

# **Clinton Central School Corporation**



## **Evaluation Tools**

**Clinton Central School Corporation's Mission Statement**

**Board Approved: September 12, 2016**

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# **Clinton Central School Corporation RISE Teacher Evaluation Plan Introduction and Overview**

All educators in the Clinton Central School Corporation are committed professionals. Educators are held accountable for their professional growth and student learning by being evaluated effectively and consistently each school year. The faculty and administration are dedicated to the development and implementation of a program of professional growth. We believe when our teachers succeed, our students succeed.

Clinton Central School Corporation (CCSC) is required by Indiana law to conduct an annual performance evaluation of each certificated employee. For purposes of this document, the term “teacher” shall include all certificated employees as defined in IC 20-29-2-4.

## **Components Required by Legislation**

In 2011 Indiana lawmakers enacted legislation that requires schools to evaluate certified employees (IC 20-28-11.5-4):

- Performance evaluation for all certificated employees at least once a year
- Objective measures of student achievement included as indicative of the employee's performance
- Rigorously measuring performance by observations and other measures.
- Each employee annually assigned one of four designations (Highly effective, Effective, Improvement necessary, Ineffective).
- Evaluator recommends a time-frame for improved employee performance.
- Teachers who negatively affect student achievement can only receive two lowest designations.

## **Description of Plan Development Process**

Starting in the 2012-2013 school year, CCSC evaluators will satisfy the mandatory annual evaluation requirement through the use of the CCSC RISE Evaluation Rubric, a copy of which is included in the appendix of this document.

The CCSC RISE Evaluation Rubric was approved by the Clinton Central School Corporation School Board and approved for use beginning in the 2011-2012 school year.

Administrators in all buildings were trained through Wabash Valley in using the rubric. A software program will be used to facilitate tracking data, managing documentation, scheduling and tracking evaluations, tying evaluation results back to professional development, and to provide teachers a place to include any artifacts related to evaluations.

## Introduction and Purpose of Teacher Evaluation

The CCSC RISE Evaluation Rubric is designed to recognize quality teaching, to assist administrators in their efforts to continually increase teacher effectiveness, to provide clear expectations and actions for teachers to use in order to increase student achievement, and to provide teachers with consistent feedback and communication regarding their performance. The rubric focuses on evaluating a teacher's primary responsibility: engaging students in rigorous academic content so that students learn and achieve.

### Annual Designation in One of Four Categories

Through the use of the CCSC RISE Evaluation Rubric, each teacher will receive an annual designation placing the teacher in one of the following categories:

- A. **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This is a teacher 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 teacher's students, in aggregate, have generally met or exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education (IDOE), which shall be published annually by August 1.
- B. **Effective:** An *effective teacher* consistently meets expectations both in terms of student outcomes and instructional practice. This is a teacher 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 teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the IDOE, which shall be published annually by August 1.
- C. **Improvement Necessary:** A teacher who is rated as *improvement necessary* requires a change in performance before he/she meets expectations in terms of student outcomes or instructional practice. This is a teacher 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 teacher rated improvement necessary may have achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the IDOE, which shall be published annually by August 1.
- D. **Ineffective:** An *ineffective teacher* consistently fails to meet expectations both in terms of student outcomes and instructional practice. This is a teacher 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 teacher's students, in aggregate, may have achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the IDOE, which shall be published annually by August 1.

## Components of CCSC RISE Evaluation Plan

The Clinton Central School Corporation RISE Teacher Evaluation Plan includes the following components:

- An evaluation rubric that allows for detailed descriptions at each level of performance for each indicator.
- Annual performance evaluations for all certified employees.
- Objective measures for student achievement and growth, including methods for areas and subjects not measured by statewide assessments.
- Rigorous measures of teacher effectiveness, including observations and other performance indicators.
- A process to tie evaluation results back to professional development that is clearly aligned to the evaluation rubric's indicators and competencies.
- A plan and process for giving feedback, including improvement plans.
- A process for training observers and evaluators on each piece of the system.
- A process for the frequency and length of observations that ensures at least three observations each school year to allow for professional growth.
- A process for tracking data and managing documentation.
- A plan to offer direct support to new and struggling teachers.
- A clear approach for evaluating different kinds of certified staff, including a clear process and criteria for those without classrooms.
- A system for monitoring the fairness, consistency, and objectivity of the system within and across our CCSC schools.
- Annual designation of each certified employee in 1 of 4 ratings: Highly Effective, Effective, Improvement Necessary, In-effective.
- An explanation of the evaluator's recommendations for improvement, including the time frame in which improvement is expected.
- A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of Highly Effective or Effective.

### Observation Process: Professional Practice

The evaluation process stresses on-going feedback and support for the teacher. Observations are to be a regular and a frequent part of the evaluation process.

#### Formal Observations:

In the CCSC Evaluation Plan, teachers will be observed a minimum of three times a year using the Teacher Effectiveness Rubric. Teachers new to the corporation must have a minimum of two formal observations per year – at least one per semester. Teachers in their second or subsequent years of service at Clinton Central School Corporation have only one mandatory formal evaluation and two informal evaluations per year. However, evaluators may choose to visit classrooms more frequently than the minimum requirement specified, and any teacher may also request additional observations.

A **formal observation** lasts a minimum of 40 minutes. In CCSC, an extended observation must be announced. It may take place over one class or span two consecutive class periods.

## **Informal Observations:**

An **informal observation (walk-through)** lasts a minimum of 10 minutes and is not announced. There are no conferencing requirements around short observations, but a post-observation conference should be scheduled if there are areas of concern. A teacher must receive written feedback following a short observation within **two** school days. However, evaluators may choose to visit classrooms more frequently than the minimum requirement specified, and any teacher may also request additional observations. Any primary evaluators or secondary evaluators may perform an informal observation.

## **Pre/Post Conferences:**

**Pre-Conferences** should be held prior to formal observations only, and are scheduled by request of the evaluator.

**Post-Conferences** are mandatory and must occur within **five** school days of the formal observation. During this time, the teacher must be presented with written and oral feedback from the evaluator.

**Additional observations** beyond the minimum are expected to assist struggling teachers. This may be any combination of formal or informal observations and conferences that the primary evaluator deems appropriate. It is recommended that primary evaluators place struggling teachers on a professional development plan.

## **Evaluators**

All evaluators are trained through Wabash Valley Education Center in conducting evaluations. Teacher proficiencies will be assessed by a primary evaluator, taking into account information collected throughout the year during formal observations, informal observations, and conferences performed by both the primary evaluator as well as secondary evaluators.

The primary evaluator is responsible for tracking teachers' evaluation results. At the end of the year, the primary evaluator will look at information collected by all evaluators throughout the year and determine a teacher's summative rating. He or she will meet with the teacher to discuss this final rating in an end-of-year conference.

A secondary evaluator may perform informal observations. The data this person collects is passed on to the primary evaluator responsible for assigning a summative rating.

It is the responsibility to provide evidence to the evaluator regarding Domain 1: Planning and Domain 3: Leadership. Teachers 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, systems for record keeping, instructional goal and data driven goals.

B. Domain 3: Leadership - documents from team planning and collaboration, call-logs or notes from parent-teacher meetings, and attendance records from professional development or school-based activities/events.

## **Scoring Process**

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

1. Compile ratings and notes from observations, conferences, and other sources of information
2. Use professional judgment to establish three final ratings in Planning, Instruction, and Leadership

3. Use established weights to roll-up three domain ratings into one rating for Domains 1-3
4. Incorporate Core Professionalism rating

A teacher who is rated as ineffective may, at his or her discretion make a written request for a private conference with the superintendent of schools within seven working days of the teacher's receipt of an ineffective rating.

### **BEGINNING OF ACADEMIC YEAR**

- Evaluators may hold conferences with all returning employees. These conferences should be used as a chance to do the following:
  1. Review evaluation ratings including all necessary data returned during the summer.
  2. Discuss teacher strengths and weaknesses and plan professional goals for the year accordingly.
  3. Set Goals.
  4. Outline remediation plans for any returning teachers who have received a rating of *Improvement Necessary* or *Ineffective*. A remediation period (not totaling more than 90 days) should be outlined and clear improvement goals provided.

### **THROUGHOUT ACADEMIC YEAR**

- Evaluators and teachers conference to discuss findings and evidence from ongoing formal and informal observations, collaborating to make sure both novice and veteran teachers are on pace to meet annual professional development goals.
- In instances where teachers are not on pace to meet professional development goals, evaluators will counsel teachers toward specific steps they can take to improve classroom practice, raise student achievement, and meet annual goals.

### **END OF ACADEMIC YEAR (MAY/JUNE)**

- **Hold end-of-year conferences with employees who have shown a record of effectiveness who will have a continuing contract.** Discuss the evaluation evidence collected via observations throughout the year as well as any initial goals. This conference allows teachers to end the school year with a strong sense of their current performance as well as general ideas for improvement in the coming year.
- **Hold end-of-year conferences with those employees who are eligible for cancellations or nonrenewal of contracts due to reductions in force, probationary status, or incompetence\*.**

The evaluators should use the most complete and accurate information in hand that paints a picture of teacher effectiveness for the year. Any decisions should be based on a body of evidence collected over time as well as on the evaluator's best professional judgment.

- If a teacher is in danger of dismissal, and all evidence collected thus far points to a poor rating, it is recommended that evaluators have these conversations with teachers in the spring, counsel out employees, or notify them of non-continuance. Evaluators will use including (but not limited to) the following: observation notes, student data (formative and summative throughout the year), student work, lesson plans, and other assessments.
- To maintain strong instructional teams for their schools, it is critical for principals to make tough employment decisions in the spring. Given that the best pool of applicants for new teachers is available in the spring, principals cannot afford to wait until August to make those decisions and risk hiring from a weaker pool of applicants.

- *Note on "incompetence":* IC 20-28-7.5-1(e)(4) permits a corporation to immediately terminate a teacher contract for "incompetence." Incompetence includes (but is NOT limited to) a teacher's receipt of ineffective designations on two consecutive performance evaluations (IC 20-28-7.5-1(e)(4)(A)) or an ineffective designation or improvement necessary rating in three years of any five year period (IC 20-28-7.5- 1(e)(4)(B)).

- Note that nothing in the new law restricts evidence of incompetence to performance evaluation designations. Thus, it appears that the references in IC 20-28-7.5- 1(e)(4) to performance evaluations supplements, rather than replaces, existing meanings of incompetence.
- For example, in the case of *Harrison-Washington School Corporation v. Bales* (Ind. Ct. App. 1983), the Indiana Court of Appeals upheld a termination for incompetence where a teacher was found “wanting in practical efficiency and discipline.” The new legislation neither overturned nor contradicted the *Bales* court’s reasoning or interpretation of incompetence. As always, however, a corporation should consult with legal counsel for advice on how to determine whether an employee’s performance constitutes incompetence under the law.

## **Data Collection, Storage, and Analysis**

Data pertaining to teacher evaluations will be collected, stored, and tracked using a software program. This program will:

- Contain all 4 Domains of RISE and their competencies
- Contain all 19 competencies
- Include Goals
- Require evaluator to use Professional Judgment to score
- Allow evaluator to write and store narratives
- Convert domain ratings to a final, overall Professional Practice Rating
- Allow for evidence to be directly linked to appropriate indicator in the rubric
- Direct teacher to specific professional development offerings based on teacher request or evaluator recommendation
- Store uploaded artifacts such as lesson plans, student work, pre/post conference forms, etc.

## **Professional Development/Improvement Plan**

An important part of developing professionally is the ability to self-reflect on performance. The professional development plan is a tool for teachers to assess their own performance and set development goals. In this sense, a professional development plan supports teachers who strive to improve performance, and can be particularly helpful for new teachers. Although every teacher is encouraged to set goals around his/her performance, only teachers 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. This may also serve as the remediation plan specified in Senate Enrolled Act 1.

Teachers 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. Teachers set benchmarks to check their progress throughout the improvement timeline (no more than 90 school days for remediation plans) and include data to ensure progress is adequate at each benchmark.

Progress towards goals is formally discussed during the mid-year conference, at which point the evaluator and teacher discuss the teacher’s performance thus far and adjust individual goals as necessary. Professional development goals should be directly tied to areas of improvement within the Teacher Effectiveness Rubric. Teachers with professional development plans are required to use license renewal credits for professional development activities.

Teachers in their first few years are encouraged to complete a professional development plan with the support of their primary evaluator. These teachers will benefit from early and frequent feedback on their performance. Evaluators should adjust timing of observations and conferences to ensure these teachers 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.

## Scheduling Decisions

**By statute, a school corporation is required to notify parents in an instance where a student is assigned an ineffective teacher (or two different ineffective teachers) for two consecutive years.** To avoid making scheduling changes in the fall, corporations should preempt the possibility of this happening by doing three things:

1. Ensure struggling teachers receive support throughout the year to improve. Corporations will have evidence to identify struggling teachers early on. If a teacher is not improving after being provided targeted supports, a corporation should look to exit the teacher in the spring rather than having him/her return in the fall.
2. If a corporation plans to have a teacher return in the fall who is in danger of receiving an ineffective rating based on the evidence collected thus far, the corporation should flag this when scheduling students to ensure no student has the possibility of receiving an ineffective teacher two years in a row.
3. If no scheduling changes can be made to avoid enrolling students in ineffective teachers' classes two years in a row, the school principal shall notify the affected parents or guardians before the tenth day of August of each year. The principal may meet this requirement through a private conference with the guardian(s) or by a letter in the US mail.

## Pre-Observation Form - Teacher

**Note: This optional form may be used, at the evaluator's discretion, in conjunction with a pre-conference, but can also be exchanged without a pre-conference prior to the observation.**

SCHOOL: \_\_\_\_\_ OBSERVER: \_\_\_\_\_  
TEACHER: \_\_\_\_\_ GRADE/SUBJECT: \_\_\_\_\_  
DATE AND PERIOD OF SCHEDULED OBSERVATION: \_\_\_\_\_

Dear Teacher,

In preparation for your formal observation, please answer the questions below and upload this completed document along with any requested material and/or items related to the observation.

- 1) What learning objectives or standards will you target during this class?
  
- 2) How will you know if students are mastering/have mastered the objective?
  
- 3) Is there anything you would like me to know about this class in particular?
  
- 4) Are there any skills or new practices you have been working on that I should look for?

Please upload the following items for review prior to your scheduled observation:

## Post-Observation Form - Evaluators

**Instructions:** The primary post-observation document should simply be a copy of the observation notes taken in the classroom. This optional form may be used, at the evaluator's discretion, to summarize and supplement the notes.

SCHOOL: \_\_\_\_\_

OBSERVER: \_\_\_\_\_

TEACHER: \_\_\_\_\_

GRADE/SUBJECT: \_\_\_\_\_

DATE OF OBSERVATION: \_\_\_\_\_

START TIME: \_\_\_\_\_ END TIME: \_\_\_\_\_

Domain 2: Areas of Strength Observed in the Classroom (identify specific competencies):

Domain 2: Areas for Improvement Observed in the Classroom (identify specific competencies):

Domain 1: Analysis of information (including strengths and weaknesses) in Planning:

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

Action Steps for Teacher Areas of Improvement:

*This section should be written by the teacher and evaluator during the post conference.*

## Optional Summative Rating Form

SCHOOL: \_\_\_\_\_

SUMMATIVE EVALUATOR: \_\_\_\_\_

TEACHER: \_\_\_\_\_

GRADE/SUBJECT: \_\_\_\_\_

DATE: \_\_\_\_\_

**Note: Prior to the summative conference, evaluators should complete this form based on information collected and assessed throughout the year. A copy should be given to the teacher for discussion during the summative conference. For more information on the Student Learning Objectives component of this form, see the Student Learning Objectives Handbook.**

### Teacher Effectiveness Rubric Scoring

#### 1. Purposeful Planning

Number of Competencies: 6

Domain Description: 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 as well as plans for accommodations and changes in response to a lack of student progress.

Domain 1: Purposeful Planning	Competency Rating	Final Assessment of Domain 1
1.1 Competency Utilize Assessment Data to Plan	Highly Effective	At Level 4, a teacher fulfills the criteria of Level 3 and additionally: <ul style="list-style-type: none"> <li>Incorporates differentiated instructional strategies in planning to reach most students at his/her level of understanding</li> </ul>
	Effective	Teacher uses prior assessment data to formulate: <ul style="list-style-type: none"> <li>Achievement goals, unit plans, AND lesson plans</li> </ul>
	Improvement Necessary	Teacher rarely uses prior assessment data to formulate: <ul style="list-style-type: none"> <li>Achievement goals, unit plans OR lesson plans, but not all of the above</li> </ul>
	Ineffective	Teacher never uses prior assessment data when planning
1.2 Competency Set Ambitious and Measurable Achievement Goals	Highly Effective	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> <li>Plans an annual student achievement goal</li> <li>Meets 3 of 3:               <ol style="list-style-type: none"> <li>Measurable</li> <li>Aligned to content standards; AND</li> <li>Includes benchmarks to help monitor learning and inform interventions throughout the year.</li> </ol> </li> </ul>
	Effective	Teacher develops an annual student achievement goal that is: <ul style="list-style-type: none"> <li>Meets 2 of 3:               <ol style="list-style-type: none"> <li>Measurable</li> <li>Aligned to content standards; AND</li> <li>Includes benchmarks to help monitor learning and inform interventions throughout the year.</li> </ol> </li> </ul>
	Improvement Necessary	<ul style="list-style-type: none"> <li>Meets 1 of 3:               <ol style="list-style-type: none"> <li>Measurable</li> <li>Aligned to content standards; AND</li> <li>Includes benchmarks to help monitor learning and inform interventions throughout the year.</li> </ol> </li> </ul>
	Ineffective	Teacher never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes

Domain 1: Purposeful Planning	Competency Rating	Final Assessment of Domain 1
1.3 Competency Develop Standards-Based Unit Plans and Assessments	Highly Effective	At Level 4, a teacher fulfills the criteria of Level 3 and additionally: <ul style="list-style-type: none"> <li>Creates well designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created)</li> <li>Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit.</li> </ul>
	Effective	Based on achievement goals, teacher plans units by: <ul style="list-style-type: none"> <li>Identifying content standards that students will master in each unit</li> <li>Creating assessments before each unit begins for backwards planning</li> <li>Allocating an instructionally appropriate amount of time for each unit.</li> </ul>
	Improvement Necessary	Based on achievement goals, teacher plans units by: <ul style="list-style-type: none"> <li>Identifying content standards that students will master in each unit</li> </ul> Teacher may <i>not</i> : <ul style="list-style-type: none"> <li>Create assessments before each unit begins for backwards planning</li> <li>Allocate an instructionally appropriate amount of time for each unit</li> </ul>
	Ineffective	Teacher never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.
1.4 Competency Create Objective-Driven Lesson Plans	Highly Effective	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> <li>Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction.</li> </ul>
	Effective	Based on unit plan, teacher plans daily lessons by: <ul style="list-style-type: none"> <li>Identifying lesson objectives that are aligned to state content standards</li> <li>Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives</li> </ul>
	Improvement Necessary	Based on unit plan, teacher rarely plans daily lessons by: <ul style="list-style-type: none"> <li>Identifying lesson objectives that are aligned to state content standards</li> <li>Matching instructional strategies and activities/assignments to the lesson objectives</li> </ul> Teacher may not: <ul style="list-style-type: none"> <li>Design assignments that are meaningful or relevant</li> </ul>
	Ineffective	Teacher never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments

Domain 1: Purposeful Planning	Competency Rating	Final Assessment of Domain 1
1.5 Competency Create Objective Driven Assessments	Highly Effective	At Level 4, a teacher fulfills the criteria of Level 3 and additionally: <ul style="list-style-type: none"> <li>• Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction</li> </ul>
	Effective	<ul style="list-style-type: none"> <li>• Designs formative assessments that measure progress towards mastery of the objective and informs instruction</li> </ul>
	Improvement Necessary	Teacher uses an effective data tracking system for: <ul style="list-style-type: none"> <li>• Creating objective driven lessons plans</li> </ul> Teacher rarely: <ul style="list-style-type: none"> <li>• Utilize formative assessment or informal assessments</li> </ul>
	Ineffective	Teacher never plans informal assessments or formative assessments to measure progress or to inform instruction.
1.6 Competency Track Student Data and Analyze Progress	Highly Effective	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> <li>• Uses daily checks for understanding for additional data points</li> <li>• Uses data analysis of student progress to drive lesson planning for the following day</li> </ul>
	Effective	Teacher uses an effective data monitoring system for: <ul style="list-style-type: none"> <li>• Recording student assessment/progress data</li> <li>• Analyzing student progress towards mastery and planning future lessons/units accordingly</li> <li>• Maintaining a grading system aligned to student learning goals</li> </ul>
	Improvement Necessary	Teacher uses an effective data monitoring system for: <ul style="list-style-type: none"> <li>• Recording student assessment/progress data</li> <li>• Maintaining a grading system</li> </ul> Teacher may not: <ul style="list-style-type: none"> <li>• Use data to analyze student progress towards mastery or to plan future lessons/units</li> <li>• Have grading system that appropriately aligns with student learning goals</li> </ul>
	Ineffective	Teacher never uses a data monitoring system to record student assessment/progress data and/or has no discernable grading system

## 2. Effective Instruction

Number of Competencies: 9

Domain Description: Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Domain 2: Effective Instruction	Competency Rating	Final Assessment of Domain 2
<p>2.1 Competency Develop student understanding and mastery of lesson objectives</p> <p>1. Competency Notes:</p> <p>One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate)</p> <p>In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various</p>	Highly Effective	<p>Teacher is highly effective at developing student understanding and mastery of lesson objectives. For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> <li>• Students can explain what they are learning and why it is important, beyond repeating the stated objective</li> <li>• Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection.</li> </ul>
	Effective	<p>Teacher is effective at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> <li>• Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson</li> <li>• Objective is written in a student friendly manner and/or explained to students in easy to understand terms</li> <li>• Importance of the objective is explained so that students understand why they are learning what they are learning</li> <li>• Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students</li> <li>• Lesson is well organized to move students towards mastery of the objective</li> </ul>
	Improvement Necessary	<p>Teacher needs improvement at developing student understanding and mastery of lesson objectives.</p> <ul style="list-style-type: none"> <li>• Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable</li> <li>• Objective is stated, but not in a student friendly manner that leads to understanding</li> <li>• Teacher attempts explanation of importance of objective, but students fail to understand</li> <li>• Lesson generally does not build on prior knowledge of students or students fail to make this connection</li> <li>• Organization of the lesson may not always be connected to mastery of the objective</li> </ul>
	Ineffective	<p>Teacher is ineffective at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> <li>• Lesson objective is missing more than one component. It may not be clear about what students are leaning or will be able to do by the end of the lesson.</li> <li>• There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students.</li> <li>• Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important.</li> <li>• There may be no effort to connect objective to prior knowledge of students</li> <li>• Lesson is disorganized and does not lead to mastery of objective.</li> </ul>

Domain 2: Effective Instruction	Competency Rating	Final Assessment of Domain 2
<p>2.2 Competency Demonstrates and Clearly Communicate Content Knowledge to Students</p>	<p>Highly Effective</p>	<p>Teacher is highly effective at demonstrating and clearly communicating content knowledge to students. For Level 4 much of the Level 3 evidence is observed during the year as well as some of the following:</p> <ul style="list-style-type: none"> <li>• Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding</li> <li>• Teacher effectively connects content to other content areas, students' experiences and interest, or current events in order to make content relevant and build interest.</li> <li>• Explanations spark student excitement and interest in the content</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>2. Competency Notes:  Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.</p>	<p>Effective</p>	<p>Teacher is effective at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> <li>• Teacher demonstrates content knowledge and delivers content that is factually correct</li> <li>• Content is clear, concise and well organized</li> <li>• Teacher restates and rephrases instruction in multiple ways to increase understanding</li> <li>• Teacher emphasizes key points or main ideas in content</li> <li>• Teacher uses developmentally appropriate language and explanations</li> <li>• Teacher implements relevant instructional strategies</li> </ul>
<p>If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.</p>	<p>Improvement Necessary</p>	<p>Teacher needs improvement at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> <li>• Teacher delivers content that is factually correct</li> <li>• Content occasionally lacks clarity and is not as well organized as it could be</li> <li>• Teacher may fall to restate or rephrase instruction in multiple ways to increase understanding</li> <li>• Teacher does not adequately emphasize main ideas, and students are sometimes confused about key points or main ideas</li> <li>• Explanations sometimes lack developmentally appropriate language</li> <li>• Teacher does not always implement relevant instructional strategies</li> </ul>
<p>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.</p>	<p>Ineffective</p>	<p>Teacher is ineffective at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> <li>• Teacher may deliver content that is factually incorrect</li> <li>• Explanations may be unclear or incoherent and fail to build student understanding of key concepts</li> <li>• Teacher continues with planned instruction, even when it is obvious that students are not understanding content</li> <li>• Teacher does not emphasize main ideas, and students are often confused about key points or main ideas</li> <li>• Teacher fails to use developmentally appropriate language</li> <li>• Teacher does not implement relevant instructional strategies</li> </ul>

Domain 2: Effective Instruction	Competency Rating	Final Assessment of Domain 2
2.3 Competency Engage students in academic content	Highly Effective	<p>Teacher is highly effective at engaging students in academic content For Level 4 much of the Level 3 evidence is observed during the year as well as some of the following:</p> <ul style="list-style-type: none"> <li>• Teacher provides ways to engage with content that significantly promotes student mastery of the objective</li> <li>• Teacher provides differentiated ways of engaging with content specific to individual student needs</li> <li>• The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do</li> <li>• Teacher effectively integrates technology as a tool to engage students in academic content</li> </ul>
<p>3. Competency Notes: The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.</p>	Effective	<p>Teacher is effective at engaging students in academic content</p> <ul style="list-style-type: none"> <li>• <math>\frac{3}{4}</math> or more of students are actively engaged in content and not off task</li> <li>• Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective</li> <li>• Ways of engaging with content reflect different learning modalities or intelligences</li> <li>• Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged</li> <li>• Students have the appropriate accommodations to be engaged in content</li> <li>• Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)</li> </ul>
<p>Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off task) during lesson; or (c) active participation in hands on tasks/activities.</p>	Improvement Necessary	<p>Teacher needs improvement at engaging students in academic content</p> <ul style="list-style-type: none"> <li>• Fewer than <math>\frac{3}{4}</math> of students are engaged in content and many are off task</li> <li>• Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content</li> <li>• Teacher may miss opportunities to provide ways of differentiating content for student engagement</li> <li>• Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective</li> <li>• Students are sometimes given appropriate accommodations to be engaged in content</li> <li>• Students may appear to actively listen, but when it comes time for participation are disinterested in engaging</li> </ul>

<p>Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical mathematical, etc.) It may also be effective to engage students via two or more strategies targeting the same modality.</p>	<p>Ineffective</p>	<p>Teacher is ineffective at engaging students in academic content</p> <ul style="list-style-type: none"> <li>• Fewer than ½ of students are engaged in content and many are off task</li> <li>• Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content</li> <li>• Teacher does not differentiate instruction to target different learning modalities</li> <li>• Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students</li> <li>• Students are not provided with the necessary accommodations to engage in content</li> <li>• Students do not actively listen and are overtly disinterested in engaging</li> </ul>
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Domain 2: Effective Instruction	Competency Rating	Final Assessment of Domain 2
2.4 Competency Check for Understanding	Highly Effective	<p>Teacher is highly effective at checking for understanding For Level 4 much of the Level 3 evidence is observed during the year as well as some of the following:</p> <ul style="list-style-type: none"> <li>• Teacher checks for understanding at higher levels by asking pertinent scaffold questions that push thinking; accepts only high quality student responses (Those that reveal understanding or lack thereof)</li> <li>• Teacher uses open ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher order thinking</li> </ul>
	Effective	<p>Teacher is effective at checking for understanding</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)</li> <li>• Teacher uses wait time effectively both 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 and cycles back to these students</li> <li>• Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)</li> </ul>
<p>4. Competency Notes:</p> <ul style="list-style-type: none"> <li>• Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.</li> </ul>	Improvement Necessary	<p>Teacher needs improvement at checking for understanding</p> <ul style="list-style-type: none"> <li>• Teacher sometimes checks for understanding of content, but misses several key moments</li> <li>• Teacher may use more than one type of check for understanding but is often unsuccessful in capturing an accurate "pulse" of the class's understanding</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> <li>• Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments</li> </ul>
<p>Examples of how the teacher may assess student understanding and mastery of objectives:</p> <ul style="list-style-type: none"> <li>• Checks for Understanding: Thumbs up/down, cold calling</li> <li>• Do Nows, Turn and Talk/Pair Share, Guided or Independent Practice, Exit Slips</li> </ul>	Ineffective	<p>Teacher is ineffective at checking for understanding</p> <ul style="list-style-type: none"> <li>• Teacher rarely or never checks for understanding of content, or misses nearly all key moments</li> <li>• Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's 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 does not cycle back to these students</li> <li>• Teacher rarely or never assesses for mastery at the end of the lesson</li> </ul>

Domain 2: Effective Instruction	Competency Rating	Final Assessment of Domain 2
2.5 Competency Modify Instruction as Needed	Highly Effective	<p>Teacher is highly effective at modifying instruction as needed For Level 4 much of the Level 3 evidence is observed during the year as well as some of the following:</p> <ul style="list-style-type: none"> <li>• Teacher anticipates student misunderstandings and preemptively addresses them</li> <li>• Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement</li> </ul>
	Effective	<p>Teacher is effective at modifying instruction as needed</p> <ul style="list-style-type: none"> <li>• Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students</li> <li>• Teacher responds to misunderstandings with effective scaffolding techniques</li> <li>• Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful</li> </ul>
<p>5. Competency Notes:</p> <p>In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 in order to modify instruction as needed, one must first know how to check for understanding.</p>	Improvement Necessary	<p>Teacher needs improvement at modifying instruction as needed</p> <ul style="list-style-type: none"> <li>• Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for students</li> <li>• Teacher may primarily respond to misunderstandings by using teacher driven scaffolding techniques (for example, re-explaining a concept), when student driven techniques could have been more effective</li> <li>• Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding</li> </ul>
<p>A teacher can respond to misunderstandings using "scaffolding" techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds", providing visual cues, etc.</p>	Ineffective	<p>Teacher is ineffective at modifying instruction as needed</p> <ul style="list-style-type: none"> <li>• Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students</li> <li>• Teacher only responds to misunderstandings by using teacher driven scaffolding techniques</li> <li>• Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding</li> </ul>



<p>2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.</p>	<p>Ineffective</p>	<p>Teacher is ineffective at maximizing instructional time</p> <ul style="list-style-type: none"> <li>• Students may frequently arrive late (unexcused) for class without consequences</li> <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 at all times.</li> <li>• There are significant periods of time in which students are not engaged in meaningful work</li> <li>• Teacher wastes significant time between parts of the lesson due to classroom management</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 frequently cause the teacher to have to make adjustments to the lesson</li> </ul>
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Domain 2: Effective Instruction	Competency Rating	Final Assessment of Domain 2
<p>2.8 Competency Create Classroom Culture of Respect and Collaboration</p> <p>8. Competency Notes: 1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard</p> <p>2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions</p>	Highly Effective	<p>Teacher is highly effective at creating a classroom culture of respect and collaboration for Level 4 much of the Level 3 evidence is observed during the year 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 themselves</li> </ul>
	Effective	<p>Teacher is effective at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> <li>• Students are respectful of their teacher and peers</li> <li>• Students are given opportunities to collaborate and support each other in the learning process</li> <li>• Teacher reinforces positive character and 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>
	Improvement Necessary	<p>Teacher needs improvement at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> <li>• Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms</li> <li>• Students are given opportunities to collaborate, but 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 focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others</li> </ul>
	Ineffective	<p>Teacher is ineffective at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> <li>• Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior</li> <li>• Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention</li> <li>• Teacher rarely or never praises positive behavior</li> <li>• Teacher rarely or never addresses negative behavior</li> </ul>

Domain 2: Effective Instruction	Competency Rating	Final Assessment of Domain 2
2.9 Competency Set High Expectations for Academic Success	Highly Effective	<p>Teacher is highly effective at setting high expectations for academic success. For Level 4 much of the Level 3 evidence is observed during the year 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>
	Effective	<p>Teacher is effective at setting high expectations for academic success</p> <ul style="list-style-type: none"> <li>• Teacher sets high expectations for students of all levels</li> <li>• Students are invested in their work and value academic success as evidenced b their effort and quality of their work</li> <li>• The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly)</li> <li>• Teacher celebrates and praises academic work.</li> <li>• High quality work of all students is displayed in the classroom</li> </ul>
	Improvement Necessary	<p>Teacher needs improvement at setting high expectations for academic success</p> <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 may occasionally spend time off task or give up when work is challenging</li> <li>• Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give up easily)</li> <li>• Teacher may praise the academic work of some, but not others</li> <li>• High quality work of a few, but not all students, may be displayed in the classroom</li> </ul>
<p>9. Competency Notes: 1. There are several ways for a teacher to demonstrate high expectations – through encouraging comment, higher level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.</p>	Ineffective	<p>Teacher is ineffective at setting high expectations for student success</p> <ul style="list-style-type: none"> <li>• Teacher rarely or never sets high expectations for students</li> <li>• Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off task, or refuse to attempt assignments</li> <li>• Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers</li> <li>• Teacher rarely or never praises academic work or good behavior</li> <li>• High quality work is rarely or never displayed in the classroom</li> </ul>

### 3. Teacher Leadership

Number of Competencies: 5

Domain Description: Teachers develop and sustain the intense energy and leadership with their school community to ensure the achievement of all students.

Domain 3: Teacher Leadership	Competency Rating	Final Assessment of Domain 3
3.1 Competency Contribute to School Culture	Highly Effective	At Level 4, a teacher fulfills the criteria of Level 3 and additionally may: <ul style="list-style-type: none"> <li>• Seek out leadership roles</li> <li>• Go above and beyond in dedicating time for students and peers outside of class</li> </ul>
	Effective	Teacher will: <ul style="list-style-type: none"> <li>• Contribute ideas and expertise to further the schools' mission and initiatives</li> <li>• Dedicate time efficiently, when needed, to helping students and peers outside of class</li> </ul>
	Improvement Necessary	Teacher will: <ul style="list-style-type: none"> <li>• Contribute occasional ideas and expertise to further the school's mission and initiatives</li> </ul>
	Ineffective	Teacher may not: <ul style="list-style-type: none"> <li>• Frequently dedicates time to help students and peers efficiently outside of class</li> <li>• Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.</li> </ul>

Domain 3: Teacher Leadership	Competency Rating	Final Assessment of Domain 3
3.2 Competency Collaborate with Peers	Highly Effective	At Level 4, a teacher fulfills the criteria of Level 3 and additionally may: <ul style="list-style-type: none"> <li>• Go above and beyond in seeking out opportunities to collaborate</li> <li>• Coach peers through difficult situations</li> <li>• Take on leadership roles within collaborative groups such as Professional Learning Communities</li> </ul>
	Effective	Teacher will: <ul style="list-style-type: none"> <li>• Seek out and participate in regular opportunities to work with and learn from others</li> <li>• Ask for assistance, when needed, and provide assistance to others in need</li> </ul>
	Improvement Necessary	Teacher will: <ul style="list-style-type: none"> <li>• Participate in occasional opportunities to work with and learn from others</li> <li>• Ask for assistance when needed</li> </ul>
	Ineffective	Teacher may not: <ul style="list-style-type: none"> <li>• Seek to provide other teachers with assistance when needed OR</li> <li>• Regularly seek out opportunities to work with others</li> <li>• Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.</li> </ul>

Domain 3: Teacher Leadership	Competency Rating	Final Assessment of Domain 3
3.3 Competency Seek Professional Skills and Knowledge	Highly Effective	At Level 4, a teacher fulfills the criteria of Level 3 and additionally may: <ul style="list-style-type: none"> <li>Regularly share newly learned knowledge and practices with others</li> <li>Seek out opportunities to lead professional development sessions</li> </ul>
	Effective	Teacher will: <ul style="list-style-type: none"> <li>Actively pursue opportunities to improve knowledge and practice</li> <li>Seek out ways to implement new practices into instruction, where applicable</li> <li>Welcome constructive feedback to improve practices</li> </ul>
	Improvement Necessary	Teacher will: <ul style="list-style-type: none"> <li>Attend all mandatory professional development opportunities</li> </ul>
	Ineffective	Teacher may not: <ul style="list-style-type: none"> <li>Actively pursue optional professional development opportunities</li> <li>Seek out ways to implement new practices into instruction</li> <li>Accept constructive feedback well</li> <li>Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning</li> </ul>

Domain 3: Teacher Leadership	Competency Rating	Final Assessment of Domain 3
3.4 Competency Advocate for Student Success	Highly Effective	At Level 4, a teacher fulfills the criteria of Level 3 and additionally may: <ul style="list-style-type: none"> <li>Display commitment to the education of all the students in the school</li> <li>Make changes and take risks to ensure student success</li> </ul>
	Effective	Teacher will: <ul style="list-style-type: none"> <li>Display commitment to the education of all his/her students</li> <li>Attempt to remedy obstacles around student achievement</li> <li>Advocate for students' individualized needs</li> </ul>
	Improvement Necessary	Teacher will: <ul style="list-style-type: none"> <li>Display commitment to the education of all his/her students</li> </ul>
	Ineffective	Teacher may not: <ul style="list-style-type: none"> <li>Advocate for students' needs</li> <li>Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.</li> </ul>

## Domains 1-3 Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1		10%	
Domain 2		75%	
Domain 3		15%	
Final Score for Domains 1-3:			

Follow the following formula to calculate by hand:

- 1) Rating \* % Weight = Weighted Rating
- 2) Sum of Weighted Ratings = Final Score for Domains 1-3

**Final Teacher Effectiveness Rubric Score, Domains 1-3:** \_\_\_\_\_



Review of Components – Each teacher’s summative evaluation score will be based on the following components and measures:

**1. Professional Practice – Assessment of instructional knowledge and skills**

Measure: Indiana Teacher Effectiveness Rubric (TER)

**2. Student Learning – Contribution to student academic progress**

Measure: School-wide Learning Measure (SWL) – IDOE’s A-F Ratings Measure: Individual Growth Model (IGM) – IDOE’s 1-4 Ratings

The School-wide Learning Measure is determined based upon the school’s current grade as defined by the IDOE. If a teacher teaches at more than one building, the school’s score that the teacher spends the majority of his/her day shall be used. If a teacher spends equal time in more than one building, the school’s scores will be averaged. The following scale shall determine the amount of points awarded:

- A = 4
- B = 3
- C = 2
- D = 1
- F = 0

If IGM data was used, this measure only applies to teachers of grades 4 through 10 who teach ELA or math. The method for scoring this measure would come from the IDOE.

**Weighting of Measures** – The primary goal of the weighting method is to treat teachers as fairly and as equally as possible. At this point, the evaluator should have calculated or received individual scores for the following

measures: Teacher Effectiveness Rubric (TER), School-wide Learning Measure (SWL), and Individual Growth Model (IGM).

All teacher evaluations will be comprised using one of the following two percentage groups:

- I. 85% Teacher Effectiveness Rubric (TER) – Observations  
15% School-wide Learning Measure Data (SWL) – DOE A-F rating by building

100% Summative Teacher Evaluation Score

- II. 85% Teacher Effectiveness Rubric (TER) – Observations
- III. 10% Individual Growth Model data (IGM) – DOE data  
5% School-wide Learning Measure Data (SWL) – DOE A-F rating by building

100% Summative Teacher Evaluation Score

Domain 4: Professionalism	Final Assessment of Domain 4
1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect	
<b>Final Rating (Circle One)</b>	<b>Meets Standards</b> <b>Does Not Meet Standards</b>

*Final Teacher Effectiveness Rubric Score*

Directions: If the teacher “Meets Standards” above, deduct 0 points. The final Teacher Effectiveness Rubric score remains the same as in the previous step. If the teacher “Does Not Meet Standards”, deduct 1 point from the score calculated in the previous step.

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

<b>Component</b>	<b>Raw Score</b>	<b>Weight</b>	<b>Weighted Score</b>
Teacher Effectiveness Rubric			
Individual Growth Model (if applicable)			
School-Wide Learning Measure			
Sum of the Weighted Scores			

\*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.

Ineffective	Improvement Necessary	Effective	Highly Effective
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1.0 Points	1.75 Points	2.5 Points	3.5 Points	4.0 Points
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Note: Borderline points always round up.

**Final Summative Rating:**

**Ineffective  
Effective**

**Improvement Necessary  
Highly Effective**

**Teacher Signature**

I have met with my evaluator to discuss the information on this form and have received a copy.

Signature: \_\_\_\_\_

**Evaluator Signature**

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

I have met with this teacher to discuss the information on this form and provided a copy.

Signature: \_\_\_\_\_

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

**Clinton Central School Corporation Professional Improvement Plan**

Teacher:  
Teaching Assignment:

Administrator:  
School:

**Development of Professional Improvement Plan**

This Professional Improvement Plan was developed jointly by [teacher, administrator, other] at a series of meetings between [date] and [date].

**Areas in Which Improvement Must Occur**

[List relevant Domains.]

Domain 1: Purposeful Planning

[List relevant competencies and indicators.]

Suggested Improvement Activities:

Domain 2: Effective Instruction

[List relevant competencies and indicators.]

Suggested Improvement Activities:

Domain 3: Teacher Leadership

[List relevant competencies and indicators.]

Suggested Improvement Activities:

Core Professionalism

Competencies listed below illustrate the expected minimum competencies. \*If improvement in this area is not shown within the allotted time indicated on the improvement plan then a point will be taken from the summative score.\*

[List relevant indicators.]

**Evaluation Method, Evaluator(s), and Duration of Plan**

Formal observations will be scheduled by [administrator]. Short observations will be conducted by [administrator(s), instructional coach, other(s)]. Walkthroughs may be conducted by [administrator(s),

instructional coach, other(s)]. Feedback will be provided to the teacher after extended observations. Extended and short observations and walkthroughs will be conducted until [end date]. The Plan will be reviewed and concluded or continued. If this Plan addresses only *some* of the competencies in need of improvement, another Plan may be created at the conclusion of this Plan to address remaining competencies.

**Summative Evaluation**

The minimum acceptable teaching performance is a rating of effective or highly effective on each competency targeted in this Professional Improvement Plan.

**Responsibility for Implementation**

The responsibility for attaining an acceptable teaching performance lies solely with [teacher]. Support, suggestions, and periodic assessments of progress will be provided by [administrator].

**Professional Improvement Plan Agreement**

I, [teacher], agree that I have been directed by [administrator] to make my best effort to fully implement this Professional Improvement Plan and eliminate the deficiencies before [end date]. I acknowledge that I have been informed by [administrator] that a failure or refusal to eliminate the deficiencies noted in this plan may result in a recommendation by [administrator] that the Board of School Trustees decline to continue my teaching contract.

**Professional Improvement Plan Approval**

The signatures below indicate agreement to the Professional Improvement Plan described above.

Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Administrator Signature \_\_\_\_\_

Administrator Signature \_\_\_\_\_

**Statement of Job Jeopardy**

Evaluations of [teacher] will result in a decision not to continue his/her employment with Clinton Central Schools if deficiencies are not corrected by [end date]. This Professional Improvement Plan is to be implemented by [teacher] and must result in an effective or highly effective teaching performance in all competencies by [end date].

**Review of Professional Improvement Plan**

The teacher's performance on each competency targeted in this Professional Improvement Plan

\_\_\_\_\_ is effective or highly effective, and this plan is concluded. The teacher is expected to maintain effective or highly effective performance in competencies addressed in this plan.

\_\_\_\_\_ is effective or highly effective, and this plan is concluded. The teacher is expected to maintain effective or highly effective performance in competencies addressed in this plan. In addition, at the time that this plan was created, the teacher and evaluator agreed to focus on a subset of competencies, with others to be addressed when the teacher's performance in the first subset of competencies is effective or highly effective. Therefore, a second plan will be created to target the remaining competencies for which the teacher performance needs improvement or is ineffective.

\_\_\_\_\_ needs improvement or is ineffective. The plan is extended until \_\_\_\_\_.

\_\_\_\_\_ needs improvement or is ineffective. The evaluator may recommend that the school district decline to continue the teacher's contract.

Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Administrator Signature \_\_\_\_\_

Administrator Signature \_\_\_\_\_

## Professional Development Plan Form

Instructional Goal					
<b>Overall Goal:</b> <i>Using your most recent evaluation, identify a instructional growth goal below. Identify alignment to rubric (domain and competency).</i>	<b>Action Steps:</b> <i>Include specific and measurable steps you will take to improve.</i>	<b>Benchmarks and Data:</b> <i>Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.</i>			<b>Evidence of Achievement:</b> <i>How do you know that your goal has been met?</i>
	<b>Action Step 1</b>	___ / ___ / ___	___ / ___ / ___	___ / ___ / ___	___ / ___ / ___
		<b>Data:</b>	<b>Data:</b>	<b>Data:</b>	<b>Data:</b>
	<b>Action Step 2</b>	___ / ___ / ___	___ / ___ / ___	___ / ___ / ___	___ / ___ / ___
		<b>Data:</b>	<b>Data:</b>	<b>Data:</b>	<b>Data:</b>

Data Goal							
<b>Overall Goal:</b> <i>Using your most recent evaluation, identify a data goal below. Identify alignment to rubric (domain and competency).</i>	<b>Action Steps:</b> <i>Include specific and measurable steps you will take to improve.</i>	<b>Benchmarks and Data:</b> <i>Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.</i>				<b>Evidence of Achievement:</b> <i>How do you know that your goal has been met?</i>	
	<b>Action Step 1</b>	___ / ___ / ___	___ / ___ / ___	___ / ___ / ___	___ / ___ / ___		
		<b>Data:</b>	<b>Data:</b>	<b>Data:</b>	<b>Data:</b>		
	<b>Action Step 2</b>	___ / ___ / ___	___ / ___ / ___	___ / ___ / ___	___ / ___ / ___		
		<b>Data:</b>	<b>Data:</b>	<b>Data:</b>	<b>Data:</b>		