

The chart below reflects the process of evaluation for instructional staff when including Student Achievement and Growth Measures.

All certified staff is assigned a Primary Measure and a Secondary Measure to be calculated into the final rating score on the summative evaluation.

Protocols are currently being developed to ensure testing integrity in pre-test, post-test situations. Administrators are working with teacher teams to develop consistent common assessments for the purpose of measuring achievement or growth. Below is a general timeline for selection and implementation of measures:

- October 2012 – Finalize list of Primary and Secondary Measures
- November/December 2012 – Finalize rating criteria for each Primary and Secondary Measure
- December 2012 – Finalize protocol for submission of suggested Primary and Secondary Measures; Collection of Local Student Achievement and Growth Measures
- December 2012 – Finalize list of Primary and Secondary Measures for non-classroom certified staff (media specialists, counselors, specialists, coaches)
- February 2013 - Determine protocol for discussing Student Achievement and Growth Measures during 2012-2013 Summative Conferences
- February 2013 – Determine protocol for documenting student links to Objective Measures at the local level and for state mandated exams – *Determine criteria for removing students from Student Achievement and Growth Measures*
- Communicate with and train teachers and administrators on protocol and process of establishing and eliminating student links to assessment data.

The table below illustrates the use of Objective Student Measures in the Summative Evaluation.

Note: The lists of assessments in this table are examples. A comprehensive list of assessments for each certificated employee is currently under development and assessments will be specific to various teacher groups (state tested subjects, state tested subjects with growth measures, and subjects not tested by state mandated assessments)

Student Achievement & Growth

Provides evidence of student achievement/growth through multiple measures

Multiple Student Learning Measures Rubric (local measures)

Highly Effective

Consistent evidence that the teacher collects data about student learning from a variety sources and can show measureable individual and collective student achievement or growth over time

Growth = TREND UP

Achievement =

Effective

Clear evidence that the teacher collects data about student learning from a variety sources and can show measureable individual and collective student achievement or growth over time

Growth = TREND UP

Achievement =

Improvement Necessary

Some evidence that the teacher collects data about student learning from a variety sources and can show measureable individual and collective student achievement/growth over time

Growth = TREND DOWN

Achievement =

Ineffective

Little or no evidence that the teacher collects data about student learning from a variety sources and can show measureable individual and collective student achievement/growth over time

Growth = TREND DOWN

Achievement =

Does the teacher have state-tested measures?		Yes	No			
Student Measures	List of Assessments Examples	Ineffective	Improvement Necessary	Effective	Highly Effective	Scoring
<u>Primary Measure</u> Assessments that measure the same group of students in the same manner with the same potential assessment items to determine if students are meeting standards (if a state-tested measure exists for the teacher, it must be selected as a primary measure)	ISTEP+ - state (G) ECA – state (A) ECA – local (with local pre-requisite assessment) (A) ECA – local (with pre-requisite reading assessment) (A) ECA – local (with pre-requisite math assessment) (A) LAS Links – state (G) Reading assessment - local (G) Math assessment - local (G) ISTAR (G)	1	2	3	4	___ x 3.5 =
<u>Secondary Measure</u> Assessments that are rigorous, aligned with the course's curriculum and measure student learning (e.g. student performance on school- or teacher-selected assessments, administrator review of student work, attainment of student learning goals,...)	CFA (A) Pre/Post Tests (G) Authentic Assessments (G) IEP Goals (G) ACUITY – predictive (G) ECA – local (with local pre-requisite assessment) (A) ECA – local (with pre-requisite reading assessment) (A) ECA – local (with pre-requisite math assessment) (A) Reading assessment - local (G) Math assessment - local (G)	1	2	3	4	___ x 2.5 =
TOTAL						___/24

- Each teacher will have one primary student measure and one secondary student measure linked to his/her evaluation
- Student measures will be used of students who have been in the school 162 days & extenuating circumstances will be considered for some students who have been at the school for 162 days (i.e. traumatic situations, medical conditions...)
- If you have ISTEP+ Growth Data, or State Test data tied to your students then that data must be used as your primary measure.

Certified Administrative Staff

Please see above sections outlining the use of Student Achievement and Growth Measures in the administrative evaluation process.

Rigorous Measures of Effectiveness

Certified Instructional Staff

All certified faculty including classroom teachers, coaches, counselors and specialists will be measured on the same sixteen performance indicators. The performance indicators are divided into three domains and include:

- Domain I - Purposeful Planning (4 Items)**
- Domain II - Effective Instruction (8 Items)**
- Domain III - Professional Practice (4 Items)**

Criteria for each performance indicator has been established for each rating level – Highly Effective, Effective, Needs Improvement, and Ineffective

Below, each Domain is represented with the accompanying criteria:

Domain 1		Preparation for Learning Rubric		
Teaching Area:				
Purposeful Planning Performance Expectations	Ineffective	Improvement Necessary	Effective	Highly Effective
1. 1 Plans for a student program of instruction in accordance with adopted curriculum	Little or no evidence that the teacher plans quality lessons for instruction	Some evidence that the teacher plans quality lessons of instruction	Clear evidence that the teacher plans quality lessons of instruction	Consistent evidence that the teacher plans quality lessons of instruction
1.2 Incorporates an understanding of how students develop and learn in the planning for student learning	Little or no evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning	Some evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning	Clear evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning	Consistent evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning
1.3 Uses a variety of planning resources	Little or no evidence that the teacher is utilizing district and school resources to plan for learning	Some evidence that the teacher is utilizing district and school resources to plan for learning	Clear evidence that the teacher is utilizing district and school resources to plan for learning	Consistent evidence that the teacher is utilizing district and school resources to plan for learning
1.4 Plans and prepares for the needs of all students	Little or no evidence that the teacher prepares lessons differentiated to the learning needs of the students	Some evidence that the teacher prepares lessons differentiated to the learning needs of the students	Clear evidence that the teacher prepares lessons differentiated to the learning needs of the students	Consistent evidence that the teacher prepares lessons differentiated to the learning needs of the students

Domain 2		Effective Instruction Rubric		
Teaching Area:				
Climate Performance Expectations	Ineffective	Improvement Necessary	Effective	Highly Effective
2.1 Develops and maintains a classroom climate that supports student learning	Little or no evidence that the teacher uses classroom management methods which support a positive classroom climate	Some evidence that the teacher uses classroom management methods which support a positive classroom climate	Clear evidence that the teacher uses classroom management methods which support a positive classroom climate	Consistent evidence that the teacher uses classroom management methods which support a positive classroom climate
2.2 Communicates high expectations for all students	Little or no evidence that the teacher provides a challenging learning environment	Some evidence that the teacher provides a challenging learning environment	Clear evidence that the teacher provides a challenging learning environment	Consistent evidence that the teacher provides a challenging learning environment
Instruction Performance Expectations	Ineffective	Improvement Necessary	Effective	Highly Effective
2.3 Demonstrates subject knowledge/standards and how to teach them to students	Little or no evidence that the teacher knows subject knowledge and how to teach the subject to students	Some evidence that the teacher knows subject knowledge and how to teach the subject to students	Clear evidence that the teacher knows subject knowledge and how to teach the subject to students	Consistent evidence that the teacher knows subject knowledge and how to teach the subject to students
2.4 Uses instructional strategies and resources to teach for understanding	Little or no evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding	Some evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding	Clear evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding	Consistent evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding
2.5 Differentiates instruction to meet the needs of all students	Little or no evidence that the teacher recognizes individual student differences and provides differentiated instruction to meet their needs	Some evidence that the teacher recognizes individual student differences and provides differentiated instruction to meet their needs	Clear evidence that the teacher recognizes individual student differences and provides differentiated instruction to meet their needs	Consistent evidence that the teacher recognizes individual student differences and provides differentiated instruction to meet their needs
2.6 Engages all students in learning activities	Little or no evidence that the teacher provides learning activities which engage all students	Some evidence that the teacher provides learning activities which engage all students	Clear evidence that the teacher provides learning activities which engage all students	Consistent evidence that the teacher provides learning activities which engage all students
2.7 Helps students practice and deepen new knowledge	Little or no evidence that the teacher conducts frequent checks for understanding to adjust instruction	Some evidence that the teacher conducts frequent checks for understanding to adjust instruction	Clear evidence that the teacher conducts frequent checks for understanding to adjust instruction	Consistent evidence that the teacher conducts frequent checks for understanding to adjust instruction
Assessment Performance Expectations	Ineffective	Improvement Necessary	Effective	Highly Effective
2.8 Assesses student learning levels and adjusts instructional practices for student success through frequent checks for understanding	Little or no evidence that the teacher understands and uses multiple methods of formative and summative assessments to engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction	Some evidence that the teacher understands and uses multiple methods of formative and summative assessments to engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction	Clear evidence that the teacher understands and uses multiple methods of formative and summative assessments to engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction	Consistent evidence that the teacher understands and uses multiple methods of formative and summative assessments to engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction

Domain 3		Professional Practice Rubric		
Teaching Area:				
Participation in Learning Communities Performance Expectations	Ineffective	Needs Improvement	Effective	Highly Effective
3.1 Works with colleagues in a respectful manner in the on-going cycle of development, implementation, evaluation of curriculum and professional learning communities	Little or no evidence that the teacher contributes to school effectiveness by collaborating with other professionals	Some evidence that the teacher contributes to school effectiveness by collaborating with other professionals	Clear evidence that the teacher contributes to school effectiveness by collaborating with other professionals	Consistent evidence that the teacher contributes to school effectiveness by collaborating with other professionals
3.2 Communicates effectively to establish and maintain lines of communication with students and parents	Little or no evidence that the teacher accurately describes, analyzes and evaluates student work and provides feed back to students and their families about their learning and development as learners	Some evidence that the teacher accurately describes, analyzes and evaluates student work and provides feed back to students and their families about their learning and development as learners	Clear evidence that the teacher accurately describes, analyzes and evaluates student work and provides feed back to students and their families about their learning and development as learners	Consistent evidence that the teacher accurately describes, analyzes and evaluates student work and provides feed back to students and their families about their learning and development as learners
3.3 Reflects on practice, data, and student work to improve future instruction	Little or no evidence that the teacher engages in reflective thinking to improve future instruction	Some evidence that the teacher engages in reflective thinking to improve future instruction	Clear evidence that the teacher engages in reflective thinking to improve future instruction	Consistent evidence that the teacher engages in reflective thinking to improve future instruction
3.4 Uses different forms of professional development to improve instruction	Little or no evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning	Some evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning	Clear evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning	Consistent evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning

To better inform evaluators and teachers in the evaluation of each performance indicator, administration collaborated with instructional staff to develop teacher and student evidence that will indicate effectiveness in each area.

The evidence has been developed by applying the following resources:

- Current MSDWT Guide to Best Practices
- Marzano Evaluation Framework
- Danielson Evaluation Framework
- RISE Evaluation System
- Washington State Evaluation Model
- IN-TASS Resources and Consultation

Below is a sample of Evidence related to one performance indicator. The sample below is for a general education teacher (traditional classroom teacher).

2.3 Instruction: Demonstrates subject knowledge/standards and how to teach them to students.			
Ineffective	Needs Improvement	Effective	Highly Effective
Little or no evidence that the teacher knows subject knowledge and how to teach the subject to students	Some evidence that the teacher knows subject knowledge and how to teach the subject to students	Clear evidence that the teacher knows subject knowledge and how to teach the subject to students	Consistent evidence that the teacher knows subject knowledge and how to teach the subject to students
Teacher Evidence Descriptors:		Teacher & Student Evidence:	
<p>Teacher</p> <ul style="list-style-type: none"> • Demonstrates a clear understanding of the content, connection to Common Core Academic Standards, and demonstrates thoughtful knowledge of the most effective methods to teach the curriculum. • Creates a conceptual understanding of the content and make connections between factual and conceptual levels of knowledge. • Is well versed in the district’s approaches and strategies for teaching trans-disciplinary curriculum including a program of inquiry, action cycle, attitudes, assessment, concepts (BIG IDEAS) and the learner profile. Teacher develops Units of Study. The teacher can make international connections to unit content. • Well versed in the explicit instruction of vocabulary to ensure a common understanding by all students and developing student background knowledge. • Is knowledgeable in facilitating open-ended inquiry and real-life investigations, modeling higher order thinking, reading and writing by asking questions for students to respond to; and facilitating student inquiry and asking questions that lead them to higher order thinking. 		<p>Teacher:</p> <ul style="list-style-type: none"> • Demonstrates a clear understanding of the content, connection to Indiana Standards, and demonstrates thoughtful knowledge of the most effective methods to teach the curriculum • Facilitates student connections between curriculum and the real world • Demonstrates understanding of inquiry-based methodology. • Well versed in the explicit instruction of vocabulary to ensure a common understanding by all students and developing student background knowledge. • Facilitates open-ended inquiry and real-life investigations, modeling higher order thinking, reading and writing by asking questions for students to respond to; and facilitating student inquiry and asking questions that lead them to higher order thinking. 	

Certificated Administrative Staff

Building Administration, Principal:

RISE Rubric with additional indicator related to Standard Instructional Practices related to MSDWT local initiatives.

Building Administration, Assistant Principal:

RISE Rubric as applied to principal in appropriate AP positions. IDOE Building Level Standards will be used in some cases to inform Effectiveness Measures

District Level Administration, Superintendent

IAPSS/IASB Rubric designed in collaboration with the IDOE

District Level Administration, All Others:

IDOE District Level Administrator Standards. Sample provided above.

Designation in Rating Category

Certificated Instructional Staff

Below is the portion Summative Ratings Conference form that clearly designates teachers, counselors, coaches, and specialists in the four required categories.

Summary for Overall Performance Level		
Performance Level Category & Point Range		Domain 1: Total Points Received
Ineffective - Total Point Range 19-48		Domain 2: Total Points Received
Improvement Necessary - Total Point Range 49-61		Domain 3: Total Points Received
Effective - Total Point Range 62-74		Student Achievement & Growth: Total Points Received
Highly Effective - Total Point Range 75-88		Total Points/Overall Performance Level (based on Total Point Range)

Certificated Administrative Staff

Below are samples of administrative staff Summative Evaluation Instruments that clearly designates administrators in the four required categories.

		School Year	2011-12
Superintendent			
Superintendent Name:		Date:	7/15/2012
	Raw Score	Weight	Final Score
Leadership Outcomes (Rubric Score)		TBD Annually	
Corporation Accountability A-F Grade		TBD Annually	
Superintendent Goals/Objectives Rating		TBD Annually	
		TOTAL	
Annual Evaluation Rank			
Comprehensive Effectiveness Rating			

Central Office Summary for Overall Performance Level - Sample			
Rubric Rating		Rubric Rating	X .50
Domain 1: Standard Score (Average Score)		Professional Goals Rating	X .45
Domain 2: Standard Score (Average Score)		District Accountability Grade	X .05
Domain 3: Standard Score (Average Score)		Total Rating	
Domain 4: Standard Score (Average Score)			
Domain 5: Standard Score (Average Score)			
Domain 6: Standard Score (Average Score)			
Overall Performance Level Rating			

Summary for Overall Performance Level – Principal Sample

Rubric Rating		Rubric Rating Subtotal:	X .50	
Domain 1.1: (Average Score)		Professional Goals Rating Subtotal:	X .45	
Domain 1.2: (Average Score)		School Accountability Grade Subtotal:	X .05	
Domain 1.3: (Average Score)		Total Rating	XXXXXXXXXX	
Domain 2.1:(Average Score)				
Domain 2.2 (Average Score)				
Domain 2.3(Average Score)				
Rubric Rating Subtotal				

Ratings to Include Negative Impact (IDOE Designation)

In order for a teacher to receive a designation of a teacher that “Negatively Impacts Student Learning,” as defined by the Indiana Department of Education, the teacher must meet criteria based on:

- A. Low student proficiency or achievement on ISTEP+ (passing percentage)
- B. Minimum number of students displaying low growth from the previous test administration of the ISTEP+

Therefore, the designation of “Negative Impact” is based on two criteria: Low Achievement, and Low Growth.

Ratings to Include Negative Impact (Local Designation)

The designation of Negative Impact at the local level will be determined by criteria consistent with the system used by the IDOE to the degree possible. Because many Student Achievement and Growth Measures in non-tested subjects are not normed at a state or national level, and are not linked to growth targets that are statistically generated through complex calculations, the use of growth as a criteria for Negative Impact is difficult. Therefore, the criteria will be based on the following:

- A. Low student proficiency on approved Student Achievement Measures or low growth during the school year/semester (as determined by the Primary or Secondary Measure)
- B. Trend of low student performance or “in year” growth on approved Student Achievement Measures (as determined by Primary or Secondary Measure)

Protocols are currently being developed to ensure testing integrity in pre-test, post-test situations. Administrators are working with teacher teams to develop consistent common assessments for the purpose of measuring achievement or growth. Below is a general timeline for selection and implementation of measures:

- October 2012 – Finalize list of Primary and Secondary Measures
- November/December 2012 – Finalize rating criteria for each Primary and Secondary Measure
- December 2012 – Finalize protocol for submission of suggested Primary and Secondary Measures; Collection of Local Student Achievement and Growth Measures
- December 2012 – Finalize list of Primary and Secondary Measures for non-classroom certified staff (media specialists, counselors, specialists, coaches)
- February 2013 - Determine protocol for discussing Student Achievement and Growth Measures during 2012-2013 Summative Conferences
- February 2013 – Determine protocol for documenting student links to Objective Measures at the local level and for state mandated exams – *Determine criteria for removing students from Student Achievement and Growth Measures*
- March 2013 - Communicate with and train teachers and administrators on protocol and process of establishing and eliminating student links to assessment data.
- June/July 2013 – Analyze designations from IDOE of 1-4 Ratings as well as designations of Negative Impact
- September 2013 – Finalize Negative Impact criteria for each teacher group
- December 2013 – Communicate process and protocols to teacher groups
- January 2014 – Train evaluators on application of Negative Impact
- May 2014 – Apply Negative Impact designations where appropriate

Application of Negative Impact on Student Learning Designation to Summative

If a teacher has been determined (by IDOE or local definition) to have a Negative Impact on Student Learning the teacher (by MSDWT Guidelines) will be placed on a Plan of Assistance (See section below).

Plan of Assistance for *Improvement Necessary* or *Ineffective* Summative Performance Level

If a teacher's summative performance level is *Improvement Necessary* or *Ineffective*, the evaluator will meet with the teacher to determine a plan of assistance.

A plan of assistance shall be established between the evaluator and the teacher to include the following:

1. Review the specific performance expectation(s) not being met using the domain rubric page(s) that applies to the performance expectation(s) not being met (refer to Appendix A)
2. Adjust the teacher and student observation/evidence sections of the domain rubric as the indicators needed to improve the level of performance
3. Determine a system for monitoring the teacher's plan of assistance
4. Determine resources and support needed, including the possible assignment of a consulting teacher
5. Determine the date by which the plan must be completed, up to 90 days
6. Determine the use of the teacher's license renewal credits to be used for professional development to implement the plan of assistance
7. Determine the date of the Conference for *Improvement Necessary* Performance Level

If the evaluator and the teacher cannot jointly establish the Plan of Assistance, the administrator shall do so unilaterally. The evaluator shall monitor the teacher's progress in following the plan and hold a conference with the teacher. At this conference (refer to conference form), the evaluator will:

If the status of the teacher is *Improvement Necessary* - make a judgment as to whether the teacher has progressed to a performance level of *Effective* or *Highly Effective* or will be required to have a plan of assistance for either *Improvement Necessary* or *Ineffective*.

If the status of the teacher is *Ineffective* - make a judgment as to whether the teacher will be recommended for renewal or non-renewal or be required to have a plan of assistance for either *Improvement Necessary* or *Ineffective*.

Whenever a teacher is required to have a Plan of Assistance, the building principal will inform the Director of Human Resources who will, in turn, inform the Association President.

Evaluation Components Factored into the Final Rating

Instructional Staff

The final summative rating for all certificated instructional staff is calculated in a raw score format. Score point values for each of the sixteen performance indicators on the effectiveness rubric are the same and therefore weighted the same. There are, however, eight indicators in the instruction domain compared to four items in the planning domain and four items in the professional learning domain. Therefore the instructional domain is naturally weighted heavier.

Student Learning Measures are weighted as follows:

Primary Student Learning Measure = 3.5 X Rubric Score (1 through 4)

Secondary Student Learning Measure = 2.5 X Rubric Score (1 through 4)

Documentation of a teacher's rating following informal and formal observations takes place in the following ways:

- Teacher is able to view rubric language tied to the rating indicator when viewing the feedback from the evaluation
- Evaluator sees the average score for each indicator selected following each formal and informal observation
- Evaluator sees the average score for each indicator selected for combined evaluations
- In post observations evaluators share with teachers current status on each performance indicator
- Teachers are able to view online all informal and formal observation feedback

Documentation of Student Learning Measures will take place in the following ways:

- Pre and Post test measures will be documented and maintained at the teacher level with supervision from the appropriate department chair.
- State test data (growth data) will be applied according to INDOE guidance.
- State test data (achievement data) will be rated with metrics to be determined (see timeline above).
- Assessment data such as AimsWeb and STAR Reading or STAR Math will be maintained in the MSDWT student data management system. Metrics for these assessments are TBD.

Administration

The administrators' evaluative data will be documented and maintained in the following ways:

- Leadership Goals will be determined by administrator and evaluator.
- Leadership Goals will be reviewed mid-year and administrator will maintain data and evidence of progress toward Leadership Goals.
- School Improvement Plan Goals – Principals and assistant principals will meet three times per year, with evaluators, to review progress of School Improvement Plan Goals.
- Student Learning Outcomes will be documented when the IDOE produces the relevant data.

All weighting is reflected in the examples above.

Evaluation Feedback

The administrative guidelines outline the process for evaluators to address areas of improvement. See relevant section below.

Performance Expectations Reflective Conference

This conference is to be held after each formal or participatory observation to reflect upon all domain rubrics. A copy of the domain rubrics with the evaluator's comments and observation notes will be given to the teacher within a reasonable time after the conference. (See Appendix C).

If, during a Performance Expectation Reflective Conference, a teacher receives an ***Improvement Necessary*** performance level in any domain, the teacher and evaluator will discuss and list teacher goals for improvement for any performance expectations.

If, during a Performance Expectations Reflective Conference, a teacher receives an ***Ineffective*** performance level in any domain, the evaluator and teacher will:

1. Review the specific performance expectation(s) not being met
2. Identify and add indicators in the teacher and student observation/evidence sections of the domain rubric that need to be addressed in order to improve the level of performance

Professional Development needs of teachers are addressed as part of Domain III – Professional Learning. Evaluators are able to upload professional development resources and teachers are able to upload evidence of professional development activities.

In addition, MSDWT uses the services of an online Professional Development provider that tracks teachers' professional development and creates a log in which they are able to document Professional Growth Points for license renewal credits.

Evaluators

Evaluators include the following:

Principals
Assistant Principals
Department Chairpersons

No teachers are evaluating other teachers at this time.

MSDWT has addressed evaluator training in various ways:

- Aligned with IN-TASS and attended all training
- IN-TASS consulted on all rubric work for MSDWT
- Conducted local and IN-TASS training for evaluators to address rubric language
- Evaluators trained to document evidence rather than opinion on the evaluation rubric
- Video recordings of classroom teachers were viewed and scored using the district rubric and sample evidence written
- Calibration of scoring of videos was conducted multiple times before the 12-13 school year
- Videos will also be viewed throughout the school year
- Central Office Teaching and Learning Leadership will visit classrooms with evaluators using the same rubrics. Debriefing will take place with the evaluator following each visit
- The software used to document evaluations and evidence allows for analysis of both frequency and overall score on each of the sixteen performance expectations. Trends of frequency and scoring of the performance indicators will be documented and shared with evaluators and instructional staff.

Feedback and Remediation Plans

MSDWT has contracted with Kelly Touch Services to provide a technology platform, OwnIt! to track observations, document evidence, provide feedback, and document the Summative Evaluation.

All guidance to evaluators has been to provide feedback within 48 hours and no longer than a week following observations. Formal Observations will be accompanied by a post observation conference.

All other items requested by the IDOE plan submission can be found in the accompanying pages which include the entire evaluation guidelines.

Conference with Central Office or Superintendent Following an Ineffective Rating

Teachers will have the opportunity to request a meeting with the Director of Human Resources, Director of Elementary Education, Director of Secondary Education, Assistant Superintendent, or Superintendent in accordance with IC 20-28-11 5.6 and MSDWT Policy 9130.

Instruction Delivered by Teachers Rated Ineffective

The MSDWT Human Resources Department will maintain a secure database of all teacher ratings for the purposes of evaluation, remediation, compensation, and for compliance of IC 20-28-11.5-7. Student rosters, at the time of scheduling, will be cross-referenced with the secure list of teacher ratings. If a student assignment places the student with a teacher designated as Ineffective in the previous year, the student will be reassigned. Building principals will be required to submit evidence of compliance with IC 20-28-11.5-7 annually.

In the rare occasion that a student must be assigned to consecutive teachers rated as ineffective, the student's parent/guardian will be notified, by letter from the building principal. The letter will explain the circumstances requiring the placement of the student as well as factual information regarding the services all students receive and supports available for all students. The letter will contain factual information regarding the applicable Indiana code and provide parents the opportunity to meet with administration regarding the student's placement.

Appendix

The remaining pages of this Evaluation Plan contain the current rubrics, evidence descriptors, performance indicators, and forms used by evaluators throughout the evaluation process.

MSD Washington Township Proposed 2012-13

ADMINISTRATIVE GUIDELINES TEACHER PERFORMANCE EVALUATION

General provisions

All teachers shall be evaluated at least annually in the performance of their assigned duties.

1. All teachers will be assigned one administrator to be the primary evaluator.
2. The teacher's performance evaluation may include information provided by any administrator. The source of information shall be disclosed to the teacher.

Representation

A teacher may be afforded Association representation if they so choose during the evaluative process.

Right to a Reflection

Anytime during the evaluation process a teacher has the right to submit a written reflection statement to be attached to any written evaluation document.

Modifications

Modifications to these guidelines will be discussed with teacher representation per IC:20-29-6-7. At minimum, two discussions per year will take place with teacher representation for the sole purpose of evaluating teacher evaluation. Additional discussions will take place as necessary and at the request of either teacher representation or administration.

Teacher Performance Expectations

The following are domains with standards of performance that serve as the base for the evaluation process and will be continually in force and in effect for all teachers. A performance level will be indicated for each domain.

Teacher Performance Expectations			Ineffective	Improvement Necessary	Effective	Highly Effective	
Domain 1 Preparation for Learning	Purposeful Planning	1.1 Plans for a student program of instruction in accordance with adopted curriculum	1	2	3	4	
		1.2 Incorporates an understanding of how students develop and learn in the planning for student learning	1	2	3	4	
		1.3 Uses a variety of planning resources	1	2	3	4	
		1.4 Plans and prepares for the needs of all students	1	2	3	4	
Domain 1 Total Possible Points = 16			Subtotal for Domain 1 =				
Domain 2 Effective Instruction	Climate	2.1. Develops and maintains a classroom climate that supports student learning	1	2	3	4	
		2.2 Communicates high expectations for all students	1	2	3	4	
	Instruction	2.3 Demonstrates subject knowledge/standards and how to teach them to students	1	2	3	4	
		2.4 Uses instructional strategies and resources to teach for understanding	1	2	3	4	
		2.5 Differentiates instruction to meet the learning needs of all students	1	2	3	4	
		2.6 Engages all students in learning activities	1	2	3	4	
		2.7 Helps students practice and deepen new knowledge	1	2	3	4	
	Assessment	2.8 Assesses student learning levels and adjusts instructional practices for student success through frequent checks for understanding	1	2	3	4	
Domain 2 Total Possible Points = 32			Subtotal for Domain 2 =				
Domain 3 Professional Practice	Participation in Learning Communities	3.1 Works with colleagues in a respectful manner in the ongoing cycle of development, implementation, evaluation of curriculum and professional learning communities	1	2	3	4	
		3.2 Communicates effectively to establish and maintain lines of communication with students and parents	1	2	3	4	
		3.3 Reflects on practice, data and student work to improve future instruction	1	2	3	4	
		3.4 Uses different forms of professional development to improve instruction	1	2	3	4	
Domain 3 Total Possible Points = 16			Subtotal for Domain 3 =				
Student Achievement & Growth			Ineffective	Improvement Necessary	Effective	Highly Effective	
Student Achievement & Growth	Provides evidence of student achievement/growth through multiple measures (see attached Multiple Student Learning Measures Rubric)	Primary Measure(s)	1	2	3	4	x 3.5
		Secondary Measure(s)	1	2	3	4	x 2.5
Student Achievement & Growth Total Possible Points = 24			Subtotal for Student Achievement & Growth =				

Teacher Performance Expectations Rubric

Teachers will be evaluated according to a Performance Expectations rubric designed specifically for each of the following areas (See sample in Appendix A)

General Elementary Teacher
Literacy Specialist, Math Specialist, Art, Music, Physical Education
General Middle School Teacher (specified by content area)
General High School Teacher (specified by content area)
Career Tech Teacher
Special Education Teacher
Speech Therapist
ENL Teacher
Media Specialist
Counselor
Instructional Coaches

Evaluative Evidence

Evaluative evidence provides documentation of a teacher's attainment of performance expectations.

The types of evaluative evidence are as follows:

- A FORMAL OBSERVATION is an extended observation, usually the length of a class period. (See Appendix B). When the formal observation is an announced observation, the teacher will be afforded the opportunity to complete a pre-observation form prior to the week of the observation. The announced formal observation will take place within a week's specified time period to view the instructional activities of the teacher. (See Appendix F) *See Evaluation Process Overview for Description of the Announced or Unannounced nature of observations.*
- An INFORMAL OBSERVATION is a short unannounced visitation (duration usually 10-15 minutes) by the evaluator to observe the teacher in any of the domain areas (See Appendix B).
- A PARTICIPATORY OBSERVATION is a classroom visit (duration usually the length of a class period) where the evaluator is actively involved in the learning activities but able to still observe the actions of the teacher. The teacher and evaluator will jointly plan the lesson prior to the observation (See Appendix B).

In addition, ARTIFACTS can be presented and reviewed as needed to document attainment of performance expectations. Artifacts are materials that relate to or affect instruction (e.g. lesson plans, assessments, unit planning materials, study guides, homework assignments, student work, professional development documentation, technology integration, student intervention documentation, newsletters, communication logs, discipline logs, emails, agendas, professional development presentations, IB portfolios, and other materials of a similar nature).

Evaluation Process Overview	1-2 Years of Employment	3-5 Years of Employment	6+ Years of Employment
Introductory Performance Expectations Conference	Group meeting to be held prior to the first formal observation (Refer to Conference Checklist)	Group meeting to be held prior to the first formal observation (Refer to Conference Checklist)	Group meeting to be held prior to the first formal observation (Refer to Conference Checklist)
Formal Observation	2 (minimum one each semester) The first Formal Observation will be an announced observation. For announced observations, the teacher will be afforded the opportunity to complete a pre-observation form.	1 (minimum one first semester) The first Formal Observation will be an announced observation. For announced observations, the teacher will be afforded the opportunity to complete a pre-observation form.	1 (minimum one each year) The first Formal Observation will be an announced observation. For announced observations, the teacher will be afforded the opportunity to complete a pre-observation form.
Informal Observation	Teachers will receive a minimum of two (2) Informal Observations and/or additional as needed to document attainment of performance expectations in any domain A copy of the informal observation notes will be given to the teacher within a reasonable time following the informal observation. A post-conference may be requested by the evaluator or the teacher.	Teachers will receive a minimum of two (2) Informal Observations and/or additional as needed to document attainment of performance expectations in any domain A copy of the informal observation notes will be given to the teacher within a reasonable time following the informal observation. A post-conference may be requested by the evaluator or the teacher.	Teachers will receive a minimum of two (2) Informal Observations and/or additional as needed to document attainment of performance expectations in any domain A copy of the informal observation notes will be given to the teacher within a reasonable time following the informal observation. A post-conference may be requested by the evaluator or the teacher.
Participatory Observation	Option to replace 1 formal observation-mutually agreed upon by teacher and evaluator	Option to replace 1 formal observation-mutually agreed upon by teacher and evaluator	Option to replace the formal observation-mutually agreed upon by teacher and evaluator
Artifact Evidence	Artifacts presented and reviewed as needed to document attainment of performance expectations	Artifacts presented and reviewed as needed to document attainment of performance expectations	Artifacts presented and reviewed as needed to document attainment of performance expectations
Performance Expectations Reflective Conference	To be held after each formal observation A copy of the conference form and observation notes will be given to the teacher within a reasonable time after the conference	To be held after each formal observation A copy of the conference form and observation notes will be given to the teacher within a reasonable time after the conference	To be held after each formal observation A copy of the conference form and observation notes will be given to the teacher within a reasonable time after the conference
Summative Performance Levels Conference	To be held prior to May 15 Teacher must receive summative document within 7 days following the conference (IC 20-28-11.5)	To be held prior to May 15 Teacher must receive summative document within 7 days following the conference (IC 20-28-11.5)	To be held prior to May 15 Teacher must receive summative document within 7 days following the conference (IC 20-28-11.5)

Performance Expectations Reflective Conference

This conference is to be held after each formal or participatory observation to reflect upon all domain rubrics. A copy of the domain rubrics with the evaluator's comments and observation notes will be given to the teacher within a reasonable time after the conference. (See Appendix C).

If, during a Performance Expectation Reflective Conference, a teacher receives an ***Improvement Necessary*** performance level in any domain, the teacher and evaluator will discuss and list teacher goals for improvement for any performance expectations.

If, during a Performance Expectations Reflective Conference, a teacher receives an ***Ineffective*** performance level in any domain, the evaluator and teacher will:

1. Review the specific performance expectation(s) not being met
2. Identify and add indicators in the teacher and student observation/evidence sections of the domain rubric that need to be addressed in order to improve the level of performance

Summative Performance Levels Conference

An overall performance level will be determined following this conference, and the teacher will receive a copy of the Summative Performance Levels document to be signed by both the assigned primary evaluator and the teacher (See Appendix D).

Plan of Assistance for *Improvement Necessary* or *Ineffective* Summative Performance Level (See Appendix E)

If a teacher's summative performance level is ***Improvement Necessary*** or ***Ineffective***, the evaluator will meet with the teacher to determine a plan of assistance.

A plan of assistance shall be established between the evaluator and the teacher to include the following:

1. Review the specific performance expectation(s) not being met using the domain rubric page(s) that applies to the performance expectation(s) not being met (refer to Appendix A)
2. Adjust the teacher and student observation/evidence sections of the domain rubric as the indicators needed to improve the level of performance
3. Determine a system for monitoring the teacher's plan of assistance
4. Determine resources and support needed, including the possible assignment of a consulting teacher
5. Determine the date by which the plan must be completed, up to 90 days

6. Determine the use of the teacher's license renewal credits to be used for professional development to implement the plan of assistance
7. Determine the date of the Conference for *Improvement Necessary* Performance Level

If the evaluator and the teacher cannot jointly establish the Plan of Assistance, the administrator shall do so unilaterally. The evaluator shall monitor the teacher's progress in following the plan and hold a conference with the teacher. At this conference (refer to conference form), the evaluator will:

If the status of the teacher is *Improvement Necessary* - make a judgment as to whether the teacher has progressed to a performance level of *Effective* or *Highly Effective* or will be required to have a plan of assistance for either *Improvement Necessary* or *Ineffective*.

If the status of the teacher is *Ineffective* - make a judgment as to whether the teacher will be recommended for renewal or non-renewal or be required to have a plan of assistance for either *Improvement Necessary* or *Ineffective*.

Whenever a teacher is required to have a Plan of Assistance, the building principal will inform the Director of Human Resources who will, in turn, inform the Association President.

Second Evaluator

When a teacher has been categorized as *Ineffective*, at the option of the teacher or the administrator, a second evaluator shall be appointed by the Superintendent or designee. The second evaluator will be an administrator in the building of the teacher making the request/primary evaluator making the request (or if necessary, an administrator from another building that possesses appropriate expertise). Notice of this appointment shall be sent to the teacher and the Association president. The second evaluator shall review the plan of assistance and previous evaluations. In addition to the evaluator, the second evaluator shall monitor the teacher's progress on the plan and make a judgment on contract renewal. The second evaluator's judgment is moot if the evaluator concludes that the objectives of the plan have been met. The second evaluator and primary evaluator will discuss the teacher's progress and status with the final responsibility of determination of employment status resting with the building principal.

Appendix A – Domain 1

Domain 1		Preparation for Learning Rubric		
Teaching Area:				
Purposeful Planning Performance Expectations	Ineffective	Improvement Necessary	Effective	Highly Effective
1.1 Plans for a student program of instruction in accordance with adopted curriculum	Little or no evidence that the teacher plans quality lessons for instruction	Some evidence that the teacher plans quality lessons of instruction	Clear evidence that the teacher plans quality lessons of instruction	Consistent evidence that the teacher plans quality lessons of instruction
1.2 Incorporates an understanding of how students develop and learn in the planning for student learning	Little or no evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning	Some evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning	Clear evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning	Consistent evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning
1.3 Uses a variety of planning resources	Little or no evidence that the teacher is utilizing district and school resources to plan for learning	Some evidence that the teacher is utilizing district and school resources to plan for learning	Clear evidence that the teacher is utilizing district and school resources to plan for learning	Consistent evidence that the teacher is utilizing district and school resources to plan for learning
1.4 Plans and prepares for the needs of all students	Little or no evidence that the teacher prepares lessons differentiated to the learning needs of the students	Some evidence that the teacher prepares lessons differentiated to the learning needs of the students	Clear evidence that the teacher prepares lessons differentiated to the learning needs of the students	Consistent evidence that the teacher prepares lessons differentiated to the learning needs of the students
Evidence Descriptors		Teacher and Student Evidence		
Will be distributed by building principals to various teacher groups.		Will be distributed by building principals to various teacher groups.		

Appendix A – Domain 2

Domain 2		Effective Instruction Rubric		
Teaching Area:				
Climate Performance Expectations	Ineffective	Improvement Necessary	Effective	Highly Effective
2.1 Develops and maintains a classroom climate that supports student learning	Little or no evidence that the teacher uses classroom management methods which support a positive classroom climate	Some evidence that the teacher uses classroom management methods which support a positive classroom climate	Clear evidence that the teacher uses classroom management methods which support a positive classroom climate	Consistent evidence that the teacher uses classroom management methods which support a positive classroom climate
2.2 Communicates high expectations for all students	Little or no evidence that the teacher provides a challenging learning environment	Some evidence that the teacher provides a challenging learning environment	Clear evidence that the teacher provides a challenging learning environment	Consistent evidence that the teacher provides a challenging learning environment
Instruction Performance Expectations	Ineffective	Improvement Necessary	Effective	Highly Effective
2.3 Demonstrates subject knowledge/standards and how to teach them to students	Little or no evidence that the teacher knows subject knowledge and how to teach the subject to students	Some evidence that the teacher knows subject knowledge and how to teach the subject to students	Clear evidence that the teacher knows subject knowledge and how to teach the subject to students	Consistent evidence that the teacher knows subject knowledge and how to teach the subject to students
2.4 Uses instructional strategies and resources to teach for understanding	Little or no evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding	Some evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding	Clear evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding	Consistent evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding
2.5 Differentiates instruction to meet the needs of all students	Little or no evidence that the teacher recognizes individual student differences and provides differentiated instruction to meet their needs	Some evidence that the teacher recognizes individual student differences and provides differentiated instruction to meet their needs	Clear evidence that the teacher recognizes individual student differences and provides differentiated instruction to meet their needs	Consistent evidence that the teacher recognizes individual student differences and provides differentiated instruction to meet their needs
2.6 Engages all students in learning activities	Little or no evidence that the teacher provides learning activities which engage all students	Some evidence that the teacher provides learning activities which engage all students	Clear evidence that the teacher provides learning activities which engage all students	Consistent evidence that the teacher provides learning activities which engage all students
2.7 Helps students practice and deepen new knowledge	Little or no evidence that the teacher conducts frequent checks for understanding to adjust instruction	Some evidence that the teacher conducts frequent checks for understanding to adjust instruction	Clear evidence that the teacher conducts frequent checks for understanding to adjust instruction	Consistent evidence that the teacher conducts frequent checks for understanding to adjust instruction
Assessment Performance Expectations	Ineffective	Improvement Necessary	Effective	Highly Effective
2.8 Assesses student learning levels and adjusts instructional practices for student success through frequent checks for understanding	Little or no evidence that the teacher understands and uses multiple methods of formative and summative assessments to engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction	Some evidence that the teacher understands and uses multiple methods of formative and summative assessments to engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction	Clear evidence that the teacher understands and uses multiple methods of formative and summative assessments to engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction	Consistent evidence that the teacher understands and uses multiple methods of formative and summative assessments to engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction

Appendix A – Domain 2

Evidence Descriptors	Teacher and Student Evidence
<p>Will be distributed by building principals to various teacher groups.</p>	<p>Will be distributed by building principals to various teacher groups.</p>

Appendix A – Domain 3

Domain 3			Professional Practice Rubric	
Teaching Area:				
Participation in Learning Communities Performance Expectations	Ineffective	Needs Improvement	Effective	Highly Effective
3.1 Works with colleagues in a respectful manner in the on-going cycle of development, implementation, evaluation of curriculum and professional learning communities	Little or no evidence that the teacher contributes to school effectiveness by collaborating with other professionals	Some evidence that the teacher contributes to school effectiveness by collaborating with other professionals	Clear evidence that the teacher contributes to school effectiveness by collaborating with other professionals	Consistent evidence that the teacher contributes to school effectiveness by collaborating with other professionals
3.2 Communicates effectively to establish and maintain lines of communication with students and parents	Little or no evidence that the teacher accurately describes, analyzes and evaluates student work and provides feed back to students and their families about their learning and development as learners	Some evidence that the teacher accurately describes, analyzes and evaluates student work and provides feed back to students and their families about their learning and development as learners	Clear evidence that the teacher accurately describes, analyzes and evaluates student work and provides feed back to students and their families about their learning and development as learners	Consistent evidence that the teacher accurately describes, analyzes and evaluates student work and provides feed back to students and their families about their learning and development as learners
3.3 Reflects on practice, data, and student work to improve future instruction	Little or no evidence that the teacher engages in reflective thinking to improve future instruction	Some evidence that the teacher engages in reflective thinking to improve future instruction	Clear evidence that the teacher engages in reflective thinking to improve future instruction	Consistent evidence that the teacher engages in reflective thinking to improve future instruction
3.4 Uses different forms of professional development to improve instruction	Little or no evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning	Some evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning	Clear evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning	Consistent evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning
Evidence Descriptors		Teacher and Student Evidence		
Will be distributed by building principals to various teacher groups.		Will be distributed by building principals to various teacher groups.		

Appendix B – Domain 1

Observation Form		Identify type of evaluation		Teaching Area: _____
Teacher Name:			Formal	
Evaluator Name:			Informal	
Date:			Participatory	
Domain 1 Preparation for Learning				
PURPOSEFUL PLANNING				
1.1 Plans for a student program of instruction in accordance with adopted curriculum 1.2 Incorporates an understanding of how students develop and learn in the planning for student learning 1.3 Uses a variety of planning resources 1.4 Plans and prepares for the needs of all students				
Evidence: Teacher		Evidence: Student		
Observation Notes:				

Appendix B – Domain 1

Observation Form		Identify type of evaluation		Teaching Area: _____
Teacher Name:			Formal	
Evaluator Name:			Informal	
Date:			Participatory	
Domain 1 Preparation for Learning				
PURPOSEFUL PLANNING				
1.1 Plans for a student program of instruction in accordance with adopted curriculum 1.2 Incorporates an understanding of how students develop and learn in the planning for student learning 1.3 Uses a variety of planning resources 1.4 Plans and prepares for the needs of all students				
Evidence: Teacher		Evidence: Student		
Observation Notes				

Appendix B – Domain 1

Observation Form		Identify type of evaluation		Teaching Area: _____
Teacher Name:			Formal	
Evaluator Name:			Informal	
Date:			Participatory	
Domain 1 Preparation for Learning				
PURPOSEFUL PLANNING				
1.1 Plans for a student program of instruction in accordance with adopted curriculum 1.2 Incorporates an understanding of how students develop and learn in the planning for student learning 1.3 Uses a variety of planning resources 1.4 Plans and prepares for the needs of all students				
Evidence: Teacher		Evidence: Student		
Observation Notes:				

Appendix C – Domain 1

Domain 1 Preparation for Learning			
Teaching Area:			
Ineffective	Improvement Necessary	Effective	Highly Effective
1.1 Purposeful Planning: Plans for a student program of instruction in accordance with adopted curriculum			
Little or no evidence that the teacher plans quality lessons for instruction	Some evidence that the teacher plans quality lessons for instruction	Clear evidence that the teacher plans quality lessons for instruction	Consistent evidence that the teacher plans quality lessons for instruction
1.2 Purposeful Planning: Incorporates an understanding of how students develop and learn in the planning for student learning			
Little or no evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning	Some evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning	Clear evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning	Consistent evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning
1.3 Purposeful Planning: Uses a variety of resources			
Little or no evidence that the teacher is utilizing district and school resources to plan for learning	Some evidence that the teacher is utilizing district and school resources to plan for learning	Clear evidence that the teacher is utilizing district and school resources to plan for learning	Consistent evidence that the teacher is utilizing district and school resources to plan for learning
1.4 Purposeful Planning: Plans and prepares for the needs of all students			
Little or no evidence that the teacher prepares lessons differentiated to the learning needs of the students	Some evidence that the teacher prepares lessons differentiated to the learning needs of the students	Clear evidence that the teacher prepares lessons differentiated to the learning needs of the students	Consistent evidence that the teacher prepares lessons differentiated to the learning needs of the students
Evidence: Teacher		Evidence: Student	
Notes:			
Documentation for Reflective Conference			
Formal, Informal, and/or Participatory Observations (see attached Observation Notes) Artifact Evidence (list artifacts reviewed) <i>Improvement Necessary</i> (list teacher goals for improvement for any performance expectations) <i>Ineffective:</i>			
____ Adjust the teacher and student observation/evidence sections of the rubric as needed to reflect indicators needed to improve the level of performance			

Appendix C – Domain 2

Domain 2 Effective Instruction			
Teaching Area:			
Ineffective	Improvement Necessary	Effective	Highly Effective
2.1 Climate: Develops and maintains a classroom climate that supports student learning			
Little or no evidence that the teacher uses classroom management methods which support a positive classroom climate	Some evidence that the teacher uses classroom management methods which support a positive classroom climate	Clear evidence that the teacher uses classroom management methods which support a positive classroom climate	Consistent evidence that the teacher uses classroom management methods which support a positive classroom climate
2.2 Climate: Communicates high expectations for all students			
Little or no evidence that the teacher provides a challenging learning environment	Some evidence that the teacher provides a challenging learning environment	Clear evidence that the teacher provides a challenging learning environment	Consistent evidence that the teacher provides a challenging learning environment
Evidence: Teacher		Evidence: Student	
Ineffective	Improvement Necessary	Effective	Highly Effective
2.3 Instruction: Knows subject knowledge/standards and how to teach content to students			
Little or no evidence that the teacher knows subject knowledge and how to teach the subject to students	Some evidence that the teacher knows subject knowledge and how to teach the subject to students	Clear evidence that the teacher knows subject knowledge and how to teach the subject to students	Consistent evidence that the teacher knows subject knowledge and how to teach the subject to students
2.4 Instruction: Uses instructional strategies and resources to teach for understanding			
Little or no evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding	Some evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding	Clear evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding	Consistent evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding
2.5 Instruction: Differentiates instruction to meet the needs of all students			
Little or no evidence that the teacher recognizes individual student differences and provides differentiated instruction to meet their needs	Some evidence that the teacher recognizes individual student differences and provides differentiated instruction to meet their needs	Clear evidence that the teacher recognizes individual student differences and provides differentiated instruction to meet their needs	Consistent evidence that the teacher recognizes individual student differences and provides differentiated instruction to meet their needs
2.6 Instruction: Engages all students in learning activities			
Little or no evidence that the teacher provides learning activities which engage all students	Some evidence that the teacher provides learning activities which engage all students	Clear evidence that the teacher provides learning activities which engage all students	Consistent evidence that the teacher provides learning activities which engage all students

2.7 Instruction: Helps student practice and deepen new knowledge with frequent checks for understanding

Little or no evidence that the teacher conducts frequent checks for understanding to adjust instruction	Some evidence that the teacher conducts frequent checks for understanding to adjust instruction	Clear evidence that the teacher conducts frequent checks for understanding to adjust instruction	Consistent evidence that the teacher conducts frequent checks for understanding to adjust instruction
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Evidence: Teacher	Evidence: Student
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Ineffective	Improvement Necessary	Effective	Highly Effective
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2.8 Assessment: Assesses student learning levels and adjust instructional practices for student success

Little or no evidence that the teacher understands and uses multiple methods of formative and summative assessments to engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction	Some evidence that the teacher understands and uses multiple methods of formative and summative assessments to engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction	Clear evidence that the teacher understands and uses multiple methods of formative and summative assessments to engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction	Consistent evidence that the teacher understands and uses multiple methods of formative and summative assessments to engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction
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Evidence: Teacher	Evidence: Student
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Notes:

Documentation for Reflective Conference

Formal, Informal, and/or Participatory Observations (see attached Observation Notes)
Artifact Evidence (list artifacts reviewed)
Improvement Necessary (list teacher goals for improvement for any performance expectations)
Ineffective:

_____ Adjust the teacher and student observation/evidence sections of the rubric as needed to reflect indicators needed to improve the level of performance

Appendix C – Domain 3

Domain 3 Professional Practice			
Teaching Area:			
Ineffective	Improvement Necessary	Effective	Highly Effective
3.1 Participation in Learning Communities: Works with colleagues in a respectful manner in the ongoing cycle of development, implementation, evaluation of curriculum and professional learning communities			
Little or no evidence that the teacher contributes to school effectiveness by collaborating with other professionals	Some evidence that the teacher contributes to school effectiveness by collaborating with other professionals	Clear evidence that the teacher contributes to school effectiveness by collaborating with other professionals	Consistent evidence that the teacher contributes to school effectiveness by collaborating with other professionals
3.2 Participation in Learning Communities: Communicates effectively to establish and maintain lines of communication with students and parents			
Little or no evidence that the teacher accurately describes, analyzes and evaluates student work and provides feedback to students and their families about their learning and development as learners	Some evidence that the teacher accurately describes, analyzes and evaluates student work and provides feedback to students and their families about their learning and development as learners	Clear evidence that the teacher accurately describes, analyzes and evaluates student work and provides feedback to students and their families about their learning and development as learners	Consistent evidence that the teacher accurately describes, analyzes and evaluates student work and provides feedback to students and their families about their learning and development as learners
3.3 Participation in Learning Communities: Reflects on practice, data and student work to improve future instruction			
Little or no evidence that the teacher engages in reflective thinking to improve future instruction	Some evidence that the teacher engages in reflective thinking to improve future instruction	Clear evidence that the teacher engages in reflective thinking to improve future instruction	Consistent evidence that the teacher engages in reflective thinking to improve future instruction
3.4 Participation in Learning Communities: Uses different forms of professional development to improve instruction			
Little or no evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning	Some evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning	Clear evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning	Consistent evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning
Evidence: Teacher		Evidence: Student	
Notes:			
Documentation for Reflective Conference			
Formal, Informal, and/or Participatory Observations (see attached Observation Notes) Artifact Evidence (list artifacts reviewed) Improvement Necessary (list teacher goals for improvement for any performance expectations) Ineffective:			
_____ Adjust the teacher and student observation/evidence sections of the rubric as needed to reflect indicators needed to improve the level of performance			

Appendix D Student Achievement & Growth
**Administration and Teachers are Currently Working to Define Achievement and Growth
 Measures and Metrics Associated with Measures**

Student Achievement & Growth						
Provides evidence of student achievement/growth through multiple measures						
Multiple Student Learning Measures Rubric (local measures)						
<p>Highly Effective Consistent evidence that the teacher collects data about student learning from a variety sources and can show measureable individual and collective student achievement or growth over time Growth = TREND UP Achievement =</p> <p>Effective Clear evidence that the teacher collects data about student learning from a variety sources and can show measureable individual and collective student achievement or growth over time Growth = TREND UP Achievement =</p> <p>Improvement Necessary Some evidence that the teacher collects data about student learning from a variety sources and can show measureable individual and collective student achievement/growth over time Growth = TREND DOWN Achievement =</p> <p>Ineffective Little or no evidence that the teacher collects data about student learning from a variety sources and can show measureable individual and collective student achievement/growth over time Growth = TREND DOWN Achievement =</p>						
Does the teacher have state-tested measures? Yes No						
Student Measures	List of Assessments Examples	Ineffective	Improvement Necessary	Effective	Highly Effective	Scoring
<u>Primary Measure</u> Assessments that measure the same group of students in the same manner with the same potential assessment items to determine if students are meeting standards (if a state-tested measure exists for the teacher, it must be selected as a primary measure)	ISTEP+ - state (G) ECA – state (A) ECA – local (with local pre-requisite assessment) (A) ECA – local (with pre-requisite reading assessment) (A) ECA – local (with pre-requisite math assessment) (A) LAS Links – state (G) Reading assessment - local (G) Math assessment - local (G) ISTAR (G)	1	2	3	4	__ x 3.5 =
<u>Secondary Measure</u> Assessments that are rigorous, aligned with the course's curriculum and measure student learning (e.g. student performance on school- or teacher-selected assessments, administrator review of student work, attainment of student learning goals,...)	CFA (A) Pre/Post Tests (G) Authentic Assessments (G) IEP Goals (G) ACUITY – predictive (G) ECA – local (with local pre-requisite assessment) (A) ECA – local (with pre-requisite reading assessment) (A) ECA – local (with pre-requisite math assessment) (A) Reading assessment - local (G) Math assessment - local (G)	1	2	3	4	__ x 2.5 =
TOTAL						__/24

- NOTE:
- Each teacher will have one primary student measure and one secondary student measure linked to his/her evaluation
 - Student measures will be used of students who have been in the school 162 days & extenuating circumstances will be considered for some students who have been at the school for 162 days (i.e. traumatic situations, medical conditions...)
 - If you have ISTEP+ Growth Data, or State Test data tied to your students then that data must be used as your primary measure.

Appendix D - Summative Performance Levels Conference

Summative Performance Levels Conference			Evaluation Status Per IC20-28-7.5		HIGHLIGHT THE POINT VALUE RECEIVED FOR EACH STANDARD OF PERFORMANCE <i>(Points vary based on total points possible per Domain and the weight of the performance standard)</i>			
Teacher Name:			Probationary		Ineffective	Improvement Necessary	Effective	Highly Effective
Evaluator Name:			Professional					
Date:			Established					
Domain 1 Preparation for Learning	Purposeful Planning	1.1 Plans for a student program of instruction in accordance with adopted curriculum			1	2	3	4
		1.2 Incorporates an understanding of how students develop and learn in the planning for student learning			1	2	3	4
		1.3 Uses a variety of planning resources			1	2	3	4
		1.4 Plans and prepares for the needs of all students			1	2	3	4
Domain 1 Total Possible Points = 16					Subtotal for Domain 1 =			
Domain 2 Effective Instruction	Climate	2.1 Develops and maintains a classroom climate that supports student learning			1	2	3	4
		2.2 Communicates high expectations for all students			1	2	3	4
	Instruction	2.3 Demonstrates subject knowledge/standards and how to teach them to students			1	2	3	4
		2.4 Uses instructional strategies and resources to teach for understanding			1	2	3	4
		2.5 Differentiates instruction to meet the learning needs of all students			1	2	3	4
		2.6 Engages all students in learning activities			1	2	3	4
		2.7 Helps students practice and deepen new knowledge			1	2	3	4
Assessment	2.8 Assesses student learning levels and adjusts instructional practices for student success through frequent checks for understanding			1	2	3	4	
Domain 2 Total Possible Points = 32					Subtotal for Domain 2 =			
Domain 3 Professional Practice	Participation in Learning Communities	3.1 Works with colleagues in a respectful manner in the ongoing cycle of development, implementation, evaluation of curriculum and professional learning communities			1	2	3	4
		3.2 Communicates effectively to establish and maintain lines of communication with students and parents			1	2	3	4
		3.3 Reflects on practice, data and student work to improve future instruction			1	2	3	4
		3.4 Uses different forms of professional development to improve instruction			1	2	3	4
Domain 3 Total Possible Points = 16					Subtotal for Domain 3 =			
Student Achievement & Growth					Ineffective	Improvement Necessary	Effective	Highly Effective
Student Achievement & Growth	Provides evidence of student achievement/growth through multiple measures (see attached Multiple Student Learning Measures Rubric)		Primary Measure(s)	1	2	3	4	x 3.5
			Secondary Measure(s)	1	2	3	4	x 2.5
Student Achievement & Growth Total Possible Points = 24					Subtotal for Student Achievement & Growth =			

Summary for Overall Performance Level		
Performance Level Category & Point Range		Domain 1: Total Points Received
Ineffective - <i>Total Point Range 19-48</i>		Domain 2: Total Points Received
Improvement Necessary - <i>Total Point Range 49-61</i>		Domain 3: Total Points Received
Effective - <i>Total Point Range 62-74</i>		Student Achievement & Growth: Total Points Received
Highly Effective - <i>Total Point Range 75-88</i>		Total Points/Overall Performance Level <i>(based on Total Point Range)</i>

Narrative Summary

Domain 1: Preparation for Learning

Comments:

Domain 2: Effective Instruction

Climate:

Instruction:

Assessment:

Domain 3: Professional Practice

Comments:

Student Achievement & Growth

Comments:

For the next school year, I recommend this teacher for:

Renewal
 Non-Renewal
 Assistance Plan for *Improvement Necessary*
 Assistance Plan for *Ineffective*

Teacher's Signature

Date

Primary Evaluator's Signature

Date

Signature may not necessarily reflect agreement, but does reflect awareness of the content of the report.
The teacher shall have an opportunity to attach a written reflection of any statements contained in this document.

Appendix E

Plan of Assistance for *Improvement Necessary* OR *Ineffective* Performance Level

Teacher _____

Type of Assistance Plan (please highlight) *Improvement Necessary* *Ineffective*

If a teacher's summary performance level is ***Improvement Necessary*** or ***Ineffective*** the evaluator will meet with the teacher to determine a plan of assistance.

A plan of assistance shall be established between the evaluator and the teacher to include the following:

Plan Components	Action
1. Review the specific performance expectation(s) not being met using the Plan of Assistance domain rubric page(s) that applies to the performance expectation(s) not being met	
2. Adjust the teacher and student observation/evidence sections of the Plan of Assistance domain rubric page(s) as the indicators needed to improve the level of performance	
3. Determine a system for monitoring the teacher's plan of assistance	
4. Determine resources and support needed, including the possible assignment of a consulting teacher	
5. Determine the date by which the plan must be completed, up to 90 school days	
6. Determine the use of the teacher's license renewal credits to be used for professional development to implement the plan of assistance	
7. Determine the date of the mid-year conference (Conference for <i>Improvement Necessary</i> Performance Level – See Appendix H))	

If the evaluator and the teacher cannot jointly establish the Plan of Assistance, the administrator shall do so unilaterally. The evaluator shall monitor the teacher's progress in following the plan and hold a conference with the teacher. At this conference (refer to conference form), the evaluator will:

If the status of the teacher is *Improvement Necessary* - make a judgment as to whether the teacher has progressed to a performance level of *Effective* or *Highly Effective* or will be required to have a plan of assistance for either *Improvement Necessary* or *Ineffective*.

If the status of the teacher is *Ineffective* - make a judgment as to whether the teacher will be recommended for renewal or non-renewal or be required to have a plan of assistance for either *Improvement Necessary* or *Ineffective*.

Whenever a teacher is required to have a Plan of Assistance, the building principal will inform the Director of Human Resources who will, in turn, inform the Association President.

Appendix F

Pre-Observation Form – Teacher

To be completed by the evaluator:

Teacher:

Subject or Course the evaluator will be observing:

Formal Observation will occur during the week of:

To be completed by the teacher and submitted prior to the week of formal observation:

Domain 2 Effective Instruction	Climate	Describe your methods for providing a positive classroom climate.
		Describe the diversity of students in your classroom.
	Instruction	List the learning objectives or standards you will target during this week of instruction.
		Describe the learning activities that will be used to engage students.
		List the instructional strategies and resources that will be used in your lessons this week.
		How will instruction be differentiated to meet the learning needs of students?
	Assessment	How will you assess student learning to know students' progress towards achieving the objectives or standards?

1.1 Purposeful Planning: Plans for a student program of instruction in accordance with adopted curriculum.					
DOMAIN 1: Preparation for Learning	Ineffective	Needs Improvement	Effective	Highly Effective	
	Little or no evidence that the teacher plans quality lessons for instruction	Some evidence that the teacher plans quality lessons of instruction	Clear evidence that the teacher plans quality lessons of instruction	Consistent evidence that the teacher plans quality lessons of instruction	
	Teacher Evidence Descriptors:		Teacher & Student Evidence:		
	<u>Teacher:</u> <ul style="list-style-type: none"> Pacing of the lesson is appropriate for all students and follows the scope and sequence of adopted curriculum. Presentation of content is logical and progresses from simple to complex and connects standards to the content being taught. Plans illustrate how learning will move from an understanding of concrete concepts to abstract application of information in authentic ways (for age, grade level and educational background), the use of supplemental materials, and adaptation of content and meaningful activities. Plans provide for extension of learning. Unit Plans composed of the essential elements of concepts, knowledge, skills, attitudes, and action. The lesson's structure/routine is clear, allowing for reflection and closure. 		<u>Teacher:</u> <ul style="list-style-type: none"> Pacing of the lesson is appropriate for all students and follows the scope and sequence of adopted curriculum. Presentation of content is logical and progresses from simple to complex and connects standards to the content being taught Unit plans and lessons use state standards, district pacing guides and district curriculum Daily schedule/agenda is posted 		

1.2 Purposeful Planning: Incorporates an understanding of how students develop and learn in the planning for student learning.			
Ineffective	Needs Improvement	Effective	Highly Effective
Little or no evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning	Some evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning	Clear evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning	Consistent evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning
Teacher Evidence Descriptors:		Teacher & Student Evidence:	
<u>Teacher:</u> <ul style="list-style-type: none"> Has an intimate knowledge of the research on cultural competency and equity and has a self-awareness of their personal beliefs and values toward race and diversity. Plan includes setting high expectations for each student, communicating a belief in success and creates a classroom routine that ensures high levels of student engagement and learning excitement. Ensures more choice for students (e.g., choosing their own books, writing topics, team partners, and research projects) Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit. 		<u>Teacher:</u> <ul style="list-style-type: none"> Content concepts are appropriate for age, grade level and educational background of the students <u>Students:</u> <ul style="list-style-type: none"> Students conduct inquiry and research and show independence in learning. International-mindedness: developing citizens of the world in relation to culture, language and learning to live together; building and reinforcing students' sense of identity and cultural awareness; fostering students' recognition and development of universal human values. Students are responsible for their own learning by defining learning goals and by defining problems and investigating concepts that are meaningful to them. 	

1.3 Purposeful Planning: Uses a variety of planning resources.			
Ineffective	Needs Improvement	Effective	Highly Effective
Little or no evidence that the teacher is utilizing district and school resources to plan for learning	Some evidence that the teacher is utilizing district and school resources to plan for learning	Clear evidence that the teacher is utilizing district and school resources to plan for learning	Consistent evidence that the teacher is utilizing district and school resources to plan for learning
Teacher Evidence Descriptors:		Teacher & Student Evidence:	
<u>Teacher:</u> <ul style="list-style-type: none"> Has a plan that outlines and/or can describe resources within the classroom, school and community that will be used to enhance students' understanding of the content. The teacher's knowledge of planning resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities and on the Internet. Plans for the effective use of text with increasing length and complexity, using text books, newspapers, magazines, Internet, etc. The teacher plans for the use of manipulatives, multiple sources and resources for learning, open-ended inquiry and real-life investigations. Plans for activities that develop positive interdependence, face-to-face interaction, individual and group accountability, interpersonal and small group skills and group processing. 		<u>Teacher:</u> <ul style="list-style-type: none"> Resources and materials are ready prior to instruction Resources and materials are age-appropriate for the students Utilize technology resources, media services resources, and support staff Plans for the effective use of text with increasing length and complexity, using text books, newspapers, magazines, Internet, ... Plans for the use of manipulatives, multiple sources and resources for learning, open-ended inquiry and real-life investigations <u>Students:</u> <ul style="list-style-type: none"> The students make choices about reading levels and text of interest in order to create excitement about learning and build reading stamina. 	

1.4 Purposeful Planning: Plans and prepares for the needs of all students.			
Ineffective	Needs Improvement	Effective	Highly Effective
Little or no evidence that the teacher prepares lessons differentiated to the learning needs of the students	Some evidence that the teacher prepares lessons differentiated to the learning needs of the students	Clear evidence that the teacher prepares lessons differentiated to the learning needs of the students	Consistent evidence that the teacher prepares lessons differentiated to the learning needs of the students
Teacher Evidence Descriptors:		Teacher & Student Evidence:	
<p><u>Teacher:</u></p> <ul style="list-style-type: none"> Plans and prepares for effective scaffolding of information within lessons (content organized to build upon previous information, is logical and progresses from simple to complex and is integrated into other content areas where possible). The teacher’s plan allocates adequate time for deep reading, writing and talking in every discipline and grade level with sufficient intellectual depth. Plans provide adequate amounts of subject-area content, concepts and topics; intellectual/thinking skills. The curriculum and lessons are continuously developed, tested and refined on the basis of assessment results. Lesson plans are focused on whole-class instruction with a clear learning objective in short instructional “chunks” or segments, punctuated by multiple cycles of guided practice and formative assessment (check for understanding). Plans and prepares for the needs of Special Student Populations. The plan identifies the adaptations that must be made for individual ELL, Special Education and/or Accelerated students or groups within a unit of instruction. 		<p><u>Teacher:</u></p> <ul style="list-style-type: none"> Plans and prepares for effective scaffolding of information within lessons (content organized to build upon previous information, is logical and progresses from simple to complex and is integrated into other content areas where possible). Creates lessons that contain differentiation for students who are English learners, students receiving special education services, high ability students, underperforming students, students who lack support for schooling, and students with cultural needs 	

DOMAIN 1: Preparation for Learning

2.1 Climate: Develops and maintains a classroom climate that supports student learning.

Ineffective	Needs Improvement	Effective	Highly Effective
Little or no evidence that the teacher uses classroom management methods which support a positive classroom climate	Some evidence that the teacher uses classroom management methods which support a positive classroom climate	Clear evidence that the teacher uses classroom management methods which support a positive classroom climate	Consistent evidence that the teacher uses classroom management methods which support a positive classroom climate

Teacher Evidence Descriptors:

Teacher & Student Evidence:

Teacher:

- Creates a classroom environment that supports inquiry-based learning, higher order thinking skills, and international-mindedness. Student work is posted as evidence of learning.
- Develops, shares and executes clearly defined routines, procedures and essential agreements required for effective classroom management and learning. The teacher explains and consistently reinforces the expectations of students and a systematic protocol for managing student behavior and the consequences of misbehavior to students and parents. The teacher effectively manages transitions and student movement in the classroom. Disruptive behaviors are rare; when they occur, they are addressed without interruption to the lesson following a systematic protocol. The teacher response to misbehavior is systematic, effective appropriate and sensitive to students' individual needs or student behavior. Teacher voice level and tone are carefully managed.
- Establishes and maintains personal and effective relationship with each student by knowing and responding to their interest, home-life situation, fears and learning opportunities that excite them.
- Uses physical resources skillfully to allow for circulation and conferring, easy movement between activities and flexible collaboration between students. The teacher employs flexible seating/grouping as appropriate. Classroom walls are used to display student work, provide quick access to resources by students (anchor charts, word walls, IB Learning Profile, etc.)
- Demonstrates intensity and enthusiasm for teaching, sets high expectations for all students, and communicates a belief in each student and a commitment that each student will learn at high levels.

Teacher:

- Creates a classroom environment that supports inquiry-based learning, higher order thinking skills, and international-mindedness
- Celebrates success and student work is posted as evidence
- Posts classroom essential agreements
- Acknowledges student adherence to the classroom essential agreements
- Shares and teaches clearly defined routines, procedures, and consequences to students and parents
- Responds to misbehavior in a systematic and appropriate manner
- Prepares students for classroom transitions before they occur
- Closely monitors time and student transitions to maximize time for learning.
- Manages student time on task and uses proximity to keep students engaged
- Expects students to adhere to school rules and Board policy
- Establishes and fosters effective relationships (teacher-student, student-student)
- Organizes the classroom for effective use of individual and group instruction to support inquiry-based learning, communication and cooperation
- Communicates effectively using verbal and non-verbal cues, e.g., voice, tone, body language...

Students:

- The students understand learning objectives and take responsibility for self reflection and improvement.
- The students participate in the development of classroom procedures, essential agreements and clearly stated consequences. Students share responsibilities for operations and routines.

DOMAIN 2: Effective Instruction

2.2 Climate: Communicates high expectations for all students.			
Ineffective	Needs Improvement	Effective	Highly Effective
Little or no evidence that the teacher provides a challenging learning environment	Some evidence that the teacher provides a challenging learning environment	Clear evidence that the teacher provides a challenging learning environment	Consistent evidence that the teacher provides a challenging learning environment
Teacher Evidence Descriptors:		Teacher & Student Evidence:	
<p><u>Teacher:</u></p> <ul style="list-style-type: none"> Establishes high expectations for all students by posting and discussing clear learning targets/goals/objectives, creating lessons and activities that are accessible and challenging to all students and confers with each student to guide learning. The teacher provides clear explanations of academic tasks. Instructional outcomes, activities and assignments, and classroom interactions which convey high expectations for all students. Consistently communicates and acts-out a belief that the students will all be successful in class. The teacher is relentless in ensuring all students master essential learning and are prepared for success in the next grade and life. Uses culturally competent practices to communicate expectations and deliver lessons that are sensitive to the diverse needs of students. Demonstrates value and respect for low performing students and poses challenging questions to stimulate inquiry and learning, builds student confidence in being successful, and probes questions/answers/responses to provide meaningful personal guidance. 		<p><u>Teacher:</u></p> <ul style="list-style-type: none"> Provides clear explanations of academic tasks, instructional outcomes, activities and assignments, and classroom interactions, which convey high expectations for all students Uses culturally competent practices to communicate Demonstrates value and respect for all students Demonstrates awareness of the need to engage all students <p><u>Students:</u></p> <ul style="list-style-type: none"> The students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it. The students appear to have internalized these expectations and a belief in themselves. The students are able to explain each lesson's objective and performance expectation. The students freely and openly communicate to the teacher their understanding or misunderstanding of a concept, skill or assignment in order to productively engage in learning. 	

DOMAIN 2: Effective Instruction

2.3 Instruction: Demonstrates subject knowledge/standards and how to teach them to students.			
Ineffective		Needs Improvement	
Effective		Highly Effective	
Little or no evidence that the teacher knows subject knowledge and how to teach the subject to students		Some evidence that the teacher knows subject knowledge and how to teach the subject to students	
Clear evidence that the teacher knows subject knowledge and how to teach the subject to students		Consistent evidence that the teacher knows subject knowledge and how to teach the subject to students	
Teacher Evidence Descriptors:		Teacher & Student Evidence:	
<p><u>Teacher</u></p> <ul style="list-style-type: none"> • Demonstrates a clear understanding of the content, connection to Common Core Academic Standards, and demonstrates thoughtful knowledge of the most effective methods to teach the curriculum. • Creates a conceptual understanding of the content and make connections between factual and conceptual levels of knowledge. • Is well versed in the district’s approaches and strategies for teaching trans-disciplinary curriculum including a program of inquiry, action cycle, attitudes, assessment, concepts (BIG IDEAS) and the learner profile. Teacher develops Units of Study. The teacher can make international connections to unit content. • Well versed in the explicit instruction of vocabulary to ensure a common understanding by all students and developing student background knowledge. • Is knowledgeable in facilitating open-ended inquiry and real-life investigations, modeling higher order thinking, reading and writing by asking questions for students to respond to; and facilitating student inquiry and asking questions that lead them to higher order thinking. 		<p><u>Teacher:</u></p> <ul style="list-style-type: none"> • Demonstrates a clear understanding of the content, connection to Indiana Standards, and demonstrates thoughtful knowledge of the most effective methods to teach the curriculum • Facilitates student connections between curriculum and the real world • Demonstrates understanding of inquiry-based methodology. • Well versed in the explicit instruction of vocabulary to ensure a common understanding by all students and developing student background knowledge. • Facilitates open-ended inquiry and real-life investigations, modeling higher order thinking, reading and writing by asking questions for students to respond to; and facilitating student inquiry and asking questions that lead them to higher order thinking. 	

DOMAIN 2: Effective Instruction

2.4 Instruction: Uses instructional strategies and resources to teach for understanding.			
Ineffective	Needs Improvement	Effective	Highly Effective
Little or no evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding	Some evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding	Clear evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding	Consistent evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding
Teacher Evidence Descriptors:		Teacher & Student Evidence:	
<p><u>Teacher</u></p> <ul style="list-style-type: none"> Connects lessons to prior knowledge and links are made to new concepts. Concepts link to student background experiences. Previews new content (ask student what they already know, have students brainstorm, provide a motivational hook) Chunks content into “digestible bites.” Provides opportunity for students to process new information (group discussion, summarizing, pair-share, making predictions...). Emphasizes key vocabulary and elaborates on new information (asking questions, making inferences, defending their inferences, presenting information that requires inferences...). Emphasizes Literacy-based lessons (read, talk, and write with a focus on any text) and fosters inquiry-based learning (questioning, higher order thinking, in-depth study on topics of interest, connecting, inferring, visualizing, determining importance, synthesizing). Circulates, checks for individual student understanding and confers, as necessary to clarify or deepen understanding. Incorporates technology as appropriate to enhance and extend learning opportunities. When needing to do explicit instruction: <ul style="list-style-type: none"> Lessons include an <u>Introduction</u> with stated/posted learning objective, make background connections by reminding/asking students what they already know about the topic and use a motivational hook/question to launch activities or work. Teacher introduces vocabulary that might be an obstacle for learning. Teacher shares how student work will be assessed. The teacher shares examples and models of strong and weak performances. A <u>mini-lesson</u> (modeling, demonstrating, and student discussion) is presented using interactive lecture. Teacher gives students an opportunity to process the new information and respond to questions. <u>Guided Practice</u> - asks explicit questions that require students to make inferences, encouraging inquiry and questioning by students as the teacher guides students in the task or activity. Releases students to <u>Independent Practice</u> after ensuring a practical understanding of the concept/skill. The teacher uses friendly controversy for opportunities to debate, argue, explain, infer, draw and defend conclusions. A systematic process for student responses is present. <u>Closes</u> the lesson by reconnecting the learning to the lesson objective and to clarify student understanding. Provides comprehensive review of key content concepts. 		<p><u>Teacher:</u></p> <ul style="list-style-type: none"> Connects lessons to prior knowledge and links are made to new concepts. Concepts link to student background experiences. Previews new content (ask student what they already know, have students brainstorm, provide a motivational hook) Chunks content into “digestible bites.” Provides opportunity for students to process new information (group discussion, summarizing, pair-share, making predictions...). Emphasizes key vocabulary and elaborates on new information (asking questions, making inferences, defending their inferences, presenting information that requires inferences...). Emphasizes Literacy-based lessons (read, talk, and write with a focus on any text) and fosters inquiry-based learning (questioning, higher order thinking, in-depth study on topics of interest, connecting, inferring, visualizing, determining importance, synthesizing). Circulates, checks for individual student understanding and confers, as necessary to clarify or deepen understanding. Incorporates technology as appropriate to enhance and extend learning opportunities. When needing to do explicit instruction: <ul style="list-style-type: none"> Implements the elements of a core lesson design when needing to do explicit teaching (introduction, mini-lesson/interactive lecture, guided practice, independent practice, closing) <p><u>Students:</u></p> <ul style="list-style-type: none"> Provides comprehensive review of key content concepts. Students are actively engaged in activities that are meaningful and appropriate to their age, knowledge base and language skills. Students contribute to explaining concepts to their peers and pair with other students to share learning and clarify understanding. Students seek opportunities to communicate learning issues or problems with the teacher. 	

DOMAIN 2: Effective Instruction

2.5 Instruction: Differentiates instruction to meet the needs of all students.			
Ineffective	Needs Improvement	Effective	Highly Effective
Little or no evidence that the teacher recognizes individual student differences and provides differentiated instruction to meet their needs	Some evidence that the teacher recognizes individual student differences and provides differentiated instruction to meet their needs	Clear evidence that the teacher recognizes individual student differences and provides differentiated instruction to meet their needs	Consistent evidence that the teacher recognizes individual student differences and provides differentiated instruction to meet their needs
Teacher Evidence Descriptors:		Teacher & Student Evidence:	
<p><u>Teacher:</u></p> <ul style="list-style-type: none"> Provides several learning options or different paths to learning, which help students take in information and make sense of concepts and skills. Adapts content to all levels of student proficiency Provides age and language appropriate resources and assignments for struggling students. The teacher differentiates instruction by content, process, product and learning environment on a consistent and ongoing basis to meet the needs of every student, including those with IEPs and ILPs. Uses a variety of techniques to make instruction understandable (e.g., graphic organizers, hands on activities, demonstrations, effective scaffolding techniques, speech appropriate to students' English proficiency, clear academic tasks, modeling – the use of visuals, hands-on activities, gestures and body language, probing incorrect answers with students.) Allows students to work collaboratively and make choices in the learning process. 		<p><u>Teacher:</u></p> <ul style="list-style-type: none"> Provides several learning options or different paths to learning, which help students take in information and make sense of concepts and skills. Adapts content to all levels of student proficiency Provides age and language appropriate resources and assignments for struggling students. Differentiates instruction by content, process, product and learning environment on a consistent and ongoing basis to meet the needs of every student, including those with IEPs and ILP. Uses a variety of techniques to make instruction understandable (e.g., graphic organizers, hands on activities, demonstrations, effective scaffolding techniques, speech appropriate to students' English proficiency, clear academic tasks, modeling – the use of visuals, hands-on activities, gestures and body language, probing incorrect answers with students.) Allows students to work collaboratively and make choices in the learning process. <p><u>Students:</u></p> <ul style="list-style-type: none"> Students answer important questions targeted towards the student's ability or readiness level that require them to think. The students examine their own work to self-identify errors and proactively search, with the help of teachers and peers, for strategies to correct those errors. 	

DOMAIN 2: Effective Instruction

2.6 Instruction: Engages all students in learning activities.

Ineffective	Needs Improvement	Effective	Highly Effective
Little or no evidence that the teacher provides learning activities which engage all students	Some evidence that the teacher provides learning activities which engage all students	Clear evidence that the teacher provides learning activities which engage all students	Consistent evidence that the teacher provides learning activities which engage all students

Teacher Evidence Descriptors:

Teacher & Student Evidence:

- Teacher:
- Ensure students are responsible for their own learning.
 - Communicates lesson learning objectives and maintains a lively pace
 - Ensures whole-class or small-group work is well organized and students are productively engaged at all times, with students assuming responsibility for productivity. Provides frequent opportunities for students to partner to share thinking – discuss and write about the work followed by whole class sharing and discussion.
 - Provides students with frequent opportunities for interaction and discussion; group students to support the content and language objectives; provide sufficient wait time for student responses and appropriately clarifies concepts.
 - Ensures students are actively engaged in communicating their understanding using multiple methods (e.g., individual response boards, hand signals showing agreement, disagreement, or confusion, think-group-share, question cup sticks, answer by raising fingers, turn and talk, small group)
 - Notices when students are not engaged and uses strategies to engage the students
 - Uses friendly controversy for opportunities to debate, argue, explain, infer, draw, and defend conclusions.
 - Involves every student in learning by moving throughout the classroom to be near students, calling on students, giving students time to respond, providing prompt feedback, listening to students, and challenging students.

- Teacher:
- Teacher monitors student evidence listed below under “Students.”
 - Communicates lesson learning objectives and maintains a lively pace
 - Ensures whole-class or small-group work is well organized
 - Provides students with frequent opportunities for interaction and discussion; group students to support the content objectives; provide sufficient wait time for student responses; and appropriately clarifies concepts
 - Ensures students are actively engaged in communicating their understanding using multiple methods (e.g., individual response boards, hand signals showing agreement, disagreement, or confusion, think-group-share, question cup sticks, answer by raising fingers, turn and talk, small group)
 - Notices when students are not engaged and uses strategies to engage the students
 - Uses friendly controversy for opportunities to debate, argue, explain, infer, draw, and defend conclusions.
 - Involves every student in learning by moving throughout the classroom to be near students, calling on students, giving students time to respond, providing prompt feedback, listening to students, and challenging students.

Students:

- Come ready to learn, keeps work area clear of all materials not required for each lesson and keeps folder/journals/binders well organized for easy recall.
- Demonstrate, through their active participation, curiosity and taking initiative that they value the importance of the content.
- Know their current reading levels, has strategies for selecting appropriate reading resources and proactively access necessary materials.
- Assume considerable responsibility for the success of the discussion, initiating topics, making unsolicited contributions and their personal productivity.
- Formulate and ask many questions to clarify and expand learning.
- Make decisions collaboratively and work cooperatively. The student knows and meets their responsibility for maintaining an orderly classroom.
- Comfortably dialogue about the attributes of the Learner Profile.
- Articulate what they are learning in their current unit of study.
- Routinely use procedures and routines explained and documented by the teacher.

DOMAIN 2: Effective Instruction

2.7 Instruction: Helps student practice and deepen new knowledge.

Ineffective	Needs Improvement	Effective	Highly Effective
Little or no evidence that the teacher provides opportunities for students to practice and deepen knowledge	Some evidence that the teacher provides opportunities for students to practice and deepen knowledge	Clear evidence that the teacher provides opportunities for students to practice and deepen knowledge	Consistent evidence that the teacher provides opportunities for students to practice and deepen knowledge

Teacher Evidence Descriptors:

Teacher:

- Successfully makes a major adjustment to a lesson when it is clear that a significant number of students are struggling with the concept or skill.
- Questions promote student inquiry and thinking, are of uniformly high quality, and provide adequate time for students to respond.
- Stops at strategic points in a verbal presentation, demonstration or while students are reading information or stories orally as a class and maximizes student processing of content by breaking lectures into 10 minute or less segments with processing time for students.
- Circulates among the students to check for individual student understanding and redirect as needed. Provides supplemental support during independent practice while conferring with the few remaining students who require extra assistance.
- Asks open-ended questions, discusses vocabulary words learned, and assigns relevant and meaningful homework for practice of essential skills.
- Teach and model how to annotate/underline/take notes, etc. in preparation for writing and talking in response to the text.

Teacher & Student Evidence:

Teacher:

- Makes adjustments to a lesson when it is clear that a significant number of students are struggling with the concept or skill.
- Questions promote student inquiry and thinking, are of uniformly high quality, and provide adequate time for students to respond.
- Stops at strategic points in a verbal presentation, demonstration or while students are reading information or stories orally as a class and maximizes student processing of content by breaking lectures into 10 minute or less segments with processing time for students.
- Circulates among the students to check for individual student understanding and redirect as needed. Provides supplemental support during independent practice while conferring with the few remaining students who require extra assistance.
- Asks open-ended questions, discusses vocabulary words learned, and assigns relevant and meaningful homework for practice of essential skills.
- Teach and model how to annotate/underline/take notes, etc. in preparation for writing and talking in response to the text.

Students:

- Examine their own work and tests to self-identify errors and proactively search, with the help of teachers and peers, for strategies to correct those errors.
- Constantly inquire by asking thoughtful and important questions, searching for information to answer those questions and sharing their conclusion or hypothesis.
- Purposefully underline, annotate or take notes while carefully and purposefully reading.
- Work individually to rehearse (to formulate and articulate their thoughts) and then discuss the text and share notes with another student (Pairing). After pairing, students quick-write brief explanations, connecting their notes to the prompt or question.
- Make detailed observations, notices details, patterns, changes, similarities and differences and makes connections and to explain what they are learning and why it is important beyond repeating the stated objective.

2.8 Assessment: Assesses student learning levels and adjusts instructional practices for student success through frequent checks for understanding.			
Ineffective	Needs Improvement	Effective	Highly Effective
Little or no evidence that the teacher understands and uses multiple methods of formative and summative assessments to engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction	Some evidence that the teacher understands and uses multiple methods of formative and summative assessments to engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction	Clear evidence that the teacher understands and uses multiple methods of formative and summative assessments to engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction	Consistent evidence that the teacher understands and uses multiple methods of formative and summative assessments to engage learners in their own growth, to document learner progress and to guide ongoing planning and instruction
Teacher Evidence Descriptors:		Teacher & Student Evidence:	
<p><u>Teacher:</u></p> <ul style="list-style-type: none"> Conducts whole-class discussion/debate followed by student writing or rewriting. (e.g. exit cards where each student reflects on what s/he learned today – could connect to lesson objective.) Students always cite the text (“claims and evidence”) when making an argument. Collects data about student learning from a variety of sources, including classroom based assessments, district pre-post tests, authentic assessments, rubrics, portfolios, graphic organizers, pictures, pictographs and flow charts) and to create mnemonics that organize content: collection of student work designed to show growth and development; includes student reflection and self-assessment. Follows IEP and ILP assessment guidelines and the teacher provides alternative assessments. The teacher modifies and adapts assessments to language proficiency and effectively uses formative and summative assessments to inform and improve instruction. 		<p><u>Teacher:</u></p> <ul style="list-style-type: none"> Uses spot checking, group responses to adjust instruction to ensure learning. Provides regular and timely feedback Determines whether re-teaching, practice, or moving forward with instruction is appropriate at both the group and individual level. Collects data about student learning from a variety of sources, including classroom based assessments, district pre-post tests, authentic assessments, rubrics, project work, and portfolios. The teacher modifies and adapts assessments to language proficiency and effectively collects data about student learning from a variety of sources. Follows IEP and ILP assessment guidelines and the teacher provides alternative assessments. <p><u>Students:</u></p> <ul style="list-style-type: none"> The students are fully aware of the criteria and performance standards by which their work will be evaluated. The students frequently assess and monitor the quality of their own work against assessment criteria and performance standards and make active use of that information in their learning. Students have access to and are able to use performance rubrics for their writing, projects and other performance based learning. 	

3.1 Participation in learning communities: Works with colleagues in a respectful manner in the ongoing cycle of development, implementation, evaluation of curriculum and professional learning communities.			
Ineffective	Needs Improvement	Effective	Highly Effective
Little or no evidence that the teacher contributes to school effectiveness by collaborating with other professionals	Some evidence that the teacher contributes to school effectiveness by collaborating with other professionals	Clear evidence that the teacher contributes to school effectiveness by collaborating with other professionals	Consistent evidence that the teacher contributes to school effectiveness by collaborating with other professionals
Teacher Evidence Descriptors:		Teacher & Student Evidence:	
<p><u>Teacher:</u></p> <ul style="list-style-type: none"> • Actively participates in the instructional improvement process including sharing effective practices, learning from other teachers, implementing improvement strategies with fidelity, observing or modeling for other teachers, coming prepared for meetings. • Is a willing and effective member of the PLC team with a focus on improving instructional effectiveness. The teacher shares responsibility for the effectiveness and outcomes of the PLC team. • Actively participates in PLC teams to examine student work per the WT PLC Protocol in order to identify student errors, determine causes and agree on implementation or corrective action strategies for those students. Teachers will be held accountable for deployment of those strategies with fidelity. <ul style="list-style-type: none"> ○ Teachers will come prepared to each team meeting ○ Teachers will share and collaborate to identify most effective instructional practices ○ Highly effective teachers are expected to share and model for other teachers ○ Teachers are expected to inquire and seek to learn and practice effective practices • Engaged in collaborative discussions regarding the use of formative and summative assessment data to improve student learning. • Works to build a professional relationship with all team members and administrators. • Learns and implements approaches for managing conflict, avoiding blame, encouraging others and valuing collegiality. 		<p><u>Teacher:</u></p> <ul style="list-style-type: none"> • Actively participates in the instructional improvement process by sharing effective practices • Actively engages in the PLC process • Promotes positive interactions with and about colleagues • Engages in collaborative discussions regarding the use of formative and summative assessment data to improve student learning. • Works to build a professional relationship with all team members and administrators 	

DOMAIN 3: Professional Practice

3.2 Participation in learning communities: Communicates effectively to establish and maintain lines of communication with students and parents.			
Ineffective	Needs Improvement	Effective	Highly Effective
Little or no evidence that the teacher accurately describes, analyzes and evaluates student work and provides feedback to students and their families about their learning and development as learners	Some evidence that the teacher accurately describes, analyzes and evaluates student work and provides feedback to students and their families about their learning and development as learners	Clear evidence that the teacher accurately describes, analyzes and evaluates student work and provides feedback to students and their families about their learning and development as learners	Consistent evidence that the teacher accurately describes, analyzes and evaluates student work and provides feedback to students and their families about their learning and development as learners
Teacher Evidence Descriptors:		Teacher & Student Evidence:	
<u>Teacher:</u> <ul style="list-style-type: none"> For every essential skill, the teacher will be persistent in examining student work for errors, identify causes of those errors and develop strategies to correct the errors and communicating those errors to individual students. Consistently provides feedback to a student that is descriptive, constructive, frequent and immediate helping students know what they need to do to improve. Communicates standards and expectations to parents or guardians. Proactive engages parents in meaningful discussions and develops approaches that help parents support student learning. Celebrates and regularly communicates success with students and parents. Fosters partnerships with families/school/community to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness and trust 		<u>Teacher:</u> <ul style="list-style-type: none"> Examines student work for errors, identifies causes of those errors and develops strategies to correct the errors and communicates those errors to individual students and parents Consistently provides feedback to students that is descriptive, constructive, frequent and immediate, helping students know what they need to do to improve. Communicates standards and expectations to parents or guardians Maintains positive home/school connections by communicating effectively with parents through the timely use of a variety of methods (email, phone, homework hotlines, websites, progress reports, newsletters...). Celebrates and regularly communicates success with students and parents. <u>Students:</u> <ul style="list-style-type: none"> Assume responsibility for communicating learning progress and barriers to parents or guardians. 	

DOMAIN 3: Professional Practice

3.3 Participation in learning communities: Reflects on practice, data and student work to improve future instruction.					
DOMAIN 3: Professional Practice	Ineffective	Needs Improvement	Effective	Highly Effective	
	Little or no evidence that the teacher engages in reflective thinking to improve future instruction	Some evidence that the teacher engages in reflective thinking to improve future instruction	Clear evidence that the teacher engages in reflective thinking to improve future instruction	Consistent evidence that the teacher engages in reflective thinking to improve future instruction	
	Teacher Evidence Descriptors:		Teacher & Student Evidence:		
	<u>Teacher:</u> <ul style="list-style-type: none"> • Researches and examines ways to improve instructional effectiveness, not blaming students or parents. • Teacher looks for and analyzes trends and patterns in student achievement data to identify opportunities for improvement. • Self assesses to identify areas of pedagogical strength and weakness 		<u>Teacher:</u> <ul style="list-style-type: none"> • Researches and examines ways to improve instructional effectiveness • Analyzes trends and patterns in student achievement data to identify opportunities for improvement • Evaluates effectiveness of individual lessons and units • Reflects on their personal practice and learning to improve student learning • Evaluates effectiveness of specific strategies and behaviors across different categories of students 		

3.4 Participation in learning communities: Uses different forms of professional development to improve instructions.			
Ineffective	Needs Improvement	Effective	Highly Effective
Little or no evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning	Some evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning	Clear evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning	Consistent evidence that the teacher pursues opportunities to stay current with knowledge, theory and practice to impact student learning
Teacher Evidence Descriptors:		Teacher & Student Evidence:	
<u>Teacher:</u> <ul style="list-style-type: none"> Seeks out opportunities to read about, learn from others, and attend both formal and informal professional development to increase effectiveness. The teacher participates in professional trainings, workshops at the school and/or district level. The teacher stays current with education and pedagogical research. 		<u>Teacher:</u> <ul style="list-style-type: none"> Seeks out opportunities to read about, learn from others, and attend both formal and informal professional development to increase effectiveness Participates in professional trainings, workshops at the school and/or district level. Stays current with education and pedagogical research 	

DOMAIN 3: Professional Practice