

# Metropolitan School District of Pike Township

## Teacher Evaluation Process

*Adapted from Indiana RISE*



**Academics • Opportunities • Diversity**

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# MSD of Pike Evaluation Model

*Adapted from Indiana RISE 3.0*

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## Indiana Teacher Evaluation: Public Law 90

In 2011, Public Law 90 created an evaluation system aimed at strengthening teacher and school leader performance and providing meaningful opportunities for professional growth. Key tenets of the teacher evaluation system include:

- **Annual Performance Evaluation:** Every teacher, regardless of experience, deserves meaningful feedback on their performance on an annual basis.
- **Include Four Rating Categories:** To retain our best teachers, we need a process that can truly differentiate our best educators and give them the recognition they deserve. If we want all teachers 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.

### Performance Level Ratings

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

**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.

**Effective:** An *effective* teacher consistently meets expectations. 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.

**Improvement Necessary:** A teacher who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. 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.

**Ineffective:** An *ineffective* teacher consistently fails to meet expectations. 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.

## Overview of Components

Every teacher is unique, and the classroom is a complex place. RISE relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. While professional practice will be evaluated on the Indiana Teacher Effectiveness Rubric, corporations may also choose to incorporate additional components that fit local goals and context.

1. **Professional Practice** – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.

## Teacher Effectiveness Rubric: Overview

The primary portion of the Teacher Effectiveness Rubric consists of three domains and nineteen competencies.

**Figure 2: Domains 1-3 and Competencies**

### **Domain 1: Planning (10%)**

- 1.1 Utilize Assessment Data to Plan
- 1.2 Set Ambitious and Measurable Achievement Goals
- 1.3 Develop Standards-Based Unit Plans and Assessments
- 1.4 Create Objective-Driven Lesson Plans and Assessments
- 1.5 Track Student Data and Analyze Progress

### **Domain 2: Instruction (75%)**

- 2.1 Develop Student Understanding and Mastery of Lesson Objectives
- 2.2 Demonstrate and Clearly Communicate Content Knowledge to Students
- 2.3 Engage Students in Academic Content
- 2.4 Check for Understanding
- 2.5 Modify Instruction as Needed
- 2.6 Develop Higher Level of Understanding Through Rigorous Instruction and Work
- 2.7 Maximize Instructional Time
- 2.8 Create Classroom Culture of Respect and Collaboration
- 2.9 Set High Expectations for Academic Success

### **Domain 3: Leadership (15%)**

- 3.1 Contribute to School Culture
- 3.2 Collaborate with Peers
- 3.3 Seek Professional Skills and Knowledge
- 3.4 Advocate for Student Success
- 3.5 Engage Families in Student Learning

In addition to these three primary domains, the Teacher Effectiveness Rubric contains a fourth domain, referred to as Core Professionalism, which reflects the non-negotiable aspects of a teacher's job.

The **Core Professionalism** domain has four criteria:

- Attendance
- On-Time Arrival
- Policies and Procedures
- Respect

## Indiana Teacher Effectiveness Rubric

The complete Teacher Evaluation Rubric can be found in **Appendix A** of this guidebook. See **Appendix B** for a detailed description of core professionalism expectations.

### Observation of Teacher Practice

Teacher proficiency will be assessed by a primary evaluator, taking into account information collected throughout the year during extended observations, short observations, and conferences. Teachers will be observed in accordance to the following schedule:

#### Level 1:

Beginning teachers (0-1 years of experience in Pike) and/or teachers with an “Improvement Necessary” or “Ineffective” summative evaluation rating will receive **2 extended and 2 short observations**.

#### Level 2:

Teachers with 2 or more years of experience (in Pike) that receive an “Effective” or “Highly Effective” summative evaluation rating will receive **2 extended observations** by the primary evaluator.

*Note: All teachers that receive an “Improvement Necessary” or “Ineffective” summative evaluation rating must receive two consecutive years of at least an “Effective” rating to return to a Level 2 observation schedule.*

Observations will be unannounced. They may also take place over one class or span two consecutive class periods. An extended observation is defined as an observation that is a minimum of 40 minutes and a short observation is defined as a minimum of 10 minutes long. Pre-conferences are not mandatory for extended observations; however, a post-conference must occur following all extended observations. Pre- and post-conferences are not required for short observations; however, teachers should receive written feedback following each short observation.

It is essential that during teacher observations the evaluator take evidence-based notes, writing specific instances of what the teacher and students said and did in the classroom. The evidence that evaluators record during the observation should be non-judgmental, but instead reflect a clear and concise account of what occurred in the classroom. After the observation, the evaluator should take these notes and match them to the appropriate indicators on the rubric in order to provide the teacher with rubric-aligned feedback during the post-conference. Although evaluators are not required to provide teachers interim ratings on specific competencies after observations, the process of mapping specific evidence to indicators provides teachers a good idea of their performance on competencies prior to the end-of-year conference. At the end of the year, primary evaluators must determine a final, teacher effectiveness rubric rating and discuss this rating with teachers during the end-of-year conference. **The final teacher effectiveness rating will be calculated by the evaluator using his/her professional judgment in the Standard for Success system.**

### Observation Forms

Please refer to **Pages 11-28** for optional observation forms.

## MSD of Pike Township Evaluation Assignments

<b>School /Departments</b>	<b>Evaluators</b>
1. Central Elementary	Principal, Assistant Principal
2. College Park Elementary	Principal, Assistant Principal
3. Deer Run Elementary	Principal, Assistant Principal
4. Eagle Creek Elementary	Principal, Assistant Principal
5. Eastbrook Elementary	Principal, Assistant Principal
6. Fishback Creek Public Academy	Principal, Assistant Principal
7. Guion Creek Elementary School	Principal, Assistant Principal
8. Guion Creek Middle School	Principal, Assistant Principals, Depart. Chairs
9. Lincoln Middle school	Principal, Assistant Principals, Depart. Chairs
10. Nathaniel Jones Early Learning Center	Director
11. New Augusta South Public Academy	Principal, Assistant Principals
12. New Augusta North Public Academy	Principal, Assistant Principals, Depart. Chairs
13. Pike High School	Principal, Assistant Principals, Depart. Chairs
14. Pike Preparatory Academy	Principal, Assistant Principal
15. Snacks Creek Elementary	Principal, Assistant Principal
16. Special Education	Principal, Assistant Principal
17. PE/Athletic Directors K-12	Principal, Assistant Principal

*(If needed, the Superintendent will use her discretion to assign additional evaluators.)*

## Evaluation & Observation Timeline

- Share Pike Evaluation Model (*adapted from Indiana RISE*) with Teachers.....Aug. – Sept.
- Administrators meet to develop evaluation and observation schedule.....Aug. – Sept.
- Administrators conduct **beginning-of-year** (and summative) conferences...Aug. – Sept.
- Evaluators complete (1) extended and (1) short (if applicable) observation...Oct. – Dec.
- Evaluators conduct mid-year conferences with all **Level 1** teachers.....January  
*A copy of the completed Mid-Year Professional Practice Check-in Form (**Appendix E**) must be available to the employee not later than seven (7) calendar days after the mid-year conference is conducted.*
- Evaluators conduct (1) extended and (1) short (if applicable) observation...Feb. – April
- Conduct end-of-year conferences for all **Level I** teachers.....May – June
- Complete TER ratings on SFS for all teachers.....June – July
- Complete **summative evaluation** conferences for all teachers.....August/Sept.  
*A copy of the completed evaluation, including any documentation related to the evaluation, must be available to the employee not later than seven (7) calendar days after the evaluation conference is conducted.*

## Professional Development Plan

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 Public Law 90. 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. 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. Although there are not a required number of goals in a professional development plan, you should set as many goals as appropriate to meet your needs. In order to focus your efforts toward meeting all of your goals, it will be best to have no more than three goals at any given time. Optional professional development forms can be found on **Page 25**.



## Glossary of RISE Terms

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

**Beginning-of-Year Conference:** A conference in the fall during which a teacher and primary evaluator discuss the teacher’s prior year performance and Professional Development Plan (if applicable). In some cases, this conference may double as the “Summative Conference” as well.

**Competency:** There are 19 competencies, or skills of an effective teacher, in the Indiana Teacher Effectiveness Rubric. These competencies are split between the four domains. Each competency has a list of observable indicators for evaluators to look for during an observation.

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

**End-of-Year Conference:** A conference in the spring during which the teacher and primary evaluator discuss the teacher’s performance on the Teacher Effectiveness Rubric. In some cases, this conference may double as the “Summative Conference” as well.

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

**Indiana Teacher Effectiveness Rubric:** The Indiana Teacher Effectiveness Rubric was written by an evaluation committee of education stakeholders from around the state. The rubric includes nineteen competencies and three primary domains: Planning, Instruction, and Leadership. It also includes a fourth domain: Core Professionalism, used to measure the fundamental aspects of teaching, such as attendance.

**Indiana Teacher Evaluation Cabinet:** A group of educators from across the state, more than half of whom have won awards for teaching, who helped design the RISE model, including the Indiana Teacher Effectiveness Rubric.

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

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

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

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

**Primary Evaluator:** The person chiefly responsible for evaluating a teacher. This evaluator approves Professional Development Plans (when applicable) in the fall and assigns the summative rating in the spring. Each teacher 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 teacher'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. The only teachers in RISE who must have a Professional Development Plan are 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 teacher's performance without a set calculation in place. Primary evaluators will be trained on using professional judgment to make decisions.

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

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

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

**Summative Conference:** A conference where the primary evaluator and teacher discuss performance from throughout the year leading to a summative rating. This may occur in the spring if all data is available for scoring (coinciding with the End-of-Year Conference), or in the fall if pertinent data isn't available until the summer (coinciding with the Beginning-of-Year Conference).

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

## Appendix B

### Core Professionalism

These indicators illustrate the competencies expected of Pike Educators. Certified Pike Employees are expected to meet these standards. If they do not, it will negatively affect their overall effectiveness rating.

Indicator	Does Not Meet Standard	Meets Standard	Rating
ATTENDANCE	Individual demonstrates a <b>pattern</b> of unexcused absences.	Individual has not demonstrated a <b>pattern</b> of unexcused absences.	
All teachers in Pike are expected to maintain an average attendance rate of 97%. Authorized exceptions for extended medical issues and bereavement leave will be made on a case by case basis. Three or more unexcused absences will warrant written notification by the school administrator that the employee is in jeopardy of not meeting standards for this indicator. Upon the fourth unexcused absence, the employee may be considered to have not met this indicator.			
ON-TIME ARRIVAL	Individual demonstrates a <b>pattern</b> of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a <b>pattern</b> of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	
Four or more late arrivals per 90 day work period to any part of the work day (i.e. start of school day, meetings, classes etc...) will warrant a written notification by the building administrator. Upon the fifth occasion of late arrival, the teacher may be considered to have not met the expectation as described above.			
POLICIES AND PROCEDURES	Individual demonstrates a <b>pattern</b> of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc...)	Individual demonstrates a <b>pattern</b> of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc...)	
The teacher shall follow Board of Education policies and administrative guidelines set forth by the Metropolitan School District of Pike Township Bylaws and Policies. In addition, the teacher shall abide by school-wide procedures as designated by building administrators. Complying with these policies and procedures includes but is not limited to: Following IEP/504 plans, complying with discipline referral processes, parent communication expectations (typically returning phone calls or emails within 24 hours during the work week), providing sub plans, implementing school rules, maintaining accurate and up-to-date records, and dressing professionally (as designated in the Dress Code Policy).			
RESPECT	Individual demonstrates a <b>pattern</b> of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner.	Individual demonstrates a <b>pattern</b> of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.	
The teacher shall demonstrate behaviors indicative of a collaborative and cooperative work environment (particularly during meetings involving school staff, grade level/departments, PLC's, RTI, ACR's, and professional development). Demonstrating respect to students, parents, and colleagues includes listening to feedback even when it is negative and maintaining emotional self-control during intense conversations. Accepting constructive criticism is an expectation of this standard. In addition, such behaviors include, but are not limited to those described in the Human Dignity and Staff Ethics policies.			

- If a teacher does not meet standards in *at least one* of the four indicators, the Primary Evaluator will complete a Core Professionalism Administrative Form by **May 1<sup>st</sup>** for review by the Superintendent and a designated team of district administrators.
- Pike Administration will keep Pike Classroom Teachers Association Representatives informed throughout this process.
- After a thorough review of the information, a final recommendation will be made as to whether or not the teacher has met or did not meet this standard. If the teacher did not meet this standard, a 1 point deduction will be calculated in the final step of the Teacher Effectiveness Rubric Rating.

**METROPOLITAN SCHOOL DISTRICT OF PIKE TOWNSHIP****ADMINISTRATIVE FORM****CORE PROFESSIONALISM**

7/2014

\_\_\_\_\_  
**Name of Employee**\_\_\_\_\_  
**School or Building**\_\_\_\_\_  
**Name of Principal**\_\_\_\_\_  
**Date**

State Indicator (Attendance, On-Time Arrival, Policies and Procedures, Respect) and Reason for Recommending Loss of Point (use another sheet of paper if necessary)

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State the specific teacher actions that warranted this recommendation. Be specific. (Use another sheet of paper if necessary)

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State the action steps taken by administration to resolve the issue. Be specific (i.e. dates, notifications of concern, conferences, etc...). (Use another sheet of paper if necessary)

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**\* All forms should be submitted to the Superintendent for review prior to May 1<sup>st</sup>.**

## Optional Pre-Observation Form - Teacher

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

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

Dear Teacher,

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

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

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

## Optional Post-Observation Form - Evaluators

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

SCHOOL: \_\_\_\_\_ OBSERVER: \_\_\_\_\_  
TEACHER: \_\_\_\_\_ GRADE/SUBJECT: \_\_\_\_\_  
DATE OF OBSERVATION: \_\_\_\_\_ START TIME: \_\_\_\_\_ END \_\_\_\_\_  
TIME: \_\_\_\_\_

Domain 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 Post-Observation Form – Teacher

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

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

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

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

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

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

TIME: \_\_\_\_\_

Dear Teacher,

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

- 1) How do you think the lesson went? What went well and what didn't go so well?
  
  
  
  
  
  
  
  
  
  
- 2) Did you accomplish all that you wanted to in terms of students mastering the objectives of the lesson? If not, why do you think it did not go as planned?
  
  
  
  
  
  
  
  
  
  
- 3) If you were to teach this lesson again, what would you do differently?
  
  
  
  
  
  
  
  
  
  
- 4) Did the results of this lesson influence or change your planning for future lessons?

## Optional Mid-Year Professional Practice Check-In Form

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

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

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

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

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

**Note:** Mid-year check-in conferences are optional for any teacher without a professional development plan, but can be helpful for evaluators to assess what information still needs to be collected, and for teachers to understand how they are performing thus far. It should be understood that the mid-year rating is only an assessment of the first part of the year and does not necessarily correspond to the end-of-year rating. If there has not yet been enough information to give a mid-year rating, circle N/A.

Number of Formal Observations Prior to Mid-Year Check-in: \_\_\_\_\_

Number of Informal Observations Prior to Mid-Year Check-in: \_\_\_\_\_

Domain 1: Planning	Mid-Year Assessment of Domain 1
1.1 Utilize Assessment Data to Plan 1.2 Set Ambitious and Measurable 1.3 Achievement Goals 1.4 Develop Standards-Based Unit Plans and Assessments 1.5 Create Objective-Driven Lesson Plans and Assessments 1.6 Track Student Data and Analyze Progress	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A



Domain 2: Instruction	Mid-Year Assessment of Domain 2
2.1 Develop Student Understanding and Mastery of Lesson Objectives	
<b>Mid-Year Rating (Circle One)</b>	<b>4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.   N/A</b>
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students	
<b>Mid-Year Rating (Circle One)</b>	<b>4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.   N/A</b>
2.3 Engage Students in Academic Content	
<b>Mid-Year Rating (Circle One)</b>	<b>4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.   N/A</b>

2.4 Check for Understanding	
<b>Mid-Year Rating (Circle One)</b>	<b>4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.   N/A</b>
2.5 Modify Instruction as Needed	
<b>Mid-Year Rating (Circle One)</b>	<b>4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.   N/A</b>
2.6 Develop Higher Level Understanding Through Rigorous Instruction and Work	
<b>Mid-Year Rating (Circle One)</b>	<b>4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.   N/A</b>

2.7 Maximize Instructional Time	
<b>Mid-Year Rating (Circle One)</b>	<b>4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.   N/A</b>
2.8 Create Classroom Culture of Respect and Collaboration	
<b>Mid-Year Rating (Circle One)</b>	<b>4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.   N/A</b>
2.9 Set High Expectations for Academic Success	
<b>Mid-Year Rating (Circle One)</b>	<b>4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.   N/A</b>

Domain 3: Leadership	Mid-Year Assessment of Domain 3
3.1 Contribute to School Culture 3.2 Collaborate with Peers 3.3 Seek Professional Skills and Knowledge 3.4 Advocate for Student Success 3.5 Engage Families in Student Learning	
Mid-Year Rating (Circle One)	4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.   N/A
Domain 4: Professionalism	Mid-Year Assessment of Domain 4
1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect	
Mid-Year Rating (Circle One)	Meets Standards      Does Not Meet Standards

## 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

Number of Formal Observations: \_\_\_\_\_

Number of Informal Observations: \_\_\_\_\_

Domain 1: Planning	Competency Rating	Final Assessment of Domain 1
1.1 Utilize Assessment Data to Plan	1.1: _____	
1.2 Set Ambitious and Measurable Achievement Goals	1.2: _____	
1.3 Develop Standards-Based Unit Plans and Assessments	1.3: _____	
1.4 Create Objective-Driven Lesson Plans and Assessments	1.4: _____	
1.5 Track Student Data and Analyze Progress	1.5: _____	
<b>Final Rating (Circle One)</b>		<b>4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.</b>

Domain 2: Instruction	Competency Rating	Final Assessment of Domain 2
2.1 Develop Student Understanding and Mastery of Lesson Objectives	2.1: _____	
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students	2.2: _____	
2.3 Engage Students in Academic Content	2.3: _____	
2.4 Check for Understanding	2.4: _____	
2.5 Modify Instruction as Needed	2.5: _____	
2.6 Develop Higher Level Understanding Through Rigorous Instruction and Work	2.6: _____	
2.7 Maximize Instructional Time	2.7: _____	
2.8 Create Classroom Culture of Respect and Collaboration	2.8: _____	
2.9 Set High Expectations for Academic Success	2.9: _____	
<b>Final Rating (Circle One)</b>	<b>4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.</b>	

Domain 3: Leadership	Competency Rating	Final Assessment of Domain 3
3.1 Contribute to School Culture	3.1: _____	
3.2 Collaborate with Peers	3.2: _____	
3.3 Seek Professional Skills and Knowledge	3.1: _____	
3.4 Advocate for Student Success	3.4: _____	
3.5 Engage Families in Student Learning	3.5: _____	
<b>Final Rating (Circle One)</b>		<b>4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.</b>

### *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: \_\_\_\_\_**

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

### ***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.

**Final Teacher Effectiveness Rubric Score:** \_\_\_\_\_



## Final Summative Rating

Measure	Rating (1-4)	Weighted Rating
Teacher Effectiveness Rubric		

Follow the following formula to calculate by hand:

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

**Final Summative Evaluation Score:** \_\_\_\_\_

Use the chart below and the Final Summative Evaluation Score to determine the teacher's final rating.

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

Note: Borderline points always round up.

**Final Summative Rating:**

☐ Ineffective

☐ Improvement Necessary

☐ Effective

☐ Highly Effective

### Teacher Signature

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

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

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

### Evaluator Signature

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

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

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

## Optional Professional Development Plan

Using relevant student learning data, evaluation feedback and previous professional development, establish areas of professional growth below. Although there is not a required number of goals in a professional development plan, you should set as many goals as appropriate to meet your needs. In order to focus your efforts toward meeting all of your goals, it will be best to have no more than three goals at any given time. Each of your goals is important but you should rank your goals in order of priority. On the following pages, complete the growth plan form for each goal.

Goal	Achieved?
1.	
2.	
3.	

<b>Name:</b>			
<b>School:</b>			
<b>Grade Level(s):</b>		<b>Subject(s):</b>	
<b>Date Developed:</b>		<b>Date Revised:</b>	
<i>Primary Evaluator Approval</i>	X	<i>Teacher Approval</i>	X

Professional Growth Goal #1						
Overall Goal: <i>Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).</i>	Action Steps: <i>Include specific and measurable steps you will take to improve.</i>	Benchmarks and Data: <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>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	

Professional Growth Goal #2						
Overall Goal: <i>Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).</i>	Action Steps: <i>Include specific and measurable steps you will take to improve.</i>	Benchmarks and Data: <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>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>
	Action Step 1					
		Data:	Data:	Data:	Data:	
	Action Step 2					
Data:		Data:	Data:	Data:		

Professional Growth Goal #3						
Overall Goal: <i>Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).</i>	Action Steps: <i>Include specific and measurable steps you will take to improve.</i>	Benchmarks and Data: <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>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	

## **Appendix C – Indiana Teacher Effectiveness Rubric**

On the following page, you will find the Indiana Teacher Effectiveness Rubric.



# RISE

Evaluation Model

## Indiana Teacher Effectiveness Rubric 3.0

This document contains no modifications from Version 2.0. It is labeled Version 3.0 to maintain labeling consistency across materials.

## DOMAIN 1: PURPOSEFUL 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 as well as plans for accommodations and changes in response to a lack of student progress.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	<b>Utilize Assessment Data to Plan</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>- Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding</li> </ul>	<b>Teacher uses prior assessment data to formulate:</b> <ul style="list-style-type: none"> <li>- Achievement goals, unit plans, AND lesson plans</li> </ul>	<b>Teacher uses prior assessment data to formulate:</b> <ul style="list-style-type: none"> <li>- Achievement goals, unit plans, OR lesson plans, but not all of the above</li> </ul>	Teacher rarely or never uses prior assessment data when planning.
1.2	<b>Set Ambitious and Measurable Achievement Goals</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>- Plans an <u>ambitious</u> annual student achievement goal</li> </ul>	<b>Teacher develops an annual student achievement goal that is:</b> <ul 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> </ul>	<b>Teacher develops an annual student achievement goal that is:</b> <ul style="list-style-type: none"> <li>- Measurable</li> </ul> <b>The goal may <i>not</i>:</b> <ul style="list-style-type: none"> <li>- Align to content standards; OR</li> <li>- Include benchmarks to help monitor learning and inform interventions throughout the year</li> </ul>	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3	<b>Develop Standards-Based Unit Plans and Assessments</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b> <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>	<b>Based on achievement goals, teacher plans units by:</b> <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>	<b>Based on achievement goals, teacher plans units by:</b> <ul style="list-style-type: none"> <li>- Identifying content standards that students will master in each unit</li> </ul> <b>Teacher may <i>not</i>:</b> <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>	Teacher rarely or 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	<b>Create Objective-Driven Lesson Plans and Assessments</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b> <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> <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>	<b>Based on unit plan, teacher plans daily lessons by:</b> <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> <li>- Designing formative assessments that measure progress towards mastery and inform instruction</li> </ul>	<b>Based on unit plan, teacher plans daily lessons by:</b> <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> <b>Teacher may not:</b> <ul style="list-style-type: none"> <li>- Design assignments that are meaningful or relevant</li> <li>- Plan formative assessments to measure progress towards mastery or inform instruction.</li> </ul>	Teacher rarely or 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.
1.5	<b>Track Student Data and Analyze Progress</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>- Uses daily checks for understanding for additional data points</li> <li>- Updates tracking system daily</li> <li>- Uses data analysis of student progress to drive lesson planning for the following day</li> </ul>	<b>Teacher uses an effective data tracking system for:</b> <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>	<b>Teacher uses an effective data tracking system for:</b> <ul style="list-style-type: none"> <li>- Recording student assessment/ progress data</li> <li>- Maintaining a grading system</li> </ul> <b>Teacher may not:</b> <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>	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system

### DOMAIN 2: EFFECTIVE INSTRUCTION

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.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.1:</b>  <b>Develop student understanding and mastery of lesson objectives</b>	Teacher is highly effective at developing student understanding and mastery of lesson objectives	Teacher is effective at developing student understanding and mastery of lesson objectives	Teacher needs improvement at developing student understanding and mastery of lesson objectives	Teacher is ineffective at developing student understanding and mastery of lesson objectives
	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> <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>	<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>	<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>	<ul style="list-style-type: none"> <li>- Lesson objective is missing more than one component. It may not be clear about what students are learning 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>

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.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.2:</b>  <b>Demonstrate and Clearly Communicate Content Knowledge to Students</b>	Teacher is highly effective at demonstrating and clearly communicating content knowledge to students	Teacher is effective at demonstrating and clearly communicating content knowledge to students	Teacher needs improvement at demonstrating and clearly communicating content knowledge to students	Teacher is ineffective at demonstrating and clearly communicating content knowledge to students
	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></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 interests, 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 others' 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>- 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 learned via professional development</li> </ul>	<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 fail 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 takeaways</li> <li>- Explanations sometimes lack developmentally appropriate language</li> <li>- Teacher does not always implement new and improved instructional strategies learned via professional development</li> </ul>	<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 content</li> <li>- Teacher fails to use developmentally appropriate language</li> <li>- Teacher does not implement new and improved instructional strategies learned via professional development</li> </ul>

Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
2. 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.
3. 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.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.3:</b>  <b>Engage students in academic content</b>	Teacher is highly effective at engaging students in academic content  <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>  - Teacher provides ways to engage with content that significantly promotes student mastery of the objective  - Teacher provides differentiated ways of engaging with content specific to individual student needs  - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do  - Teacher effectively integrates technology as a tool to engage students in academic content	Teacher is effective at engaging students in academic content  -3/4 or more of students are actively engaged in content at all times and not off-task  - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective  - Ways of engaging with content reflect different learning modalities or intelligences  - Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged  - ELL and IEP students have the appropriate accommodations to be engaged in content  - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)	Teacher needs improvement at engaging students in academic content  - Fewer than 3/4 of students are engaged in content and many are off-task  - Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content  - Teacher may miss opportunities to provide ways of differentiating content for student engagement  - 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  - ELL and IEP students are sometimes given appropriate accommodations to be engaged in content  - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	Teacher is ineffective at engaging students in academic content  - Fewer than 1/2 of students are engaged in content and many are off-task  - 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  - Teacher does not differentiate instruction to target different learning modalities  - 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  - ELL and IEP students are not provided with the necessary accommodations to engage in content  - Students do not actively listen and are overtly disinterested in engaging.

Notes:

1. 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.
2. 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.
3. 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.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.4:</b>  <b>Check for Understanding</b>	Teacher is highly effective at checking for understanding <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>	Teacher is effective at checking for understanding	Teacher needs improvement at checking for understanding	Teacher is ineffective at checking for understanding
	<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>	<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 a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding</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>	<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>	<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>

Notes:

1. 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.
2. Examples of how the teacher may assess student understanding and mastery of objectives:
  - Checks for Understanding: thumbs up/down, cold-calling
  - Do Nows, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.5:</b>  <b>Modify Instruction As Needed</b>	Teacher is highly effective at modifying instruction as needed	Teacher is effective at modifying instruction as needed	Teacher needs improvement at modifying instruction as needed	Teacher is ineffective at modifying instruction as needed
	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></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>	<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>	<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 all 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>	<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>

Notes:

1. 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.
2. 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.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.6:</b>  <b>Develop Higher Level of Understanding through Rigorous Instruction and Work</b>	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work	Teacher is effective at developing a higher level of understanding through rigorous instruction and work	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work	Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work
	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Lesson is accessible and challenging to all students</li> <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 (e.g. extra credit or enrichment assignments)</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson is accessible and challenging to almost all students</li> <li>- Teacher frequently develops higher-level understanding through effective questioning</li> <li>- Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding</li> <li>- Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning</li> <li>- Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson is not always accessible or challenging for students</li> <li>- Some questions used may not be effective in developing higher-level understanding (too complex or confusing)</li> <li>- Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding</li> <li>- While students may have some opportunity 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 challenging or too easy)</li> <li>- Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts.</li> <li>- Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding.</li> <li>- Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts.</li> <li>- Teacher gives up on students easily and does not encourage them to persist through difficult tasks</li> </ul>

Notes:

1. Examples of types of questions that can develop higher-level understanding:

- Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
- Asking students to explain their reasoning
- Asking students to explain why they are learning something or to summarize the main idea
- Asking students to apply a new skill or concept in a different context
- Posing a question that increases the rigor of the lesson content
- Prompting students to make connections to previous material or prior knowledge

2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.

3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency

4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.7:</b>  <b>Maximize Instructional Time</b>	<p>Teacher is highly effective at maximizing instructional time</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher</li> <li>- Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance)</li> <li>- Students share responsibility for operations and routines and work well together to accomplish these tasks</li> <li>- All students are on-task and follow instructions of teacher without much prompting</li> <li>- Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson</li> </ul>	<p>Teacher is effective at maximizing instructional time</p> <ul style="list-style-type: none"> <li>- Students arrive on-time and are aware of the consequences of arriving late (unexcused)</li> <li>- Class starts on-time</li> <li>- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher</li> <li>- Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance)</li> <li>- Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective</li> <li>- Almost all students are on-task and follow instructions of teacher without much 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> </ul>	<p>Teacher needs improvement at maximizing instructional time</p> <ul style="list-style-type: none"> <li>- Some students consistently arrive late (unexcused) for class without consequences</li> <li>- Class may consistently start a few minutes late</li> <li>- Routines, transitions, and procedures are in place, but require significant teacher direction 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>- Teacher may delegate lesson time inappropriately between parts of the lesson</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> </ul>	<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>

Notes:

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
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.



Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.8:</b>  <b>Create Classroom Culture of Respect and Collaboration</b>	Teacher is highly effective at creating a classroom culture of respect and collaboration	Teacher is effective at creating a classroom culture of respect and collaboration	Teacher needs improvement at creating a classroom culture of respect and collaboration	Teacher is ineffective at creating a classroom culture of respect and collaboration
	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></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>	<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>	<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>	<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>

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.
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.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.9:</b>  <b>Set High Expectations for Academic Success</b>	Teacher is highly effective at setting high expectations for academic success.	Teacher is effective at setting high expectations for academic success.	Teacher needs improvement at setting high expectations for academic success.	Teacher is ineffective at setting high expectations for student success.
	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></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 of all levels</li> <li>- Students are invested in their work and value academic success as evidenced by 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>	<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>	<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>

Note:

1. There are several ways for a teacher to demonstrate high expectations - through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.

### DOMAIN 3: Teacher Leadership

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

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	<b>Contribute to School Culture</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b> <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>	<b>Teacher will:</b> <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>	<b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Contribute occasional ideas and expertise to further the school's mission and initiatives</li> </ul> <b>Teacher may not:</b> <ul style="list-style-type: none"> <li>- Frequently dedicates time to help students and peers efficiently outside of class</li> </ul>	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.
3.2	<b>Collaborate with Peers</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b> <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>	<b>Teacher will:</b> <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>	<b>Teacher will:</b> <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> <b>Teacher may not:</b> <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> </ul>	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
3.3	<b>Seek Professional Skills and Knowledge</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b> <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>	<b>Teacher will:</b> <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>	<b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Attend all mandatory professional development opportunities</li> </ul> <b>Teacher may not:</b> <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> </ul>	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

3.4	<b>Advocate for Student Success</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b> <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>	<b>Teacher will:</b> <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>	<b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Display commitment to the education of all his/her students</li> </ul> <b>Teacher may <i>not</i>:</b> <ul style="list-style-type: none"> <li>- Advocate for students' needs</li> </ul>	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.
3.5	<b>Engage Families in Student Learning</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>- Strives to form relationships in which parents are given ample opportunity to participate in student learning</li> <li>- Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events</li> </ul>	<b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Proactively reach out to parents in a variety of ways to engage them in student learning</li> <li>- Respond promptly to contact from parents</li> <li>- Engage in all forms of parent outreach required by the school</li> </ul>	<b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Respond to contact from parents</li> <li>- Engage in all forms of parent outreach required by the school</li> </ul> <b>Teacher may <i>not</i>:</b> <ul style="list-style-type: none"> <li>- Proactively reach out to parents to engage them in student learning</li> </ul>	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

### Core Professionalism Rubric

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.

Indicator		Does Not Meet Standard	Meets Standard
1	<b>Attendance</b>	Individual demonstrates a pattern of unexcused absences *	Individual has not demonstrated a pattern of unexcused absences*
2	<b>On-Time Arrival</b>	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3	<b>Policies and Procedures</b>	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4	<b>Respect</b>	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

\* It should be left to the discretion of the corporation to define “unexcused absence” in this context