



# **Evaluation and Development System**

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## Legislative Context

IC 20-28-11.5, Chapter 11.5 Staff Performance Evaluation: law relating to the evaluation of all certified teaching staff.

### Key Components:

- Every certified employee must receive an evaluation annually.
- Rigorous measures of effectiveness, including observations and other performance indicators
- Annual designation of each certified employee in one (1) of the following rating categories: Highly Effective, Effective, Improvement Necessary, and Ineffective
- An explanation of the evaluator's recommendations for improvement and the time in which improvement is expected
- A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective
- Pre-evaluation planning session conducted by the superintendent or equivalent authority for the school corporation with the principals in the school corporation.

### 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 Component

Every teacher is unique, and the classroom is a complex place. This evaluation relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. Teachers will be evaluated on the following component:

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

### Effectiveness Rubric: Background and Context

The Teacher Effectiveness Rubric was developed for three key purposes:

1. **To shine a spotlight on great teaching:** The rubric is designed to assist principals in their efforts to increase teacher effectiveness, recognize teaching quality, and ensure that all students have access to great teachers.
2. **To provide clear expectations for teachers:** The rubric defines and prioritizes the actions that effective teachers use to make gains in student achievement.
3. **To support a fair and transparent evaluation of effectiveness:** The rubric provides the foundation for accurately assessing teacher effectiveness along four discrete ratings.

In reviewing the current research during the development of the teacher effectiveness rubric, the goal was not to create a teacher evaluation tool that would try to be all things to all people. Rather, the rubric focuses on evaluating teachers' primary responsibility: engaging students in rigorous academic content so that students learn and achieve. As such, the rubric focuses on evaluating the effectiveness of instruction, specifically through observable actions in the classroom.

### Teacher Effectiveness Rubric: Overview

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

#### Domain 1: Purposeful Planning

- 1.1 Utilize Assessment Data to Plan
- 1.2 Create Objective-Driven Lesson Plans and Assessments
- 1.3 Track Student Data and Analyze Progress

#### Domain 2: Effective 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 Seek Professional Skills and Knowledge
- 3.3 Advocate for Student Success

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/Create and Maintain a positive learning and working environment for all

#### **Teacher Effectiveness Rubric: Scoring**

Evaluators are not required to score teachers after any given observation. However, it is essential that during the observation the evaluator takes 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 in a four step process:

- 1** Compile ratings and notes from observations, conferences, and other sources of information.
- 2** Use professional judgment to establish three final ratings in Planning, Instruction, and Leadership.
- 3** Use established weights to roll-up three domain ratings into one rating for Domains 1-3.
- 4** Incorporate Core Professionalism rating.

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

At the end of the school year, primary evaluators should have collected a body of information representing teacher practice from throughout the year. Not all of this information will necessarily come from the same evaluator, but it is the responsibility of the assigned primary evaluator to gather information from every person that observed the teacher during that year. In addition to notes from observations and conferences, evaluators may also have access to materials provided by the teacher, such as lesson plans, student work, parent/teacher conference notes, etc. To aid in the collection of this information, schools should consider having files for teachers containing evaluation information such as observation notes and conference forms, and when possible, maintain this information electronically.

Because of the volume of information that may exist for each teacher, some evaluators may choose to assess information mid-way through the year and then again at the end of the year. A mid-year conference allows evaluators to assess the information they have collected so far and gives teachers an idea of where they stand.

***Use professional judgment to establish final ratings in Planning, Instruction, and Leadership***

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

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 or 2 in Instruction, he or she cannot receive a rating of 4 (HE) in Planning.

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

At this point, 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 2: Instruction. Good instruction and classroom environment matters more than anything else a teacher can do to improve student outcomes. Therefore, the Instruction Domain is weighted significantly more than the others, at 75%. Planning and Leadership are weighted 10% and 15% respectively.

	<b>Rating (1-4)</b>	<b>Weight</b>	<b>Weighted Rating</b>
<b>Domain 1: Planning</b>	2	10%	.2
<b>Domain 2: Instruction</b>	3	75%	2.25
<b>Domain 3: Leadership</b>	3	15%	.45
		<b>Final Domain 1-3 Rating = 2.9</b>	

The calculation here is as follows:

- 1) Rating x Weight = Weighted Rating
- 2) Sum of Weighted Ratings = Final Score

**Incorporate Core Professionalism**

At this point, the Teacher Effectiveness Rubric rating is close to completion. Evaluators now look at the fourth domain: Core Professionalism. As described earlier, this domain represents non-negotiable aspects of the teaching profession, such as on-time arrival to school and respect for colleagues. This domain only has two rating levels: Does Not Meet Standard and Meets Standard. The evaluator uses available information and professional judgment to decide if a teacher has not met the standards for any of the four indicators. If a teacher has met standards in each of the four indicators, the score does not change from the result of step 3 above. If the

teacher did not meet standards in at least one of the four indicators, he or she automatically has a 1 point deduction from the final score in step 3.

Outcome 1: Teacher meets all Core Professionalism standards. Final Teacher Effectiveness Rubric Score = 2.9 (Effective)

Outcome 2: Teacher does not meet all Core Professionalism standards. Final Teacher Effectiveness Rubric Score (2.9-1) = 1.9 (Needs Improvement)

**Scoring Requirement:** 1 is the lowest score a teacher can receive in the teacher evaluation system. 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. The final Teacher Effectiveness Rubric is used to calculate a final rating. Details of this scoring process are provided in the Summative Teacher Evaluation Scoring section.

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

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

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

### **Summative Teacher Evaluation Scoring**

Weighting Measure for SM CSC evaluation of professional practice is 100% Teacher Effectiveness Rubric (TER)

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



**Ineffective:** 1-1.74 Points

**Improvement Necessary:** 1.75-2.4 Points

**Effective:** 2.5-3.4

**Highly Effective:** 3.5-4.0 Points

Example: The score of 2.9 earns a rating of “Effective.” Primary evaluators should meet with teachers in a summative conference to discuss all the information collected in addition to the final rating.

### Evaluation Steps

**Step 1** – Beginning-of-Year Conference – all certified employees will be evaluated annually. The teacher meets with the primary evaluator near the beginning of the school year (August or September). The purpose of the meeting is to

- Discuss, create, and enter one professional and one personal SMART goal into SFS
- Review the evaluation process and highlight priority competencies and indicators from the Teacher Effectiveness Rubric
- Teachers on an improvement plan will write a professional development plan with the primary evaluator near the beginning of the school year.

**Step 2** – Classroom Observations – During the school year, evaluators (both primary and secondary) will collect evidence through a series of observations and conferences.

The following tables indicate the minimum requirements for observations.

<b>Teachers with 3 years or less experience or any teacher who was rated Improvement Necessary or Ineffective within the past three years</b>						
<b>Observation Type</b>	<b>Length</b>	<b>Frequency</b>	<b>Pre-Conference</b>	<b>Post-Conference</b>	<b>Written Feedback in SFS</b>	<b>Announced</b>
<b>Extended</b>	40-45 minutes	2/year (1 during 1st semester)	At teachers request	Yes	Within 5 school days	No
<b>Short</b>	10-15 minutes	3/year (1 during 1st nine weeks of school)	No	No	Only if an issue arises	No

Teachers with 4 or more years of experience or and has <i>not</i> been rated Improvement Necessary or Ineffective within the past three years						
Observation Type	Length	Frequency	Pre-Conference	Post-Conference	Written Feedback in SFS	Announced
Extended	40-45 minutes	1/year	At teachers request	Yes	Within 5 school days	No
Short	10-15 minutes	2/year (1 during 1st semester of school)	No	No	Only if an issue arises	No

If a teacher is on an improvement plan, that plan will determine the number of observations and feedback.

### ***Step 3 – Mid-Year Conference (by teacher’s request or evaluator’s discretion)***

This conference is to be held in November, December, January, or February where the primary evaluator and teacher meet to discuss performance thus far.

This conference will be mandatory if a teacher is in jeopardy of being rated as ineffective or improvement necessary based on prior observations.

### ***Step 4 – Teacher Effectiveness Rubric: Scoring***

1. 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 may provide evidence of planning and leadership.
2. The primary evaluator uses professional judgment to establish a final rating. In the summative conference, the evaluator should discuss the rating with the teacher, using the information collected to support the final decision. At this point, each evaluator should have a rating that ranges from 1 (Ineffective) to 4 (Highly Effective).
3. 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.

**Step 5: Summative Teacher Evaluation Scoring** – The final Teacher Effectiveness Rubric score is the final rating.

***Step 6: End-of-year summative evaluation conference*** – The primary evaluator meets with the teacher in a summative conference to discuss all the information collected in addition to the final rating. A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to the teacher within seven days of the end-of-year summative evaluation conference.

***Teacher Remediation Plan*** – If a teacher received a rating of ineffective or improvement necessary, the evaluator and the teacher shall develop a remediation plan of not more than 90 school days in length to correct the deficiencies noted in the evaluation. The remediation plan must require the use of the teacher’s license renewal credits in professional development activities intended to help the teacher improve.

***Appeal*** – A teacher who received a summative rating of ineffective may file a request for a private conference with the superintendent not later than 5 days after receiving notice that the teacher received a summative rating of ineffective. The teacher is entitled to a private conference with the superintendent.

***Parent Notice*** – A student may not be instructed for 2 consecutive years by teachers rated as ineffective. 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.

**Contract Cancellation Grounds (IC 20-28-7.5-1)**

A. Probationary Teacher

1. One (1) ineffective rating
2. Two (2) consecutive years of improvement necessary
3. Justifiable decrease in teaching positions – After June 20, 2012, RIF’s in positions must be based on performance and not seniority
4. Any reason considered relevant to the school’s interest

B. Established/Professional Teacher

1. Justifiable decrease in positions – After June 30, 2012, RIF’s in positions must be based on performance and not seniority
2. Immorality
3. Insubordination
4. Incompetence
  - a. Two (2) consecutive years of ineffective ratings; or
  - b. Ineffective or improvement necessary in three (3) years of any 5-year period

5. Neglect of duty
6. Certain felony convictions
7. Other good and just cause

## **Observation of Teacher Practice: Questions and Answers for Teachers**

### ***How will my proficiency on the Teacher Effectiveness Rubric be assessed?***

Your proficiency will be assessed by a primary evaluator, taking into account information collected throughout the year during extended observations, short observations, and conferences performed by your evaluator(s).

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

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

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

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

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

Pre-Conferences are not mandatory, but are scheduled by request of the teacher or evaluator. Any mandatory pieces of information that the evaluator would like to see during the observation (lesson plans, gradebook, etc.), must be requested of the teacher prior to the extended observation.

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

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

All teachers must have a minimum of one extended observation per year. Beginning teachers and any teacher who was rated "Improvement Necessary" or "Ineffective" within the past 5 years will have two extended observations and one of them must be during the first semester of the school year.

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

A short observation is 10 – 15 minutes and should not be announced. There are no conferencing requirements around short observations, but a post-observation conference should be scheduled if there are areas of concern. A teacher may receive written feedback following a short observation.

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

All teachers will have a minimum of two short observations. Beginning teachers (less than 3 years at SMCSC) and any teacher who was rated “Improvement Necessary” or “Ineffective” within the past 5 years will have a minimum of 3 short observations, and one of them must be during the first semester of the school year. However, many evaluators may choose to visit classrooms much more frequently than the minimum requirement specified here.

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

Only the building Principal or Assistant Principal are qualified to perform a short observation.

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

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

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

Both extended and short observations are times for evaluators to collect information. There will be no summative rating assigned until all information is collected and analyzed at the end of the year. However, all evaluators are expected to provide specific and meaningful feedback on performance following all observations. For more information about scoring using the Teacher Effectiveness Rubric, please see the scoring section.

***Domain 1: Planning and Domain 3: Leadership are difficult to assess through classroom observations. How will I be assessed in these Domains?***

Evaluators should collect material outside of the classroom to assess these domains. Teachers should also be proactive in demonstrating their proficiency in these areas. However, evidence collection in these two domains should not be a burden on teachers that detracts from quality instruction. Examples of evidence for these domains may include (but are not limited to):

- a. Domain 1: Planning - lesson and unit plans, planned instructional materials and activities, assessments, and systems for record keeping
- b. Domain 3: Leadership - documents from team planning and collaboration, call-logs or notes from parent-teacher meetings, and attendance records from professional development or school-based activities/events

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

An important part of developing professionally is the ability to self-reflect on performance. The professional development plan is a tool for teachers to assess their own performance and set development goals. In this sense, a professional development plan supports teachers who strive to improve performance, and can be particularly helpful for new teachers. Although every teacher is encouraged to set goals around his/her performance, only teachers who score an

“Ineffective” or “Improvement Necessary” on their summative evaluation the previous year are required to have a professional development plan monitored by an evaluator. This may also serve as the remediation plan specified in Public Law 90.

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

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

Is there extra support in this system for new teachers?

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