



## ***Staff Performance Evaluation Plan Submission Coversheet***

***SY 2018-19***

**CONTEXT:** Indiana Code (IC) 20-28-11.5-8(d) requires each school corporation to submit its entire staff performance evaluation plan to the department (IDOE) and requires the IDOE to publish the plans on its website. This coversheet is meant to provide a reference for IDOE staff and key stakeholders to view the statutory- and regulatory-required components of staff performance evaluation plans for each school corporation.

Furthermore, in accordance with IC 20-28-11.5-8(d), a school corporation must submit its staff performance evaluation plan to the department for approval in order to qualify for any grant funding related to this chapter. Thus, it is essential that the reference page numbers included below clearly demonstrate fulfillment of the statutory (IC 20-28-11.5) and regulatory (511 IAC 10-6) requirements.

### ***INSTRUCTIONS:***

#### **Completion**

In the chart below, please type the reference the page numbers in your staff performance evaluation document which clearly display compliance with the requirements. If the plan contains 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. Please note, your plan may include many other sections not listed below.

#### **Submission**

Once completed, please attach this coversheet to the staff performance evaluation plan document you will submit. The whole document needs to be combined into one continuous PDF for submission.

<b>School Corporation Name:</b>	Tippecanoe School Corporation
<b>School Corporation Number:</b>	7865

Annual Evaluations			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Annual performance evaluations for each certificated employee	IC 20-28-11.5-4(c)(1)	Plan and metrics to evaluate <b>all</b> certificated employees, including teachers, administrators, counselors, principals and superintendents	16-21, 31-64
Objective Measures of Student Achievement and Growth			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Objective measures of student achievement and growth significantly inform <b>all</b> certificated employees evaluations	IC 20-28-11.5-4(c)(2)	<ul style="list-style-type: none"> <li>Please indicate page numbers referencing the inclusion of objective measures of student achievement and growth in all certificated employee evaluations including but not limited to teachers, administrators, and superintendent</li> </ul>	16,20-21, 31-64 115-145
<input type="checkbox"/> Student performance results from statewide assessments inform evaluations of employees whose responsibilities include teaching tested subjects	IC 20-28-11.5-4(c)(2)(A) 511 IAC 10-6-4(b)(1)	<ul style="list-style-type: none"> <li>Please note that per 511 IAC 10-6-4(b)(1), Individual Growth Measure (IGM) must be the primary measure for E/LA and math teachers in grades 4-8.</li> <li>For more information regarding IGM, click <a href="#">here</a>.</li> </ul>	17
<input type="checkbox"/> Methods of assessing student growth in evaluations of employees who do not teach tested subjects	IC 20-28-11.5-4(c)(2)(B) 511 IAC 10-6-4(b)(2) 511 IAC 10-6-4(b)(3)	<p>Examples include:</p> <ul style="list-style-type: none"> <li>Student Learning Objectives (SLOs), SMART goals</li> <li>Corporation- or classroom-level student learning measures for non-tested grades and subjects</li> <li>Other student learning measures for non-teaching staff</li> <li>School-wide learning measures (<i>e.g.</i>, A-F accountability grade)</li> </ul>	17-21
Rigorous Measures of Effectiveness			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(3)	<ul style="list-style-type: none"> <li>Observation rubrics - for <b>all</b> certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator</li> <li>Other measures used for evaluations (<i>e.g.</i>, surveys)</li> </ul>	31-64 115-145

Designation in Rating Category			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(4) 511 IAC 10-6-2(c)	<ul style="list-style-type: none"> <li>• Definition of performance categories</li> <li>• Summative scoring process that yields placement into each performance category</li> </ul>	2-3, 18-19
<input type="checkbox"/> A definition of negative impact for certificated staff with statewide assessments <input type="checkbox"/> A definition of negative impact for certificated staff without statewide assessments <input type="checkbox"/> A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4(c)(6) 511 IAC 10-6-4(c)	<ul style="list-style-type: none"> <li>• Definition of <b>negative impact</b> on student growth for grades and subjects measured <u>and</u> not measured by statewide assessments</li> <li>• Description of the process for modifying a final summative rating for negative growth</li> <li>• For more information regarding Negative Impact, click <a href="#">here</a>.</li> </ul>	23, 29-30
<input type="checkbox"/> 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)	<ul style="list-style-type: none"> <li>• Summative scoring process that yields placement into each performance category</li> <li>• Process for scoring student learning measures</li> <li>• Weighting (broken down by percentage) of all evaluation components</li> </ul>	16-21 116, 132
Evaluation Feedback			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(5) 511 IAC 10-6-5	<ul style="list-style-type: none"> <li>• Process and timeline for delivering feedback on evaluations</li> <li>• Process for linking evaluation results with professional development</li> </ul>	109-114
Evaluation Plan Discussion			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Evaluation Plan must be in writing and explained prior to evaluations are conducted.	IC 20-28-11.5-4(e)(1) IC 20-28-11.5-4(e)(2)	<ul style="list-style-type: none"> <li>• Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted</li> <li>• Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one</li> </ul>	146

<b>Evaluators</b>			
<b>Requirement</b>	<b>Statutory / Regulatory Authority</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number(s)</b>
<input type="checkbox"/> 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"> <li>• Description of ongoing evaluator training</li> <li>• Description of who will serve as evaluators</li> <li>• Process for determining evaluators</li> </ul>	7, 76-114
<input type="checkbox"/> Teachers acting as evaluators ( <i>optional</i> ) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	<ul style="list-style-type: none"> <li>• Description of who will serve as evaluators</li> <li>• Process for determining evaluators</li> </ul>	7-9
<input type="checkbox"/> All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	Description of ongoing evaluator training	25, 76-114
<b>Feedback and Remediation Plans</b>			
<b>Requirement</b>	<b>Statutory / Regulatory Authority</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number(s)</b>
<input type="checkbox"/> All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6(a)	System for delivering summative evaluation results to employees	6-7, 23
<input type="checkbox"/> Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	<ul style="list-style-type: none"> <li>• Remediation plan creation and timeframe</li> <li>• Process for linking evaluation results with professional development</li> </ul>	109-114
<input type="checkbox"/> Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	109
<input type="checkbox"/> Means by which teachers rated as ineffective can request a private conference with the superintendent	IC 20-28-11.5-6(c)	Process for teachers rated as ineffective to request conference with superintendent	Due process will be followed.
<b>Instruction Delivered by Teachers Rated Ineffective</b>			
<b>Requirement</b>	<b>Statutory / Regulatory Authority</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number(s)</b>
<input type="checkbox"/> 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(c)	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	Plan to discontinue ineffective teachers.
<input type="checkbox"/> The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-7(d)	Description of how parents will be informed of the situation	Plan to discontinue ineffective teachers.

# Tippecanoe School Corporation

## Educator Development & Evaluation System

Adopted 2012

**Revised 2014, 2015**

*Much of the verbiage in this handbook has been adopted and/or modified from the RISE handbook.*

## *Tippecanoe School Corporation Mission Statement*

*Based upon the highest professional standards, the Tippecanoe School Corporation will strive to educate our students to reach their academic potential in an environment that encourages confidence, competence, and a desire for learning.*

### **Indiana Educator Evaluation: Senate Enrolled Act 1**

#### **Evaluations must:**

- **Be annual:** Every educator, regardless of experience, deserves meaningful feedback on their performance on an annual basis.
- **Include Student Growth Data:** Evaluations should be student-focused. First and foremost, an effective educator helps students make academic progress. A thorough evaluation system includes multiple measures of educator performance, and growth data must be one of the key measures.
- **Include Four Rating Categories:** To retain our best educators, we need a process that can truly differentiate our best educators and give them the recognition they deserve. If we want all educators to perform at the highest level, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling.

### **Development of the Tippecanoe School Corporation Educator Development and Evaluation System**

Beginning in the Fall of 2011, a broad based planning committee representing educators, administrators, parents, community members, and board members was formed to craft a system which not only met the statutory requirements of educator evaluation, but aligned with the core beliefs of the Tippecanoe School Corporation. The committee believes that developing educators is paramount to this process. The committee also believes that adjustments to this system may need to be made in the future once the imbedded processes have been fully tested in the field.

### **Performance Level Ratings**

Each educator will receive a rating at the end of the school year in one of four performance levels:

- **Highly Effective:** A *highly effective* educator consistently exceeds expectations. This is an educator who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective educator's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Effective:** An *effective* educator consistently meets expectations. This is an educator who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective educator's students, in aggregate, have generally achieved an acceptable rate of

academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

- **Improvement Necessary:** An educator who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is an educator who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a educator rated improvement necessary have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Ineffective:** An *ineffective* educator consistently fails to meet expectations. This is an educator who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective educator's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

## Overview of Components

Every educator is unique, and the classroom is a complex place. The TSC Educator Development and Evaluation System relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of an educator's performance. All educators will be evaluated on three major components:

**1. Professional Practice** – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Tippecanoe School Corporation Educator Development Rubric. All educators will be evaluated in the domains of Planning, Implementation, Assessment, Management, Commitment to the Profession, and Basic Professional Expectations.

**2. Student Learning** – Educators' contribution to student academic progress, assessed through multiple measures of student academic achievement and growth, including Indiana Growth Model data as well as progress towards specific Student Learning Objectives using state-, corporation-, or school-wide assessments.

**3. Educator Development Goals** – Having individual goals facilitate educator development and improve professionalism, instruction, and/or student outcomes. Each educator will have two goals: one with an individual professional focus and one with a school wide focus.

## A System for Educators

The Tippecanoe School Corporation Educator Development and Evaluation System was created with classroom educators in mind and may not be always be appropriate to use to evaluate school personnel who do not directly teach students, such as instructional coaches, counselors, etc. Though certain components of the Educator Development and Evaluation System can be easily applied to individuals in

support positions, it is ultimately a corporation's decision whether or not to modify the Rubric or adapt a different evaluation system for these roles.

## Component 1: Professional Practice

### Educator Development Rubric: Background and Context

The Educator Development Rubric was developed for four key purposes:

- 1. To shine a spotlight on great teaching:** The rubric is designed to assist principals in their efforts to increase educator effectiveness, recognize teaching quality, and ensure that all students have access to great educators.
- 2. To provide clear expectations for educators:** The rubric defines and prioritizes the actions that effective educators use to make gains in student achievement and professional practice.
- 3. To support a fair and transparent evaluation of effectiveness:** The rubric provides the foundation for accurately assessing educator effectiveness along four discrete ratings.
- 4. To provide targeted support, assistance, professional development opportunities or resource allocation for struggling educators.** It is recognized that all educators value feedback and strive to improve. However, educators rated as Ineffective and/or Needs Improvement will receive more attention from evaluators.

### TSC Educator Development and Evaluation Rubric: Overview

The primary portion of the Educator Development Rubric consists of five domains and sixteen competencies.

#### Domain 1: Planning

- 1.1 Utilizing Assessment Data to Plan
- 1.2 Set Measurable Achievement Goals
- 1.3 Create Objective Driven Lesson Plans and Assessments

#### Domain 2: Implementation

- 2.1 Develop Student Understanding of Lesson Objectives
- 2.2 Demonstrate and Clearly Communicate Content Knowledge to Students
- 2.3 Develop Higher Level of Understanding through Rigorous Instruction and Work
- 2.4 Check for Understanding

### **Domain 3: Student Growth and Achievement**

3.1 Attainment of Student Growth and Achievement Goal Note: When standard benchmark assessments become available, they will become a part of this process.

3.2 Differentiation of Class and Targeted Student Instruction

3.3 Track Student Data and Analyze Progress

### **Domain 4: Management**

4.1 Maximize Instructional Time through Classroom Management

4.2 Culture of Respect and Collaboration

4.3 Culture of High Expectations and Academic Success

4.4 Engage Families in Student Learning and Success

### **Domain 5: Commitment to the Profession**

5.1 Contribute to School Culture

5.2 Collaborate with Peers

5.3 Seek Professional Skills and Knowledge

5.4 Advocate for Ongoing Student Success

In addition to these five primary domains, the Educator Development Rubric contains a sixth domain, referred to as Basic Professional Expectations, which reflects the non-negotiable aspects of an educator's job.

**Basic Professional Expectations** domain has four criteria:

P.1 Attendance & Punctuality

P.2 Policies & Procedures

P.3 Respectful Demeanor & Communication

P.4 Effective Communication

### **Educator Development Rubric**

The Tippecanoe School Corporation Educator Development Rubric is a part of this document and can be located, along with other supporting materials, in the Appendices.

## **Observation of Educator Practice: Questions and Answers for Educators**

### ***How will my proficiency on the Tippecanoe School Corporation Rubric be assessed?***

Your proficiency will be assessed by a primary evaluator, taking into account information collected throughout the year during extended observations, short observations, and conferences performed by both your primary evaluator as well as secondary evaluators, if applicable.

### ***What is the role of the primary evaluator?***

Your primary evaluator is responsible for tracking your evaluation results and helping you to set goals for your development. The primary evaluator must perform at least one of your short and at least one of your extended observations during the year. At the end of the year, the primary evaluator will look at information collected by all evaluators throughout the year and determine your summative rating. He or she will meet with you to discuss this final rating in an end-of-year conference.

### ***What is a secondary evaluator?***

A secondary evaluator may perform extended or short observations as well as work with educators to set Student Learning Objectives. The data this person collects is passed on to the primary evaluator responsible for assigning a summative rating.

### ***Do all educators need to have both a primary and secondary evaluator?***

No. It is possible, based on the capacity of your school, that a educator would only have a primary evaluator.

### ***What is an extended observation?***

An extended observation lasts a minimum of 40 minutes. It may be announced or unannounced. It may take place over one class or span two consecutive class periods.

### ***Are there mandatory conferences that accompany an extended observation?***

a. Pre-Conferences: Pre-Conferences are not mandatory, but are scheduled by request of educator or evaluator. Any mandatory pieces of information that the evaluator would like to see during the observation (lesson plans, grade book, etc.) should be requested of the educator prior to the extended observation.

b. Post-Conferences: Post-Conferences are mandatory. A post-observation conference should be scheduled and written feedback should be provided to the educator as soon as feasibly possible but not more than 10 working days following the observation.

***How many extended observations will I have in a year?***

All educators must initially have a minimum of two extended observations per year – at least one per semester and will remain in that mode unless rated as Highly Effective or Effective. All educators rated as Highly Effective or Effective for at least two years consecutively must have a minimum of one extended observation per year.

***Who is qualified to perform extended observations?***

Any trained primary or secondary evaluator may perform an extended observation. The primary evaluator assigning the final, summative rating must perform a minimum of one of the extended observations.

***What is a short observation?***

A short observation, also known as a walk-through, lasts a minimum of 5 minutes and not longer than 10 minutes and should not be announced. There are no conferencing requirements around short observations, but a post-observation conference should be scheduled if there are areas of concern. An educator must receive timely written feedback following a short observation not more than 5 working days following the walk-through. This feedback may be in electronic format.

***How many short observations will I have in a year?***

All educators must initially have a minimum of four short observations per year – at least two per semester and will remain in that mode unless rated as Highly Effective or Effective. All educators rated as Highly Effective or Effective for at least two years consecutively must have a minimum of two short observations per year. However, many evaluators may choose to visit classrooms much more frequently than the minimum requirement specified here.

***Who is qualified to perform short observations?***

Any primary evaluator or secondary evaluator may perform a short observation. The primary evaluator assigning the final, summative rating must perform a minimum of one of the short observations.

***Is there any additional support for struggling educators?***

It is expected that a struggling educator will receive observations above and beyond the minimum number required. This may be any combination of extended or short observations and conferences that the primary evaluator deems appropriate. It is recommended that primary evaluators place struggling educators on a professional development plan.

***Will my formal and informal observations be scored?***

Both extended and short observations are times for evaluators to collect information. There will be no summative rating assigned until all information is collected and analyzed at the end of the year.

However, all evaluators are expected to provide specific and meaningful feedback on performance following all observations.

***Domain 1: Planning, Domain 3: Student Growth and Achievement, and Domain 5: Commitment to the Profession are difficult to assess through classroom observations. How will I be assessed in these Domains?***

Evaluators should collect material outside of the classroom to assess these domains. Educators should also be proactive in demonstrating their proficiency in these areas. Examples of material for these domains may include (but are not limited to):

- a. Domain 1: Planning - lesson and unit plans, planned instructional materials and activities, assessments, and systems for record keeping, and other artifacts which you feel help demonstrate proficiency in this domain.
- b. Domain 3: Student Growth and Achievement – documentation of individual student achievement on all state assessments as well as chosen local assessments should be collected in such a way as to demonstrate knowledge of beginning of year achievement levels and end of year achievement levels. Differentiated strategies employed to garner individual student growth and achievement should be documented as well and will likely also be observable to the evaluator.
- c. Domain 5: Commitment to the Profession - documents from team planning and collaboration, call-logs or notes from parent-educator meetings, and attendance records from professional development or school-based activities/events, grant applications, and other artifacts which you feel help demonstrate proficiency in this domain.

***What is a professional development plan?***

An important part of developing professionally is the ability to self-reflect on performance. The professional development plan is a tool for educators to assess their own performance and set development goals. In this sense, a professional development plan supports educators who strive to improve performance, and can be particularly helpful for new educators. Although every educator is encouraged to set goals around his/her performance, only educators who score an “Ineffective” or “Improvement Necessary” on their summative evaluation the previous year are required to have a professional development plan monitored by an evaluator.

***If I have a professional development plan, what is the process for setting goals and assessing my progress?***

Educators needing a professional development plan work with an administrator to set goals at the beginning of the academic year. These goals are monitored and revised as necessary. Progress towards goals is formally discussed during the mid-year conference, at which point the evaluator and educator discuss the educator’s performance thus far and adjust individual goals as necessary. Professional development goals should be directly tied to areas of improvement within the Educator Effectiveness

Rubric. Educators with professional development plans are required to use license renewal credits for professional development activities.

***Is there extra support in this system for new educators?***

Educators in their first few years are encouraged to complete a professional development plan with the support of their primary evaluator. These educators will benefit from early and frequent feedback on their performance. Evaluators should adjust timing of observations and conferences to ensure these educators receive the support they need. This helps to support growth and also to set clear expectations on the instructional culture of the building and school leadership.

**Educator Development Rubric: Scoring**

Evaluators are not required to score educators after any given observation. However, it is essential that during the observation the evaluator take evidence-based notes, writing specific instances of what the educator and students said and did in the classroom. The evidence that evaluators record during the observation should be non-judgmental, and reflect a clear and concise account of what occurred in the classroom. The difference between evidence and judgment is highlighted in the examples below.

<b>Evidence vs. Judgment</b>	
<b>Evidence</b>	<b>Judgment</b>
(9:32 am) Educator asks: Does everyone understand?  (3 Students nod yes, no response from others)  Educator says: Great, let's move on	The educator doesn't do a good job of making sure students understand concepts.
(9:41 am) Educator asks: How do we determine an element?  (No student responds after 2 seconds)  Educator says: By protons, right?	
Educator to Student 1: "Tori, will you explain your work on this problem?" (Student explains work.)	The educator asks students a lot of engaging questions and stimulates good classroom discussion.

Educator to Student 2: “Nick, do you agree or disagree with Tori’s method?” (Student agrees)  
 “Why do you agree?”

After the observation, the evaluator should take these notes and match them to the appropriate indicators on the rubric in order to provide the educator with rubric-aligned feedback during the post conference. Although evaluators are not required to provide educators interim ratings on specific competencies after observations, the process of mapping specific evidence to indicators provides educators a good idea their performance on competencies prior to the end-of-year summative scoring conference. Below is an example of a portion of the evidence an evaluator documented, and how he/she mapped it to the appropriate indicators.

### Mapping Evidence to Indicators

Evidence	Indicator
(9:32 am) Educator asks: Does everyone understand? (3 Students nod yes, no response from others) Educator says: Great, let’s move on (9:41 am) Educator asks: How do we determine an element? (No student responds after 2 seconds) Educator says: By protons, right?	Competency 2.4: Check for Understanding Educator frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. (Ineffective)
Educator to Student 1: “Tori, will you explain your work on this problem?” (Student explains work.) Educator to Student 2: “Nick, do you agree or disagree with Tori’s method?” (Student agrees.) “Why do you agree?”	Competency 2.6: Develop Higher Level of Understanding through Rigorous Instruction and Work Educator frequently develops higher-level understanding through effective questioning. (Effective)

At the end of the year, primary evaluators must determine a final, educator development rubric rating and discuss this rating with educators during a summative evaluation conference. The final educator effectiveness rating will be calculated by the evaluator in a four step process:

- Compile ratings and notes from observations, conferences, and other sources of information

➤ Use professional judgment to establish five final ratings in Planning, Implementation, Student Growth and Achievement, Management, and Commitment to the Profession
➤ Use established weights to roll-up five domain ratings into one rating for Domains 1-5
➤ Incorporate Basic Professional Expectations rating

Each step is described in detail below.

**1 Compile ratings and notes from observations, conferences, and other sources of information.**

At the end of the school year, primary evaluators should have collected a body of information representing educator practice from throughout the year. Not all of this information will necessarily come from the same evaluator, but it is the responsibility of the assigned primary evaluator to gather information from every person that observed the educator during that year. In addition to notes from observations and conferences, evaluators may also have access to materials provided by the educator, such as lesson plans, student work, parent/educator conference notes, etc. To aid in the collection of this information, schools should consider having files for educators containing evaluation information such as observation notes and conference forms, and when possible, maintain this information electronically. Because of the volume of information that may exist for each educator, some evaluators may choose to assess information mid-way through the year and then again at the end of the year. A mid-year conference allows evaluators to assess the information they have collected so far and gives educators an idea of where they stand.

**2 Use professional judgment to establish five, final ratings in Planning, Implementation, Assessment, Evaluation, and Commitment to the Profession**

After collecting information, the primary evaluator must assess where the educator falls within each competency. Using all notes, the evaluator should assign each educator a rating in every competency on the rubric. Next, the evaluator uses professional judgment to assign a educator a rating in each of the five domains. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for educators in different contexts and how educators have evolved over the course of the year. The final, five domain ratings should reflect the body of information available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the educator, using the information collected to support the final decision. The figure below provides an example of this process for Domain 1.

**Figure 5: Example of competency ratings for domain 1 and the final domain rating.**

Competency	1.1	1.2	1.3	Use Professional Judgment		3
Educator's Rating	3	2	3			

Note: Competency ratings would be based on notes from observations, conferences, and other sources of evidence.

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

	<b>D1: Planning</b>	<b>D2: Implementation</b>	<b>D3: Assessment</b>	<b>D4: Management</b>	<b>D5: Commitment to the Profession</b>
<b>Final Ratings</b>	<b>3 (E)</b>	<b>3 (E)</b>	<b>2 (IN)</b>	<b>3 (E)</b>	<b>3 (E)</b>

Scoring Requirement: Planning and instruction go hand-in-hand. Therefore, if an educator scores a 1 (I) or 2 (IN) in Instruction, he or she cannot receive a rating of 4 (HE) in Planning.

### **3 Use established weights to roll-up five domain ratings into one rating for domains 1-5**

At this point, each of the five final domain ratings is weighted according to importance and summed to form one rating for domains 1-5. As described earlier, the creation and design of the rubric stresses the importance of observable educator and student actions. These are reflected in Domain 2, 3 and 4: Implementation, Assessment, and Management. Good instruction and classroom environment matters more than anything else a educator can do to improve student outcomes. Therefore, these three domains are weighted significantly more than the others, at 22% each. Planning and Commitment to the Profession are weighted at 17%.

	Rating	Weight	Weighted Rating
Domain 1: Planning	<b>3</b>	<b>20%</b>	<b>0.60</b>
Domain 2: Implementation	<b>3</b>	<b>20%</b>	<b>0.60</b>
Domain 3: Assessment	<b>2</b>	<b>25%</b>	<b>0.50</b>
Domain 4: Management	<b>3</b>	<b>20%</b>	<b>0.60</b>
Domain 5: Commitment to the Profession	<b>3</b>	<b>15%</b>	<b>0.45</b>
		Final Rubric Score	<b>2.75</b>

The calculation here is as follows:

1) Rating x Weight = Weighted Rating

2) Sum of Weighted Ratings = Final Score

### **4 Incorporate Basic Professional Expectations**

At this point, the Educator Development Rubric rating is close to completion. Evaluators now look at the remaining domain: Basic Professional Expectations. As described earlier, this domain represents non-negotiable aspects of the teaching profession, such as on-time arrival to school and respect for colleagues. This domain only has two rating levels: Does Not Meet Standard and Meets Standard. The

evaluator uses available information and professional judgment to decide if a educator has not met the standards for any of the three indicators. If a educator has met standards in each of the three indicators, the score does not change from the result of step 3 above. If the educator did not meet standards in at least one of the three indicators, he or she automatically has a 1 point deduction from the final score in step 3.

Outcome 1: Educator meets all Core Professionalism standards. Final Educator Development Rubric Score = 2.78

Outcome 2: Educator does not meet all Core Professionalism standards. Final Educator Effectiveness Rubric Score (2.78-1) = 1.78

Scoring Requirement: 1 is the lowest score an educator can receive in the Educator Development Rubric. If, after deducting a point from the educator's final Evaluation Summative Rubric score, the outcome is a number less than 1, then the evaluator should replace this score with a 1. For example, if a educator has a final rubric score of 1.75, but then loses a point because not all of the core professionalism standards were met, the final rubric score should be 1 instead of 0.75.

The final Rubric score is then combined with the scores from the educator's student learning measures in order to calculate a final rating. Details of this scoring process are provided in this document.

### **The Role of Professional Judgment**

Assessing an educator's professional practice requires evaluators to constantly use their professional judgment. No observation rubric, however detailed, can capture all of the nuances in how educators interact with students, and synthesizing multiple sources of information into a final rating on a particular professional competency is inherently more complex than checklists or numerical averages. Accordingly, the Educator Development Rubric provides a comprehensive framework for observing educators' instructional practice that helps evaluators synthesize what they see in the classroom, while simultaneously encouraging evaluators to consider all information collected holistically.

Evaluators must use professional judgment when assigning an educator a rating for each competency as well as when combining all competency ratings into a single, overall domain score. Using professional judgment, evaluators should consider the ways and extent to which educators' practice grew over the year, educators' responses to feedback, how educators adapted their practice to the their current students, and the many other appropriate factors that cannot be directly accounted for in the Educator Development Rubric before settling on a final rating. In short, evaluators' professional judgment bridges the best practices codified in the Educator Development Rubric and the specific context of a educator's school and students.

## Component 2: Student Learning

### Student Learning: Overview

The main question many parents have over the course of a school year is: “How much is my child learning?” Student learning is the ultimate measure of the success of an educator, instructional leader, school, or district. To meaningfully assess the performance of an educator or a school, one must examine the growth and achievement of their students, using multiple measures.

Achievement is defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards.

Achievement is a set point or “bar” that is the same for all students, regardless of where they begin.

Growth is defined as improving skills required to achieve mastery on a subject or grade level standard over time.

Growth differentiates mastery expectations based upon baseline performance.

### Available Measures of Student Learning - Assessed in Domain 3

There are multiple ways of assessing both growth and achievement. When looking at available data sources to measure student learning, we must use measurements that:

- Are accurate in assessing student learning and educator impact on student learning
- Provide valuable and timely data to drive instruction in classrooms
- Are fair to educators in different grades and subjects
- Are as consistent as possible across grades and subjects
- Allow flexibility for our district, schools, and educators to make key decisions surrounding the best assessments for their students

The Indiana Growth Model is the most common method of measuring growth. This model will be used to measure the student learning for all math and ELA educators in grades in 4-8. To complement the Growth Model, and to account for those educators who do not have such data available, this system also includes measures of students’ progress toward specific learning goals, known as Student Learning Objectives.

Achievement is defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards

- Achievement is a set point or “bar” that is the same for all students, regardless of where they begin

Growth is defined as improving skills required to achieve mastery on a subject or grade level standard over a period of time

- Growth differentiates mastery expectations based upon baseline performance.

Student Learning Objectives involve setting rigorous learning goals for students around common assessments. All educators will have Student Learning Objectives. For educators who have a Growth Model rating, these Objectives will serve as additional measures of student achievement. For educators who do not have a Growth Model rating, the Student Learning Objectives will form the basis for the student learning measures portion of their evaluation. More details on how each type of student learning measure affects an educator's final rating can be found in the Summative Educator Evaluation Scoring section.

### **Indiana Growth Model**

The Indiana Growth Model indicates a student's academic progress over the course of a year. It takes a student's ISTEP+ scores in the previous year or years and finds all other students in the state who received the same score(s), for example, in math. Then it looks at all of the current year math scores for the same group of students to see how the student scored compared to the other students in the group. Student growth is reported in percentiles, and therefore represents how a student's current year ISTEP+ scores compare to students who had scored similarly in previous ISTEP+ tests.

Indiana educators are accustomed to looking at growth scores for their students, but these scores will now also be calculated at the classroom level and across classes for use in educator evaluation. Individual growth model measures are only available for students and educators in ELA/Math in grades 4-8. For these educators, students' growth scores will be used to situate educators in one of the four rating categories. This process of translating growth scores into summative ratings is currently being modeled with a sample of Indiana schools. Once refined, the finalized method will be released before the 2012-2013 academic year.

### **School-wide Learning**

Because it is important for educators to have a common mission of improving student achievement, all educators will also have a component of their evaluation score tied to school-wide student learning by aligning with Indiana's new A – F accountability model. The new A – F accountability model will be based on several metrics of school performance, including the percent of students passing the math and ELA ISTEP+, IMAST, and ISTAR for elementary and middle schools, and Algebra I and English 10 ECA scores as well as graduation rates and college and career readiness for high schools. Additionally, school accountability grades may be raised or lowered based on participation rates and student growth (for elementary and middle schools) and improvement in scores (for high schools).

All educators in the same school will receive the same rating for this measure. Schools earning an A will earn a 4 on this measure; educators in a B school will earn a 3; educators in a C school receive a 2; and educators who work in either a D or F school earn a 1 on this measure.

### Component 3: Educator Development Goal

Having individual goals facilitate educator development and improve professionalism, instruction, and/or student outcomes. The Tippecanoe School Corporation Educator Development and Evaluation System incorporate two such goals. The educator and the evaluator review the goals at the beginning of the school year to ensure that one is individually focused on areas for professional improvement and one is focused on the educator’s contribution to the school wide goal(s).

### Summative Educator Evaluation Scoring

#### Review of Components

Each educator’s summative evaluation score will be based on the following components and measures:

<b>1</b> Professional Practice – Assessment of instructional knowledge and skills
➤ Measure: TSC Educator Development and Evaluation Summative Rubric
<b>2</b> Student Learning – Contribution to student academic progress
➤ Measure: Individual Growth Model (IGM)*
➤ Measure: Domain 3 within the Rubric
➤ Measure: School Wide Letter Grade (SWL)
<b>3</b> Educator Development Goals
➤ Measure: Educator Development Goal – Personal Professional Focus (EDG/PPF)
➤ Measure: Educator Development Goal – School Wide Focus (EDG/SWF)

\*This measure only applies to educators of grades 4 through 8 who teach ELA or math.

The method for scoring each measure individually has been explained in the sections above. This section will detail the process for combining all measures into a final, summative score.

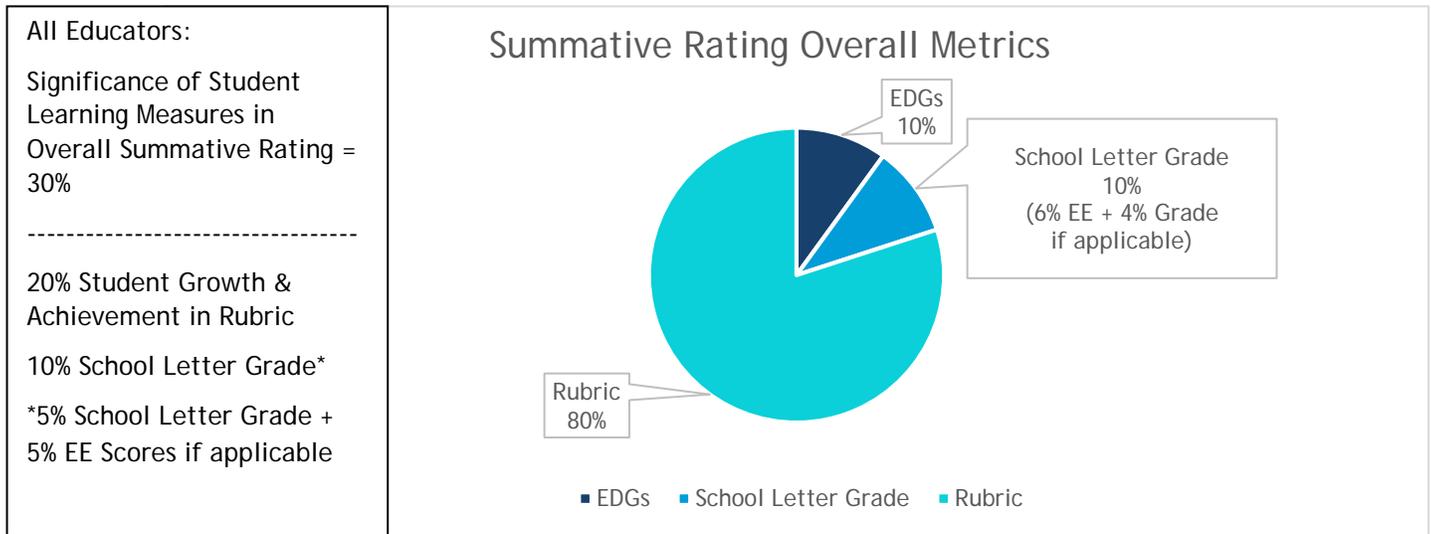
#### Weighting of Measures

The primary goal of the weighting method is to treat educators as fairly and as equally as possible. This particular weighting method does this in a few ways:

- Wherever possible, it aims to take a educator’s mix of grades and subjects into account
- It gives the most weight to the measures that are standardized across educators
- It includes the same measures (whenever possible) for each educator

At this point, the evaluator should have calculated or received individual scores for the following measures: Educator Development Rubric (EDR), Individual Growth Model (IGM) (if available), School-wide Learning Measure (SWL).

## An Educator's final summative rating is determined as follows:



\*Note: EE Scores (Educator Effectiveness) also known as Individual Growth Model data is provided by the IDOE for teachers of ELA/Math in grades 4-8. These ratings must be incorporated by state rule. For these teachers, the school letter grade = 4% and the EE score = 6%.

## Rubric carries 80% of overall summative score described below:

### Domain 1: Planning

- 1.1 Competency: Utilizing Assessment Data to Plan
- 1.2 Competency: Set Measurable Achievement Goals
- 1.3 Competency: Create Objective Driven Lesson Plans and Assessments

### Domain 2: Implementation

- 2.1 Competency: Develop Student Understanding of Lesson Objectives
- 2.2 Competency: Demonstrate and Clearly Communicate Content Knowledge to Students
- 2.3 Competency: Develop Higher Level of Understanding through Rigorous Instruction and Work
- 2.4 Competency: Check for Understanding

### Domain 3: Student Growth and Achievement

- 3.1 Competency: Attainment of Student Growth and Achievement Goal  
Note: When standard benchmark assessments become available, they will become a part of this process.
- 3.2 Competency: Differentiation of Class and Targeted Student Instruction
- 3.3 Competency: Track Student Data and Analyze Progress

### Domain 4: Management

- 4.1 Competency: Maximize Instructional Time through Classroom Management
- 4.2 Competency: Culture of Respect and Collaboration
- 4.3 Competency: Culture of High Expectations and Academic Success
- 4.4 Competency: Engage Families in Student Learning and Success

### Domain 5: Commitment to the Profession

- 5.1 Competency: Contribute to School Culture
- 5.2 Competency: Collaborate with Peers
- 5.3 Competency: Seek Professional Skills and Knowledge
- 5.4 Competency: Advocate for Ongoing Student Success

	Weighting of Domains on Rubric	Rubric @ 80% = Impact on Summative Rating
Domain 1	20%	16%
Domain 2	20%	16%
Domain 3	25%	20%
Domain 4	20%	16%
Domain 5	15%	12%
Basic Professional Expectations (-1 if not met)		Variable, but Significant

### Basic Professional Expectations

Failure to adhere to basic professional expectations will result in the loss of one point when applicable.

Good afternoon!

The educator development & evaluation committee has been toiling with how to better capture student achievement and growth information within our development system. As you know, we currently incorporate the school-wide letter grade and SLOs (Student Learning Objectives) as our measures of student learning. After much discussion, we believe the following changes to our development system will enhance our process and I would like to highlight the changes for you.

Effective for the 2014-2015 school year, the following changes to the evaluation system are in effect:

- 1.) Competency “Check for Understanding” is moved into Domain 2: Implementation.
- 2.) Domain 3 has been changed/enhanced to allow for the student growth and achievement to be embedded within the rubric. Any work you have already done for your SLO will help you provide a framework to attain competencies within this Domain. The hope is that you will be able to incorporate multiple measures of student learning and not just the one or two measures accounted for in the SLOs of the past. All data is relevant, state and local measures.

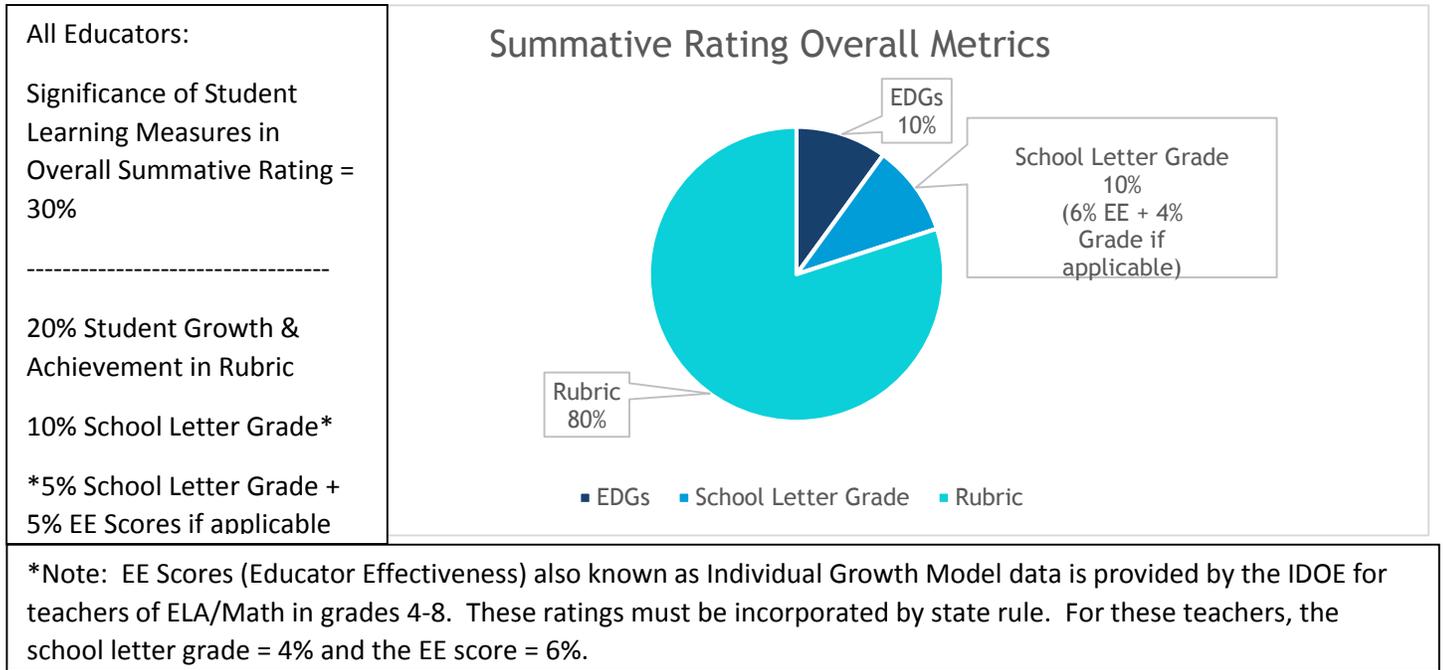
Domain 3: Student Growth and Achievement			
Teachers utilize a variety of strategies to assess and communicate student mastery of content throughout the learning process. Teachers use this data to drive instruction and to differentiate instruction. Teacher use data to optimize the learning process for students.			
<b>3.1</b>	<b>Competency: Attainment of Student Growth and Achievement Goal</b> Note: When standard benchmark assessments become available, they will become a part of this process.		
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>
<ul style="list-style-type: none"> <li>◦ Teacher has demonstrated an exceptional impact on learning as evidenced by student data indicating both benchmark and student growth.</li> <li>◦ Teacher has used a variety of checkpoints to track data.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Teacher has demonstrated a considerable impact on learning as evidenced by student data indicating both benchmark and student growth.</li> <li>◦ Teacher has checkpoints to track data.</li> <li>◦ Teacher has used data effectively to drive instruction.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Teacher has demonstrated some impact on learning as evidenced by student data indicating both benchmark and student growth.</li> <li>◦ Teacher has used at least one checkpoint to track data.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Teacher has demonstrated an insufficient impact on learning as evidenced by student data indicating both benchmark and student growth.</li> <li>◦ Teacher has no demonstrated evidence of effective use of data for assessing and/or using data for instruction.</li> </ul>
<b>3.2</b>	<b>Competency: Differentiation of Class and Targeted Student Instruction</b>		
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>
<ul style="list-style-type: none"> <li>◦ Teacher has used data effectively to drive and differentiate instruction at both whole class and individual (target student) level.</li> <li>◦ Teacher has evidence that differentiation groups change based on student achievement at a variety of checkpoints.</li> <li>◦ Evidence exists that, based on data at a variety of checkpoints, students targeted for individual differentiation have been provided instructional strategies different from the whole class and have shown growth.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Teacher has used data to effectively drive and differentiate instruction at both whole class and individual (targeted student) level.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Teacher has used data to effectively drive and differentiate instruction at the whole class level.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Teacher does not use data to effectively drive and differentiate instruction.</li> </ul>
<b>3.3</b>	<b>Competency: Track Student Data and Analyze Progress</b>		
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ Teacher effectively communicates assessment/progress data to students and parents using multiple strategies.</li> <li>◦ Teacher effectively uses assessment/progress data to assist student to set and articulate current achievement levels and personal learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Teacher consistently follows his/her published grading procedures that incorporate grades based on well-defined criteria and learning goals.</li> <li>◦ The teacher uses multiple measures of student data to analyze student progress towards mastery.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Teacher consistently follows his/her published grading procedures that incorporate grades based on poorly defined criteria and learning goals.</li> <li>◦ Teacher seldom uses data to analyze student progress towards mastery or to plan future lessons/units.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Teacher deviates from the published grading procedure.</li> <li>◦ Not analyzing student progress based on the data.</li> </ul>
			<p><b>Note:</b> Posting in the corporation gradebook was within this competency previously however it is an expected procedure and will be addressed, if needed, through P2: Policies and Procedures. See next page.</p>

3.) Since it is a corporation expectation that you are recording student assessments/progress timely into the grade book, we felt it didn't make sense to have it also listed in Domain 3. Therefore, that language is removed. Should this need addressed, it will be done through P.2 in the "Basic Professional Expectations" portion of the rubric. As a reminder, that information is below.

<b>Basic Professional Expectations</b>			
<p>These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively. (-1 point from rubric score)</p> <p>Notes: Although an educator may remain in paid status due to available days as defined in the collective bargaining agreement, excessive absences negatively impact student achievement. Educators are welcome to submit a doctor note to their administrator for personal absences when available.</p>			
<b>Indicator</b>		<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
<b>P.1</b>	<b>Attendance &amp; Punctuality</b>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern of attendance and punctuality that falls within the expectation set forth by TSC.</li> <li>◦ Individual recognizes that absences negatively affect instruction and therefore uses every available avenue to schedule appointments and planned absences outside the school calendar.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern of excessive absences that are not medically documented and/or Individual has demonstrated a pattern of unexcused late arrivals.</li> <li>◦ Individual often schedules appointments and/or planned absences while school is in session.</li> <li>◦ Individual has an attendance violation resulting in disciplinary action (example: inappropriate use of benefit days)</li> </ul>
<b>P.2</b>	<b>Policies &amp; Procedures</b>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern of following state, corporation, and school policies and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern or has a violation resulting in disciplinary action with respect to following state, corporation, and/or school policies and procedures.</li> </ul>
<b>P.3</b>	<b>Respectful Demeanor &amp; Communication</b>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner. Inspires respect and gives respect.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and/or community members in a respectful manner or has a related infraction warranting a disciplinary action.</li> </ul>
<b>P.4</b>	<b>Effective Communication</b>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern of using proper grammar and/or pronunciation in spoken and written form in professional settings.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Despite redirection and feedback, individual continues to demonstrate a pattern of improper grammar and/or pronunciation in either the spoken or written form in professional settings or individual has a violation resulting in disciplinary action with respect to communication of any kind.</li> </ul>

4.) And lastly, the metrics within the system have changed as demonstrated on the following graphs. Since SLOs are no longer a stand-alone measure, adjustments within the system were necessary. See the following graphs:

## An Educator’s final summative rating is determined as follows:



## Rubric carries 80% of overall summative score described below:

### Domain 1: Planning

- 1.1 Competency: Utilizing Assessment Data to Plan
- 1.2 Competency: Set Measurable Achievement Goals
- 1.3 Competency: Create Objective Driven Lesson Plans and Assessments

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### Domain 3: Student Growth and Achievement

- 3.1 Competency: Attainment of Student Growth and Achievement Goal  
Note: When standard benchmark assessments become available, they will become a part of this process.
- 3.2 Competency: Differentiation of Class and Targeted Student Instruction
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- 5.4 Competency: Advocate for Ongoing Student Success

	Weighting of Domains on Rubric	Rubric @ 80% = Impact on Summative Rating
<b>Domain 1</b>	20%	16%
<b>Domain 2</b>	20%	16%
<b>Domain 3</b>	25%	20%
<b>Domain 4</b>	20%	16%
<b>Domain 5</b>	15%	12%
<b>Basic Professional Expectations (-1 if not met)</b>		<b>Variable, but Significant</b>

### Basic Professional Expectations

Explained on previous page; recording grades timely is an expectation and will be addressed in P.2 if necessary.

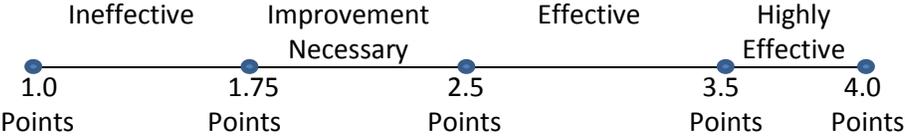
Component	Educator w/IGM	Educator w/o IGM
Development and Evaluation Rubric	80%	80%
Individual Growth Model Data	5%	n/a
Student Learning Objectives (in Domain 3)	(Embedded in Rubric @ with 20% outcome on summative rating)	(Embedded in Rubric @ with 20% outcome on summative rating)
School-wide Learning Measure	5%	10%
Educator Development Goal PPF	5%	5%
Educator Development Goal SWF	5%	5%

Once the weights are applied appropriately, an evaluator will have a final decimal number. Below is an example:

Component	Raw Score	Weight		Weighted Score	
		Gr 1	Gr 2	Gr 1	Gr 2
Development and Evaluation Rubric	<b>3</b>	<b>80%</b>	<b>80%</b>	<b>2.40</b>	<b>2.40</b>
Individual Growth Model Data	<b>3</b>	<b>5%</b>	<b>n/a</b>	<b>0.15</b>	<b>n/a</b>
Student Learning Objectives	Embedded in Rubric				
School-wide Learning Measure	<b>1</b>	<b>5%</b>	<b>10%</b>	<b>0.05</b>	<b>0.10</b>
Educator Development Goal – PPF	<b>4</b>	<b>5%</b>	<b>5%</b>	<b>0.20</b>	<b>0.20</b>
Educator Development Goal - SWF	<b>4</b>	<b>5%</b>	<b>5%</b>	<b>0.20</b>	<b>0.20</b>
Sum of the Weighted Scores				<b>3.00</b>	<b>2.90</b>

\* To get the final weighted score, simply sum the weighted scores from each component.

This final weighted score is then translated into a rating on the following scale.



*Note: Borderline points always round up.*

The scores of 2.9 and 3.0 map to a rating of “Effective”. Primary evaluators should meet with educators in a summative conference to discuss all the information collected in addition to the final rating. A summative evaluation form to help guide this conversation is provided in Appendix B.

## Glossary of Terms

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

**Beginning-of-Year Conference:** A conference in the fall during which a educator and primary evaluator discuss the educator’s prior year performance, set Personal and School wide Educator Development Goals, and Professional Development Plan (if applicable).

**Competency:** There are twenty competencies, or skills of an effective educator, in the Tippecanoe School Corporation Educator Development Rubric. These competencies are split between the six domains. Each competency has a list of observable indicators for evaluators to look for during an observation.

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

**Domain:** There are six domains, or broad areas of instructional focus, included in the Tippecanoe School Corporation Educator Development and Evaluation Rubric: Planning, Implementation, Assessment, Management, Commitment to the Profession, and Basic Professional Expectations. Under each domain, competencies describe the essential skills of effective instruction.

**End-of-Course Assessment:** An assessment given at the end of the school year to measure mastery in a given content area. The state currently offers end-of-course assessments in Algebra I, English 10, and Biology I. However, many districts and schools have end-of-course assessments that they have created on their own.

**Extended Observation:** An announced observation lasting 40 – 60 minutes. Extended observations are accompanied by optional pre-conferences and mandatory post-conferences.

**Group 1 Educator:** For the purpose of summative weighting, a group 1 educator is an educator for whom their “classes” have growth model data. More specifically, this includes any educator in grades 4-8 that teaches both ELA and Math OR any educator in grades 4-8 that teaches either ELA or Math.

**Group 2 Educator:** For the purpose of summative weighting, a group 2 educator is an educator for whom none of their classes have growth model data. This currently represents all PK-3rd educators and all high school educators. It also may represent any educators in grades 4-8 that teach neither math nor ELA.

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

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

**Educator Development Rubric:** The Rubric was written by an evaluation committee of education stakeholders from our school district. The rubric includes sixteen competencies and five primary domains: Planning, Implementation, Assessment, Management, and Commitment to the Profession. It also includes a sixth domain: Basic Professional Expectations, used to measure the minimum competencies expected in any profession.

**Indicator:** These are observable pieces of information for evaluators to look for during an observation. Indicators are listed under each competency in the Tippecanoe School Corporation Educator Development Rubric.

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

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

**Negative Impact:** A teacher receiving in Ineffective rating on Domain 3, Competency: Attainment of Student Growth and Achievement Goal, will be considered to have had NI and will not be rated higher than Needs Improvement on the overall summative rating.

**Post-Conference:** A mandatory conference that takes place after an extended observation during which the evaluator provides feedback verbally and in writing to the educator.

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

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

**Professional Development Goals:** These goals, identified through self-assessment and reviewing prior evaluation data, are the focus of the educator’s Professional Development Plan over the course of the year. Each goal will be specific and measurable, with clear benchmarks for success.

**Professional Development Plan:** The individualized plan for educator professional development based on prior performance. Each plan consists of Professional Development Goals and clear action steps for how each goal will be met. Professional Development Plan are for those who received a rating of Improvement Necessary or Ineffective the previous year.

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

**Professional Practice:** Professional Practice is the first of two major components of the summative evaluation score (the other is Student Learning). This component consists of information gathered through observations using the Tippecanoe School Corporation Educator Development Rubric and conferences during which evaluators and educators may review additional materials.

**School-Wide Assessment:** A school-wide assessment is common to one school, but not given across schools. It is usually created by a team of educators within the school, but may have been purchased from an outside vendor. It is administered to all students in a given grade or subject. For an assessment to be considered school-wide, it must be given by more than one educator.

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

**Short Observation:** A short observation, also known as a walk-through, lasts a minimum of 5 minutes and not longer than 10 minutes and should be unannounced. There are no conferencing requirements for short observations. Feedback in writing must be delivered timely and may be electronic.

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

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

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

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

**Summative Rating:** The final summative rating is a combination of an educator's Professional Practice rating, measures of Student Learning, and Educator Development Goals. These elements of the summative rating are weighted.

## Supplemental Document – TSC Assumptions

**These tenets guided the work of the committee.**

### **SEA 1 Requirements:**

Each teacher receives annual placement into one of four categories: ineffective, improvement necessary, effective, highly effective

Student achievement must be included in the annual evaluation ratings.

### **Assumptions:**

- 1) Primary purpose of the system is to help educators grow professionally. Ideally, the teacher system will be complementary to administrator development system, if not integrated.
- 2) Student improvement, defined broadly, is the most important outcome.
- 3) Ideal system should be technology-based, with 24/7 access to view, upload, and comment on materials and notes.
- 4) System should be developmental rather than just benchmarked: An educator would never achieve a benchmark that implicitly represents the end of their professional development (i.e., we can always improve).
- 5) The system should, at a minimum, include pre- and post- conferences between the administrator and educator. This post-meeting should include an explanation of any recommendations for improvement and a timeline on which improvement should be measured.
- 6) Any such system must have propriety (protection of rights of students, educators, administrators, and other affected by the results of the system), utility (i.e., useful for educators), feasibility (acknowledging the limitations faced by any teacher evaluation system), and accuracy (evidence of reliability and validity).
- 7) Accounting for student growth should include both building-level and individual data points; this will emphasize the importance of working together for the common good, the role of the individual educator in contributing to that common good, and the role of educators in “non-assessed” areas in contributing to building-level growth.
- 8) The system will maximize educators’ growth if the process is fluid rather than static, with flexibility in how and when data are collected and analyzed.
- 9) The three major sets of indicators should be Professional Practice, Student Learning, and Educator Development Goals. A set of minimum professional expectations should be created and factored into any evaluations.
- 10) Support systems must be put in place to help minimize administrative burden.
- 11) Having individual goals would facilitate educator development and improve professionalism, instruction, and/or student outcomes.
- 12) The evaluators’ data collection methods should include a review of student achievement data, observations, and a performance area review.
- 13) In addition to student achievement data, data collection methods should include observations and a performance area review. These methods are especially important for teachers working in areas where standardized student achievement data systems are limited.
- 14) Anyone participating in the evaluation process should receive training in the relevant data collection techniques.

## Form – Educator Development Goal

**TIPPECANOE SCHOOL CORPORATION**  
**Educator Development Goal**  
**TO BE COMPLETED AND SUBMITTED TO THE BUILDING PRINCIPAL BY \_\_\_\_\_**

**Teacher’s Name:** \_\_\_\_\_ **School Year:** \_\_\_\_\_ **Current Assignment:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Grade Level:** \_\_\_\_\_ **Date Developed:** \_\_\_\_\_

**Type of Goal:**  **EDG: Personal Professional Focus**  **EDG: School Wide Focus**

A Professional Growth Plan shall be developed by certificated staff member using his/her own self-assessment, relevant student learning data, evaluation feedback and previous professional development learning. The major emphasis of the individual’s professional development must be on improving student achievement/growth. The plan is for one year. The goals should be designed around using the SMART goal format.

Letter	Major Term	Minor Terms
S	Specific	Significant, Stretching
M	Measurable	Meaningful, Motivational
A	Attainable	Agreed upon, Achievable, Acceptable, Action-oriented
R	Relevant	Relevant, Reasonable, Rewarding, Results-oriented
T	Time-bound	Time-based, tangible, trackable

A well written goal will be specific and describe who is involved, what the staff member wants to accomplish, identify a location, establish a time frame, identify requirements and constraints, and specify the reason, purpose or benefits of accomplishing the goal. The goal will be measurable, showing the criteria for goal achievement. The goal must be attainable, the ability to reach a particular skill or aptitude as the result of the strategies implemented. The goal must represent an objective toward which the writer is willing and able to achieve. Finally, the goal must be timely, a specific time frame or measuring point must be identified.

A vague, broad or general goal is unacceptable. Goals that state... “I will teach common core standards.” should be stated much more specifically with reading levels benchmarks indicating the level of improvement to be anticipated. For example: “I will create a curriculum map of common core standards including benchmark and assessments for my classroom by May of this school year.”

TIPPECANOE SCHOOL CORPORATION  
**PROFESSIONAL GROWTH PLAN**

Teacher's Name: \_\_\_\_\_ School Year: \_\_\_\_\_ Current Assignment: \_\_\_\_\_

Answer the question of ... "How is it..." Specific, Measurable, Attainable, Relevant, Time-bound

Specific	Measurable	Attainable	Relevant	Time-bound

Goal Statement: {Identify a professional growth goal using the SMART format. Include how you will know that your goal has been achieved.}

Measure of Success: {End of Year Benchmark Indicators. Established at Beginning of Year Goal Conference and reviewed at year's end}

Highly Effective (4 Points)	Effective (3 Points)	Improvement Necessary (2 Points)	Ineffective (1 Point)

Action Steps: {Indicate steps taken to achieve goal and dates of assessments}

Mid-Year Action Steps: {Indicate additional steps needed to achieve goal}\*If Requested/Required

Summarize the Goal Achievement: [Include artifacts (Ex: PGP points, reflections, webinars, documents created etc.) of new knowledge, how you have implemented the new knowledge, and how future implementation will enhance professional performance.]

Educator-Evaluator Conferences	Beginning of Year Conference	Mid-Year Conference (If requested/required)	End of Year Summary Conference
Date of Conference			
Educator Signature			
Evaluator Signature			

Points Earned: \_\_\_\_/4

**Regarding Negative Impact:**

Anyone determined to have had negative impact will be ineligible for any applicable increases in salary. The highest summative rating an educator determined to have had negative impact will be Needs Improvement.

**Definition of Negative Impact:**

Educators who receive a rating of Ineffective on competency 3.3 Attainment of Student Growth and Achievement Goal will be considered to have had negative impact

and/or Educators who receive a NI score from the IDOE individual Growth Model data will be considered to have had negative impact.

Educators who do not have teaching as their primary responsibility (coaches, media specialists, counselors, administrators) will be considered to have had negative impact if their school (or corporation grade if applicable) receives an F rating.

<b>3.3</b>	<b>Attainment of Student Growth and Achievement Goal</b> <b>Note: When standard benchmark assessments become available, they will become a part of this process.</b>	
<b>Highly Effective (4)</b>		<b>Effective (3)</b>
<ul style="list-style-type: none"> <li>◦ Teacher has demonstrated an exceptional impact on learning as evidenced by student data indicating both benchmark and student growth.</li> <li>◦ Teacher has used a variety of checkpoints to track data.</li> </ul>		<ul style="list-style-type: none"> <li>◦ Teacher has demonstrated a considerable impact on learning as evidenced by student data indicating both benchmark and student growth.</li> <li>◦ Teacher has checkpoints to track data.</li> <li>◦ Teacher has used data effectively to drive instruction.</li> </ul>
<b>Needs Improvement (2)</b>		<b>Ineffective (1)</b>
<ul style="list-style-type: none"> <li>◦ Teacher has demonstrated some impact on learning as evidenced by student data indicating both benchmark and student growth.</li> <li>◦ Teacher has used at least one checkpoint to track data.</li> </ul>		<ul style="list-style-type: none"> <li>◦ Teacher has demonstrated an insufficient impact on learning as evidenced by student data indicating both benchmark and student growth.</li> <li>◦ Teacher has no demonstrated evidence of effective use of data for assessing and/or using data for instruction.</li> </ul>

### Regarding Negative Impact:

Anyone determined to have had negative impact will be ineligible for any applicable increases in salary. The highest summative rating an educator determined to have had negative impact will be Needs Improvement.

### Definition of Negative Impact:

Educators who receive a rating of Ineffective on competency 3.3 Attainment of Student Growth and Achievement Goal will be considered to have had negative impact and/or Educators who receive a NI score from the IDOE individual Growth Model data will be considered to have had negative impact.

Educators who do not have teaching as their primary responsibility (coaches, media specialists, counselors, administrators) will be considered to have had negative impact if their school (or corporation grade if applicable) receives an F rating.

<b>3.3</b>	<b>Attainment of Student Growth and Achievement Goal</b> Note: When standard benchmark assessments become available, they will become a part of this process.	
	<b>Highly Effective (4)</b>	<b>Effective (3)</b>
	<ul style="list-style-type: none"><li>Teacher has demonstrated an exceptional impact on learning as evidenced by student data indicating both benchmark and student growth.</li><li>Teacher has used a variety of checkpoints to track data.</li></ul>	<ul style="list-style-type: none"><li>Teacher has demonstrated a considerable impact on learning as evidenced by student data indicating both benchmark and student growth.</li><li>Teacher has checkpoints to track data.</li><li>Teacher has used data effectively to drive instruction.</li></ul>
	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>
<ul style="list-style-type: none"><li>Teacher has demonstrated some impact on learning as evidenced by student data indicating both benchmark and student growth.</li><li>Teacher has used at least one checkpoint to track data.</li></ul>	<ul style="list-style-type: none"><li>Teacher has demonstrated an insufficient impact on learning as evidenced by student data indicating both benchmark and student growth.</li><li>Teacher has no demonstrated evidence of effective use of data for assessing and/or using data for instruction.</li></ul>	

## Tippecanoe School Corporation Educator Development Rubric for Instructional Coach

<b>Educator:</b>	<b>Primary Evaluator:</b>
<b>School Year:</b>	<b>Secondary Evaluator:</b>

### Basic Professional Expectations

**These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.**

Notes:

1. Although an educator may remain in paid status due to available days as defined in the collective bargaining agreement, excessive absences negatively impact student achievement. Educators are welcome to submit a doctor note to their administrator for personal absences when available.

Indicator		Meets Expectations	Does Not Meet Expectations
<b>P.1</b>	<b>Attendance &amp; Punctuality</b>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern of attendance and punctuality that falls within the expectation set forth by TSC.</li> <li>◦ Individual recognizes that absences negatively affect instruction and therefore uses every available avenue to schedule appointments and planned absences outside the school calendar.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern of excessive absences that are not medically documented and/or Individual has demonstrated a pattern of unexcused late arrivals.</li> <li>◦ Individual often schedules appointments and/or planned absences while school is in session.</li> <li>◦ Individual has an attendance violation resulting in disciplinary action (example: inappropriate use of benefit days)</li> </ul>
<b>P.2</b>	<b>Policies &amp; Procedures</b>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern of following state, corporation, and school policies and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern or has a violation resulting in disciplinary action with respect to following state, corporation, and/or school policies and procedures.</li> </ul>
<b>P.3</b>	<b>Respectful Demeanor &amp; Communication</b>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner. Inspires respect and gives respect.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and/or community members in a respectful manner or has a related infraction warranting a disciplinary action.</li> </ul>
<b>P.4</b>	<b>Effective Communication</b>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern of using proper grammar and/or pronunciation in spoken and written form in professional settings.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Despite redirection and feedback, individual continues to demonstrate a pattern of improper grammar and/or pronunciation in either the spoken or written form in professional settings or individual has a violation resulting in disciplinary action with respect to communication of any kind.</li> </ul>

## Domain 1: Delivery of Professional Development

**Instructional coaches will deliver professional development to building staff members.**

### **1.1 Competency: Deliver large group professional development**

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i> According to an end of the year survey <b>along with other available data</b> about instructional coaching:</p> <ul style="list-style-type: none"> <li>◦ Teachers indicate professional growth related to the work of the instructional coach</li> <li>◦ Teachers have implemented strategies learned through professional development opportunities provided by the instructional coach</li> </ul>	<ul style="list-style-type: none"> <li>◦ Instructional coach participates in leading IIB sessions or team meetings that are aligned with the administrator’s vision</li> <li>◦ Instructional coach provides a variety of opportunities for professional development such as book studies, trainings or workshops</li> <li>◦ Instructional coach leads department, team or grade level meetings</li> </ul>	<ul style="list-style-type: none"> <li>◦ Instructional coach participates in leading IIB sessions or team meetings</li> <li>◦ Instructional coach provides limited opportunities for professional development</li> <li>◦ Instructional coach attends department, team or grade level meetings</li> </ul>	<ul style="list-style-type: none"> <li>◦ Instructional coach does not lead department, team or grade level meetings</li> <li>◦ Instructional coach does not provide professional development opportunities</li> </ul>

### **1.2 Competency: Facilitates in developing the instructional vision of the school and corporation**

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i> According to an end of the year survey <b>and other available data</b> about instructional coaching:</p> <ul style="list-style-type: none"> <li>◦ Teachers indicate that curricular needs have been addressed</li> <li>◦ Teachers have implemented strategies learned through professional development opportunities provided by the instructional coach</li> </ul>	<ul style="list-style-type: none"> <li>◦ Develops and utilizes effective strategies oriented toward improvement of instruction</li> <li>◦ Identifies curricular needs and works effectively with staff to address the needs</li> <li>◦ Demonstrates ability to establish and implement goals and direction for the school and corporation’s instructional vision</li> </ul>	<ul style="list-style-type: none"> <li>◦ Develops and utilizes strategies oriented toward improvement of instruction</li> <li>◦ Identifies curricular needs</li> <li>◦ Demonstrates ability to establish goals and direction for the school and corporation’s instructional vision</li> </ul>	<ul style="list-style-type: none"> <li>◦ Does not develop or utilize strategies oriented toward improvement of instruction</li> <li>◦ Does not identify or address curricular needs</li> </ul>

## Domain 2: Coaching

**Instructional coaches use knowledge of the coaching framework to help teachers implement and develop research based instructional practices:  
Analyzing data**

### 2.1 Competency: Utilizing data to plan

<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i> According to an end of the year survey <b>and other available data</b> about instructional coaching:</p> <ul style="list-style-type: none"> <li>◦ Teachers indicate that data helped inform instructional decisions</li> </ul>	<ul style="list-style-type: none"> <li>◦ Instructional coach uses data to help teachers formulate achievement goals and develop instructional practices</li> </ul>	<ul style="list-style-type: none"> <li>◦ Instructional coach rarely uses data when working with teachers</li> </ul>	<ul style="list-style-type: none"> <li>◦ Instructional coach never uses data when working with teachers</li> </ul>

### 2.2 Competency: Instructional Collaborator

<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ End of year teacher survey about instructional coaching <b>along with other available data</b> reflects an above average <b>assessment</b> with regards to accessibility, services provided, communication, positive outcomes for teachers, and relevance to school and personal goals</li> </ul>	<ul style="list-style-type: none"> <li>◦ Instructional coach engages the teacher in reflective dialogue about his/her teaching</li> <li>◦ The instructional coach helps the teacher identify changes to existing practices</li> <li>◦ Instructional coach provides support to teacher in areas such as:                             <ul style="list-style-type: none"> <li>• <i>Setting goals</i></li> <li>• <i>CCSS implementation</i></li> <li>• <i>Curriculum Development</i></li> <li>• <i>Instructional Strategies</i></li> <li>• <i>Content related issues</i></li> <li>• <i>ELL</i></li> <li>• <i>EDG, SLO documentation support</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◦ Instructional coach engages the teacher in dialogue about their teaching</li> <li>◦ No changes are identified</li> <li>◦ Provides limited support to teachers</li> <li>◦ Meets with the teachers to discuss, plan, and facilitate change but does not follow through with actual assistance</li> </ul>	<ul style="list-style-type: none"> <li>◦ The instructional coach does not engage the teacher in dialogue about their teaching</li> <li>◦ Instructional coach acts as an evaluator</li> <li>◦ Provides no support to teachers</li> <li>◦ Does not meet with teachers to discuss, plan, or facilitate change</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Co-teaching</i></li> <li>• <i>Modeling</i></li> <li>• <i>Observing and providing feedback</i></li> <li>• <i>Providing moral support</i></li> </ul>		
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<b>2.3</b>	<b>Competency: Modeling/Team Teaching</b>		
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<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <p>According to an end of the year survey <b>and other available data</b> about instructional coaching:</p> <ul style="list-style-type: none"> <li>○ Teacher indicates that learning objectives were met</li> </ul>	<ul style="list-style-type: none"> <li>○ Instructional coach and teacher work together to determine lessons to be taught and what roles each will play during the lesson</li> <li>○ Instructional coach models research based practices</li> <li>○ Instructional coach is well prepared and organized before entering the classroom</li> <li>○ Instructional coach and teacher engage in collaborative follow-up</li> </ul>	<ul style="list-style-type: none"> <li>○ Instructional coach determines lessons to be taught</li> <li>○ Instructional coach is not prepared</li> </ul>	<ul style="list-style-type: none"> <li>○ Instructional coach does not model/team teach</li> </ul>

<b>2.4 Competency: Observation</b>			
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <p>According to an end of the year survey <b>and other available data</b> about instructional coaching:</p> <ul style="list-style-type: none"> <li>Because of observation and discussion, teacher implemented suggested strategies</li> </ul>	<ul style="list-style-type: none"> <li>Instructional coach and teacher determine what critical teaching behavior will be observed</li> <li>Instructional coach collects data during the observation</li> <li>Instructional coach and teacher discuss data collected</li> <li>Instructional coach and teacher determine next steps</li> </ul>	<ul style="list-style-type: none"> <li>No goal is set for the observation</li> <li>No data is collected</li> <li>No discussion or follow-up communication occurs</li> </ul>	<ul style="list-style-type: none"> <li>Instructional coach does not observe classes</li> </ul>
<b>2.5 Competency: Provide a Variety of Resources</b>			
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>End of year teacher survey about instructional coaching <b>along with other available data</b> reflects an above average <b>assessment</b> with regards to teachers' usage of provided resources</li> </ul>	<ul style="list-style-type: none"> <li>Gather and provide teachers and administrators with appropriate internet resources, professional development books, and/or exemplary texts</li> <li>Gathered resources in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>Gathers and provide teachers and administrators with inadequate internet resources, professional development books, and/or exemplary texts</li> <li>Does not gather resources in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>Does not gather or provide teachers and administrators with helpful resources</li> </ul>

## Domain 3: Collaborate

Instructional coaches collaborate with coaching cadre and administrators to improve educational practices within schools.

### 3.1 Competency: Conferring with Instructional Coaches

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ Applies knowledge learned at instructional coaching meetings to situations in the school(s)</li> </ul>	<ul style="list-style-type: none"> <li>◦ Leads instructional coaching meetings</li> <li>◦ Is an active participant in conversations</li> <li>◦ Contributes ideas for the betterment of the cadre</li> <li>◦ Shares resources with coaching cadre</li> </ul>	<ul style="list-style-type: none"> <li>◦ Attends coaching collaboration meetings</li> <li>◦ Participates in conversation on a limited basis</li> <li>◦ Infrequently contributes ideas for the betterment of the cadre</li> <li>◦ Shares little to no resources with the coaching cadre</li> </ul>	<ul style="list-style-type: none"> <li>◦ Does not attend coaching collaboration meetings</li> <li>◦ Does not participate in collaborative conversations</li> <li>◦ Does not contribute ideas to the cadre</li> <li>◦ Does not share resources with the cadre</li> </ul>

### 3.2 Competency: Conferring with Administrators (Principal Vision)

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ Feedback from principal(s) about instructional coaching reflects an above average rating with regards to accessibility, services provided, communication, positive outcomes for teachers, relevance to school vision and teachers' personal goals</li> </ul>	<ul style="list-style-type: none"> <li>◦ Meets with principal to discuss, plan for, and facilitate the principal's vision</li> </ul>	<ul style="list-style-type: none"> <li>◦ Meets with the principal to discuss, plan, and facilitate the principal's vision but does not implement the vision</li> </ul>	<ul style="list-style-type: none"> <li>◦ Operates independently of the principal's plan</li> </ul>

## Domain 4: Implementation of Standards Based Practices

Instructional coach supports teachers and administrators in the development of curriculum and instruction.

### 4.1 Competency: Curriculum

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>End of the year teacher survey about instructional coaching <b>along with other available data</b> indicates teachers professional growth related to the work of the instructional coach</li> </ul>	<ul style="list-style-type: none"> <li>Supporting individuals and teams of teachers to foster use of approved curriculum documents</li> <li>Facilitating the development and use of curriculum documents</li> <li>Fostering the planning of interdisciplinary instruction</li> <li>Fostering the planning of on-going assessments to measure mastery of curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Provides limited support to individuals and teams of teachers in implementing and utilizing approved curriculum documents</li> <li>Minimally facilitates the development and use of curriculum documents</li> <li>Fosters little planning of interdisciplinary instruction</li> <li>Fosters little planning of on-going assessments to measure mastery of curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Provides no support to individuals and teams of teacher in implementing and utilizing approved curriculum documents</li> <li>Does not facilitate the development and use of curriculum documents</li> <li>Does not foster the planning of interdisciplinary instruction</li> <li>Does not foster the planning of on-going assessments to measure mastery of curriculum</li> </ul>

### 4.2 Competency: Instruction

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>End of the year teacher survey <b>along with other available data</b> indicates improved instruction related to the work of the instructional coach</li> </ul>	<ul style="list-style-type: none"> <li>Assisting teachers in the development of clearly stated learning objectives</li> <li>Assisting teachers in the implementation of research based instructional strategies</li> <li>Assisting teachers in the development of differentiated instruction</li> <li>Assisting teachers in the design of instruction utilizing all levels of Bloom's Taxonomy</li> </ul>	<ul style="list-style-type: none"> <li>Provides minimal assistance for teachers in the development of clearly stated learning objectives</li> <li>Provides minimal assistance for teachers in the implementation of research based instructional strategies</li> <li>Provides minimal assistance for teachers in the development of differentiated instruction</li> <li>Provides minimal assistance for teachers in designing instruction utilizing all levels of Bloom's Taxonomy</li> </ul>	<ul style="list-style-type: none"> <li>Does not assist teachers in the development of clearly stated learning objectives</li> <li>Does not assist teachers in the implementation of research based instructional strategies</li> <li>Does not assist teachers in the development of differentiated instruction</li> <li>Does not assist teachers in the design of instruction utilizing all levels of Bloom's Taxonomy</li> </ul>

**Domain 5: Commitment to the Profession**

**Instructional coach develops and sustains intense energy and commitment within their school community to ensure the achievement of all students.**

**5.1 Competency: Contribute to school culture**

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ The instructional coach contributes ideas and expertise to further the school’ mission and initiatives</li> <li>◦ The instructional coach seeks out leadership roles that cause them to go above and beyond in dedicating time to students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>◦ The instructional coach consistently makes positive contributions towards the school’s mission and initiatives</li> <li>◦ The instructional coach willingly dedicates time to help students and colleagues</li> </ul>	<ul style="list-style-type: none"> <li>◦ The instructional coach contributes occasional ideas and expertise to further the school’s mission and initiatives</li> <li>◦ The instructional coach occasionally dedicates time to help students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>◦ The instructional coach rarely contributes ideas aimed at furthering school’s mission and initiatives</li> <li>◦ The instructional coach rarely dedicates time toward helping students and teachers</li> </ul>

**5.2 Competency: Collaborate with peers**

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ The instructional coach goes above and beyond in seeking out opportunities to collaborate</li> <li>◦ The instructional coach coaches peers through difficult professional situations</li> <li>◦ The instructional coach takes on leadership within collaborative groups such as professional learning communities</li> </ul>	<ul style="list-style-type: none"> <li>◦ The instructional coach regularly seeks out and participates in opportunities to work with and learn from others</li> <li>◦ The instructional coach asks for assistance, when needed, and provides professional assistance to others in need</li> </ul>	<ul style="list-style-type: none"> <li>◦ The instructional coach participates in opportunities to work with and learn from others but does not take opportunities to collaborate with others</li> <li>◦ The instructional coach asks for assistance when needed, but does not offer to provide other teachers with professional assistance when needed</li> </ul>	<ul style="list-style-type: none"> <li>◦ The instructional coach rarely participates in opportunities to work with others</li> <li>◦ Coach works in isolation and is not a team player</li> </ul>

<b>5.3</b>	<b>Competency: Seeks Professional Skills and Knowledge</b>			
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>	
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ The instructional coach regularly shares newly learned knowledge and practices with others</li> <li>◦ The instructional coach seeks out opportunities to lead professional development sessions</li> </ul>	<ul style="list-style-type: none"> <li>◦ The instructional coach actively pursues opportunities to improve knowledge and practice</li> <li>◦ The instructional coach seeks out ways to implement new practices where applicable</li> <li>◦ The instructional coach welcomes constructive feedback</li> </ul>	<ul style="list-style-type: none"> <li>◦ The instructional coach attends all mandatory professional development opportunities</li> <li>◦ The instructional coach does not actively pursue optimal professional development opportunities</li> <li>◦ The instructional coach may not seek out new ways to implement instructional practices</li> <li>◦ The instructional coach may not accept constructive feedback well</li> </ul>	<ul style="list-style-type: none"> <li>◦ The instructional coach rarely or never attends professional development opportunities</li> <li>◦ The instructional coach shows little or no interest in new ideas, programs, or classes to improve teach and learning</li> </ul>	
<b>5.4</b>	<b>Competency: Advocate for Ongoing Student Success</b>			
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>	
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ Display commitment to the education of all students</li> <li>◦ Understands and attempts to make changes and takes risks to ensure student success</li> </ul>	<ul style="list-style-type: none"> <li>◦ The instructional coach displays commitment to the education of all students</li> <li>◦ The instructional coach attempts to address obstacles impacting student achievement</li> <li>◦ The instructional coach advocates for students' and teachers' individual needs</li> </ul>	<ul style="list-style-type: none"> <li>◦ The instructional coach displays commitment to the education of all of students, but may not advocate for student's needs</li> </ul>	<ul style="list-style-type: none"> <li>◦ The instructional coach rarely displays commitment to the education of all students</li> <li>◦ The instructional coach accepts failure as par for the course and does not advocate for students' needs</li> </ul>	

## Tippecanoe School Corporation Educator (Library/Media Specialist) Development Rubric

<b>Educator:</b>	<b>Primary Evaluator:</b>
<b>School Year:</b>	<b>Secondary Evaluators:</b>

### Basic Professional Expectations

**These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Library/media specialists (LMS) are expected to meet these standards. If they do not, it will affect their overall rating negatively.**

Notes:  
 1. Although an educator may remain in paid status due to available days as defined in the collective bargaining agreement, excessive absences negatively impact student achievement. Educators are encouraged to submit a doctor note for personal absences when available.

Expectations		Meets Expectations	Does Not Meet Expectations
<b>P-1</b>	<b>Attendance &amp; Punctuality</b>	<ul style="list-style-type: none"> <li>◦ Individual has demonstrated a pattern of attendance and punctuality that falls within the expectation set forth by TSC.</li> <li>◦ Individual recognizes that absences negatively affect instruction and therefore uses every available avenue to schedule appointments and planned absences outside the school calendar.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern of excessive absences that are not medically documented and/or Individual has demonstrated a pattern of unexcused late arrivals.</li> <li>◦ Individual often schedules appointments and/or planned absences while school is in session.</li> <li>◦ Individual has an attendance violation resulting in disciplinary action (example: inappropriate use of benefit days)</li> </ul>
<b>P-2</b>	<b>Policies &amp; Procedures</b>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern of following state, corporation, and school policies and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern or has a violation resulting in disciplinary action with respect to following state, corporation, and/or school policies and procedures.</li> </ul>
<b>P-3</b>	<b>Respectful Demeanor &amp; Communication</b>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner. Inspires respect and gives respect.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and/or community members in a respectful manner or has a related infraction warranting a disciplinary action.</li> </ul>
<b>P-4</b>	<b>Effective Communication</b>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern of using proper grammar and/or pronunciation in spoken and written form in professional settings.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Despite redirection and feedback, individual continues to demonstrate a pattern of improper grammar and/or pronunciation in either the spoken or written form in professional settings or individual has a violation resulting in disciplinary action with respect to communication of any kind.</li> </ul>

Domain 1: Supervision			
<p>1. Library/media specialists (LMS) may demonstrate indicators within this domain through sharing of artifacts during pre/post conferences in addition to those noted in observations.</p> <p>2. Not every indicator will be present at every grade level.</p>			
<b>1-1</b>	<b>Competency: Directs building level media aide with instruction and coordination of the library circulation program and reading program software.</b>		
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ <i>The LMS provides supervisors and administration with processes for instructional best practices and solutions.</i></li> <li>◦ <i>The LMS introduces and coordinates new media instructional practices.</i></li> </ul>	<ul style="list-style-type: none"> <li>◦ Library routines and procedures (for example circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established and function smoothly.</li> </ul>	<ul style="list-style-type: none"> <li>◦ <i>Library routines and procedures (for example circulation of materials, collection development policy, challenged materials form, students working independent within the library) are only occasionally established and function smoothly some of the time.</i></li> </ul>	<ul style="list-style-type: none"> <li>◦ <i>Effective: Library routines and procedures (for example circulation of materials, collection development policy, challenged materials form, students working independent within the library) are rarely if ever established and do not function smoothly.</i></li> </ul>
<b>1-2</b>	<b>Competency: Direct building level media aide with instructions on handling student, staff, and parent concerns.</b>		
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ <i>The LMS anticipates issues and provides the aide with processes and solution.</i></li> <li>◦ <i>Maintains constant communication on issues with supervisors and/or administration.</i></li> </ul>	<ul style="list-style-type: none"> <li>◦ The LMS provides, monitors and mentors the aide with processes for handling student, staff, and parent concerns.</li> <li>◦ The LMS communicates with supervisors and administration on concerns or issues.</li> </ul>	<ul style="list-style-type: none"> <li>◦ <i>The LMS provides instructions to aide on handling concerns after they have been brought to his/her attention.</i></li> </ul>	<ul style="list-style-type: none"> <li>◦ <i>The LMS does not provide any instructions to aide for handling student, staff, and parent concerns.</i></li> </ul>

<b>1-3</b>	<b>Competency: Directs aides on strategies for maintaining an attractive and functional library environment.</b>		
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ The media center shows evidence of an environment that fosters intellectual curiosity and a love of literature.</li> <li>◦ The LMS fosters visual change in displays that are current, attractive and engaging while maintaining a library environment that fosters intellectual curiosity and love of literature.</li> </ul>	<ul style="list-style-type: none"> <li>◦ LMS provides aide with expectations and ideas for displays that are attractive and engaging while maintaining a library environment that fosters intellectual curiosity and love of literature.</li> </ul>	<ul style="list-style-type: none"> <li>◦ LMS occasionally provides the aide with strategies for maintaining the library as an attractive and functional space.</li> </ul>	<ul style="list-style-type: none"> <li>◦ LMS does not provide the aide with any strategies for maintaining the library as an attractive and functional space.</li> </ul>

**Domain 2: Promoting Information Literacy**

The Library/media specialist (LMS) has a unique opportunity to effect student academic success by providing varied resources that will support the curriculum, foster a love of literature and learning.

Notes:

1. One way an observer can effectively gather information to score this standard is through brief conversation with LMS who can provide archival evidence.

<b>2-1</b>	<b>Competency: Provides instruction on library use.</b>		
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ The LMS shows evidence of research and best practices for library use and instruction and advocates for modifications in corporation practices where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>◦ LMS proactively provides lessons according to best practice for library skills.</li> <li>◦ LMS provides aide with best practice instruction on all library resources, print and online.</li> </ul>	<ul style="list-style-type: none"> <li>◦ LMS provides an outline to orient students on the arrangement of the collection and how to access it through the online catalog.</li> </ul>	<ul style="list-style-type: none"> <li>◦ LMS provides no outline or a sketchy outline to orient students on the arrangement of the collection and how to access it through the online catalog.</li> </ul>

<b>2-2</b>	<b>Competency: Demonstrates knowledge of various resources.</b>		
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ The LMS will communicate to the staff via more personal means including face to face contact, IIB, department meetings, etc., with ideas for effectively using the media center for resource based lessons and instruction.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The LMS will communicate to the staff via email and articles for newsletters regarding library resources, policies and offerings.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The LMS seldom communicates to the staff via email regarding library resources, policies and offerings.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The LMS never communicates to the staff via email regarding library resources, policies and offerings.</li> </ul>

**Domain 3: Digital & Print Collection Development**

1. Library/media specialist (LMS) may demonstrate indicators within this domain through sharing of artifacts during pre/post conferences in addition to those noted in observations.

<b>3-1</b>	<b>Competency: Assess individual building collections and purchase for print and non-print materials.</b>		
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ LMS assesses a building collection in an ongoing manner recommending for purchase replacement of lost materials, updating out-of-date information and the best new releases in age appropriate literature.</li> </ul>	<ul style="list-style-type: none"> <li>◦ LMS annually assess a building collection for replacement of lost materials and purchase recommendations for more up-to-date materials.</li> </ul>	<ul style="list-style-type: none"> <li>◦ LMS occasionally assesses a building collection for replacement of lost materials and purchase recommendations for more up-to-date materials.</li> </ul>	<ul style="list-style-type: none"> <li>◦ LMS has no evidence of assessing a building collection for replacement of lost materials and purchase recommendations for more up-to-date materials.</li> </ul>

<b>3-2</b>	<b>Competency: Order materials and resources for the expansion of building materials.</b>			
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>	
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ The LMS acts proactively by reviewing professional journals, communicating with students and staff to build and maintain selection lists for future purchases.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The LMS maintains a current and relevant set of resources to meet the literature and informational needs of the students and staff.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The LMS does not consistently maintain an orderly flow of resources to meet the literature and informational needs of the students and staff.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The LMS has no evidence of maintaining an orderly flow of resources to meet the literature and informational needs of the students and staff.</li> </ul>	
<b>3-3</b>	<b>Competency: Maintaining and extending the library collection in accordance with the schools' needs and within budget limitations.</b>			
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>	
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ The LMS anticipates the needs of the students and staff and makes appropriate changes within current literature while honoring historic trends in media.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The LMS honors student and staff requests (in accordance with collection standards) when preparing material orders and budgeting while following established procedures.</li> <li>◦ The LMS maintains a current and complete inventory.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The LMS shows little interest in student and teacher requests (in accordance with collection standards) when preparing material orders and budgeting while occasionally following established procedures.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The LMS shows no interest and does not seek input from student and staff requests (in accordance with collection standards) when preparing material orders and budgeting and does not follow established procedures.</li> </ul>	

**Domain 4: Program Management**

1. Library/media specialists (LMS) may demonstrate indicators within this domain through sharing of artifacts during pre/post conferences in addition to those noted in observations.

**4-1 Competency: Develop and provide oversight of the media center use, procedures, and policies**

<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ The LMS collaborates with colleagues, faculty, and administration to provides age appropriate procedures and policies to ensure a smooth operation of the media center.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The LMS’s goals for the media program are clear and appropriate within the framework of the school and to the age of the students.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The LMS’s goals for the media program are vague yet appropriate to the situation in the school and to the age of the students.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The LMS’s goals for the media program unclear or not stated and might not be appropriate to the situation in the school and to the age of the students.</li> </ul>
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**4-2 Competency: 4.2: Maintains patron records for the library circulation system and other programs.**

<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as the following:</i></p> <ul style="list-style-type: none"> <li>◦ The LMS will ensure that the circulation systems and associated data as well as other programs operate in a seamless manner.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The LMS will supervise and assist the aide in keeping accurate circulation data, patron records, and facilitate the use of additional programs and databases.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The LMS occasionally supervises and assists the aide in keeping accurate circulation data and facilitate the use of additional programs.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The LMS seldom supervises and assists the aide in keeping accurate circulation data and facilitate the use of additional programs.</li> </ul>
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**4-3 Competency: In consultation with Central Processing Office the LMS will review and maintain MARC records.**

<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ The LMS will establish, maintain and check MARC records for newly processed materials and edit inaccuracies as found.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The LMS has established and maintained cataloging standards for newly processed materials.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The LMS has established only partial cataloging standards for newly processed materials.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The LMS has not established cataloging standards for newly processed materials.</li> </ul>
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**Domain 5: Commitment to the Profession**

Library/media specialist (LMS) develops and sustains a commitment within their school community to support the achievement of all students.

Notes:

1. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.
2. Educators may demonstrate indicators within this domain through sharing of artifacts during pre/post conferences in addition to those noted in observations.

**5-1 Competency: Contributes to the school culture by promoting a love of literature and inquiry.**

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ The LMS seeks leadership roles aimed at improving school literacy.</li> <li>◦ The LMS contributes ideas and expertise to further the school’s mission and initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The LMS contributes ideas and expertise aimed at improving school literacy.</li> <li>◦ The LMS consistently makes positive contributions towards the school’s mission and initiatives.</li> <li>◦ The LMS willingly dedicates time to help students and colleagues both in and out of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The LMS occasionally contributes ideas and expertise aimed at improving school literacy</li> </ul>	<ul style="list-style-type: none"> <li>◦ The LMS seldom or never contributes ideas and expertise aimed at improving school literacy</li> </ul>

**5-2 Competency: Collaborates with peers.**

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ The LMS will go above and beyond regular opportunities when seeking opportunities to collaborate.</li> <li>◦ LMS will coach peers and take on leadership roles within collaborative groups.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The LMS regularly seeks out and participates in opportunities to work with and learn from others.</li> <li>◦ The LMS asks for assistance, when needed, and provides assistance to others in need.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The LMS occasionally seeks and participates in opportunities to work with and learn from others.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The LMS never seeks or participates in opportunities to work with and learn from others.</li> </ul>

5-3	<b>Competency: Seeks professional skills and knowledge.</b>		
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ The LMS pursues professional development opportunities and makes a substantial contribution to the profession through such activities as sharing newly learned knowledge and practices with others and seeking out opportunities to lead professional development sessions.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The LMS actively pursues opportunities to improve knowledge and practice.</li> <li>◦ The LMS seeks out ways to implement new practices where applicable.</li> <li>◦ The LMS welcomes constructive feedback to improve practices.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The LMS occasionally pursues opportunities to improve knowledge and practice and seeks out ways to implement new practices where applicable</li> </ul>	<ul style="list-style-type: none"> <li>◦ The LMS does not pursue opportunities to improve knowledge and practice and seeks out ways to implement new practices where applicable</li> </ul>

## Tippecanoe School Corporation Educator Development Rubric

<b>Educator:</b>	<b>Primary Evaluator:</b>
<b>School Year:</b>	<b>Secondary Evaluator:</b>

### Basic Professional Expectations

**These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.**

Notes:

1. Although an educator may remain in paid status due to available days as defined in the collective bargaining agreement, excessive absences negatively impact student achievement. Educators are welcome to submit a doctor note to their administrator for personal absences when available.

Indicator		Meets Expectations	Does Not Meet Expectations
<b>P.1</b>	<b>Attendance &amp; Punctuality</b>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern of attendance and punctuality that falls within the expectation set forth by TSC.</li> <li>◦ Individual recognizes that absences negatively affect instruction and therefore uses every available avenue to schedule appointments and planned absences outside the school calendar.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern of excessive absences that are not medically documented and/or Individual has demonstrated a pattern of unexcused late arrivals.</li> <li>◦ Individual often schedules appointments and/or planned absences while school is in session.</li> <li>◦ Individual has an attendance violation resulting in disciplinary action (example: inappropriate use of benefit days)</li> </ul>
<b>P.2</b>	<b>Policies &amp; Procedures</b>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern of following state, corporation, and school policies and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern or has a violation resulting in disciplinary action with respect to following state, corporation, and/or school policies and procedures.</li> </ul>
<b>P.3</b>	<b>Respectful Demeanor &amp; Communication</b>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner. Inspires respect and gives respect.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and/or community members in a respectful manner or has a related infraction warranting a disciplinary action.</li> </ul>
<b>P.4</b>	<b>Effective Communication</b>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern of using proper grammar and/or pronunciation in spoken and written form in professional settings.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Despite redirection and feedback, individual continues to demonstrate a pattern of improper grammar and/or pronunciation in either the spoken or written form in professional settings or individual has a violation resulting in disciplinary action with respect to communication of any kind.</li> </ul>

## Domain 1: Planning

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress. Teacher modifies plans in response to student needs and progress.

Notes:

- Educators may demonstrate indicators within this domain through sharing of artifacts during pre/post conferences in addition to those noted in observations.

### 1.1 Utilizing Assessment Data to Plan

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>Teacher consistently plans differentiated instructional strategies to reach students at their levels of understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses prior assessment data to formulate achievement goals, unit plans and lesson plans.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses prior assessment data to formulate achievement goals, unit plans, or lesson plans, but not all of the above.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher rarely or never uses prior assessment data when planning.</li> </ul>

### 1.2 Set Measurable Achievement Goals

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>Teacher utilizes formative assessments to guide planning.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher consistently develops student achievement goals that are measurable, aligned to content standards and guide unit and lesson planning.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher develops student achievement goals that are measurable, but goals may not be aligned to content standards or goals are aligned but not measureable.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher rarely or never develops student achievement goals OR goals are developed, but are ineffective for planning or measuring achievement.</li> </ul>

### 1.3 Create Objective Driven Lesson Plans and Assessments

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>The teacher designs formative assessments that measure progress towards mastery and guide instructional planning.</li> </ul>	<ul style="list-style-type: none"> <li>Based on student assessment goals, teacher plans daily lessons by identifying lesson objectives that are aligned to state content standards. Instructional strategies and activities/assignments match the lesson objectives.</li> <li>The teacher utilizes formative assessments that measure progress towards mastery and guide instructional planning.</li> </ul>	<ul style="list-style-type: none"> <li>Based on student assessment goals, teacher plans daily lessons by identifying lesson objectives that are aligned to state content standards matching instructional strategies and activities/assignments to the lesson objectives.</li> <li>Formative assessments are rarely used or inadequately measure progress toward mastery.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher rarely or never plans daily lessons OR daily lessons are planned but incomplete lacking meaningful objectives, strategies or activities/assignments.</li> </ul>

## Domain 2: Implementation

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives.

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers", early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.
3. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.

### 2.1 Develop Student Understanding of Lesson Objectives

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</p> <ul style="list-style-type: none"> <li>The lesson objective is explained so that students can articulate what they are learning and why it is important beyond repeating the stated objective.</li> <li>Student is able to connect objective to what has already been learned and/or future learning.</li> </ul>	<ul style="list-style-type: none"> <li>The lesson objective is explained so that students understand why they are learning what they are learning.</li> </ul>	<ul style="list-style-type: none"> <li>The lesson objective is stated, but not in a manner that leads to understanding.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher fails to communicate the lesson objective.</li> </ul>

### 2.2 Demonstrate and Clearly Communicate Content Knowledge to Students

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</p> <ul style="list-style-type: none"> <li>Explanations spark student excitement and interest in the content.</li> <li>Teacher effectively connects content to other disciplines, students' experiences and interests, or current events in order to make content relevant and interesting.</li> <li>Students participate in each other's learning of content through collaboration during the lesson.</li> <li>Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher demonstrates content knowledge and delivers content that is factually correct.</li> <li>Teacher's presentation of content is clear, concise and well-organized. Key concepts are emphasized.</li> <li>Teacher delivers instruction in multiple ways to increase understanding.</li> <li>Teacher uses developmentally appropriate language and explanations.</li> <li>Teacher adjusts lessons to accommodate for student prerequisite skills and knowledge so that all students are engaged.</li> <li>Teacher appropriately and effectively integrates technology as a tool to engage students in academic content.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher delivers content that is factually correct.</li> <li>Teacher's presentation of content occasionally lacks clarity and organization.</li> <li>Teacher uses limited methods to deliver instruction.</li> <li>Teacher does not adequately emphasize main ideas, and students are sometimes confused about key concepts.</li> <li>Teacher sometimes lacks use of developmentally appropriate language.</li> <li>Teacher rarely modifies instruction for students who lack prerequisite skills necessary to fully engage in content.</li> <li>Teacher struggles to integrate technology as a tool to engage students in academic content.</li> <li>Teacher's lessons do not consistently encourage active student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher delivers content that is factually incorrect.</li> <li>Lesson is not aligned with developmental level of students (may be too easy or too challenging).</li> <li>Teacher may not use questioning as an effective tool to increase understanding. Students show only a surface understanding of concepts.</li> <li>Teacher does not demonstrate differentiated instruction techniques as a tool to increase student understanding.</li> <li>Teacher does not provide opportunities to meaningfully practice or apply concepts.</li> <li>Instruction is more teacher-directed than appropriate.</li> <li>Teacher gives up on students easily and does not encourage them to persist through difficult tasks.</li> </ul>

### 2.3 Develop Higher Level of Understanding Through Rigorous Instruction and Work

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</p> <ul style="list-style-type: none"> <li>Students are able to answer higher-level questions with meaningful responses.</li> <li>Students pose higher-level questions to the teacher and to each other.</li> <li>Teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great.</li> <li>Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher frequently develops higher-level understanding through effective questioning.</li> <li>Teacher uses differentiated instruction techniques as a tool to increase student level of understanding.</li> <li>Teacher provides opportunities for student to meaningfully practice, apply, and demonstrate their learning.</li> <li>Teacher shows patience and motivates students to persevere toward mastery of the objective.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher use of questions may not be effective in developing higher-level understanding. (Too complex or confusing)</li> <li>Teacher uses differentiated instruction techniques that do not increase student understanding.</li> <li>Teacher provides limited opportunities for students to meaningfully practice and apply concepts. Instruction is more teacher-directed than appropriate.</li> <li>Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson is not aligned with developmental level of students (may be too easy or too challenging).</li> <li>Teacher may not use questioning as an effective tool to increase understanding. Students show only a surface understanding of concepts.</li> <li>Teacher does not demonstrate differentiated instruction techniques as a tool to increase student understanding.</li> <li>Teacher does not provide opportunities to meaningfully practice or apply concepts. Instruction is more teacher-directed than appropriate.</li> <li>Teacher gives up on students easily and does not encourage them to persist through difficult tasks.</li> </ul>

### 2.4 Check for Understanding

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</p> <ul style="list-style-type: none"> <li>Teacher checks for understanding at higher levels by asking scaffold questions that stimulate thinking.</li> <li>The teacher builds upon high quality student responses to extend learning.</li> <li>Teacher uses open-ended questions to reveal common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and accurately gauges the class's understanding.</li> <li>Teacher checks for understanding and modifies instruction accordingly.</li> <li>Teacher uses a variety of methods to check for understanding.</li> <li>Teacher uses wait time effectively after posing a question and before helping students think through a response.</li> <li>Teacher doesn't allow students to opt-out of checks for understanding, so cycles back to these students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher sometimes checks for understanding of content during and/or at the end of the lesson or misses several key moments.</li> <li>Teacher checks for understanding but may not modify instruction accordingly.</li> <li>Teacher may not use a variety of methods to check for understanding when doing so would be helpful.</li> <li>Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content.</li> <li>Teacher sometimes allows students to opt-out of checks for understanding without cycling back to these students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher rarely or never checks for understanding of content during and/or at the end of the lesson or misses nearly all key moments.</li> <li>Teacher rarely checks for understanding.</li> <li>Teacher uses few methods to check for understanding.</li> <li>Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer.</li> <li>Teacher frequently allows students to opt-out of checks for understanding and/or does not cycle back to these students.</li> </ul>

### Domain 3: Student Growth and Achievement

Teachers utilize a variety of strategies to assess and communicate student mastery of content throughout the learning process. Teachers use this data to drive instruction and to differentiate instruction. Teacher use data to optimize the learning process for students.

#### 3.1 Track Student Data and Analyze Progress

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>Teacher effectively communicates assessment/progress data to students and parents using multiple strategies.</li> <li>Teacher effectively uses assessment/progress data to assist student to set and articulate current achievement levels and personal learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher consistently follows his/her published grading procedures that incorporate grades based on well-defined criteria and learning goals.</li> <li>The teacher uses multiple measures of student data to analyze student progress towards mastery.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher consistently follows his/her published grading procedures that incorporate grades based on poorly defined criteria and learning goals.</li> <li>Teacher seldom uses data to analyze student progress towards mastery or to plan future lessons/units.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher deviates from the published grading procedure.</li> <li>Not analyzing student progress based on the data.</li> </ul>

#### 3.2 Differentiation of Class and Targeted Student Instruction

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<ul style="list-style-type: none"> <li>Teacher has used data effectively to drive and differentiate instruction at both whole class and individual (target student) level.</li> <li>Teacher has evidence that differentiation groups change based on student achievement at a variety of checkpoints.</li> <li>Evidence exists that, based on data at a variety of checkpoints, students targeted for individual differentiation have been provided instructional strategies different from the whole class and have shown growth.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher has used data to effectively drive and differentiate instruction at both whole class and individual (targeted student) level.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher has used data to effectively drive and differentiate instruction at the whole class level.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher does not use data to effectively drive and differentiate instruction.</li> </ul>

#### 3.3 Attainment of Student Growth and Achievement Goal **Note: When standard benchmark assessments become available, they will become a part of this process.**

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<ul style="list-style-type: none"> <li>Teacher has demonstrated an exceptional impact on learning as evidenced by student data indicating both benchmark and student growth.</li> <li>Teacher has used a variety of checkpoints to track data.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher has demonstrated a considerable impact on learning as evidenced by student data indicating both benchmark and student growth.</li> <li>Teacher has checkpoints to track data.</li> <li>Teacher has used data effectively to drive instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher has demonstrated some impact on learning as evidenced by student data indicating both benchmark and student growth.</li> <li>Teacher has used at least one checkpoint to track data.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher has demonstrated an insufficient impact on learning as evidenced by student data indicating both benchmark and student growth.</li> <li>Teacher has no demonstrated evidence of effective use of data for assessing and/or using data for instruction.</li> </ul>

## Domain 4: Management

Teachers develop a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

### 4.1 Maximize Instructional Time Through Classroom Management

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</p> <ul style="list-style-type: none"> <li>Students share responsibility for operations and routines and work well together to accomplish these tasks.</li> <li>The work area greatly enhances student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher starts class on-time with a meaningful activity.</li> <li>Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing with minimal prompting from the teacher.</li> <li>Students are almost always engaged in meaningful work while waiting for the teacher (for example, during attendance).</li> <li>Students are on-task and follow instructions of the teacher with minimal prompting.</li> <li>Disruptive behaviors and off-task conversations are rare. When they occur, they are almost always addressed without major interruption to the lesson.</li> <li>Teacher paces lessons appropriately and transitions effectively to maximize instructional time.</li> <li>The physical environment contributes to student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher inconsistently starts class starts on-time.</li> <li>Routines, transitions, and procedures are in place, but require significant teacher direction and/or prompting to be followed.</li> <li>There is more than a brief period of time when students are left without meaningful work to keep them engaged.</li> <li>Significant prompting from the teacher is necessary for students to follow instructions and remain on-task.</li> <li>Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem.</li> <li>Teacher may pace lesson time inappropriately between parts of the lesson.</li> <li>Teaching area is safe, but unorganized.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher may frequently start class late.</li> <li>There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher.</li> <li>There are significant periods of time in which students are not engaged in meaningful work</li> <li>Even with significant prompting, students frequently do not follow directions and are off-task.</li> <li>Disruptive behaviors and off task conversations are common and/or frequently cause the teacher to have to make adjustments to the lesson.</li> <li>Time management is generally poor and wastes instructional time.</li> <li>Teacher does not maintain a safe, orderly, functional teaching area.</li> </ul>

### 4.2 Culture of Respect and Collaboration

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</p> <ul style="list-style-type: none"> <li>Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance.</li> <li>Students reinforce positive character and behavior and discourage negative behavior amongst them.</li> </ul>	<ul style="list-style-type: none"> <li>In General, students are respectful of their teacher and peers.</li> <li>Teacher provides opportunities for students to collaborate and support each other in the learning process.</li> <li>Teacher models and reinforces positive character and respectful behavior and uses consequences appropriately to discourage negative behavior.</li> <li>Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Students are generally respectful of their teacher and peers, but act out or need to be reminded of classroom expectations.</li> <li>Teacher provides opportunities for students to collaborate, but students may not always be supportive of each other or may need significant assistance from the teacher to work together.</li> <li>Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both.</li> <li>Teacher may have good rapport with a few students.</li> </ul>	<ul style="list-style-type: none"> <li>Students are frequently disrespectful of teacher or peers as evidenced by inappropriate remarks or disruptive behavior.</li> <li>Teacher does not provide students opportunities to collaborate OR during these times, student do not work well together even with teacher intervention.</li> <li>Teacher rarely praises positive behavior or addresses negative behavior.</li> <li>Teacher makes minimal effort to develop rapport with students.</li> </ul>

### 4.3 Culture of High Expectations and Academic Success

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</p> <ul style="list-style-type: none"> <li>Students participate in forming academic goals for themselves and analyzing their progress.</li> <li>Students demonstrate high academic expectations for themselves.</li> <li>Student comments and actions demonstrate that they are excited about their work and understand why it is important.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher sets high expectations for students at all levels.</li> <li>Teacher cultivates student investment in his/her work and academic success as evidenced by student effort and quality of work.</li> <li>The teacher creates a safe place for students to take on challenges and risk failure.</li> <li>The teacher celebrates and/or displays student effort and success.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher may set high expectations for some, but not others.</li> <li>Students are generally invested in their work, but teacher allows them to occasionally spend time off-task or give up when work is challenging.</li> <li>Teacher action or inaction causes some students to be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily).</li> <li>High quality work of a few, but not all students may be displayed in the classroom. Teacher may praise the academic work of some but not others.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher rarely sets high expectations for students.</li> <li>Students may demonstrate disinterest or lack of investment in their work.</li> <li>The teacher makes or allows discouraging comments and, as a result, students are generally afraid to take on challenges and risk failure.</li> <li>High quality work is rarely displayed in the classroom, or teacher rarely praises academic work or good behavior.</li> </ul>

### 4.4 Engage Families in Student Learning and Success

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</p> <ul style="list-style-type: none"> <li>The teacher strives to form relationships in which parents are given ample opportunity to participate in student learning.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher addresses concerns in an effective, timely, and positive manner.</li> <li>The teacher proactively reaches out to parents in a variety of ways to engage them in student learning in addition to the parent outreach required by the school.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher responds to contact from parents.</li> <li>The teacher engages in all forms of parent outreach required by the school (open house, parent teacher conferences), however, the teacher may not reach out to parents to engage them in student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher rarely reaches out to parents and/or frequently does not respond to contacts from parents.</li> </ul>

## Domain 5: Commitment to the Profession

Teachers develop and sustain intense energy and commitment within their school community to ensure the achievement of all students.

Notes:

1. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.
2. Educators may demonstrate indicators within this domain through sharing of artifacts during pre/post conferences in addition to those noted in observations.

### 5.1 Contribute to School Culture

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ The teacher contributes ideas and expertise to further the school's mission and initiatives.</li> <li>◦ The teacher seeks out leadership roles that cause them to go above and beyond in dedicating time to students and peers outside of class.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The teacher consistently makes positive contributions towards the school's mission and initiatives.</li> <li>◦ The teacher willingly dedicates time to help students and colleagues both in and out of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The teacher contributes occasional ideas and expertise to further the school's mission and initiatives.</li> <li>◦ The teacher occasionally dedicates time to help students and colleagues both in and out of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Teacher rarely contributes ideas aimed at furthering school's mission and initiatives.</li> <li>◦ Teacher rarely dedicates time outside of class towards helping students and peers.</li> </ul>

### 5.2 Collaborate with Peers

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ The teacher goes above and beyond in seeking out opportunities to collaborate.</li> <li>◦ The teacher coaches peers through difficult situations.</li> <li>◦ The teacher takes on leadership roles within collaborative groups such as Professional Learning Communities and School Improvement Teams.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The teacher regularly seeks out and participates in opportunities to work with and learn from others.</li> <li>◦ The teacher asks for assistance, when needed, and provides assistance to others in need.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Teacher occasionally participates in opportunities to work with and learn from others but does not seek out opportunities to collaborate with others.</li> <li>◦ The teacher asks for assistance when needed, but does not offer to provide other teachers with assistance when needed.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Teacher rarely participates in opportunities to work with others. Teacher works in isolation and is not a team player.</li> </ul>

### 5.3 Seek Professional Skills and Knowledge

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ The teacher regularly shares newly learned knowledge and practices with others.</li> <li>◦ The teacher seeks out opportunities to lead professional development sessions.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Teacher actively pursues opportunities to improve knowledge and practice.</li> <li>◦ The teacher seeks out ways to implement new practices where applicable.</li> <li>◦ The teacher welcomes constructive feedback to improve practices.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The teacher attends all mandatory profession development opportunities.</li> <li>◦ The teacher does not actively pursue optional professional development opportunities.</li> <li>◦ The teacher may not seek out ways to implement new practices into instruction.</li> <li>◦ The teacher may not accept constructive feedback well.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Teacher rarely or never attends professional development opportunities.</li> <li>◦ Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning.</li> </ul>

### 5.4 Advocate for Ongoing Student Success

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ Display commitment to the education of all the students.</li> <li>◦ Understands and attempts to make changes and take risks to ensure student success.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The teacher displays commitment to the education of all students.</li> <li>◦ The teacher attempts to address obstacles impacting student achievement.</li> <li>◦ The teacher advocates for students' individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Teacher displays commitment to the education of all of his/her students, but may not advocate for student's needs.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Teacher rarely displays commitment to the education of his/her students.</li> <li>◦ Teacher accepts failure as par for the course and does not advocate for student's needs.</li> </ul>

## Tippecanoe School Corporation Educator (Counselor) Development Rubric

<b>Educator:</b>	<b>Primary Evaluator:</b>
<b>School Year:</b>	<b>Secondary Evaluators:</b>

### Basic Professional Expectations

**These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Counselors are expected to meet these standards. If they do not, it will affect their overall rating negatively.**

- Notes:
1. Although an educator may remain in paid status due to available days as defined in the collective bargaining agreement, excessive absences negatively impact student achievement. Educators are encouraged to submit a doctor note for personal absences when available.

Expectations	Meets Expectations	Does Not Meet Expectations
<b>P-1 Attendance &amp; Punctuality</b>	<ul style="list-style-type: none"> <li>◦ Individual has demonstrated a pattern of attendance and punctuality that falls within the expectation set forth by TSC.</li> <li>◦ Individual recognizes that absences negatively affect instruction and therefore uses every available avenue to schedule appointments and planned absences outside the school calendar.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern of excessive absences that are not medically documented and/or Individual has demonstrated a pattern of unexcused late arrivals.</li> <li>◦ Individual often schedules appointments and/or planned absences while school is in session. Individual has an attendance violation resulting in disciplinary action (example: inappropriate use of benefit days)</li> </ul>
<b>P-2 Policies &amp; Procedures</b>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern of following state, corporation, and school policies and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern or has a violation resulting in disciplinary action with respect to following state, corporation, and/or school policies and procedures.</li> </ul>
<b>P-3 Respectful Demeanor &amp; Communication</b>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner. Inspires respect and gives respect.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and/or community members in a respectful manner or has a related infraction warranting a disciplinary action.</li> </ul>
<b>P-4 Effective Communication</b>	<ul style="list-style-type: none"> <li>◦ Individual demonstrates a pattern of using proper grammar and/or pronunciation in spoken and written form in professional settings.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Despite redirection and feedback, individual continues to demonstrate a pattern of improper grammar and/or pronunciation in either the spoken or written form in professional settings or individual has a violation resulting in disciplinary action with respect to communication of any kind.</li> </ul>

<b>P-5</b>	<b>Ethical Standards</b>	<ul style="list-style-type: none"> <li>◦ The individual adheres to ethical standards of the counseling profession and respects student confidentiality.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The individual shows a pattern of disregard for ethical standards of the counseling profession and respect for student confidentiality.</li> </ul>
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**Domain 1: Counseling Activities**

1. Counselors may demonstrate indicators within this domain through sharing of artifacts during pre/post conferences in addition to those noted in observations.
2. Not every indicator will be present at every grade level.

**1-1 Competency: The school counselor assists students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.**

<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ The school counselor is instrumental in students acquiring the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others.</li> <li>◦ The school counselor effectively models appropriate behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The school counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The school counselor occasionally encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and/or rarely models appropriate behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The school counselor rarely encourages or does not encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors.</li> </ul>

**1-2 Competency: The school counselor provides individual counseling, group counseling, consultation, crisis intervention, and referrals.**

<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ Counselor seeks out opportunities to meet with students regarding their concerns/needs.</li> <li>◦ Counselor seeks out opportunities to include group counseling.</li> <li>◦ Counselor takes a leadership role in the RTI/Student Assistance/Problem</li> </ul>	<ul style="list-style-type: none"> <li>◦ Counselor listens, comforts, and supports the student who expresses a concern and assists them in developing a plan of action.</li> <li>◦ Counselor helps students to differentiate situations that require peer support, adult assistance and professional help.</li> <li>◦ Counselor uses appropriate counseling strategies for the setting.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Counselor sometimes listens, comforts, and supports the student who expresses a concern.</li> <li>◦ Counselor rarely helps students to know the correct resources to access with a concern.</li> <li>◦ Counselor irregularly uses appropriate strategies for the setting.</li> <li>◦ Counselor refers students/parents to school or community resources infrequently.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Counselor avoids opportunities to listen, comfort, and support the student who expresses a concern.</li> <li>◦ Counselor rarely uses appropriate strategies for the setting.</li> <li>◦ Counselor does not or incorrectly refers students/parents to school or community resources.</li> <li>◦ Counselor refuses to serve as a consultant or provides incorrect information.</li> </ul>

Solving/Special education/504 processes.	<ul style="list-style-type: none"> <li>◦ Counselor refers students/parents to school or community resources as necessary.</li> <li>◦ Counselor serves as a consultant in the RTI/Student Assistance/Problem Solving/Special education/504 processes.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Counselor occasionally serves as a consultant.</li> </ul>	
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**1-3 Competency: The school counselor teaches skills and provides information about opportunities through classroom guidance and parent programs.**

<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ Multiple opportunities exist for parents to participate in group meetings.</li> <li>◦ Parent education opportunities are provided.</li> <li>◦ Counselor serves as a resource for classroom teachers to assist in educating students and/or parents about mental health/development/social topics.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Counselor reinforces safety and survival skills with students.</li> <li>◦ Counselor teaches social, behavioral, and organizational skills for school success.</li> <li>◦ Counselor meets with students and/or parents in group settings for academic/career guidance activities.</li> <li>◦ Counselor provides adequate opportunities for parents to meet in group settings to better understand the opportunities available to students.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Counselor rarely reinforces safety and survival skills with students.</li> <li>◦ Counselor inconsistently teaches social, behavioral, and organizational skills for school success.</li> <li>◦ Counselor offers few opportunities to meet with students and/or parents in group settings for academic/ career guidance activities.</li> <li>◦ Counselor rarely provides opportunities for parents to meet in group settings to better understand the opportunities available to students.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Counselor rarely or never meets with groups of students in a classroom setting.</li> <li>◦ Counselor offers no parent group meetings.</li> </ul>

**1-4 Competency: The school counselor provides services to all students, fostering a clear understanding of diversity, ethnicity, and culture.**

<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ The school counselor consistently provides services to all students,</li> </ul>	<ul style="list-style-type: none"> <li>◦ The school counselor consistently provides services to all students and often takes a multicultural or diverse perspective into consideration.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The school counselor sometimes provides services to students from a multicultural or diverse perspective.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students.</li> </ul>

fostering a clear understanding and appreciation of diversity, ethnicity, and culture.			
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**Domain 2: Promoting Academic Success**

**The school counselor has a unique opportunity to effect student academic success through direct contact with students, assisting other faculty members, and interaction with families.**

Notes:

1. One way an observer can effectively gather information to score this standard is through brief conversation with students (when appropriate).
2. Not all indicators may be present at every grade level.

**2-1 Competency: The school counselor assists students and parents in the transition between educational settings.**

<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ Counselor collaborates with the new school setting to assist students with a successful transition.</li> <li>◦ Counselor proactively seeks out information to include in transition documents to best serve the student.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Counselor provides an adequate orientation for students and parents who are new to school to ease the transition process.</li> <li>◦ (HS) Counselor assists students with the post-secondary admissions process in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Counselor provides minimal orientation for students and parents who are new to the school.</li> <li>◦ (HS) Counselor assists some students with the post-secondary admissions process.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Counselor provides little assistance to students transitioning in or out of the school.</li> <li>◦ (HS) Counselor does not assist students with post-secondary options.</li> </ul>

<b>2-2</b>	<b>Competency: The school counselor works with students, faculty, and parents in planning the maximum educational program which encourages the highest level of achievement for each student.</b>			
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>	
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ Counselor assists student/parent with requests for individual assistance in development of a comprehensive education plan.</li> <li>◦ Counselor assists in the creation of realistic goals that impact student achievement.</li> <li>◦ Counselor is instrumental in improving attendance and completion of quality work.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Counselor encourages students/parents to set realistic goals that impact student achievement.</li> <li>◦ Counselor provides accurate information for the student/parent to develop a comprehensive education plan.</li> <li>◦ Counselor assists students in understanding the benefit of good attendance and completing quality work.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Counselor rarely encourages students/parents to set goals.</li> <li>◦ Counselor provides incomplete information for the student/parent to develop a comprehensive education plan.</li> <li>◦ Counselor rarely communicates the connection between student achievement, attendance and work completion.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Counselor fails to encourage goal setting or sets unrealistic goals for the student.</li> <li>◦ Counselor supplies insufficient or inaccurate information for educational planning.</li> <li>◦ Counselor does not talk to students about good attendance and completing work.</li> </ul>	
<b>2-3</b>	<b>Competency: The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.</b>			
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>	
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well the following:</i></p> <ul style="list-style-type: none"> <li>◦ The school counselor collaborates with stakeholders to design and implement programs which enhance student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The school counselor monitors student achievement and utilizes the data to analyze areas of student need.</li> <li>◦ The school counselor collaborates with stakeholders to improve student success.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The school counselor monitors student achievement but does not utilize the data to enhance student success.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The school counselor does not monitor academic achievement.</li> </ul>	
<b>2-4</b>	<b>Competency: The school counselor engages families in student learning and success.</b>			
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>	
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ The counselor strives to form relationships in which parents are given ample opportunity to participate in student learning and success.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The counselor addresses concerns in an effective, timely, and positive manner.</li> <li>◦ The counselor proactively reaches out to parents in a variety of ways to engage them in student learning in addition to the parent outreach required by the school.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The counselor responds to contact from parents.</li> <li>◦ The counselor engages in all forms of parent outreach required by the school (open house, parent teacher conferences), however, the counselor may not reach out to parents to engage them in student learning.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Counselor rarely reaches out to parents and/or frequently does not respond to contacts from parents.</li> </ul>	

<b>2-5</b>	<b>Competency: The school counselor advocates for ongoing student success.</b>		
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ Displays commitment to the education of all the students.</li> <li>◦ Understands and attempts to make changes and take risks to ensure student success.</li> <li>◦ The school counselor effectively communicates with appropriate stakeholders from a variety of backgrounds for the success of students and to increase awareness of student needs.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The counselor displays commitment to the education of all students.</li> <li>◦ The counselor attempts to address obstacles impacting student achievement.</li> <li>◦ The counselor advocates for students' individual needs.</li> <li>◦ The counselor looks for ways to support and/or reward positive behavior changes.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Counselor displays commitment to the education of all of his/her students, but may not advocate for student's needs.</li> <li>◦ The counselor addresses the need for improved behavior but does not actively support or reward students.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Counselor rarely displays commitment to the education of his/her students.</li> <li>◦ Counselor accepts failure as par for the course and does not advocate for student's needs.</li> <li>◦ The counselor does not address behavior.</li> </ul>

**Domain 3: Career Development**

1. Counselors may demonstrate indicators within this domain through sharing of artifacts during pre/post conferences in addition to those noted in observations.
2. Not every indicator will be present at every grade level.

<b>3-1</b>	<b>Competency: The school counselor facilitates a comprehensive career program that is age-appropriate and aligned with state standards.</b>		
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>
<ul style="list-style-type: none"> <li>◦ The school counselor facilitates age-appropriate career development, aligned with state standards, regularly utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The school counselor facilitates age-appropriate career development, aligned with state standards. Outside resources are occasionally used.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The school counselor rarely facilitates age-appropriate career development, aligned with state standards.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The school counselor does not facilitate age-appropriate career development.</li> </ul>

3-2	<b>Competency: The school counselor facilitates student understanding of the relationship between academics, personal qualities, education and training, and the world of work.</b>			
<b>Highly Effective (4)</b>		<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>
<ul style="list-style-type: none"> <li>◦ The school counselor consistently helps students understand the relationship between educational achievement and career success, explains how work can help students achieve personal success and satisfaction, and demonstrates knowledge of students' background, skills, and interests.</li> <li>◦ The counselor promotes lifelong learning and employability skills.</li> </ul>		<ul style="list-style-type: none"> <li>◦ The school counselor often helps students understand the relationship between educational achievement and career success, and explains how work can help students achieve personal success and satisfaction.</li> <li>◦ The counselor promotes lifelong learning and employability skills.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The school counselor rarely helps students understand the relationship between educational achievement and career success and rarely explain how work can help students achieve personal success and satisfaction.</li> <li>◦ The counselor rarely promotes lifelong learning and employability skills.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The school counselor does not help students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction.</li> <li>◦ The counselor does not promote lifelong learning and employability skills.</li> </ul>
<b>Domain 4: Program Management</b>				
<ol style="list-style-type: none"> <li>1. Counselors may demonstrate indicators within this domain through sharing of artifacts during pre/post conferences in addition to those noted in observations.</li> <li>2. Not every indicator will be used at every grade level.</li> </ol>				
4-1	<b>Competency: Use of Technology</b>			
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ Counselor is proficient in a number of commonly used computer applications.</li> <li>◦ Counselor seeks out opportunities to improve practice through the application of technology.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Counselor integrates technology effectively in instructional settings.</li> <li>◦ Counselor is proficient in using the student management program.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Counselor uses minimal technology in instructional settings when it is appropriate to do so.</li> <li>◦ Counselor struggles to use the student management program.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Counselor refuses or is unable to learn to use technology.</li> </ul>	

<b>4-2</b>	<b>Competency: Awareness of School and Community Activities</b>		
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as the following:</i></p> <ul style="list-style-type: none"> <li>◦ Counselor encourages student participation in a variety of school and community activities and assists them with the registration process.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Counselor disseminates information about school and community activities that enhance student engagement in a timely and organized manner.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Counselor is aware of school and community activities from which students may benefit, but does not disseminate information about them in a timely and/or organized manner.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Counselor is unaware of many school or community activities in which students can participate.</li> </ul>
<b>4-3</b>	<b>Competency: Management of the Assessment Programs</b>		
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ Counselor seeks out opportunities to ethically prepare students for testing.</li> <li>◦ Counselor directs students and parents to appropriate remediation and/or rescore/retest opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Counselor fulfills all duties delegated to them with regard to the student assessment program in an efficient manner.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Counselor attempts to fulfill duties delegated to them with regard to the student assessment program, but some tasks may not be complete and/or accurate.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Counselor is unable to complete the delegated duties.</li> </ul>
<b>4-4</b>	<b>Competency: Management of the Non-Counseling Components of the School Guidance Program</b>		
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as the following:</i></p> <ul style="list-style-type: none"> <li>◦ The counselor takes a leadership role in identifying and/or improving the effectiveness of duties that strengthen the school/TSC guidance program.</li> </ul>	<p>Effectively manages the duties identified as part of the school guidance program by the counselor, principal, and TSC Counselor Job Description.</p> <p>Duties <u>may</u> include and are not limited to:</p> <ul style="list-style-type: none"> <li>◦ Coordinates specific program areas (Scholarships, Alternative School, Standardized Testing, Recruiters etc.)</li> </ul>	<ul style="list-style-type: none"> <li>◦ Accepts responsibility for the duties identified as part of the school guidance program by the counselor, principal, and TSC Counselor Job Description, but does not manage them in an effective manner.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Does not fulfill all or part of the assigned duties identified as part of the school guidance program by the counselor, principal, and TSC Counselor Job Description.</li> </ul>

	<ul style="list-style-type: none"><li>◦ Contributes to the school newsletter with items relevant to the counseling/guidance program.</li><li>◦ Identifies and posts links to guidance topics and/or school/community events on the school webpage.</li><li>◦ Oversees the planning of special events (career days, awards programs, guest speakers, etc.)</li><li>◦ Maintains student academic records.</li></ul>		
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**Domain 5: Commitment to the Profession**

**Counselors develop and sustain intense energy and commitment within their school community to ensure the achievement of all students.**

Notes:

1. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.
2. Educators may demonstrate indicators within this domain through sharing of artifacts during pre/post conferences in addition to those noted in observations.

**5-1 Competency: Contribution to School Culture**

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ The counselor contributes ideas and expertise to further the school' mission and initiatives.</li> <li>◦ The counselor seeks out leadership roles that go above and beyond in dedicating time to students and stakeholders.</li> <li>◦ The school counselor provides consistent and effective leadership in the school counseling program and the school in a way that directly benefits students, families, educational personnel, and/or community stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The counselor consistently makes positive contributions towards the school's mission and initiatives.</li> <li>◦ The school counselor provides consistent and effective leadership in the school counseling program and the school.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The counselor contributes occasional ideas and expertise to further the school's mission and initiatives.</li> <li>◦ The school counselor provides leadership, but may not follow through appropriately and/or may not demonstrate an effective leadership style.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Counselor rarely contributes ideas aimed at furthering school's mission and/or initiatives.</li> <li>◦ The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community.</li> </ul>

**5-2 Competency: Collaboration with Peers**

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ The school counselor demonstrates effective communication skills and collaboration with appropriate stakeholders from a variety of backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The school counselor regularly seeks out and participates in opportunities to work with and learn from others.</li> <li>◦ The school counselor asks for assistance, when needed, and provides assistance to others in need.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The school counselor occasionally participates in opportunities to work with and learn from others but does not seek out opportunities to collaborate with others.</li> <li>◦ The school counselor asks for assistance when needed, but does not offer to provide other</li> </ul>	<ul style="list-style-type: none"> <li>◦ The school counselor rarely participates in opportunities to learn from others.</li> <li>◦ The school counselor works in isolation and is not a team player.</li> </ul>

<ul style="list-style-type: none"> <li>◦ The school counselor demonstrates a direct impact of these collaborative activities on students.</li> <li>◦ The school counselor takes on leadership roles within collaborative groups such as Professional Learning Communities and School Improvement Teams.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The school counselor demonstrates effective communication skills and collaboration with appropriate stakeholders from a variety of backgrounds.</li> </ul>	<p>faculty members with assistance when needed.</p> <ul style="list-style-type: none"> <li>◦ The school counselor rarely collaborates with stakeholders.</li> </ul>	
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<b>5-3</b>	<b>Competency: Professional Skills and Knowledge</b>
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<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>◦ The counselor regularly shares newly learned knowledge and practices with others.</li> <li>◦ The counselor seeks out opportunities to lead professional development sessions.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Counselor actively pursues opportunities to improve knowledge and practice.</li> <li>◦ The counselor seeks ways to implement new practices where applicable.</li> <li>◦ The counselor welcomes constructive feedback to improve practices.</li> <li>◦ The school counselor shares his/her expertise with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>◦ The counselor attends all mandatory profession development opportunities.</li> <li>◦ The counselor does not actively pursue optional professional development opportunities.</li> <li>◦ The counselor may not seek out ways to implement new practices into instruction.</li> <li>◦ The counselor may not accept constructive feedback well.</li> <li>◦ The school counselor rarely shares his/her expertise with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Counselor rarely or never attends professional development opportunities.</li> <li>◦ Counselor shows little or no interest in new ideas, programs, or classes to improve teaching and learning.</li> </ul>



# TSC EDUCATOR DEVELOPMENT

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New Teacher Orientation 2017

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# TSC Educator Development & Evaluation System

## Educator Development Goals (EDGs)

EDG-PPF (Personal Professional Focus)

EDG-SWF (School-Wide Focus)

## Rubric

Short Observations

Long Observations

## School Wide Letter Grade

Individual Growth Model\* (Grades 4 – 8 / Language Arts & Math)

2 Groups: With and Without Individual Growth Model Data

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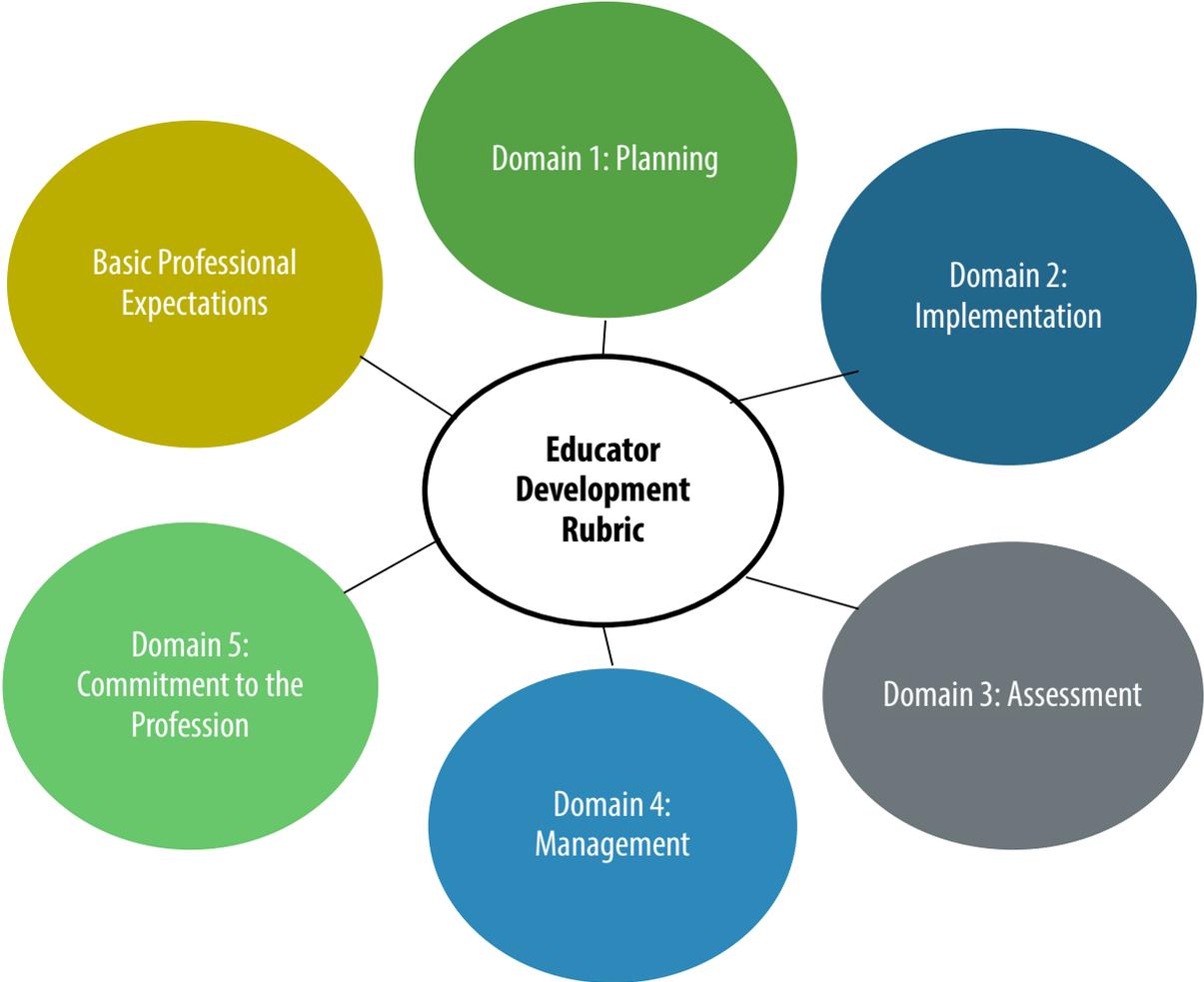
# Educator Development Goals

Resource Materials Located on the T Drive: Educator  
Development & Evaluation System

SMART Goals

Focused on improving the educator's skills

# Professional Practice is measured using the TSC Educator Development Rubric

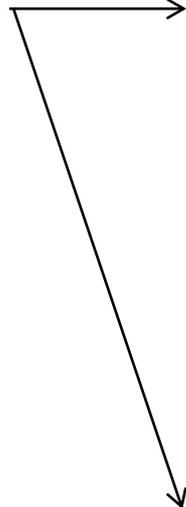


Each domain has several competencies and indicators to help the teacher know expectations at each level.

**Domain**

Domain 1: Planning				
<p>Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress. Teacher modifies plans in response to student needs and progress.</p> <p>Notes:</p> <ol style="list-style-type: none"> <li>Educators may demonstrate indicators within this domain through sharing of artifacts during pre/post conferences in addition to those noted in observations.</li> </ol>				
<b>1.1 Competency: Utilizing Assessment Data to Plan</b>				
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>	
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>Teacher consistently plans differentiated instructional strategies to reach students at their levels of understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses prior assessment data to formulate achievement goals, unit plans and lesson plans.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses prior assessment data to formulate achievement goals, unit plans, or lesson plans, but not all of the above.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher rarely or never uses prior assessment data when planning.</li> </ul>	
<b>1.2 Competency: Set Measurable Achievement Goals</b>				
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>	
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well</i></p>	<ul style="list-style-type: none"> <li>Teacher consistently develops student</li> </ul>	<ul style="list-style-type: none"> <li>Teacher develops student achievement goals that are</li> </ul>	<ul style="list-style-type: none"> <li>Teacher rarely or never develops student</li> </ul>	

**Competencies**



**Performance Level Ratings**

**Indicators**

# Domain 1: Planning

Domain 1	Planning
Definition	Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments, and a system for tracking student progress. Teacher modified plans in response to student needs and progress.
Competencies	1.1 Utilizing Assessment Data to Plan 1.2 Set Measurable Achievement Goals 1.3 Create Objective-Driven Lesson Plans and Assessments



What might help show effectiveness in this domain?

# Domain 2: Implementation

Domain 2	Implementation
Definition	Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives.
Competencies	2.1 Develop Student Understanding of Lesson Objectives 2.2 Demonstrate and Clearly Communicate Content Knowledge to Students 2.3 Develop Higher Level of Understanding Through Rigorous Instruction and Work 2.4 Check for Understanding



What might help show effectiveness in this domain?

# Domain 3: Assessment

Domain 3	Assessment
Definition	Teachers utilize a variety of strategies to assess and communicate student mastery of content throughout the learning process. Teachers use this data to drive instruction and to differentiate instruction. Teacher use data to optimize the learning process for students.
Competencies	3.1 Track Student Data and Analyze Progress 3.2 Differentiation of Class and Targeted Student Instruction 3.3 Attainment of Student Growth and Achievement



What might help show effectiveness in this domain?

# Domain 4: Management

Domain 4	Management
Definition	Teachers develop a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.
Competencies	<ul style="list-style-type: none"><li>4.1 Maximize Instructional Time Through Classroom Management</li><li>4.2 Culture of Respect and Collaboration</li><li>4.3 Culture of High Expectations and Academic Success</li><li>4.4 Engage Families in Student Learning and Success</li></ul>



What might help show effectiveness in this domain?

# Domain 5: Commitment to the Profession

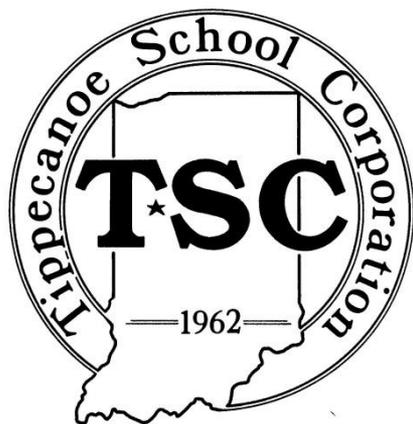
Domain 5	Commitment to the Profession
Definition	Teachers develop and sustain intense energy and commitment within their school community to ensure the achievement of all students.
Competencies	5.1 Contribute to School Culture 5.2 Collaborate with Peers 5.3 Seek Professional Skills and Knowledge 5.4 Advocate for Ongoing Student Success



What might help show effectiveness in this domain?

Summative ratings take into account multiple metrics.

<b>Metrics</b>			
<b>Group 1 (w/IGM)</b>		<b>Group 2</b>	
<b>Educator Development Rubric</b>	<b>80%</b>	<b>Educator Development Rubric</b>	<b>80%</b>
<b>Educator Development Goals (EDGs)</b>	<b>10%</b>	<b>Educator Development Goals (EDGs)</b>	<b>10%</b>
<b>Student Learning Measures</b>	<b>Embed in Rubric</b>	<b>Student Learning Measures</b>	<b>Embed in Rubric</b>
<b>School Wide Letter Grade &amp; IGM</b>	<b>5% + 5%</b>	<b>School Wide Letter Grade</b>	<b>10%</b>



# TSC EDUCATOR DEVELOPMENT

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Administrator Training

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# TSC Educator Development & Evaluation System

## Educator Development Goals (EDGs)

EDG-PPF (Personal Professional Focus)

EDG-SWF (School-Wide Focus)

## Rubric

Short Observations

Long Observations

## School Wide Measures

School Letter Grade

Individual Growth Model

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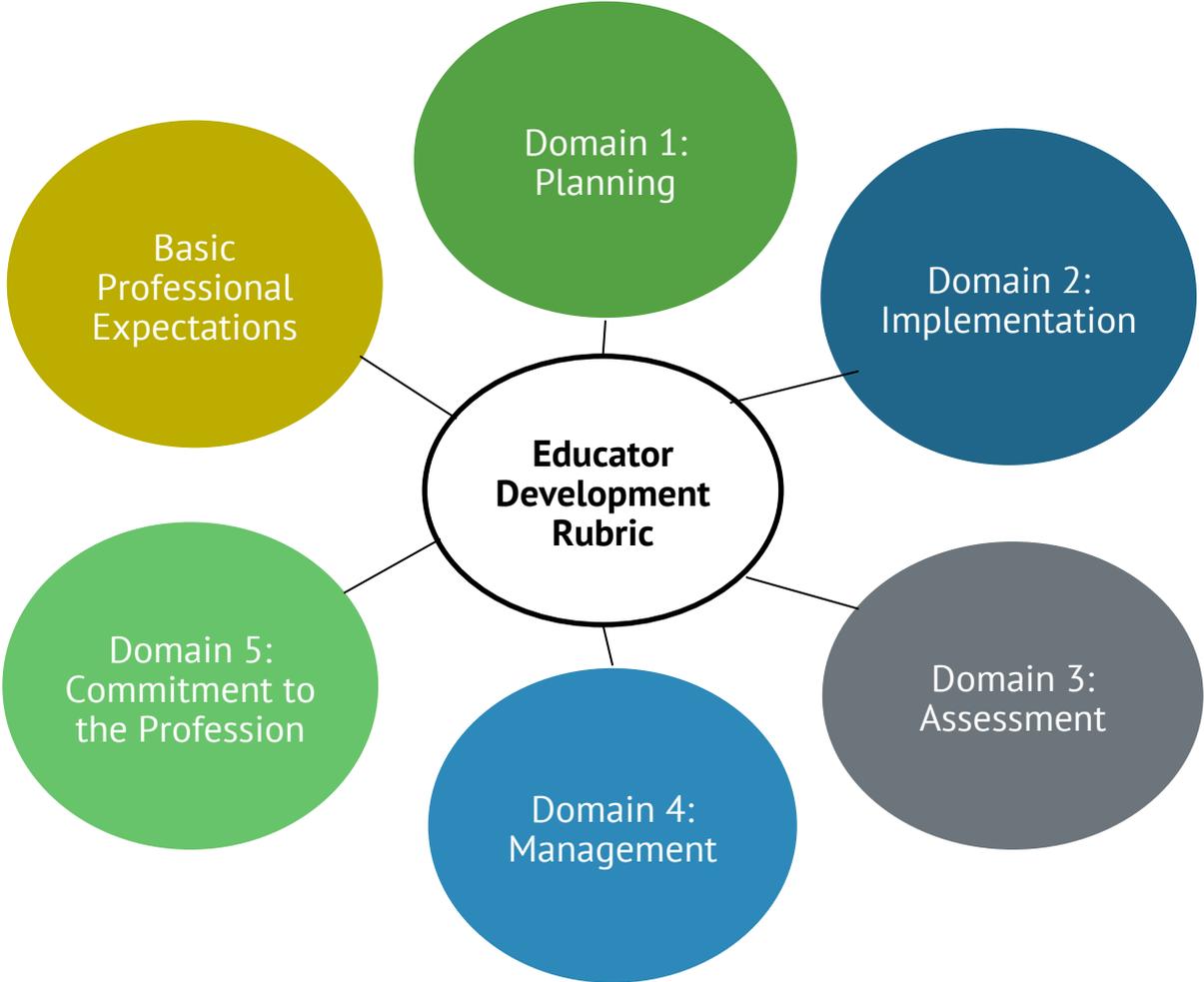
# Educator Development Goals

Resource Materials Located on the T Drive: Educator  
Development & Evaluation System

SMART Goals

Focused on improving the educator's skills

# Professional Practice is measured using the TSC Educator Development Rubric

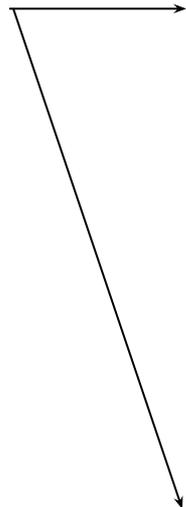


Each domain has several competencies and indicators to help the evaluator determine what to look for.

**Domain**

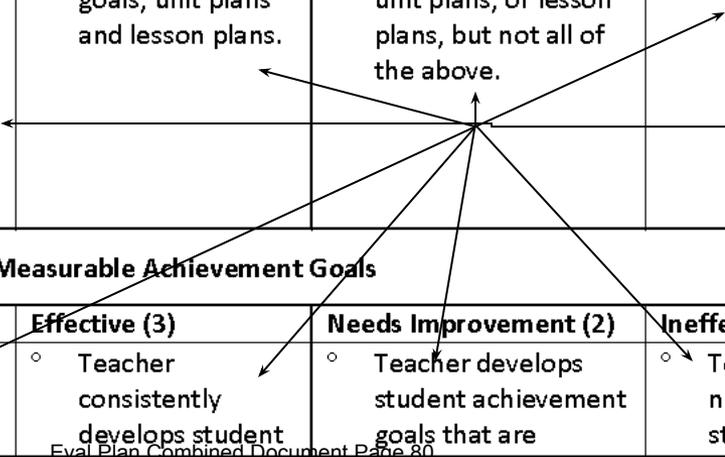
<b>Domain 1: Planning</b>				
<p><b>Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress. Teacher modifies plans in response to student needs and progress.</b></p> <p>Notes:</p> <ol style="list-style-type: none"> <li>Educators may demonstrate indicators within this domain through sharing of artifacts during pre/post conferences in addition to those noted in observations.</li> </ol>				
<b>1.1 Competency: Utilizing Assessment Data to Plan</b>				
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>	
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>Teacher consistently plans differentiated instructional strategies to reach students at their levels of understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses prior assessment data to formulate achievement goals, unit plans and lesson plans.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses prior assessment data to formulate achievement goals, unit plans, or lesson plans, but not all of the above.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher rarely or never uses prior assessment data when planning.</li> </ul>	
<b>1.2 Competency: Set Measurable Achievement Goals</b>				
<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>	
<p><i>For Level 4, all of the evidence listed under Level 3 is present as well</i></p>	<ul style="list-style-type: none"> <li>Teacher consistently develops student</li> </ul>	<ul style="list-style-type: none"> <li>Teacher develops student achievement goals that are</li> </ul>	<ul style="list-style-type: none"> <li>Teacher rarely or never develops student</li> </ul>	

**Competencies**



**Performance Level Ratings**

**Indicators**



# Domain 1: Planning

Domain 1	Planning
Definition	Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments, and a system for tracking student progress. Teacher modified plans in response to student needs and progress.
Competencies	1.1 Utilizing Assessment Data to Plan 1.2 Set Measurable Achievement Goals 1.3 Create Objective-Driven Lesson Plans and Assessments



What evidence might you collect to assess effectiveness in this domain?

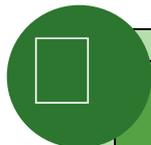
# Domain 2: Implementation

The “Notes” section further helps to clarify and provide examples for the indicators

Domain 2: Implementation			
<p>Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives.</p> <p>Notes:</p> <ol style="list-style-type: none"> <li>One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).</li> <li>In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various “centers”, early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.</li> <li>Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.</li> </ol>			
<b>2.1 Develop Student Understanding of Lesson Objectives</b>			
<p><b>Highly Effective (4)</b></p> <p>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</p> <ul style="list-style-type: none"> <li>The lesson objective is explained so that students can articulate what they are learning and why it is important beyond repeating the stated objective.</li> <li>Student is able to connect objective to what has already been learned and/or future learning.</li> </ul>	<p><b>Effective (3)</b></p> <ul style="list-style-type: none"> <li>The lesson objective is explained so that students understand why they are learning what they are learning.</li> </ul>	<p><b>Needs Improvement (2)</b></p> <ul style="list-style-type: none"> <li>The lesson objective is stated, but not in a manner that leads to understanding.</li> </ul>	<p><b>Ineffective (1)</b></p> <ul style="list-style-type: none"> <li>The teacher fails to communicate the lesson objective.</li> </ul>
<b>2.2 Demonstrate and Clearly Communicate Content Knowledge to Students</b>			
<p><b>Highly Effective (4)</b></p> <p>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</p> <ul style="list-style-type: none"> <li>Explanations spark student excitement and interest in the content.</li> <li>Teacher effectively connects content to other disciplines, students’ experiences and interests, or current events in order to make content relevant and interesting.</li> <li>Students participate in each other’s learning of content through collaboration during the lesson.</li> <li>Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level.</li> </ul>	<p><b>Effective (3)</b></p> <ul style="list-style-type: none"> <li>Teacher demonstrates content knowledge and delivers content that is factually correct.</li> <li>Teacher’s presentation of content is clear, concise and well-organized. Key concepts are emphasized.</li> <li>Teacher delivers instruction in multiple ways to increase understanding.</li> <li>Teacher uses developmentally appropriate language and explanations.</li> <li>Teacher adjusts lessons to accommodate for student prerequisite skills and knowledge so that all students are engaged.</li> <li>Teacher appropriately and effectively integrates technology as a tool to engage students in academic content.</li> </ul>	<p><b>Needs Improvement (2)</b></p> <ul style="list-style-type: none"> <li>Teacher delivers content that is factually correct.</li> <li>Teacher’s presentation of content occasionally lacks clarity and organization.</li> <li>Teacher uses limited methods to deliver instruction.</li> <li>Teacher does not adequately emphasize main ideas, and students are sometimes confused about key concepts.</li> <li>Teacher sometimes lacks use of developmentally appropriate language.</li> <li>Teacher rarely modifies instruction for students who lack prerequisite skills necessary to fully engage in content.</li> <li>Teacher struggles to integrate technology as a tool to engage students in academic content.</li> <li>Teacher’s lessons do not consistently encourage active student engagement.</li> </ul>	<p><b>Ineffective (1)</b></p> <ul style="list-style-type: none"> <li>Teacher delivers content that is factually incorrect.</li> <li>Lesson is not aligned with developmental level of students (may be too easy or too challenging).</li> <li>Teacher may not use questioning as an effective tool to increase understanding. Students show only a surface understanding of concepts.</li> <li>Teacher does not demonstrate differentiated instruction techniques as a tool to increase student understanding.</li> <li>Teacher does not provide opportunities to meaningfully practice or apply concepts.</li> <li>Instruction is more teacher-directed than appropriate.</li> <li>Teacher gives up on students easily and does not encourage them to persist through difficult tasks.</li> </ul>
<b>2.3 Develop Higher Level of Understanding Through Rigorous Instruction and Work</b>			
<p><b>Highly Effective (4)</b></p> <p>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</p> <ul style="list-style-type: none"> <li>Students are able to answer higher-level questions with meaningful responses.</li> <li>Students pose higher-level questions to the teacher and to each other.</li> <li>Teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great.</li> <li>Teacher encourages students’ interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements.</li> </ul>	<p><b>Effective (3)</b></p> <ul style="list-style-type: none"> <li>Teacher frequently develops higher-level understanding through effective questioning.</li> <li>Teacher uses differentiated instruction techniques as a tool to increase student level of understanding.</li> <li>Teacher provides opportunities for student to meaningfully practice, apply, and demonstrate their learning.</li> <li>Teacher shows patience and motivates students to persevere toward mastery of the objective.</li> </ul>	<p><b>Needs Improvement (2)</b></p> <ul style="list-style-type: none"> <li>Teacher use of questions may not be effective in developing higher-level understanding. (Too complex or confusing)</li> <li>Teacher uses differentiated instruction techniques that do not increase student understanding.</li> <li>Teacher provides limited opportunities for students to meaningfully practice and apply concepts. Instruction is more teacher-directed than appropriate.</li> <li>Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying.</li> </ul>	<p><b>Ineffective (1)</b></p> <ul style="list-style-type: none"> <li>Lesson is not aligned with developmental level of students (may be too easy or too challenging).</li> <li>Teacher may not use questioning as an effective tool to increase understanding. Students show only a surface understanding of concepts.</li> <li>Teacher does not demonstrate differentiated instruction techniques as a tool to increase student understanding.</li> <li>Teacher does not provide opportunities to meaningfully practice or apply concepts. Instruction is more teacher-directed than appropriate.</li> <li>Teacher gives up on students easily and does not encourage them to persist through difficult tasks.</li> </ul>
<b>2.4 Check for Understanding</b>			
<p><b>Highly Effective (4)</b></p> <p>For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:</p> <ul style="list-style-type: none"> <li>Teacher checks for understanding at higher levels by asking scaffold questions that stimulate thinking.</li> <li>The teacher builds upon high quality student responses to extend learning.</li> <li>Teacher uses open-ended questions to reveal common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking.</li> </ul>	<p><b>Effective (3)</b></p> <ul style="list-style-type: none"> <li>Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and accurately gauges the class’s understanding.</li> <li>Teacher checks for understanding and modifies instruction accordingly.</li> <li>Teacher uses a variety of methods to check for understanding.</li> <li>Teacher uses wait time effectively after posing a question and before helping students think through a response.</li> <li>Teacher doesn’t allow students to opt-out of checks for understanding, so cycles back to these students.</li> </ul>	<p><b>Needs Improvement (2)</b></p> <ul style="list-style-type: none"> <li>Teacher sometimes checks for understanding of content during and/or at the end of the lesson or misses several key moments.</li> <li>Teacher checks for understanding but may not modify instruction accordingly.</li> <li>Teacher may not use a variety of methods to check for understanding when doing so would be helpful.</li> <li>Teacher does not allow enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content.</li> <li>Teacher sometimes allows students to opt-out of checks for understanding without cycling back to these students.</li> </ul>	<p><b>Ineffective (1)</b></p> <ul style="list-style-type: none"> <li>Teacher rarely or never checks for understanding of content during and/or at the end of the lesson or misses nearly all key moments.</li> <li>Teacher rarely checks for understanding.</li> <li>Teacher uses few methods to check for understanding.</li> <li>Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer.</li> <li>Teacher frequently allows students to opt-out of checks for understanding and/or does not cycle back to these students.</li> </ul>

# Domain 2: Implementation

Domain 2	Implementation
Definition	Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives.
Competencies	2.1 Develop Student Understanding of Lesson Objectives 2.2 Demonstrate and Clearly Communicate Content Knowledge to Students 2.3 Develop Higher Level of Understanding Through Rigorous Instruction and Work 2.4 Check for Understanding



What evidence might you collect to assess effectiveness in this domain?

# Domain 3: Assessment

Domain 3	Assessment
Definition	Teachers utilize a variety of strategies to assess and communicate student mastery of content throughout the learning process. Teachers use this data to drive instruction and to differentiate instruction. Teacher use data to optimize the learning process for students.
Competencies	3.1 Track Student Data and Analyze Progress 3.2 Differentiation of Class and Targeted Student Instruction 3.3 Attainment of Student Growth and Achievement



What evidence might you collect to assess effectiveness in this domain?

# Domain 4: Management

Domain 4	Management
Definition	Teachers develop a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.
Competencies	<ul style="list-style-type: none"><li>4.1 Maximize Instructional Time Through Classroom Management</li><li>4.2 Culture of Respect and Collaboration</li><li>4.3 Culture of High Expectations and Academic Success</li><li>4.4 Engage Families in Student Learning and Success</li></ul>



What evidence might you collect to assess effectiveness in this domain?

# Domain 5: Commitment to the Profession

Domain 5	Commitment to the Profession
Definition	Teachers develop and sustain intense energy and commitment within their school community to ensure the achievement of all students.
Competencies	<ul style="list-style-type: none"><li>5.1 Contribute to School Culture</li><li>5.2 Collaborate with Peers</li><li>5.3 Seek Professional Skills and Knowledge</li><li>5.4 Advocate for Ongoing Student Success</li></ul>



What evidence might you collect to assess effectiveness in this domain?

# Domains carry different weights.

## Domain 1: Planning

- 1.1 Utilizing Assessment Data to Plan
- 1.2 Set Measurable Achievement Goals
- 1.3 Create Objective-Driven Lesson Plans and Assessments

20  
%

## Domain 2: Implementation

- 2.1 Develop Student Understanding of Lesson Objectives
- 2.2 Demonstrate and Clearly Communicate Content Knowledge to Students
- 2.3 Develop Higher Level of Understanding Through Rigorous Instruction and Work
- 2.4 Check for Understanding

20  
%

## Domain 3: Assessment

- 3.1 Track Student Data and Analyze Progress
- 3.2 Differentiation of Class and Targeted Student Instruction
- 3.3 Attainment of Student Growth and Achievement

25  
%

## Domain 4: Management

- 4.1 Maximize Instructional Time Through Classroom Management
- 4.2 Culture of Respect and Collaboration
- 4.3 Culture of High Expectations and Academic Success
- 4.4 Engage Families in Student Learning and Success

20  
%

## Domain 5: Commitment to the Profession

- 5.1 Contribute to School Culture
- 5.2 Collaborate with Peers
- 5.3 Seek Professional Skills and Knowledge
- 5.4 Advocate for Ongoing Student Success

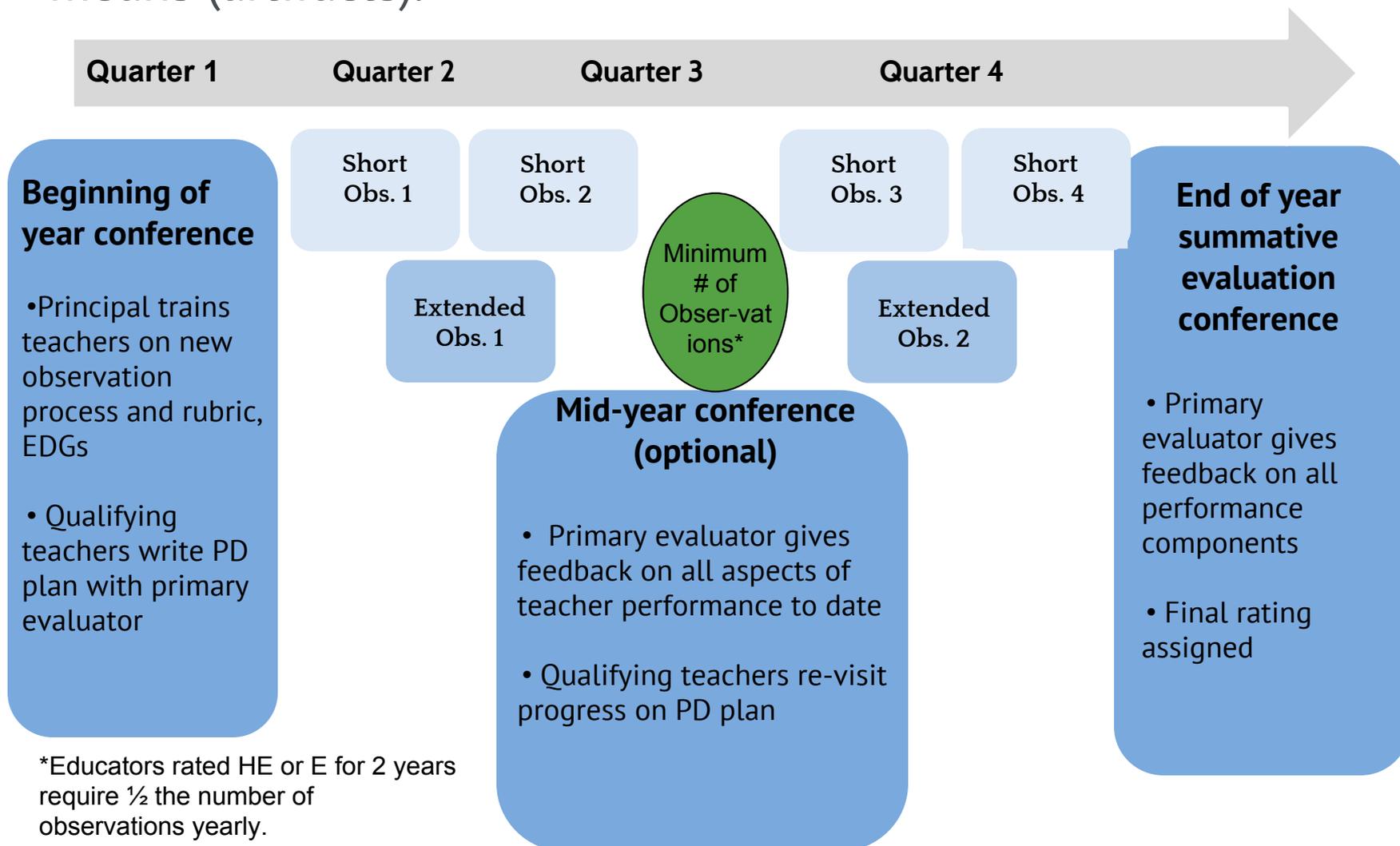
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The rubric is a tool for providing feedback and scoring. It is not an observation form.

- An optional form for capturing evaluator notes during observation is provided on the t drive. An electronic version is available.
- The rubric is long and complex. Evaluators are **not expected** to observe every competency during every observation or conference.
- Evaluators **are expected** to observe competencies multiple times by the end of the year, and to have collected multiple forms of evidence especially in Domains 1 and 5 (Planning and Commitment to the Profession) as those competencies are not necessarily “observable” in the classroom setting.

An evaluator collects evidence during observations and conferences throughout the year as well as through other means (artifacts).



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Teachers are scored on professional practice **at the end of the year** based on all the evidence collected.

Tips to ease end-of-year scoring workload:

- ✓ The Technology Department has developed electronic tools for evaluators to collect and store observation data.
- ✓ Evaluators should collect evidence on Planning and Commitment to the Profession throughout the year, and not wait until the last minute.
- ✓ Evaluators should calculate mid-year competency ratings based on the information they have from the first half of the year.
  - Evaluators do not have to share these with teachers, although teachers should understand how their performance relates to the rubric at all times.

Evaluators use the rubric and a 4 step process to rate a teacher.

## 1) Professional Practice – Assessment of instructional knowledge and skills

**Measure:** Educator Development Rubric

**1** Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence. Use professional judgment to finalize competency scores.



**2** Use professional judgment to establish five, final ratings in Planning, Implementation, Assessment, Management, and Commitment to the Profession

### Example

Competency	1.1	1.2	1.3
Teacher's Rating	3	3	2

Competency ratings based on notes from observations, conferences and other sources of evidence.

Use Professional Judgment

Final Domain 1 Rating:

3

The last two steps convert domain ratings to a final, overall Professional Practice rating.

3

Multiply each domain rating by its designated weight. Add up the weighted ratings.



4

Subtract one point if the teacher did not meet all of the core professionalism expectations.

### Example

	Rating (1 - 4)	Weight	Weighted rating
Domain 1: Planning	3	X 0.20	0.60
Domain 2: Implementation	2	X 0.20	0.40
Domain 3: Assessment	3	X 0.25	0.75
Domain 4: Management	3	X 0.20	0.60
Domain 5: Commitment to the Profession	2	X 0.15	0.30
			<b>Total = 2.65</b>
All professionalism expectations met:			<b>- 0</b>
			<b>Final TER Score: 2.65</b>

When note-taking during observations, capturing evidence ensures concrete feedback for teachers.

Evidence	Judgment
T: Does everyone understand? (3 Ss nod yes, no response from others) T: Great, let's move on	Teacher doesn't do a good job of making sure students understand concepts
T to S1 in conference: ...then we carry the 1. Can you try the next one?...no, that's not quite right (sigh). Keep trying and I'll come back.	Teacher obviously doesn't care enough about students and gives up easily when not succeeding
T: What letter does "dog" start with? S1: "C" S2: "T" (other Ss call out other letters)	Students don't understand when teacher asks a question

• *Judgment* is a conclusion based on what you see. Ultimately you will make a judgment, but you need specific *evidence* to give teachers good feedback.

# Evidence or Judgment?

Note	Evidence	Judgment
Teacher collects homework. Asks 3-4 students why they have not turned anything in.	<input type="checkbox"/>	<input type="checkbox"/>
Teacher is bad at checking for understanding.	<input type="checkbox"/>	<input type="checkbox"/>
Students are all doing great work.	<input type="checkbox"/>	<input type="checkbox"/>
Most students' work aligns with rubric that teacher posted.	<input type="checkbox"/>	<input type="checkbox"/>

- Imagine the following conversation during a post-conference:

E: I noticed that you didn't check for understanding as often as you could have.

T: Can you give me an example of when this was the case?

E: When you transitioned from the mini-lesson to group work, you didn't have a method for checking to see if students' understood the main concepts. This would have been a great time for a pair and share or thumbs up/thumbs down exercise.

- In this example, evidence gives the evaluator the information needed to answer the teacher's question and provide good feedback.

Stronger (or specific) evidence in your notes leads to better feedback for teachers.

Strong Evidence	Weak Evidence
2-3 students raise hands, 4-5 talking, not paying attention to question	Many students not paying attention.
T: What's 2+2? (1 second wait) T: No one knows? Ok, it's 4. Any questions? (1 second). Let's move on.	Teacher doesn't give wait time.
Teacher uses random reporter to ask students questions followed by think, pair, share activity. Monitors class during partner time.	Teacher uses many methods to check for understanding.

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# Let's practice classroom observations together

Video #9: 9<sup>th</sup> Grade Science Biology – Living Environment 1<sup>st</sup> Year Teacher

What did you notice about this teacher's practice?

In what ways did that practice seem to influence students' classroom learning?

What might you select as a focus for helping to move the teacher's practice forward?

What are some reflective questions you might be ready to pose?

What assessments were used to identify students' prior knowledge?

In what ways were those assessments used during the lesson?

What content-specific processes were used to build upon students' knowledge and help them work toward standards?

Related to the points below, what questions or language stems might you craft to guide the teacher's next steps or the teacher's adjustments to future instruction?

- increasing the level of academic rigor and focus on explanations of important ideas
- Prompting and providing feedback to students
- Supporting students in what they have learned and how they learned it
- Developing scientific literacy to generate explanations of important ideas
- Designing lab simulation so that students engage in scientific inquiry

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# Let's practice classroom observations together

Video #12: 3<sup>rd</sup> Grade Language Arts 1<sup>st</sup> Year Teacher

What did you notice about this teacher's practice?

In what ways did that practice seem to influence students' classroom learning?

What might you select as a focus for helping to move the teacher's practice forward?

What are some reflective questions you might be ready to pose?

What assessments were used to identify students' prior knowledge?

In what ways were those assessments used during the lesson?

What content-specific processes were used to build upon students' knowledge and help them work toward standards?

Related to the points below, what questions or language stems might you craft to guide the teacher's next steps or the teacher's adjustments to future instruction?

- Using think alouds to model the process of moving from literal understanding to making inferences, as well as identifying mood
- Clarifying directions and checking for understanding
- Providing prompts, feedback, and correction
- Supporting students in articulating how and what they've learned
- Increasing student engagement and academic rigor
- Determining and communicating time allotment for tasks

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# Let's practice classroom observations together

Video #2: Middle School Science – Part 1: Sound Waves Experienced Teacher

What did you notice about this teacher's instructional practice?

What are her instructional strengths?

What are areas for growth, if any? Which area of growth might be the highest priority?

What pre-assessments of student strengths and needs would be necessary for effective lesson planning and in-the-moment instructional adaptations? How might pre-assessments be designed for language learners and/or special education populations?

How did the teacher or activities build on assessed prior knowledge and demonstrated ability?

What instructional management procedures had to be in place for this lesson to be effective for all students?

How, if at all, does the teacher build from concrete work to understanding of higher level concepts?

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# Review

- Evidence gives us the support we need to make a judgment on the rubric. It allows us to give teachers specific feedback on their performance.
- Sometimes a lack of evidence, is evidence! If you don't see an indicator, and it was relevant to the lesson, that should be a red flag!
- This is difficult and time-consuming work, but it gets easier with practice.
- Other takeaways so far?

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# Key Takeaways

- 1) Look at your notes. Compare them to the first set of notes you took today.
  - How have they improved?
  - What can you continue to work on to improve your notes?
- 2) Why is it important that we take evidence rather than judgments in our notes?
- 3) Why is it important that we map our notes back to indicators on the rubric following our observations?
  - The mapping process can look different for every evaluator.
  - Ultimately, the evaluator must be able connect evidence from the lesson back to the indicator level when they are providing feedback to the teacher.

Remember that when we take notes during an observation, we focus on evidence over judgment.

Evidence	Judgment
T: Does everyone understand? (3 Ss nod yes, no response from others) T: Great, let's move on	Teacher doesn't do a good job of making sure students understand concepts
T to S1 in conference: ...then we carry the 1. Can you try the next one?...no, that's not quite right (sigh). Keep trying and I'll come back.	Teacher obviously doesn't care enough about students and gives up easily when not succeeding
T: What letter does "dog" start with? S1: "C" S2: "T" (other Ss call out other letters)	Students don't understand when teacher asks a question

• *Judgment* is a conclusion based on what you see. Ultimately you will make a judgment, but you need specific *evidence* to give teachers good feedback.

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Evidence **documents** behavior...

- Teacher checks mail while students work in pairs.
- Teacher asked 5 students to demonstrate understanding of the math problem.
- Teacher asks, "What do you think the character might do next?" Three students answer.
- Teacher asks: Does everyone understand? Three students nod their heads. Teacher moves on.
- Teacher asks: Can anyone show me how to solve that equation? Two students raise their hands. One student explains the equation.

Judgment **interprets** behavior...

- Teacher doesn't care about his students.
- Teacher is great at checking for understanding.
- Teacher gets everyone involved in the lesson.
- Teacher gives up easily when not succeeding with questioning. Teacher obviously doesn't care about student success.

Stronger (or specific) evidence in your notes leads to better feedback for teachers.

Strong Evidence	Weak Evidence
2-3 students raise hands, 4-5 talking, not paying attention to question	Many students not paying attention.
T: What's 2+2? (1 second wait) T: No one knows? Ok, it's 4. Any questions? (1 second). Let's move on.	Teacher doesn't give wait time.
Teacher uses random reporter to ask students questions followed by think, pair, share activity. Monitors class during partner time.	Teacher uses many methods to check for understanding.

# Mapping evidence review

- 1) Start with the “Effective” column for competency 2.4. For each indicator, ask yourself, “Did I see evidence of this during the lesson?”

## Effective (3)

- Teacher checks for understanding at almost all key moments (when checking for understanding is necessary to inform instruction going forward) and accurately gauges the class’s understanding
- Teacher checks for understanding and modifies instruction accordingly.
- Teacher uses a variety of methods to check for understanding.
- Teacher uses wait time effectively after posing a question and before helping students think through a response.
- Teacher doesn’t allow students to opt-out of checks for understanding, so cycles back to these students.



If the answer is yes, summarize the indicator in your chart and use an arrow or some other marker to link it to the supporting evidence.

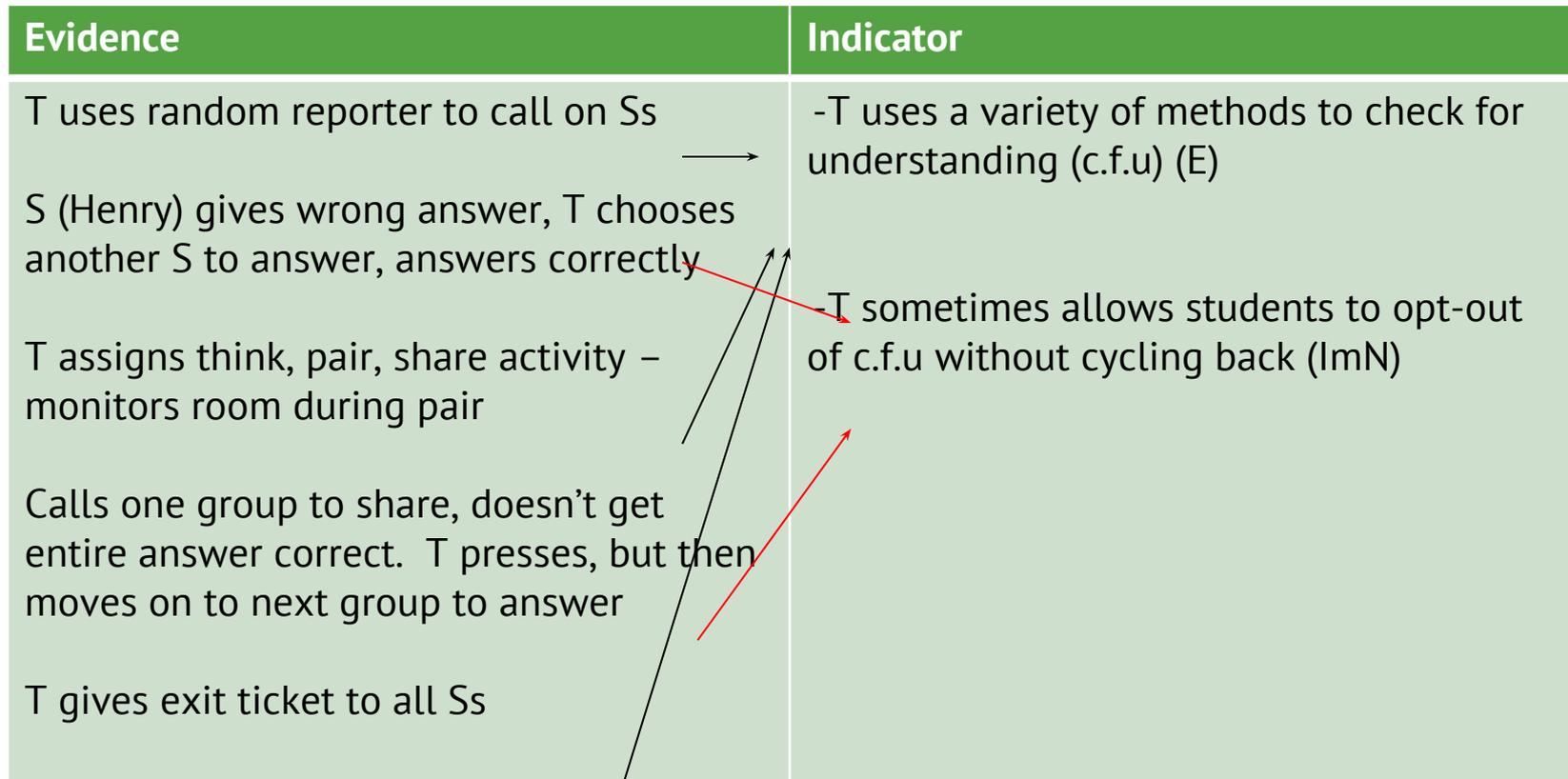


If the answer is no, either the indicator wasn’t applicable to the observed lesson, or the teacher didn’t do something he/she should have.

If the latter is the case, look across to see if the **Improvement Necessary** or **Ineffective** indicators better match your evidence. If so, record this on your mapping chart and note the appropriate lack of evidence.

# Evidence-based notes are mapped to indicators on the rubric.

Evidence	Indicator
<p>T uses random reporter to call on Ss</p> <p>S (Henry) gives wrong answer, T chooses another S to answer, answers correctly</p> <p>T assigns think, pair, share activity – monitors room during pair</p> <p>Calls one group to share, doesn't get entire answer correct. T presses, but then moves on to next group to answer</p> <p>T gives exit ticket to all Ss</p>	<p>-T uses a variety of methods to check for understanding (c.f.u) (E)</p> <p>T sometimes allows students to opt-out of c.f.u without cycling back (ImN)</p>

A diagram showing the mapping of evidence to indicators. A table with two columns, 'Evidence' and 'Indicator', is shown. The 'Evidence' column contains five rows of text. The 'Indicator' column contains two rows of text. Arrows indicate the mapping: a black arrow points from the first evidence row to the first indicator row; a black arrow points from the second evidence row to the first indicator row; a red arrow points from the second evidence row to the second indicator row; a black arrow points from the third evidence row to the second indicator row; a red arrow points from the fourth evidence row to the second indicator row.

When you are finished walking through the “Effective” indicators, don’t forget to check for examples of the “Highly Effective” indicators!

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## More to consider

- Talk with your partner. Do you feel as though you have sufficient evidence to assign a rating to any of the competencies you observed?
  - What are the possible pros and cons of rating a teacher after an individual observation?
  - If you do assign a rating, would you want to share this with the teacher? If not, what information would you share?
  - This rating only “counts” to assist with your professional judgment decision at the end of the year as one of MANY data points.

# Student Learning Measures

**Tippecanoe School Corporation**  
**Learning Objectives/Data Worksheet**  
**Grades Kindergarten – 2<sup>nd</sup> Grade Teacher**

Teacher Name: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

School Year: \_\_\_\_\_

Required: 1 CLASS SLO and 1 TARGETED SLO

**Class Student Learning Objective:** Students will master grade level content in Language Arts or Math.

Class SLO	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
	<i>Exceptional numbers of students achieve content mastery</i>	<i>Significant numbers of students achieve content mastery</i>	<i>Less than significant numbers of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
1. mCLASS DIBELS: Lang Arts	90% of red or yellow students increase one color between the fall and spring test.	80-89% of red or yellow students increase one color between the fall and spring test.	60-79% of red or yellow students increase one color between the fall and spring test.	Fewer than 60% of red or yellow students increase one color between the fall and spring test.
2. mCLASS: Math	90% of red or yellow students increase one color between the fall and spring test.	80-89% of red or yellow students increase one color between the fall and spring test.	60-79% of red or yellow students increase one color between the fall and spring test.	Fewer than 60% of red or yellow students increase one color between the fall and spring test.
3. Successmaker: Reading or Math	90% of class is above grade level and has made 1 year's growth from the IP to the end of the year	80-89% of class is above grade level and has made 1 year's growth from the IP to the end of the year.	60-79% of class is above grade level and has made 1 year's growth from the IP to the end of the year.	Fewer than 60% of class is above grade level and has made 1 year's growth from the IP to the end of the year.
4. STAR Reading	90% of class is on grade level determined by the Grade Equivalent (GE) by the end of the year	80% of class is on grade level determined by the Grade Equivalent (GE) by the end of the year	60-79% of class is on grade level determined by the Grade Equivalent (GE) by the end of the year	Fewer than 60% of class is on grade level determined by the Grade Equivalent (GE) by the end of the year

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## Putting it all together

Remember: This is not a “gotcha” process. The value of the frequent observations is the ongoing dialogue that accompanies them.

Effective is Great. Highly Effective is the best of the best.

A teacher should not be surprised when/if you place them on an improvement plan.

Schedule your tasks – time will get away from you. Plan to complete your observations prior to December 1<sup>st</sup> for the 1<sup>st</sup> semester and April 15 for the 2<sup>nd</sup> semester.

## **Intervention Plan for Struggling Educators**

The Tippecanoe School Corporation Educator Development & Evaluation System is focused on development. All educators have yearly development goals centered on professional improvement as well as feedback from several formal and informal observations (short and long) provided by the administrator throughout the school year. However, it may become necessary to provide additional support for an educator. When an administrator deems that performance expectations have not been met, the following may occur:

1. Administrative Support
2. Intensive Support

Administrative Support is the first level of intervention. The administrator will notify the educator, in writing, of the specific area(s) in need of improvement from the educator development rubric. Additional observations will occur in the time specified and the administrator will offer feedback as to progress toward improvement. At the end of the specified time (not to exceed 45 school days), the educator and evaluator will meet. If the resulting performance meets the evaluator's expectations, the educator will be returned to the regular educator development and evaluation process. If progress is insufficient, the educator will be placed in Intensive Support.

Intensive Support is the second level of intervention. This step expands the support by developing an improvement plan. This plan will include activities and/or strategies designed to assist the educator in meeting performance expectations as well as a timeline for doing so. The educator will be eligible for Professional Growth Points (PGPs) if applicable. Should the administrator suggest the involvement of other professional staff in the action plan, the educator on Intensive Support and the intervening educator should agree. The responsibility for improvement lies solely with the educator in Intensive Support and refusal to agree to suggested activities will be noted. If resulting performance meets expectations, the educator will be returned to the regular educator development and evaluation process. If progress is insufficient, steps may be taken to non-renew or decline to continue the educator's teaching contract.

Note: There may be times when an educator has unacceptable behavior which may warrant placing the teacher directly on Intensive Support.

Note: In extreme cases, including those of termination for cause pursuant to state statute or criminal law violations, the educator may be suspended pending due process and be excluded from the Administrative and Intensive Support process.

# Tippecanoe School Corporation

**TO:** [CLICK HERE AND TYPE NAME]

**FROM:** [CLICK HERE AND TYPE NAME]

**SUBJECT:** ADMINISTRATIVE SUPPORT

**DATE:** NOVEMBER 19, 2012

**CC:** EVALUATION/PERSONNEL FILE

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The Educator Development & Evaluation System in the Tippecanoe School Corporation was designed to help educators grow professionally. Within the system of observations and feedback, I have determined that you are not meeting certain professional expectations and need to be placed on administrative support. This is the first level of intervention. Utilizing the rubric, the following area(s) where you are not meeting professional expectations is (are):

(List areas from rubric here)

I will plan to observe you and provide feedback regarding your progress. Resulting behavior identified as meeting professional expectation aligned with the rubric, as evaluated by me, returns you to the regular appraisal process. Should there be insufficient progress, you will be placed on an Intensive Support Plan.

(List number of times you will observe and between what dates (30 – 45 school days).

The primary focus of this level of intervention is to call your attention to the area(s) in need of appropriate and prompt professional action and to fully support you in meeting those expectations.

This plan will end on \_\_\_\_\_ at which time you will be returned to the regular appraisal process or placed on an Intensive Support Plan.

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Educator: \_\_\_\_\_ Date: \_\_\_\_\_

# Tippecanoe School Corporation

**TO:** [CLICK **HERE** AND TYPE NAME]

**FROM:** [CLICK **HERE** AND TYPE NAME]

**SUBJECT:** REMEDIATION PLAN

**DATE:** DECEMBER 17, 2012

**CC:** EVALUATION/PERSONNEL FILE

The Intensive Support Phase of the Educator Development & Evaluation System in the Tippecanoe School Corporation is designed for educators who have failed to meet professional performance expectations and professional intervention is essential to support the educator’s improvement efforts. The intervention is designed to assist the educator immediately by addressing the professional practice(s) that do(es) not meet certain minimum TSC performance expectations in the evaluation rubric.

You were recently placed in the Administrative Support phase of the development process. You have failed to make sufficient progress in the area(s) defined in previous correspondence; therefore, you are being placed in the Intensive Support phase of the development process.

**Areas in Which Improvement Must Occur**

Deficient Domain and Competency	Current Indicator Performance Level	Expected Indicator Performance Level

**Suggested Activities/Interventions** (Initial by both parties signifying agreement to activity.)

Agree	Activity/Intervention	Applicable PGPs
	Schedule an instructional coach to model a lesson and write a reflection of what you learn and how you can apply your new knowledge.	1
	Observe an educator (identified by the administrator), write a reflection of what you observed and what you can apply to your classroom.	1
	View PD 360 lessons: (insert lessons) and keep notes in a reflection	(insert applicable number of hours)

	notebook.	needed to view and reflect)
	Read (insert book or article) and keep notes in a reflection notebook.	(insert applicable number of hours needed to read and reflect)
	(Insert other applicable interventions/activities)	
	(Insert other applicable interventions/activities)	

Note: Professional Growth Points which may arise out of activities beyond the normal school hours should be discussed and agreed to in advance. The educator is welcome to present a log, upon completion of the plan, verifying the hours to be used for license renewal purposes.

**Evaluation Method, Evaluator(s)**

Formal observations will be scheduled by (insert administrator’s name). Short observations will be conducted by (insert administrator(s), others). Electronic feedback will be provided to the teacher after observations. A post observation conference with feedback will be provided to the teacher after long observation(s). The parameters of the short and long observations are described in the TSC Educator Development & Evaluation handbook.

The evaluator will conduct a minimum of (insert number) short observations.

The evaluator will conduct a minimum of (insert number) of long observation(s).

**Duration of Plan**

(Insert educator’s name) will be given a period not to exceed ninety (90) days to improve his/her performance, and final determination of whether (insert educator’s name) has made real and sustained improvement in each of the deficiencies identified sufficient to continue his employment with the School Corporation will be made on (insert day and date). (Insert educator’s name)’s failure to correct any deficiency or meet any one of the directives or expectations included in this Improvement Plan will result in an Ineffective rating.

**Responsibility for Implementation**

The responsibility for attaining an acceptable teaching performance lies solely with (insert educator’s name). Support, suggestions, and periodic assessments of progress will be provided by the (insert administrator’s name).

**Evaluation Expectation**

The minimum acceptable teaching performance is a rating of effective or highly effective on each area targeted in this remediation plan. The School Corporation’s school administration must see real and sustained improvement in each of the performance deficiencies identified in this Improvement Plan, and (insert educator’s name) behavior must henceforth meet this administration’s expectations of acceptable teacher performance.

**Statement of Job Jeopardy**

Evaluations of (insert educator’s name) may result in a decision not to continue his/her employment with the Tippecanoe School Corporation if deficiencies are not corrected by (insert end date of 45 – 90 days). This Remediation Plan is to be implemented by (insert educator’s name) and must result in an effective or highly effective teaching performance in all domains by (insert end date of 30 – 90 days).

**Remediation Plan Agreement**

I, (insert educator’s name), agree that I have been directed by (insert administrator’s name) to make my best effort to fully implement this Remediation Plan and eliminate the deficiencies before (end date). I acknowledge that I have been informed by (insert administrator’s name) that a failure or refusal to eliminate the deficiencies noted in this plan may result in a recommendation by (insert administrator) that the Board of School Trustees to cancel or decline to continue my teaching contract.

**Development of Remediation Plan**

This Remediation Plan was developed jointly by (insert educator, administrator, and any other applicable name) at a meeting or series of meetings between (date) and (date).

**Remediation Plan Approval**

The signatures below indicate agreement to the Remediation Plan described above.

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Educator: \_\_\_\_\_ Date: \_\_\_\_\_

# Tippecanoe School Corporation

**TO:**

**FROM:**

**SUBJECT:** RETURN TO REGULAR EDUCATOR DEVELOPMENT & EVALUATION PROCESS

**DATE:**

**CC:** EVALUATION/PERSONNEL FILE

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You have successfully met the performance expectations at this time and are returned to the regular process within the Educator Development & Evaluation procedures.

Please continue to work diligently to maintain and improve your professional performance. Future performance that does not meet the Tippecanoe School Corporation expectations may result in immediate placement into the Intensive Support Plan.

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Educator: \_\_\_\_\_ Date: \_\_\_\_\_



**Tippecanoe School Corporation**

**BUILDING ADMINISTRATOR EVALUATION FORM**

Name \_\_\_\_\_ Evaluation Year \_\_\_\_\_

Current Position \_\_\_\_\_

Highest Level of Professional Training \_\_\_\_\_

Total Number of Years in Current Assignment \_\_\_\_\_

Total Number of Years on Administrative Contract \_\_\_\_\_

Total Number of Years in Education \_\_\_\_\_

Evaluator \_\_\_\_\_ Evaluator's Position \_\_\_\_\_

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**Purpose:**

- 1 To encourage the most effective utilization of all the skills and abilities of the administrator.
- 2 To aide the individual administrator to become more proficient in carrying out current responsibilities
- 3 To aid the individual administrator in making a realistic appraisal of performances within specific assignment.
- 4 To provide a permanent record as well as a sound basis for purposes of reemployment, placement, and promotion.

Date of Pre-Evaluation or Goal Setting Conference: \_\_\_\_\_

# Summative Performance Levels Conference

Administrator Name \_\_\_\_\_

Date \_\_\_\_\_

Evaluator Name \_\_\_\_\_

Basic Professional Expectations	Meet	Does Not Meet
P.1 Attendance & Punctuality		
P.2. Policies & Procedures		
P.3 Respectful Demeanor & Communication		
P.4 Effective Communication		

<b>School Letter Grade</b>	
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		Highly Effective 4	Effective 3	Improvement Necessary 2	Ineffective 1
<b>Domain 1.0 Human Capital Manager</b>	1.1 Hiring and Retention				
	1.2 Professional Development				
	1.3 Evaluation of Teachers				
	1.4 Leadership Development				
	1.5 Addressing Teachers in Need of Improvement				
	<b>Domain 1.0 Rating =</b>	type rating here			<b>Score</b>

<b>Domain 2.0 Instructional Leadership</b>	2.1 Mission and Vision				
	2.2 Use of Data				
	2.3 Continuous Improvement and Collaboration				
	2.4 Instructional Time				
	2.5 Using Feedback to Inform Decisions				
	<b>Domain 2.0 Rating =</b>	type rating here			<b>Score</b>

<b>Domain 3.0 Personal Behaviors</b>	3.1 Models Professionalism				
	3.2 Time Management				
	3.3 Initiative, Persistence, Lifelong Learning				
	<b>Domain 3.0 Rating =</b>	type rating here			<b>Score</b>

<b>Domain 4.0 Building Relationships</b>	4.1 Effective Communication				
	4.2 Forging Consensus				
	4.3 Informs Others				
	4.4 Personal Interaction				
	<b>Domain 4.0 Rating =</b>	type rating here			<b>Score</b>

<b>Domain 5.0 Culture of Achievement</b>	5.1 High Expectations				
	5.2 Academic Rigor				
	5.3 Equity of Resources				
	<b>Domain 5.0 Rating =</b>	type rating here			<b>Score</b>

<b>Domain 6.0 Organizational, Operational, and Resource Management</b>	6.1 Building Management				
	6.2 Fiscal Stewardship				
	6.3 Legal Compliance				
	6.4 Technology Utilization				
	6.5 School Climate				
	<b>Domain 6.0 Rating =</b>	type rating here			<b>Score</b>

Notes:

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Rubric Score	0.00
School Letter Grade	
<b>Final Score</b>	

\_\_\_\_\_ Highly Effective

\_\_\_\_\_ Improvement Necessary

\_\_\_\_\_ Effective

\_\_\_\_\_ Ineffective

**SIGNATURES**

Administrator \_\_\_\_\_

Evaluator \_\_\_\_\_

Date of Evaluation Conference \_\_\_\_\_

## Tippecanoe School Corporation Building Administrator Evaluation Rubric

<b>Building Administrator:</b>	<b>Primary Evaluator:</b>
<b>School Year:</b>	<b>Secondary Evaluator:</b>

### Basic Professional Expectations

**These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Building administrators are expected to meet these standards. If they do not, it will affect their overall rating negatively.**

Notes:

1. Although an educator may remain in paid status, absences negatively impact the building administrator’s ability to lead the school. Educators are welcome to submit a doctor note to their administrator for personal absences when available.

Expectations	Meets Expectations	Does Not Meet Expectations
<b>P.1 Attendance &amp; Punctuality</b>	<ul style="list-style-type: none"> <li>– Individual demonstrates a pattern of attendance and punctuality that falls within the expectation set forth by TSC.</li> <li>– Individual recognizes that absences negatively affect instruction and therefore uses every available avenue to schedule appointments and planned absences outside the school calendar.</li> </ul>	<ul style="list-style-type: none"> <li>– Individual demonstrates a pattern of excessive absences that are not medically documented and/or Individual has demonstrated a pattern of unexcused late arrivals.</li> <li>– Individual often schedules appointments and/or planned absences while school is in session.</li> </ul>
<b>P.2 Policies &amp; Procedures</b>	<ul style="list-style-type: none"> <li>– Individual demonstrates a pattern of following state, corporation, and school policies and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>– Individual demonstrates a pattern of failing to follow state, corporation, and/or school policies and procedures.</li> </ul>
<b>P.3 Respectful Demeanor &amp; Communication</b>	<ul style="list-style-type: none"> <li>– Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner. Inspires respect and gives respect.</li> </ul>	<ul style="list-style-type: none"> <li>– Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and/or community members in a respectful manner.</li> </ul>
<b>P.4 Effective Communication</b>	<ul style="list-style-type: none"> <li>– Individual demonstrates a pattern of using proper grammar and/or pronunciation in spoken and written form in professional settings.</li> </ul>	<ul style="list-style-type: none"> <li>– Despite redirection and feedback, individual continues to demonstrate a pattern of improper grammar and/or pronunciation in either the spoken or written form in professional settings.</li> </ul>

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>1.0 Human Capital Manager-The building administrator drives improvements in educator development and student achievement.</b>					
<b>1.1</b>	<b>The building administrator recruits, recommends for employment, assigns, and retains teachers and other essential staff.</b>	<p>At Level 4, the building administrator fulfills the criteria for Level 3 and additionally:</p> <p>Monitors the effectiveness of their approach used to recruit and hire teachers.</p> <p>Aligns personnel decisions with the vision and mission of the school.</p>	<p>Consistently uses teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assignment decisions.</p> <p>Routinely retains staff.</p>	<p>Occasionally uses teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assignment decisions.</p> <p>Uses displayed levels of effectiveness as a secondary factor in recruiting, hiring, and assignment decisions.</p>	<p>Rarely or never uses teacher effectiveness as a factor in recruiting, recommending for employment, or assignment decisions.</p>
<b>1.2</b>	<b>The building administrator creates professional development opportunities for teachers and staff based on proficiencies and needs.</b>	<p>At Level 4, the building administrator fulfills the criteria for Level 3 and additionally:</p> <p>Monitors the impact of implemented learning opportunities on student achievement.</p> <p>Efficiently and creatively orchestrates professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.</p>	<p>Provides learning opportunities to teachers aligned to professional needs based on student academic performance data.</p> <p>Provides differentiated learning opportunities to teachers aligned to professional needs based on evaluation results.</p> <p>Organizes or facilitates effective IIB time (daily/weekly).</p> <p>Builds flexible IIB or staff development plans nine weeks in advance.</p>	<p>Provides generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data.</p> <p>Builds IIB plans less than nine weeks in advance.</p>	<p>Provides generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data.</p> <p>Fails to provide professional learning opportunities based on evaluation results.</p> <p>Fosters an apathetic approach to IIB and staff development.</p>
<b>1.3</b>	<b>The building administrator evaluates teachers and staff with the purpose of improving individual and school performance.</b>	<p>The building administrator monitors the use of time and procedures to consistently improve the evaluation process.</p> <p>Uses a variety of methods for providing positive and corrective feedback to teachers and staff in addition to the formal evaluation system.</p>	<p>The building administrator prioritizes and applies the educator development system.</p> <p>Follows all process and procedures outlined in the corporation educator development plan.</p> <p>Uses the educator development plan to differentiate the performance of teachers.</p>	<p>Displays insufficient time or energy necessary to ensure accurate evaluations of every teacher.</p> <p>Follows some process and procedures outlined in the corporation educator development plan.</p> <p>Uses the educator development plan to partially differentiate the performance of teachers.</p>	<p>Fails to spend the necessary time conducting teacher evaluations.</p> <p>Rarely follows process and procedures outlined in the corporation educator development plan.</p> <p>Does not use the educator development plan to differentiate the performance of teachers.</p>

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4	<b>The building administrator identifies and mentors emerging instructional leaders to assume key leadership responsibilities.</b>	The building administrator has identified and mentored multiple teachers who have assumed instructional leadership responsibilities with positive results.	The building administrator has identified and mentored at least one emerging teacher to assume instructional leadership responsibilities with positive results.	The building administrator has provided some guidance to an emerging teacher who has the potential to independently assume a leadership role.	There is no evidence of effort to develop any leadership skills in others.  Persons under the building administrator's direction are unable or unwilling to assume added responsibilities.
1.5	<b>The building administrator addresses teachers who are in need of additional support, classified as improvement needed, or ineffective.</b>	At Level 4, the building administrator fulfills the criteria for Level 3 and additionally:  Stays in frequent communication with teachers on remediation plans to ensure necessary support.  Tracks remediation plans in order to inform future decisions about effectiveness of certain supports.	Develops remediation plans with teachers rated as ineffective or in need of improvement.  Monitors the success of remediation plans.  Follows statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	Occasionally monitors the success of remediation plans.  Occasionally follows statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	Occasionally, rarely or never develops remediation plans with teachers rated as ineffective or in need of improvement.  Rarely or never monitors the success of remediation plans.  Rarely or never follows statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>2.0 Instructional Leadership-The building administrator focuses on effective teaching and learning, possess a comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to student success.</b>					
<b>2.1</b>	<b>The building administrator creates and cultivates a student focused school mission and vision.</b>	<p>At Level 4, the building administrator fulfills the criteria for Level 3 and additionally:</p> <p>Defines long, medium, and short-term application of the vision and/or mission.</p> <p>Monitors and measures progress toward the school’s vision and/or mission.</p> <p>Frequently revisits and discusses the vision and/or mission to ensure appropriateness and rigor.</p> <p>Cultivates complete commitment to and ownership of the school’s vision and/or mission fully within the school and that spreads to other stakeholder groups.</p>	<p>Creates a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s).</p> <p>Defines specific instructional and behavioral actions linked to the school’s vision and/or mission.</p> <p>Ensures all key decisions are aligned to the vision and/or mission.</p> <p>Regularly utilizes instructional coaches for support of the school’s mission and vision.</p>	<p>Makes significant key decisions without alignment to the vision and/or mission</p> <p>Cultivates an undesirable level of commitment to and ownership of the school’s vision and/or mission.</p> <p>Occasionally utilizes instructional coaches for support of the school’s mission and vision.</p>	<p>Fails to adopt a school-wide instructional vision and/or mission.</p> <p>Implements a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.</p>
<b>2.2</b>	<b>The building administrator uses student achievement data to make instructional leadership decisions.</b>	<p>The building administrator can document multiple examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p> <p>The building administrator coaches staff to improve their data analysis skills.</p>	<p>The building administrator uses multiple data sources, including state, corporation, school, and classroom assessments to assist in making instructional decisions.</p> <p>The building administrator examines data at the building and classroom level to find strengths and challenges to drive instruction.</p>	<p>The building administrator is aware of state, corporation, and school achievement results and discusses those results with staff, but does not link decisions to the data.</p>	<p>The building administrator is unaware of or indifferent to the data.</p>

2.3	<b>The building administrator fosters a culture of continuous improvement and teacher/staff collaboration.</b>	<p>At Level 4, the building administrator fulfills the criteria for Level 3 and additionally:</p> <p>Monitors collaborative efforts to ensure a constant focus on student learning.</p> <p>Tracks best collaborative practices to solve specific challenges.</p> <p>Holds collaborating teams accountable for their results.</p>	<p>Establishes a culture of collaboration with student learning and achievement at the center.</p> <p>Aligns teacher collaborative efforts to the school’s vision/mission.</p> <p>Routinely provides opportunities for improvement.</p>	<p>Establishes a culture of collaboration without a clear or explicit focus on student learning and achievement.</p> <p>Supports and encourages teamwork and collaboration in a limited number of ways.</p> <p>Rarely discusses methods for improving student and staff success.</p>	<p>Fails to establish or support a culture of collaboration.</p> <p>Discourages teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback.</p>
2.4	<b>The building administrator supports and values instructional time.</b>	<p>At Level 4, the building administrator fulfills the criteria for Level 3 and additionally:</p> <p>Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.</p>	<p>Removes all sources of distractions of instructional time.</p> <p>Ensures every minute of instructional time is maximized and free from distractions in the service of student learning and achievement.</p>	<p>Removes major sources of distractions of instructional time.</p>	<p>Fails to establish a culture in which instructional time is the priority, as evidenced by discipline issues, poor attendance, and frequent interruptions to the school day.</p>
2.5	<b>The building administrator actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.</b>	<p>At Level 4, the building administrator fulfills the criteria for Level 3 and additionally:</p> <p>Develops and implements systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance.</p> <p>Identifies the most efficient means through which feedback can be generated.</p> <p>Establishes “feedback loops” in which those who provide feedback are kept informed of actions taken based on that feedback.</p>	<p>Actively solicits feedback and help from all key stakeholders.</p> <p>Acts upon feedback to shape strategic priorities to be aligned to student achievement.</p>	<p>Accepts feedback from any stakeholder when it is offered but does not actively seek out such input</p> <p>Occasionally acts upon feedback to shape strategic priorities aligned to student achievement.</p>	<p>Regularly avoids or devalues feedback.</p> <p>Rarely or never applies feedback to shape priorities.</p>

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>3.0 Personal Behaviors-The building administrator models personal behaviors that set the standards for excellence.</b>					
<b>3.1</b>	<b>The building administrator models professional, ethical, and respectful behavior at all times and expects the same behavior from others.</b>	The building administrator is an exemplary model of appropriate professional behavior to all and encourages a positive and professional response from all members of the school community.	Regular displays appropriate and professional responses to members of the school community.	Occasionally responds to school community members with less than acceptable levels of professionalism.	The building administrator rarely displays common courtesy and respectful professional responses when dealing with members of the school community.
<b>3.2</b>	<b>The building administrator organizes time and projects for effective leadership.</b>	<p>Personal organization allows the building administrator to consider innovations and be available to engage in leadership activities and collaborate with people at all levels.</p> <p>Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p>	Uses organizational development tools to maximize and efficiently utilize time.	Projects are managed using lists of milestones and deadlines, but are infrequently updated.	Project management is haphazard or absent.
<b>3.3</b>	<b>The building administrator displays initiative, persistence, and lifelong learning.</b>	<p>At Level 4, the building administrator fulfills the criteria for Level 3 and additionally:</p> <p>Takes risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement.</p> <p>Engages with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement.</p>	<p>Consistently achieves expected goals.</p> <p>Takes on voluntary responsibilities that contribute to school success.</p> <p>Seeks out potential partnerships with groups and organizations with the intent of increasing student achievement.</p> <p>Models continuous professional growth.</p>	<p>Achieves most, but not all expected goals.</p> <p>Infrequently seeks out potential partnerships with groups and organizations with the intent of increasing student achievement.</p>	<p>Rarely or never achieves expected goals.</p> <p>Rarely or never takes risks to support students in achieving results.</p> <p>Never seeks out potential partnerships.</p>

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>4.0 Building Relationships-The building administrator fosters relationships that ensure key stakeholders work together effectively to achieve positive results.</b>					
<b>4.1</b>	<b>The building administrator demonstrates effective communication with parents and community.</b>	<p>At Level 4, the building administrator fulfills the criteria for Level 3 and additionally:</p> <p>Tracks the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate.</p> <p>Monitors the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.</p>	<p>Messages key concepts, such as the school's goals, needs, plans, success, and failures.</p> <p>Interacts with a variety of stakeholders, including students, families, community groups, central office, teacher associations, and media.</p> <p>Utilizes a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, and websites.</p>	<p>Messages most, but not all, key concepts.</p> <p>Interacts with a variety of stakeholders but not yet reaching all invested groups and organizations.</p> <p>Utilizes a limited number of means and approaches to communication.</p>	<p>Rarely or never messages key concepts.</p> <p>Interacts with a limited number of stakeholders and fails to reach several key groups and organizations.</p>
<b>4.2</b>	<b>The building administrator forges consensus for improvement throughout their school building.</b>	<p>The building administrator uses effective strategies to achieve a consensus for improvement.</p> <p>Guides others through improvement strategies and addresses resistance to that change.</p> <p>Systemically monitors, implements and sustains the success of strategies for change.</p>	<p>Uses effective strategies to work toward a consensus for improvement.</p> <p>Secures cooperation from key stakeholders in planning and implementing change and driving improvement.</p>	<p>Occasionally identifies areas where consensus is necessary.</p>	<p>Fails to forge consensus for change.</p>
<b>4.3</b>	<b>The building administrator keeps the superintendent and central office informed on issues, needs, and the overall operations of the school building.</b>	<p>The building administrator proactively communicates with all central office staff and the superintendent routinely, using a variety of mechanisms.</p>	<p>The building administrator communicates with all central office staff as necessary.</p>	<p>Occasionally communicates with selected central office staff.</p>	<p>The building administrator has little communication with the central office.</p>

<p><b>4.4</b></p>	<p><b>The building administrator collaborates with other leaders both inside and outside of the corporation.</b></p>	<p>The building administrator regularly seeks out best practice strategies from a variety of sources.</p> <p>The building administrator offers best practice strategies and often shares share best practice strategies with other building leaders during district leadership meetings.</p> <p>The educational leader collaborates with other leaders outside of the corporation on a regular basis.</p>	<p>The building administrator routinely collaborates with other building leaders inside and outside of the corporation.</p> <p>The building administrator respects administrative decisions even though they may not conform to personal opinions.</p> <p>Routinely supports the mission and vision of the school corporation.</p>	<p>The building administrator occasionally collaborates with other leaders.</p> <p>Maintains a lack of respect for others during administrative meetings.</p>	<p>The building administrator never collaborates with other building leaders.</p>
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Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>5.0 Culture of Achievement - The building administrator develops a building-wide culture of achievement aligned to the school corporation's vision of success for every student.</b>					
<b>5.1</b>	<b>The building administrator empowers teachers to set high and demanding academic and behavior expectations for every student.</b>	<p>At Level 4, the building administrator fulfills the criteria for Level 3 and additionally:</p> <p>Incorporates community members and other partner groups into the establishment and support of high academic and behavior expectations.</p> <p>Creates systems and approaches to monitor the level of academic and behavior expectations.</p> <p>Encourages a culture in which students are able to clearly articulate their diverse personal academic goals.</p>	<p>Empowers teachers and staff to set high and demanding academic and behavior expectations for every student.</p> <p>Empowers students to set high and demanding expectations for themselves.</p> <p>Ensures that students are consistently learning, respectful, and on task.</p> <p>Sets clear expectations for student academics and behavior and establishing consistent practices across classrooms.</p>	<p>Sets clear expectations for student academics and behavior but occasionally fails to hold students or staff to these expectations.</p> <p>Sets expectations but fails to empower students and/or teachers to set high expectations for student academic and behavior.</p>	<p>Accepts poor academic performance and/or student behavior.</p> <p>Fails to set high expectations or sets unrealistic or unattainable goals.</p>
<b>5.2</b>	<b>The building administrator fosters an environment of high academic rigor leading to student and school improvement.</b>	<p>At Level 4, the building administrator fulfills the criteria for Level 3 and additionally:</p> <p>Creates systems to monitor the progress towards rigorous academic goals.</p> <p>Ensures wins are celebrated when goals are met.</p> <p>New goals reflect achievements.</p>	<p>Creates ambitious academic goals and priorities that are accepted as fixed and immovable.</p>	<p>Creates academic goals that are nearing the rigor required to meet the school's academic goals.</p> <p>Creates academic goals but occasionally deviates from these goals in the face of adversity.</p>	<p>Fails to create academic goals or priorities or has created academic goals and priorities that are not ambitious.</p> <p>Consistently sets and then abandons ambitious academic goals.</p>
<b>5.3</b>	<b>The building administrator ensures that all students have full and equitable access to educational programs, curricula, and available supports.</b>	<p>The building administrator establishes clear expectations and provides resources that enable teachers to identify each student's academic, social, emotional, and behavioral needs.</p>	<p>The building administrator establishes clear expectations and provides resources that enable teachers to identify a majority of students' academic, social, emotional, and behavioral needs.</p>	<p>The building administrator establishes general expectations and resources which are limited to students who are struggling academically or behaviorally.</p>	<p>The building administrator does not set expectations or find resources on the basis of any identified needs of students.</p>

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>6.0 Organizational, Operational, and Resource Management-The building administrator leverages organizational, operational, and resource management skills to support school improvement and achieve desired educational outcomes.</b>					
<b>6.1</b>	<b>The building administrator oversees the use of practices for the safe, efficient, and effective operation of the school's physical plant, equipment, and auxiliary services.</b>	<p>At Level 4, the building administrator fulfills the criteria for Level 3 and additionally:</p> <p>Staff members have a working knowledge of procedures.</p> <p>Ensures staff is properly trained and competent to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.</p>	<p>Ensures there are procedures in place to address the safety of students and staff in the event of an emergency.</p> <p>Consistently discusses safety procedures in staff meetings and other communications.</p>	<p>The building administrator attempts to provide a safe and efficient operation of the corporation's physical plant, equipment, and auxiliary services.</p>	<p>Limited or no procedures in place to address the safety of students and staff in the event of an emergency.</p>
<b>6.2</b>	<b>The building administrator provides responsible fiscal stewardship.</b>	<p>The building administrator regularly saves fiscal resources for the corporation and reallocates those resources to help the corporation achieve its strategic priorities.</p> <p>The building administrator establishes processes to increase fiscal resources.</p> <p>Routinely collects or oversees successful grants awards, donations, and other community resources.</p>	<p>Leverages knowledge of the budget and funding sources to maximize all available dollars to achieve strategic priorities.</p> <p>Occasionally collects or oversees successful grants awards, donations, and other community resources.</p>	<p>Lacks proficiency in using budget to focus resources on strategic priorities.</p>	<p>Little proficiency in sound budgetary practices.</p>
<b>6.3</b>	<b>The building administrator demonstrates compliance with legal requirements.</b>	<p>The building administrator demonstrates an understanding of the legal standards and policy requirements of the corporation and consistently adheres to those standards and requirements.</p>	<p>The building administrator consistently demonstrates an understanding of the legal standards and policy requirements of the school corporation and adheres to those standards and requirements.</p>	<p>The building administrator does not consistently demonstrate an understanding of the legal standards and policy requirements of the school corporation or adhere to those standards and requirements.</p>	<p>The building administrator is not respectful of legal standards and/or policy requirements.</p>
<b>6.4</b>	<b>The building administrator utilizes available technology tools for school management and operation.</b>	<p>Fosters collaboration and communication via technology tools to effectively address issues in the school community.</p> <p>The building administrator creates new opportunities for learning and empowers the staff to use new technology initiatives.</p>	<p>The building administrator serves as a model for technology implementation.</p> <p>Uses technology within the daily operations of the building responsibilities.</p>	<p>The building administrator has mastered some but not all software required for proficient performance.</p> <p>Rarely becomes proficient in new technology initiatives.</p>	<p>Limited literacy with technology.</p> <p>The building administrator displays little evidence of taking a personal initiative to learn new technology.</p>

6.5	<b>The building administrator creates a school climate that is warm, inviting, safe, and secure.</b>	The building administrator always engages and invites families and parents to support their children's learning.	The building administrator regularly engages and invites families and parents to support their children's learning.  Students are offered an environment to learn free from harm or ridicule.	The building administrator occasionally engages and invites families and parents to support their children's learning.  Students are intimidated to fully engage the educational process.	The building administrator rarely engages and invites families and parents to support their children's learning.  The building administrator disregards student, staff, or parent's well-being.
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# Tippecanoe School Corporation

## DISTRICT ADMINISTRATOR EVALUATION FORM

Name \_\_\_\_\_ Evaluation Year \_\_\_\_\_

Current Position \_\_\_\_\_

Highest Level of Professional Training \_\_\_\_\_

Total Number of Years in Current Assignment \_\_\_\_\_

Total Number of Years on Administrative Contract \_\_\_\_\_

Total Number of Years in Education \_\_\_\_\_

Evaluator \_\_\_\_\_ Evaluator's Position \_\_\_\_\_

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### Purpose:

- 1 To encourage the most effective utilization of all the skills and abilities of the administrator.
- 2 To aide the individual administrator to become more proficient in carrying out current responsibilities
- 3 To aid the individual administrator in making a realistic appraisal of performances within specific assignment.
- 4 To provide a permanent record as well as a sound basis for purposes of reemployment, placement, and promotion.

Date of Pre-Evaluation or Goal Setting Conference: \_\_\_\_\_

		Highly Effective 4	Effective 3	Improvement Necessary 2	Ineffective 1
Domain 1.0 Human Capital Manager	1.1 Hiring and Retention				
	1.2 Professional Development				
	1.3 Evaluation of Teachers				
	1.4 Leadership Development				
	1.5 Addressing Teachers in Need of Improvement				
	<b>Domain 1.0 Rating =</b> type rating here				<b>Score</b>

Domain 2.0 Instructional Leadership	2.1 Mission and Vision				
	2.2 Use of Data				
	2.3 Continuous Improvement and Collaboration				
	2.4 Instructional Time				
	2.5 Using Feedback to Inform Decisions				
	<b>Domain 2.0 Rating =</b> type rating here				<b>Score</b>

Domain 3.0 Personal Behaviors	3.1 Models Professionalism				
	3.2 Time Management				
	3.3 Initiative, Persistence, Lifelong Learning				
	<b>Domain 3.0 Rating =</b> type rating here				<b>Score</b>

Domain 4.0 Building Relationships	4.1 Effective Communication				
	4.2 Forging Consensus				
	4.3 Informs Others				
	4.4 Personal Interaction				
	<b>Domain 4.0 Rating =</b> type rating here				<b>Score</b>

Domain 5.0 Culture of Achievement	5.1 High Expectations				
	5.2 Academic Rigor				
	5.3 Equity of Resources				
	<b>Domain 5.0 Rating =</b> type rating here				<b>Score</b>

Domain 6.0 Organizational, Operational, and Resource Management	6.1 Building Management				
	6.2 Fiscal Stewardship				
	6.3 Legal Compliance				
	6.4 Technology Utilization				
	6.5 School Climate				
	<b>Domain 6.0 Rating =</b> type rating here				<b>Score</b>

Domain 7.0 Administrative Leadership in the Position	7.1 Provides Departmental Leadership				
	7.2 Develops Appropriate Departmental Programs				
	7.3 Evaluates Departmental Programs				
	7.4 Interprets Departmental Mission for the Public				
	7.5 Maintains Appropriate Departmental Records				
	<b>Domain 7.0 Rating =</b> type rating here				<b>Score</b>

Basic Professional Expectations	Meet	Does Not Meet
P.1 Attendance & Punctuality		
P.2. Policies & Procedures		
P.3 Respectful Demeanor & Communication		
P.4 Effective Communication		

Corporation Letter Grade	
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Notes:

Rubric Score	0.00
Corp Letter Grade	
<b>Final Score</b>	

\_\_\_\_\_ Highly Effective

\_\_\_\_\_ Improvement Necessary

\_\_\_\_\_ Effective

\_\_\_\_\_ Ineffective

**SIGNATURES**

**Administrator**

\_\_\_\_\_

**Evaluator**

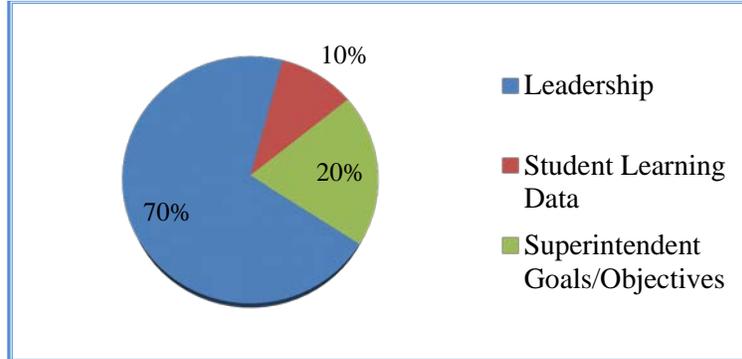
\_\_\_\_\_

**Date of Evaluation Conference**

\_\_\_\_\_

## ISBA/IAPSS Superintendent Evaluation Metrics

[Example]: 70% Leadership Outcomes, 20% Student Learning Data,  
10% Superintendent Goals/Objectives



### **LEADERSHIP OUTCOMES (70%):**

**Effectiveness Rubric (70%):** This score is obtained from the evaluation rating from the ISBA/IAPSS Superintendent Evaluation Rubric. The process for determining this is outlined in the rubric itself. In this example, it is weighted at 70% of the superintendent’s comprehensive rating.

Effectiveness Rubric	Category	Points
	Highly Effective (HE)	4
	Effective (E)	3
	Improvement Necessary (I)	2
Ineffective (IN)	1	

### **STUDENT LEARNING DATA (10%):**

**Accountability A-F Grade (10%):** The Accountability A-F Grade is obtained through its own rating process that incorporates growth and achievement. This rating is available through IDOE in August of each year to include in the evaluation. It is weighted at 10% of the superintendent’s comprehensive rating in this example.

A-F Grade	Category	Points
A	Highly Effective (HE)	4
B	Effective (E)	3
C	Improvement Necessary (I)	2
D or F	Ineffective (IN)	1

**SUPERINTENDENT GOALS/OBJECTIVES (20%):**

This is an opportunity for superintendents to focus on individual goals/objectives mutually identified by the superintendent and school board that address local needs, focus on specific areas of school administration, or that emphasize areas of personal growth and performance. It is weighted at 20% of the superintendent’s comprehensive rating in this example.

The guidelines for Superintendent Goals/Objectives are as follows:

1. Must be collaboratively set by superintendent and school board
2. Must be measurable
3. Must represent a minimum of two goals
4. May be corporation or school-based
5. Can be reflective of personal growth or achievement

Expectation	Category	Points
Exceeds all goals	Highly Effective (HE)	4
Meets all goals, may exceed one	Effective (E)	3
Meets only one goal	Improvement Necessary (I)	2
Meets no goals	Ineffective (IN)	1

**COMPUTING THE SCORE:**

	Raw Score	x	Weight	= SCORE
Rubric Rating	3		0.70	2.1
+ Accountability A-F Grade	4		0.10	.4
+ Superintendent Goals/Objective Rating	4		0.20	.8
			Comprehensive Effectiveness Rating	3.3

**SCALE**

	Categories				
	Ineffective	Improvement Necessary	Effective	Highly Effective	
Points*	1.0	1.75	2.5	3.5	4.0

# Indiana Superintendent Evaluation Rubric Score Sheet

**1.0 Human Resource Manager – The superintendent uses the role of human resource manager to drive improvements in building leader effectiveness and student achievement.**

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Score					

**2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.**

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
2.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for effective organizational leadership.**

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Score					

**4.0 Building Relationships – The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve organizational results.**

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Score					

**5.0 Culture of Achievement – The superintendent develops a corporation-wide culture of achievement aligned to the corporation’s vision of success for every student.**

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
5.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Score					

**6.0 Organizational, Operational, and Resource Management – The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.**

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
6.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Score					

## Indiana Superintendent Evaluation Rubric

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
<b>1.0 Human Resource Manager – The superintendent uses the role of human resource manager to drive improvements in building leader effectiveness and student achievement.</b>					
<b>1.1</b>	<b>The superintendent effectively recruits, hires, assigns, and retains school leaders.</b>	<p>The superintendent consistently considers an administrator’s effectiveness as the primary factor when recruiting, hiring, assigning, promoting or retaining the leader and monitors the effectiveness of the personnel process utilized throughout the school corporation.</p> <p>The superintendent consistently considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent routinely considers an administrator’s effectiveness as the primary factor when recruiting, hiring, assigning, promoting, or retaining the leader.</p> <p>The superintendent routinely considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent occasionally considers an administrator’s effectiveness as the primary factor when recruiting, hiring, assigning, promoting, or retaining the leader.</p> <p>The superintendent occasionally considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent rarely considers an administrator’s effectiveness when recruiting, hiring, assigning, promoting or retaining the leader.</p> <p>The superintendent does not consider school or corporation goals when making personnel decisions.</p>
<b>1.2</b>	<b>The superintendent creates a professional development system for school leaders based on strengths and needs.</b>	<p>The superintendent has in place a system of professional development that is based on individual administrator needs.</p> <p>The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators.</p>	<p>Some effort has been made to provide professional development to meet the needs of individual administrators.</p>	<p>The superintendent is aware of the individual needs of administrators, but professional development is only provided in meetings at this time, rather than incorporating the use of collaboration, study teams, etc.</p>	<p>Professional development is typically “one size fits all,” and there is little or no evidence of providing for individual administrator needs.</p>
<b>1.3</b>	<b>The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.</b>	<p>The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities.</p> <p>Administrators throughout the corporation refer to the superintendent as a mentor.</p>	<p>The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role.</p>	<p>The superintendent has provided some training to an emerging school leader.</p>	<p>There is no evidence of effort to develop any leadership skills in others.</p>

## Indiana Superintendent Evaluation Rubric

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4	<p><b>The superintendent provides evidence of delegation and trust in subordinate leaders.</b></p>	<p>Employees throughout the corporation are empowered to do their jobs.</p> <p>Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership.</p>	<p>There is a clear pattern of delegated decisions, with authority to match responsibility at most every level in the school corporation.</p> <p>Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces. Other employees are not utilized in leadership roles within the organization.</p>	<p>The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others.</p>	<p>The superintendent does not delegate or afford subordinates the opportunity to exercise independent judgment.</p>
1.5	<p><b>The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance.</b></p>	<p>The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team on a consistent basis.</p> <p>The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition.</p> <p>The superintendent balances individual recognition with team and corporation-wide recognition.</p> <p>Informal and formal positive feedback is linked to corporation goals.</p>	<p>The superintendent provides regular formal feedback to the administrative team and provides informal feedback to reinforce effective and highly effective performance.</p>	<p>The superintendent provides the minimum required formal feedback to the administrative team.</p> <p>Informal feedback is occasionally provided.</p>	<p>The superintendent provides no informal or formal feedback to the administrative team.</p>

# Indiana Superintendent Evaluation Rubric

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
<b>2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.</b>					
<b>2.1</b>	<b>The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.</b>	<p>The superintendent can specifically document examples of decisions throughout the corporation that have been made on the basis of data analysis.</p> <p>The superintendent has coached school administrators to improve their data analysis skills.</p>	<p>The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments in data analysis.</p> <p>The superintendent systematically examines data to find strengths and weaknesses.</p> <p>The superintendent empowers teaching and administrative staff to determine priorities from data.</p> <p>Data analysis is regularly the subject of faculty meetings and professional development sessions.</p>	<p>The superintendent is aware of state, corporation, and school results but few decisions have been linked to the data.</p>	<p>The superintendent does not utilize data to make decisions.</p>
<b>2.2</b>	<b>The superintendent demonstrates evidence of student improvement through student achievement results.</b>	<p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each sub group.</p> <p>Data analysis from prior years indicates that the superintendent has focused on improving performance. The superintendent aggressively establishes continuous growth standards moving performance to the exemplary level.</p>	<p>The superintendent reaches the targeted performance goals for student achievement.</p> <p>The average of the student population improves, as does the achievement of each sub group of students.</p>	<p>Some evidence of improvement exists, but in general, there is lack of meeting student achievement goals.</p>	<p>The superintendent takes no responsibility for the data outcomes.</p> <p>The superintendent does not believe that student achievement can improve.</p> <p>The superintendent has not taken decisive action to improve student achievement.</p>

## Indiana Superintendent Evaluation Rubric

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3	<b>The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.</b>	The superintendent regularly surveys and seeks support from all stakeholders in the school corporation in regards to improvement of student achievement.	The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent rarely seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent seeks no input from various stakeholders and makes all decisions related to the improvement in student achievement in isolation.

## Indiana Superintendent Evaluation Rubric

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for effective organizational leadership.</b>					
3.1	<b>The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others.</b>	The superintendent is an exemplary model of appropriate professional behavior and expects like treatment.	On a regular basis the superintendent displays appropriate professional behavior.	Occasionally the superintendent has not displayed appropriate professional behavior	The superintendent does not display appropriate professional behavior.
3.2	<b>The superintendent organizes time and prioritizes tasks for effective leadership.</b>	<p>The organization skills of the superintendent support innovative and creative activities that involve all of the leadership stakeholders in the corporation.</p> <p>The superintendent incorporates project management skills along with a systems-thinking, as well as detailed, follow-up procedures to ensure that effective corporation decisions are made.</p>	<p>The organization skills of the superintendent allows for some innovations, some time to engage in leadership activities and minimal collaboration with people at all levels.</p> <p>Most tasks are managed and completed by the superintendent on a timely basis.</p>	Tasks are managed using lists of milestones and deadlines, but periodically, not completed on time.	<p>Tasks are managed in a haphazard fashion.</p> <p>There is little or no evidence of established or achieved milestones or deadlines.</p>

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Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
<b>4.0 Building Relationships –The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve organizational results.</b>					
4.1	<p><b>The superintendent actively engages in communication with parents and community.</b></p>	<p>There is clear evidence of communication with parents and the community.</p> <p>Survey data is utilized to measure parents and community members' viewpoints of educational objectives.</p> <p>The superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation.</p> <p>The superintendent manages an ever broadening portfolio of partnerships and collaborations that support the strategic plan of the school corporation.</p>	<p>There is some evidence of communication with parents and the community.</p> <p>The superintendent seeks out and creates new opportunities for meaningful partnerships and has built some collaborative relationships.</p> <p>The superintendent assumes leadership roles in community organizations.</p>	<p>School/community communications are not initiated by the superintendent.</p> <p>The superintendent rarely seeks or creates meaningful partnerships or collaborative relationships.</p> <p>The superintendent occasionally participates in community organizations but does not become actively involved.</p>	<p>The superintendent does not identify groups and potential partners within the community.</p> <p>The superintendent fails to ensure that parent and community activities are conducted.</p> <p>The superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation.</p>
4.2	<p><b>The superintendent forges consensus for change and improvement throughout the school corporation.</b></p>	<p>The superintendent uses effective strategies to achieve a consensus for change and improvement.</p> <p>The superintendent guides others through change and addresses resistance to that change.</p> <p>The superintendent systemically monitors, implements and sustains the strategies for change.</p>	<p>The superintendent uses effective strategies to work toward a consensus for change and improvement.</p> <p>The superintendent directs change and improvement processes securing the allies necessary to support the change effort. .</p> <p>The superintendent monitors, implements and sustains the strategies for change.</p>	<p>The superintendent occasionally identifies areas where consensus is necessary.</p> <p>Areas of change that are identified as needing consensus has yet to implement a process for change and improvement.</p> <p>Strategies for change are not implemented and unsuccessful in securing cooperation.</p>	<p>The superintendent fails to forge consensus for change.</p> <p>Fails to identify areas in which agreement and/or consensus is necessary.</p> <p>Rarely or never develops a process for change and/or improvement.</p> <p>Rarely or never seeks feedback or secures cooperation.</p>

## Indiana Superintendent Evaluation Rubric

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.3	<b>The superintendent understands the role of the superintendent in engaging the public in controversial issues.</b>	<p>The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school community.</p> <p>The superintendent consistently encourages open dialogue, considers diverse points of view, and expects the administrative team to mentor this philosophy.</p>	<p>The superintendent resolves conflicts and forges consensus within the school community in a constructive and respectful manner.</p> <p>The superintendent frequently encourages open dialogue, considers diverse points of view, and often expects the administrative team to mentor this philosophy.</p>	<p>The superintendent employs a limited number of strategies to resolve conflicts and forge consensus within the school community with limited success.</p>	<p>The superintendent fails to resolve conflicts or forge consensus within the school community.</p>
4.4	<b>The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation.</b>	<p>The superintendent communicates with all school members routinely, using a variety of methods.</p>	<p>The superintendent communicates with all school board members periodically.</p>	<p>The superintendent communicates with selected school board members only on an emergency basis.</p>	<p>The superintendent has minimal communication with the school board outside of meetings.</p>
4.5	<b>The superintendent encourages open communication and dialogue with school board members.</b>	<p>The superintendent has created a culture where input and feedback from all school board members is both sought and encouraged.</p> <p>The superintendent engages in open discussion with the school board on a consistent basis.</p>	<p>The superintendent seeks input and feedback from all school board members on a frequent basis.</p>	<p>The superintendent seeks input and feedback from only a few school board members.</p>	<p>The superintendent rarely seeks input from the school board and makes decisions unilaterally.</p>
4.6	<b>The superintendent provides the school board with a written agenda and background material before each board meeting.</b>	<p>The superintendent creates an agenda that prioritizes items related to student achievement and corporation goals.</p> <p>Complete and thorough background material is provided so that the board can make an informed decision.</p>	<p>The superintendent creates an agenda that routinely focuses on student achievement issues and corporation goals.</p> <p>Adequate background material is provided to allow the board to make an informed decision.</p>	<p>The superintendent creates an agenda that occasionally includes items related to student achievement and corporation goals.</p> <p>Limited background material is provided.</p>	<p>The superintendent creates an agenda that focuses only on operational matters and provides insufficient background material.</p>

# Indiana Superintendent Evaluation Rubric

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>5.0 Culture of Achievement – The superintendent develops a corporation-wide culture of achievement aligned to the school corporation’s vision of success for every student.</b>					
5.1	<b>The superintendent empowers building leaders to set rigorous academic and behavior expectations for every student.</b>	<p>The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance.</p> <p>Multiple data sources are utilized to analyze corporation and schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals.</p> <p>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>	<p>The superintendent guides the administrative team in an annual analysis of school and corporation performance.</p> <p>Required data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals.</p> <p>General expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data.</p>	<p>The superintendent provides minimal direction for the administrative team in an annual analysis of school and corporation performance.</p> <p>Limited data sources are used to develop goals which are not focused or measurable.</p> <p>Some expectations are established and limited resources and occasional supports are provided to support the disaggregation of data.</p>	<p>The superintendent provides no direction for the administrative team in an annual analysis of school and corporation performance.</p> <p>No data sources are used to develop goals.</p> <p>The superintendent does not establish expectations or provide the necessary support for the disaggregation of data.</p>
5.2	<b>The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.</b>	<p>The superintendent regularly reports on the progress of rigorous academic goals and corporation academic priorities that have been established by the superintendent and approved by the school board.</p> <p>The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board.</p> <p>These rigorous academic goals are shared throughout the school community through multiple communication systems.</p>	<p>The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporation’s programs.</p> <p>Approved goals by the board are shared and available for the entire community.</p>	<p>The superintendent has occasionally made some reference to academic goals and school improvement priorities.</p> <p>There are some goals established but none that were approved by the board.</p>	<p>The superintendent has no goals and no school improvement priorities established for the corporation.</p>

## Indiana Superintendent Evaluation Rubric

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.3	<b>The superintendent ensures that all students have full and equitable access to educational programs, curricula, and support systems.</b>	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs.	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify a majority of students' academic, social, emotional, and behavioral needs.	The superintendent establishes general expectations and resources are not allocated on the basis of any identified needs of students.	The superintendent does not establish clear expectations and resources are not allocated on the basis of any identified needs of students.
5.4	<b>The superintendent expects building leaders to build productive and respectful relationships with parents/guardians and engage them in their children's learning.</b>	The superintendent sets clear expectations and provides multiple resources to support administrators to consistently and regularly engage all families in facilitating their children's learning at school and home.	The superintendent sets general expectations and provides adequate resources for administrators to regularly engage families in facilitating their children's learning at school and home.	The superintendent sets minimal expectations and provides occasional resources for administrators to engage families in facilitating their children's learning at school and home.	The superintendent does not set expectations or provide resources for administrators to regularly communicate with families on ways to facilitate their children's learning at school and home.

## Indiana Superintendent Evaluation Rubric

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
<b>6.0 Organizational, Operational, and Resource Management – The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.</b>					
<b>6.1</b>	<b>The superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.</b>	Decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data.  Data, from a wide range of sources, including qualitative and quantitative, are referenced in all decisions.  Numerous examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced.	Most decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data.  Data, from various sources are referenced in all decisions.  Several examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced	A few decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data.  Data, from limited sources are referenced in some decisions.  Minimal examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced.	Data is rarely used for decisions.  Most decisions are made based on personal viewpoints or what is popular at the time.
<b>6.2</b>	<b>The superintendent demonstrates personal proficiency in technology implementation and utilization.</b>	The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives.  The superintendent serves as a model for technology implementation.	The superintendent consistently utilizes technology within his/her daily responsibilities.  The superintendent demonstrates effort toward serving as a model for technology implementation.	The superintendent occasionally utilizes technology within his/her daily responsibilities.  There is little or no evidence of the superintendent taking a personal initiative to learn new technology.	The superintendent has limited use of technology within his/her daily responsibilities.  The superintendent does not serve as a model for technology implementation.
<b>6.3</b>	<b>The superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation’s physical plant, equipment, and auxiliary services (e.g., food services, student transportation).</b>	The superintendent ensures there are updated procedures in place to address the safety of students and staff.  The superintendent ensures staff is properly trained and competent to carry out their duties with respect to the corporation’s physical plant, equipment, and auxiliary services.  Periodic reviews of these procedures are in place and necessary actions are taken to address operational deficiencies.	The superintendent ensures there are procedures in place to address the safety of students and staff.  The superintendent routinely provides opportunities for staff training in order to carry out their duties with respect to the corporation’s physical plant, equipment, and auxiliary services.  Periodic reviews of these procedures are in place.	The superintendent has minimal procedures in place to address the safety of students and staff.  The superintendent provides minimal opportunities for staff training in order to carry out their duties with respect to the corporation’s physical plant, equipment, and auxiliary services.  There are occasional, unscheduled reviews of these procedures.	The superintendent has no procedures in place to address the safety of students and staff.  The superintendent provides no opportunities for staff training in order to carry out their duties with respect to the corporation’s physical plant, equipment, and auxiliary services.

## Indiana Superintendent Evaluation Rubric

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
6.4	<b>The superintendent provides responsible fiscal stewardship.</b>	<p>The superintendent maintains a fiscally sound financial budget, monitors expenditures to be used in an efficient manner, and reallocates those savings to help the corporation achieve its strategic priorities.</p> <p>Data is produced and shared with all stakeholders which reflect the positive impact of reallocated resources in achieving strategic priorities.</p> <p>The superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources.</p>	<p>The superintendent maintains a fiscally sound financial budget, monitors expenditures to be used in an efficient manner, and reallocates those savings to help the corporation achieve its strategic priorities.</p> <p>Data is produced which reflect the positive impact of reallocated resources in achieving strategic priorities.</p>	<p>The superintendent lacks proficiency in budgetary practices to focus resources on strategic priorities.</p> <p>Minimal data is produced to support reallocated resources.</p>	<p>The superintendent does not demonstrate sound, fiscal stewardship.</p>
6.5	<b>The superintendent demonstrates compliance with legal requirements.</b>	<p>The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements.</p>	<p>The superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and generally adheres to those standards and requirements.</p>	<p>The superintendent has limited knowledge of legal standards and/or board policy requirements and occasionally adheres to those standards and requirements.</p>	<p>The superintendent has minimal knowledge of legal standards and/or board policy requirements and rarely adheres to those standards and requirements.</p>

The 2015 Session of the Indiana General Assembly added several subjects to discussion.

Discussion is the performance of the mutual obligation of the school employer and the exclusive representative to meet at reasonable times to discuss, provide meaningful input, or exchange points of view, with respect to the following subjects:

- curriculum development and revision;
- textbook selection; teaching methods;
- hiring, evaluation, promotion, demotion, transfer, assignment, and retention of certificated employees;
- student discipline;
- expulsion or supervision of students;
- pupil/teacher ratio;
- class size or budget appropriations;
- safety issues for students and employees in the workplace, except those items required to be kept confidential by state or federal law; hours;
- pre-evaluation planning session;
- superintendent's report on aggregate performance evaluation results (prior to presentation at the school board);
- supplemental pay for certain master's degrees;
- funding for a plan of remediation;
- performance grants/stipends to teachers pursuant to I.C. § 20-43-10-3; and
- additions to base salary based on performance grants pursuant to I.C. § 20-43- 10-3.16

The obligation to discuss does not require either party to enter into a contract, agree to a proposal, or make a concession related to the mandatory subjects of discussion.

Discussion is an important and mandatory part of labor relations. Best practices include taking discussion seriously; preparing reasons for proposals; setting an agenda; actively listening; and being open to alternate suggestions.

# Policy

**BOARD OF SCHOOL TRUSTEES  
TIPPECANOE SCHOOL CORPORATION**

PROFESSIONAL STAFF  
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## TEACHER APPRECIATION GRANTS

The School Board shall adopt an annual policy concerning the distribution of teacher appreciation grants. This policy shall be submitted to the Indiana Department of Education (IDOE) along with the School Corporation's staff performance evaluation plan online as one (1) document by September 15th of each year.

### Definitions:

For purposes of this policy, the following definitions apply:

The term "teacher" means a professional person whose position with the Corporation requires a license (as defined in I.C. 20-28-1-7) and whose primary responsibility is the instruction of students.

The term "license" refers to a document issued by the IDOE that grants permission to serve as a particular kind of teacher. The term includes any certificate or permit issued by the IDOE.

### Distribution of Annual Teacher Appreciation Grants:

Teacher appreciation grant funds received by the Corporation shall be distributed to licensed teachers who meet the following criteria:

- A. employed in the classroom (including providing instruction in a virtual classroom setting);
- B. rated as Effective or Highly Effective on their most recent performance evaluation; and
- C. employed by the Corporation as of December 1st of the year in which the teacher appreciation grant funds are received by the Corporation.

# Policy

**BOARD OF SCHOOL TRUSTEES  
TIPPECANOE SCHOOL CORPORATION**

PROFESSIONAL STAFF  
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The Corporation shall distribute the teacher appreciation grant funds it receives as follows:

- A. A cash stipend as determined by the Superintendent shall be distributed to all teachers in the Corporation who are rated as Effective; and
- B. A cash stipend in an amount that is 25% more than the stipend given the teachers rated as Effective shall be distributed to all teachers in the Corporation who are rated as Highly Effective.

If the Corporation is the local educational agency (LEA) or lead school corporation that administers a special education cooperative or joint services program or a career and technical education program, including programs managed under I.C. 20-26-10, 20-35-5, 20-37, or I.C. 36-1-7, then it shall award teacher appreciation grant stipends to and carry out the other responsibilities of an employing school corporation under this section for the teachers in the special education program or career and technical education program with respect to the teacher appreciation grant funds it receives on behalf of those teachers.

A stipend to an individual teacher in a particular year is not subject to collective bargaining but is discussable and is in addition to the minimum salary or increases in the salary set under I.C. 20-28-9-5.

The Corporation shall distribute all stipends from a teacher appreciation grant to individual teachers within twenty (20) business days of the date the IDOE distributes the teacher appreciation grant funds to the Corporation.

This policy shall be reviewed annually by the Board and shall be submitted to the IDOE annually by the Superintendent as indicated above.

I.C. 20-18-2-22  
I.C. 20-28-1-7  
I.C. 20-43-10-3.5

Adopted 9/13/17

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