

## Indiana Teacher Effectiveness Rubric: Overview

The Teacher Effectiveness Rubric consists of three domains and twenty-two competencies.

### Domains 1-3 and Competencies

#### DOMAIN 1: PLANNING

- 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

- 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

- 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

DOMAIN 4: PROFESSIONALISM-See page 6 of Handbook for additional information

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-Attendance, On-Time Arrival, Policies/Procedures, & Respect. A teacher does not earn points in this domain, but can lose a point in their Summative evaluation for failure to meet professionalism expectations.

### Performance Level Ratings

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

- Highly Effective: A *highly effective* teacher 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 exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- 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. The effective teacher's students, in aggregate, have generally achieved an acceptable

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

· Improvement Necessary: 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. In aggregate, the students of a teacher rated improvement necessary have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the IDOE.

· 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. The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the DOE.

### Teacher Effectiveness Rubric: Scoring

Observation Type	Length (min.)	Frequency	Pre Conference	Post Conference	Written Feedback	Announced ?
Extended (Long)	40 min.	2/yr (min) for Established & Probationary Teachers	Optional	Optional; Yes if Evaluator documents concerns-2 or 1 ratings	Within 7 business days  *Evaluator responds to teacher questions in Feedback	One Long Observation is to be Announced

Short	10 min.	2/yr (min) for Probationary, Needs Improv. & Ineffective Teachers	No	Optional- Yes if Evaluator documents concerns	Within 2 business days	No
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Announced-Locally defined as the Evaluator communicating a time window (i.e. Tuesday morning or sometime tomorrow), does not need to be a specific appointment.

*\*Observations will not occur the first two weeks of a school year or the last three weeks of a school year for established or professional teachers. Observations may occur during all weeks for new hires, probationary teachers or teachers on improvement plans.*

Evaluator: Administrators receiving initial training through the IDOE and/or Regional Service Centers will serve as evaluators of certificated staff members. Annual training for all administrators will be conducted by district level administration and/or consultants to ensure validity and consistency in the evaluation process.

Primary Evaluator: The person chiefly responsible for the summative evaluation of a teacher. This evaluator is responsible for collecting evidence themselves and reviewing evidence collected by any secondary evaluators. Each teacher has only one primary evaluator. In our corporation, the principal is the primary evaluator for each of the teachers in his/her buildings.

Secondary Evaluator: An evaluator who may supplement the work of a primary evaluator by conducting observations, providing feedback or gathering evidence and artifacts of student learning. Such evaluators may be administrators at the building and/or district level. Each teacher may have more than one secondary evaluator.

Probationary Teacher: Teacher that has not at any time before July 1, 2012 entered into a teaching contract for further service and has not received three ratings in a five year period of effective or highly effective ratings in an evaluation under IC 20-28-11.5.

Professional Teacher: Teacher who receives an evaluation rating of effective or highly effective in an evaluation under IC 20-28-11.5 for at least three years in a five year or shorter period.

*Note-A Professional Teacher that receives an Ineffective evaluation rating becomes a probationary teacher.*

### Category Ratings



Once the evaluator calculates the Comprehensive Effectiveness Rating, the rating should correlate with one of the four rating categories as seen below.

Ineffective	Improvement Necessary	Effective	Highly Effective
1.0	2.5	3.5	3.5-4.0

\*Note: Scores for TER or Summative Evaluation will be rounded to the hundredth

Example- 3.164 will be rounded to 3.16; 2.48 will be rounded to 2.50

Weighting System for all Teachers for Final Summative Evaluation

100%	Teacher Effectiveness Rubric
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\*July 2020 Update - House Enrolled Act 1002 (2020) removes the requirement that student assessment results from statewide standardized assessments be used as part of a certified employees annual evaluation performance plan. The update to the state RISE model (version 3.0) allows for the removal of Student Learning Objectives (SLOs). All Washington Community Schools' teachers summative evaluation will be 100% based on the Teacher Effectiveness Rubric (TER).

## Washington Community School RISE Timeline

### August:

- Superintendent, principals, and exclusive representative will conduct pre-evaluation session in accordance with IC 20-29-29-6-7.
- Not later than August 15, the superintendent will conduct a public hearing in order to explain the evaluation plan to the school's governing body. This report will include aggregate reporting, or as such time as the information is made available by the IDOE.

### August – September:

Teacher and evaluator meet for the Beginning-of-the Year Conference (Encouraged).

### August – October 31:

Evaluator makes the first classroom observation and provides feedback.

### November – February:

Teacher and evaluator meet for the Mid-Year Conference at teacher's request or evaluator's discretion.

#### January – May:

Evaluator continues to make classroom observations and provide feedback, final observations must be completed before the last three weeks of the school year for established teachers. Observations may occur through the end of the school year for probationary teachers or those teachers on improvement plans.

#### May – July:

Evaluator completes observations and scores WSC-Teacher Effectiveness Rubric. A face to face meeting between teacher and primary evaluator to discuss Domain One and Three prior to TER scoring by Primary Evaluator is mandatory. However, if the teacher and principal mutually agree that sufficient information is available to the primary evaluator, and communication has been on-going, each party can agree to waive this expectation. Email correspondence is required showing the teacher and primary evaluator agrees to waive the meeting.

#### Final ratings:

Teacher and evaluator meet for the Summative Rating Conference. The Washington Community School administrative team will post summative ratings together on a determined date upon the conclusion of the school year (no later than 2 weeks after the end of the school year).

## Professional Development Plan

Any teacher who receives a rating of ineffective or improvement necessary will be placed on a professional development plan. The evaluator reserves the right to place a teacher on a professional development plan if he or she is in jeopardy of receiving an ineffective or improvement necessary rating any time during a school year (based on the minimum number of observations required as stated on page two of this document). A teacher who is placed on a professional development plan will experience the process below.

#### Step 1:

At the conference when the teacher receives his or her summative rating for the TER from the primary evaluator, he or she will work with the evaluator to write a professional development plan using the form found in appendix B.

#### Step 2:

The teacher will have 90 school days to meet the goals of the professional development plan. The dates written in the professional development plan will allow multiple opportunities to meet the criteria set in the plan prior to the 90 day window.

Step 3:

The teacher will be required to provide evidence by the dates listed on the professional development plan. If the evidence meets the criteria set at the conference, the evaluator will have a new goal and the process will start over again. If the criteria are not met, the professional development plan will be written with the same goals and the primary evaluator will provide more professional development.

The remediation plan must require use of the certificated employee's license renewal credits in professional development activities intended to help the certificated employees achieve an effective rating on the next performance evaluation.

### **Ratings to Include Negative Impact (IDOE Designation)**

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

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

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

### **Ratings to Include Negative Impact (Local Designation)**

For classes that are not measured by statewide assessments, negative impact on student growth shall be determined where data shows a significant number of students across a teacher's classes fail to demonstrate student learning or mastery of standards established by the state. Data will include, but not be limited to, grades, classroom assessments, ECA's student performance, etc. The negative impact on student growth shall be determined by the primary evaluator.

Protocols to ensure testing integrity will be used as identified under "Evaluating Assessments" within this document.

A teacher identified as having a negative impact on student learning cannot receive a final evaluation result of effective or highly effective. The final evaluation rating will either be improvement necessary or ineffective and will depend on the combination of all measures included in the performance evaluation.

## **WCS-Teacher Effectiveness Rubric: Scoring**

The primary evaluator compiles ratings and notes from observations, conferences, and other sources of information. At the end of the school year, the primary evaluator should have

collected a body of information representing teacher practice from throughout the year. In addition to notes from observations and conferences, teachers will provide evidence of planning and leadership. See WCS-Teacher Effectiveness Rubric Domains 1 and 3.

The primary evaluator uses professional judgment to establish 3 final ratings in Planning, Instruction, and Leadership. After collecting information, the primary evaluator must use professional judgment to assess the teacher and assign a rating in each competency within the first three domains. The final three domain ratings should reflect the body of information available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the teacher, using the information collected to support the final decision.

- It is recommended that the evaluator not average competency scores to obtain the final domain score, but rather use professional judgment to decide which competencies are more important to a teacher in different contexts and how the teacher has evolved over the course of the year.
- At this point, each evaluator should have ratings in the first three domains that range from 1 (*Ineffective*) to 4 (*Highly Effective*).
- *Scoring Requirement:* Planning and instruction go hand-in-hand. Therefore, if a teacher scores a 1 (I) or 2 (IN) in Instruction, he or she cannot receive a rating of 4 (HE) in Planning.

The primary evaluator uses established weights to calculate one rating for Domains 1-3. Each of the three final domain ratings is weighted according to importance and summed to form one rating for Domains 1-3. As described earlier, the creation and design of the rubric stresses the importance of observable teacher and student actions. These are reflected in Domain 1: Planning (15%), Domain 2: Instruction (75%), and Domain 3: Leadership (10%). Effective instruction and classroom environment matter more than anything else a teacher can do to improve student outcomes.

Core Professionalism is incorporated. This domain represents non-negotiable aspects of the teaching profession; attendance, on-time arrival, policies and procedures, and respect. This domain only has two rating levels: *Does Not Meet Standards* and *Meets Standard*. The evaluator uses available information and professional judgment to decide if a teacher has not met standards in each of the four indicators. If a teacher has met standards in each of the four indicators, the score does not change. If the teacher did not meet standards in one or more of the four indicators, he or she automatically has a 1-point deduction.

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

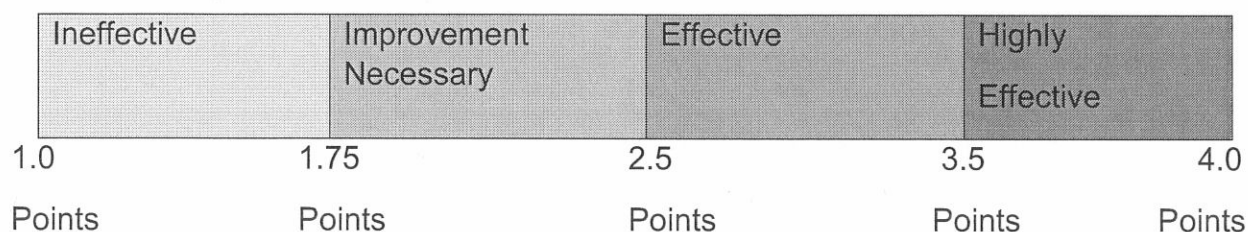
\*Core Professionalism Note-It is expected that the building principal would meet with a teacher face to face to present concerns about witnessed behavior/practices that could lead to the loss of the professionalism point, and state a warning or clear communication that failure to improve the concern could result in loss of the professionalism point in the future. A teacher needs an opportunity to work to improve the situation before losing the point in most situations.

If a singular event, occurrence, or situation is extreme and concerning enough to warrant loss of the professionalism point without warning or prior communication, the loss of the professionalism point must be approved by the Superintendent in advance.

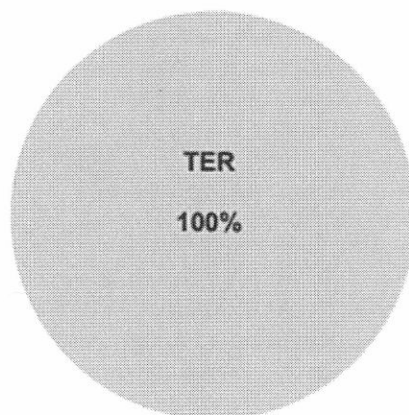
A meeting must occur (in a timely manner after the concerning incident) at which the primary evaluator states to the teacher the professionalism point has been lost, and presents at that time documented rationale in writing, whenever it is deemed necessary.

#### Final Summative Score

The final summative score will be determined by the data collected by the principal in all areas of the RISE model that apply to each individual teacher based on his/her teaching assignment.



Note: Borderline points always round up to the nearest hundredth.



#### Instruction Delivered by Teachers Rated Ineffective

A student may not be instructed for two (2) consecutive years by two (2) teachers, each of who was rated as ineffective in the school year immediately before the school year in which the student is placed in the respective teacher's class. If it is not possible, the school corporation must notify the parents by letter of each applicable student before the start of the second

consecutive year indicating the student will be placed in a classroom of a teacher who has been rated ineffective and why this situation has become unavoidable.

## Information Maintained by the Office of Code Revision Indiana Legislative Services Agency

### IC 20-28-11.5

#### Chapter 11.5. Staff Performance Evaluations

### IC 20-28-11.5-1

#### "Evaluator"

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

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

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

### IC 20-28-11.5-2

#### "Plan"

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

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

### IC 20-28-11.5-3

#### "School corporation"

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

- (1) a school corporation;
- (2) a school created by an interlocal agreement under IC 36-1-7;
- (3) a special education cooperative under IC 20-35-5; and

(4) a joint career and technical education program created under IC 20-37-1.

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

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

IC 20-28-11.5-4

School corporation plan; plan components

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

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

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

(2) The System for Teacher and Student Advancement (TAP).

(3) The Peer Assistance and Review Teacher Evaluation System

(PAR).

(c) A plan must include the following components:

(1) Performance evaluations for all certificated employees, conducted at least annually.

(2) Objective measures of student achievement and growth to significantly inform the evaluation. The objective measures must include:

(A) student assessment results from statewide assessments for certificated employees whose responsibilities include instruction in subjects measured in statewide assessments;

(B) methods for assessing student growth for certificated employees who do not teach in areas measured by statewide assessments; and

(C) student assessment results from locally developed assessments and other test measures for certificated employees whose responsibilities may or may not include instruction in subjects and areas measured by statewide assessments.

(3) Rigorous measures of effectiveness, including observations and other performance indicators.

(4) An annual designation of each certificated employee in one (1) of the following rating categories:



- (A) Highly effective.
- (B) Effective.
- (C) Improvement necessary.
- (D) Ineffective.

(5) An explanation of the evaluator's recommendations for improvement, and the time in which improvement is expected.

(6) A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.

(d) The evaluator shall discuss the evaluation with the certificated employee.

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

#### IC 20-28-11.5-5

##### Conduct of evaluations

Sec. 5. (a) The superintendent or equivalent authority, for a school corporation that does not have a superintendent, may provide for evaluations to be conducted by an external provider.

(b) An individual may evaluate a certificated employee only if the individual has received training and support in evaluation skills.

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

#### IC 20-28-11.5-6

##### Completed evaluation; remediation plan; conference with superintendent

Sec. 6. (a) A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to a certificated employee not later than seven (7) days after the

evaluation is conducted.

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

(c) A teacher who receives a rating of ineffective may file a request for a private conference with the superintendent or the superintendent's designee not later than five (5) days after

receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the superintendent or superintendent's designee.

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

#### IC 20-28-11.5-7

Student instructed by teachers rated ineffective; notice to parents required

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

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

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

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

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

#### IC 20-28-11.5-8

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

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

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

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

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

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

(D) an acceptable standard for training evaluators.

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

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

(b) A school corporation may adopt the department's model plan, or any other model plan approved by the department, without the state board's approval.

(c) A school corporation may substantially modify the model plan or develop the school corporation's own plan, if the substantially modified or developed plan meets the criteria established under this chapter. If a school corporation substantially modifies the model plan or develops its own plan, the department may request that the school corporation submit the plan to the department to ensure the plan meets the criteria developed under this chapter. If the department makes such a request, before submitting a substantially modified or new staff performance evaluation plan to the department, the governing body shall submit the staff performance evaluation plan to the teachers employed by the school corporation for a vote. If at least seventy-five percent (75%) of the voting teachers vote in favor of adopting the staff performance evaluation plan, the governing body may submit the staff performance evaluation plan to the department.

(d) Each school corporation shall submit its staff performance evaluation plan to the department. The department shall publish the staff performance evaluation plans on the department's Internet web site. A school corporation must submit its staff performance evaluation plan to the department for approval in order to qualify for any grant funding related to this chapter.

As added by P.L.90-2011, SEC.39. Amended by P.L.160-2012, SEC.50.

IC 20-28-11.5-9

Department report of evaluation results

Sec. 9. (a) Before August 1 of each year, each school corporation shall provide the results of the staff performance evaluations, including the number of certificated employees placed in each

performance category, to the department. The results provided may not include the names of or any other personally identifiable information regarding certificated employees.

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

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

As added by P.L.90-2011, SEC.39. Amended by P.L.6-2012, SEC.138.

## RISE Principal Metrics and Summative Scoring

### Components

Each principal's summative evaluation score will be based on the following components and measures.

1) Professional Practice – Assessment of Leadership Outcomes
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Measure: Indiana Principal Effectiveness Rubric (PER)
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2) Additional Components
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Measure: Principal's contribution to student academic progress
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Weighting of Measures

The weights of each measure are provided in the table below.

Measures	Percentage
Indiana Principal's Effectiveness Rubric (PER)	90%
Other Component	10%
Total Score	100%

RISE Principal Effectiveness Rubric (90%)

This score is obtained from the evaluation rating from the RISE Principal Effectiveness Rubric. The process for determining this is outlined in the rubric itself. It is weighted 90% of the principal's comprehensive rating.

The final professional practice rating for RISE will be calculated by the evaluation in a four step process:

1. Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence.

At the end of the school year, evaluators should have collected a body of evidence representing professional practice from throughout the year. To aid in the collection of this evidence, regular bi-weekly walk throughs and monthly conferences between leaders and their evaluators will occur. It is recommended that evaluators assess evidence mid-way through the year and then again at the end of the year.

2. Use Professional Judgment to Establish Final Ratings for Each Competency.

After collecting evidence, the evaluator must assess where the principal falls within each competency and use professional judgment to assign ratings. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for leaders in different contexts and how leaders have evolved over the course of the year.

3. Use Professional Judgment to Establish Final Ratings in Principal Effectiveness and Leadership Actions.

After collecting evidence, the evaluator will assess where the principal falls within each in each of the two domains. How the scores correlate to the rating categories is as follows:

RISE Principal Effectiveness Rubric	Category	Points
	Highly Effective (HE)	4
	Effective (E)	3 or 3.5
	Improvement Necessary (I)	2 or 2.5
	Ineffective (IN)	1 or 1.5

The final, two domain ratings should reflect the body of evidence available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the principal, using evidence to support the final decision.

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

	D1: Teacher Effectiveness	D2: Leadership Actions
Final Rating	3 (E)	2 (IN)

**4. Average Two Domain Ratings into One Final Practice Score.**

At this point, each of the two final domain ratings is averaged together to form one score. The final rubric score feeds into a larger calculation for an overall summative rating including the student learning measures below.

$$3+2=2.5 \text{ Final Practice Score}$$

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



Other Component (10%): A principal's contribution to student academic progress, fulfillment of the school improvement plan, and compliance with school corporation rules and procedures as determined by local level context and goals.

This is an opportunity for administrators to focus on student learning beyond state mandated assessments. This component allows a principal to set a minimum of two goals to suit local needs, focus on specific areas, or to emphasize growth if they are an underperforming school, etc. It is weighted 10% of the principal's comprehensive rating.

The alignment for goal achievement, rating category, and points is as follows:

Expectation	Category	Points
Exceeds both goals	Highly Effective (HE)	4
Meets both goals, may exceed one	Effective (E)	3
Meets only one goal	Improvement Necessary (I)	2
Meets neither goal	Ineffective (IN)	1

#### Rolling Up the Score

For summative scoring, once all raw scores are determined, each score should be multiplied by its corresponding weight. Once each measure's score is calculated, all three scores are added together to create a final comprehensive Effectiveness Rating. The chart below provides a layout for calculating the final rating.

	Raw Score	x	Weight	Score
Rubric Rating			0.90	

Other Component		0.10	
		Comprehensive Effectiveness Rating	

### Category Ratings

Once the evaluator calculates the Comprehensive Effectiveness Rating, the rating should correlate with one of the four rating categories as seen below.

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

### ISBA/IAPSS SUPERINTENDENT METRICS AND SUMMATIVE SCORING

The superintendent's evaluation is formative in substance, identifying areas where job performance can be improved through intentional activities that support and enhance the superintendent's job performance. The evaluation is not simply a summative review of what did or did not happen according to plans. Some flexibility in the process is allowed in order to differentiate between those goals that can/are reasonably expected to be achieved and those goals that are more subject to circumstances beyond the superintendent's control.

The Indiana Superintendent Evaluation Process has three primary components:

1. The Evaluation Instrument (Rubric)
2. Superintendent Goals and/or Objectives (Minimum two per year)

The evaluation metrics are critical to the process. The percentages represent the weight that is to be given to each of the three evaluation categories: the rubric, goals and/or objectives, and corporation accountability grade.

Metric Percentages	
School Year	
Assessment Instrument	80%
Goals/Objectives	20%
Total	100%

#### The Evaluation Rubric

The rubric consists of 25 questions distributed within the six primary categories reflected in “Indiana Content Standards for Educators: School Leader—District Level.” Each of the six categories has between two and six indicators that describe a specific performance to be evaluated. Each descriptor will have four performance levels: Highly Effective, Effective, Needs Improvement, and Ineffective, which describe varying levels of performance. A copy of the rubric can be found in the Appendices.

#### Performance-Based Goals/Objectives

Superintendents will write two measurable goals/objectives based on student achievement and corporation needs. The goals/objectives should include a reasonable time-frame for completion. Some goals/objectives may be ongoing and require extended time beyond the evaluation period for completion. This should be noted by the board and the superintendent. These goals/objectives will constitute 20% of the superintendent’s final summative evaluation.

Appendix A1

Washington Community Schools  
Rise Educator Improvement  
Plan Form

Teacher Name:

Principal:

Date:

Date of collaborative conference:

I. Observation Dates-Supporting Evidence

**II.** WCS Rise T.E.R. Final Score

Domain One Planning (15%) -

Domain Two Effective Instruction (75%) -

Domain Three Leadership (10%) -

Overall Teacher Effectiveness Rubric rating-

**III.** Areas to be improved

**IV.** Specific objectives for improvement.

\*See Attached Professional Growth Goal Action Plan

**V.** Plan for self-improvement (activities and timeline)

\*See Attached Professional Growth Goal Action Plan

**VI.** Administrator's plan to assist educator to improve performance (activities and timeline)-See Attached Professional Growth Action Plan

**VII.** Date Outcome of Plan is to be Evaluated

\*Ongoing formal and information observations, POSSIBLE meetings to review lesson planning and implementation of classroom management plan

\*45 Day Progress Review Meeting Week of

\*Teacher Effectiveness Rubric Evaluation will be completed by TEACHER'S primary evaluator upon completion of this 90 Day Remediation plan (based on a minimum of two long observations and two short observations using WCS Rise Evaluation system, can also include information gathered during informal classroom visits/walkthroughs, meetings/conferences, and lesson plan reviews). The evaluation conference to review this evaluation is to occur the week of ENTER DATE

Evidence for improvement: Examples will include

- Lesson plans
- WCS Rise long and short observations
- Informal classroom visits/walkthroughs
- Conferences and Meetings between TEACHER and Primary Evaluator
- Teacher submitted documentation
- Any other information gathered that is pertinent to the goals of the Remediation Plan as determined by the Primary Evaluator

#### VIII. Successful Completion of Improvement Plan

Every Professional Growth Goal identified in the attached Professional Growth Action Plan must be corrected in compliance with Washington RISE Indiana Teacher Effectiveness Rubric to the satisfaction of the Primary Evaluator by ENTER DATE. Failure to make real and sustained substantial improvement in each of these identified Professional Growth Goals could result in a recommendation that TEACHER contract be cancelled effective immediately, or earlier, if TEACHER willfully refuses to follow this plan.

### VIII. Agreement of Educator and Administrator

The Educator and Administrator agree that this Remediation Plan complies with the provisions set forth in P.L. 90-2011 (SEA 1), I.C. 20-18-2-22, I.C. 20-26-5-4.5, I.C. 20-28-6-7.5-1, I.C. 20-28-6-8, I.C. 20-28-11.5-4, 6 and 8, I.C. 20-28-9-1.5, IC 20-28-9-21, I.C. 20-28-10-1, I.C. 20-28-10-2 and the Washington RISE Indiana Teacher Effectiveness Rubric.

Educator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

*\*Signature reflects receipt and awareness of the contents of this document. Recipient has two weeks from receipt and signature of this document to submit an attachment or rebuttal. It is understood this Remediation Plan document will be placed in the personnel file of the employee at the Superintendent's Office of Washington Community Schools.*

Professional Growth Goal #1						
<b>Overall Goal:</b>  <i>Using your most recent evaluation, identify a professional growth goal below. Identify alignment to</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>
		___/___/___	___/___/___	___/___/___	___/___/___	



rubric (domain and competency).	Action Step 1					
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	

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Appendix A2

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

	Action Step 2					
		Data:	Data:	Data:	Data:	

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

