

# **Westfield Washington Schools**

## **Teacher Evaluation and Development Plan**



## **Committee Members and Background**

The purpose of this handbook is to outline and explain the WWS Evaluation model and process.

Starting during the 2012-2013 school year, a task force of teachers and administrators throughout the district met to create this model based on feedback from teachers regarding the strengths and weaknesses of the RISE system. The committee included the following individuals:

### Committee Members:

Chris Baldwin  
Dawn Claghorn  
Martessa Conover  
Dawn Cotter  
Ryan Haughey  
Linda Konkle  
Lara Long  
Robin Lynch  
Linda Ogle  
Kristin Parisi  
Kelley Ruden  
Kevin Scanlon  
Andrew Schaaf  
Lynn Schemel  
Robb Hedges  
Cindy Kever  
Wayne Shipe  
Scott Williams

The following handbook represents a collaborative effort that ensures the WWS Evaluation Plan is in compliance with state law (Senate Enrolled Act 1).

## Guiding Principles

- Nothing WWS can do for our students matters more than giving them effective teachers. Teachers are the most important school factor in how much children learn
- Teachers deserve to be treated like professionals. WWS is committed to creating evaluations that are fair, accurate, and consistent while based on multiple factors that paint a complete picture of each teacher's success in helping students learn.

## Legislative Context

- In the spring of 2011, the Indiana legislature passed IC 20-28-11.5, a new law relating to the evaluation of all certified teaching staff.
- The new law introduced these main requirements:
  - Every certified employee must receive an evaluation annually
  - Every evaluation system must include four performance categories: Highly Effective, Effective, Improvement Necessary, and Ineffective
  - Every evaluation system must incorporate objective measures of student growth and achievement as a significant portion of a teacher's evaluation.
  - Rigorous measures of effectiveness, including observations and other performance indicators
  - 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

## Performance Level Ratings

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

- **Highly Effective:** This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes.
- **Effective:** This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes.
- **Improvement Necessary:** This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes.
- **Ineffective:** This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes.

## Overview of Components

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 two major components:

1. **Professional Practice:** Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the WWS Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Purposeful Designing, Effective Instruction, and Teacher Leadership.
2. **Student Learning:** Teachers' contribution to student academic progress, assessed through multiple measures of student academic achievement and growth.

**\*\*\*Length of Service: Every teacher must work 120 days or more to receive a summative evaluation rating as outlined in the WWS Teacher Evaluation and Development Plan. If a teacher works fewer than 120 days throughout the school year, the teacher will be observed and evaluated as time permits, but will not receive a summative evaluation rating.**

## Timeline

### August – October 1

- Teacher and evaluator meet for the Beginning-of-Year Conference.
- Teachers on Performance Review Evaluation develop goal(s) and the goal(s) are approved by the evaluator.

### August – December

- Evaluator makes classroom observations and provides feedback.

### November – January

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

### By January 31

- Teachers on Performance Review Evaluation complete goal(s) review and goal(s) review is approved by the evaluator.

### January – May 1

- Evaluator continues to make classroom observations and provide feedback.

### By May 1 (Teachers on the Teacher Effectiveness Rubric)

- Evaluator completes observations and scores Teacher Effectiveness Rubric.
- Teacher and evaluator meet for the End-of-Year Conference.
- Teacher and evaluator sign Summative Evaluation form. Original signed copy placed in the teacher's personnel file. Teacher receives a copy of signed form.

### By May 25 (Teachers on Performance Review Evaluation)

- Teachers on Performance Review Evaluation complete final goal(s) review/summative and goal(s) review/summative is approved by the evaluator.
- Evaluator completes Summative Evaluation.
- Teacher and evaluator sign Summative Evaluation form. Original signed copy placed in the teacher's personnel file. Teacher receives a copy of signed form.

## Additional Notes

- Evaluation(s) would include assessments of observations of the teacher in classroom settings or related classroom activities or other academic assignment. These assessments shall be put in writing near the time of the observation, will have been discussed with the teacher, and a copy furnished to the teacher. The teacher may include written comments of agreement and/or disagreement on the form.
- Evaluations may be completed by the Director of Guidance at the high school, Dean of Students, principal, and assistant principal. In the absence of a full-time assistant principal, the person occupying the counselor position may assist in evaluations. This will be limited to no more than twenty-five percent (25%) of observations at a building level. The evaluator must have held and worked under a teacher's license (certification).
- All teachers will be evaluated annually using either the WWS Teacher Effectiveness Rubric or the Performance Review Process.
- All evaluated employees will receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.
- Negative impact on student learning shall be defined as follows:
  - For classes measured by statewide assessments with growth model data, the IDOE shall determine negative impact on growth and achievement.
  - For classes that are not measured by statewide assessments, negative impact on student growth shall be defined where data shows a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state. Data will include, but not be limited to, grades, classroom assessments, ECAs, student performance, etc. This negative impact on student growth shall be determined by the evaluator.
  - A teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.
- Teachers assigned to more than one (1) school shall be evaluated by the assigned home principal, with input from the other principal(s).
- All materials placed in the teacher's permanent file and originating within the School Corporation shall be made available to the teacher by the Superintendent at a time mutually agreed to by the teacher and the Superintendent or the Superintendent's designee. All references and information obtained in the process of evaluating a teacher for employment, on the basis of confidentiality, shall not be subject to the inspection. The teacher's response, if any, shall be included with any materials placed in the permanent file.
- The responsibilities of the evaluator include: Giving positive assistance to those teachers having professional difficulty. When the evaluator identifies a teacher with deficiencies in performance, the evaluator will have a conference with the individual teacher at which time the evaluator will advise the teacher of the deficiencies and desired improvement and provide a reasonable time limit for showing such improvement. Following this, if the principal determines that the teacher's

performance does not merit renewal of the teacher's contract, the principal shall discuss the evaluations with the Superintendent who shall recommend appropriate Board consideration.

- The evaluation process shall be documented and distributed to all teachers prior to their being evaluated.
- The evaluation process will be in writing, posted on the district website, and explained annually to the Westfield Washington Schools Board of School Trustees at a public meeting before the evaluations are conducted.
- The Superintendent, or his/her designee, will discuss the evaluation plan with the teachers or the teachers' representative, if there is one, prior to explaining the evaluation plan to the governing body.
- All evaluators will receive training and support in evaluation skills on an annual basis either with initial training or refresher training on process, forms, and technology.
- The parties will establish a committee consisting of three (3) Administrators and three (3) members appointed by the Association for the purpose of periodically reviewing the evaluation system.

**Steps for WWS  
Teacher Effectiveness  
Rubric**

(For teachers in years 0-2 at WWS, by choice by veteran teachers in years 3 and above at WWS, or by principal determination)

**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 prior to October 1. The purpose of the meeting is to

- review the evaluation process and
- highlight priority competencies and indicators from the Teacher Effectiveness Rubric

*\*Teachers on an improvement plan will write a professional growth plan (Form 2) with the evaluator near the beginning of the school year.*

**Step 2**

**Classroom Observations**

During the school year, an evaluator will collect evidence through a series of observations and conferences.

The following table indicates minimum requirements for observations:

<b>Teacher in years 0-2 at WWS, by choice by veteran teachers in years 3 and above at WWS, or by principal determination</b>						
<b>Observation Type</b>	<b>Length (minutes)</b>	<b>Frequency</b>	<b>Pre-Conference</b>	<b>Post-Conference</b>	<b>Written Feedback</b>	<b>Announced</b>
<b>Extended</b>	40 minutes (minimum)	2/Year	Optional	Yes	Yes	Evaluator's discretion
<b>Short</b>	10 – 15 minutes	2/Year	No	No	Yes	No

**\*\*Veteran teachers (years 3 and above at WWS) may choose the Teacher Effectiveness Rubric option for evaluation instead of the Performance Review Evaluation**

**\*\*A principal may make the determination to place any teacher on the Teacher Effectiveness Rubric**

\*\* All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation

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

### **Step 3**

#### **Mid-Year Conference (Optional)**

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, or has been rated *ineffective* or *needs improvement* on an evaluation within the past 5 years.

#### **Optional Forms**

Mid-Year Professional Practice Check-In Form (Form 1) and/or Professional Growth Form (Form 2)

### **Step 4**

#### **Teacher Effectiveness Rubric: Scoring (Appendix C)**

1. **The 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 shall provide evidence of Purposeful Designing and Teacher Leadership. See WWS Teacher Effectiveness Rubric Domains 1 and 3.
2. **The evaluator uses professional judgment to establish the rating in each competency.** In the summative conference, the evaluator should discuss the rating with the teacher, using the information collected to support the final decision.
3. If a teacher is rated Effective in enough competencies in the Domain then they may move to the Highly Effective rating category in that Domain (see rubric computation sheet – page 24)

### **Step 5**

#### **Summative Teacher Evaluation Scoring**

The final WWS Teacher Effectiveness Rubric score is then combined with the score from the teacher's school letter grade in order to calculate a final rating.

<b>Domain</b>	<b>Points</b>	<b>Weight</b>	<b>Total Points</b>
Domain 1 – Purposeful Designing		X 1	
Domain 2 – Effective Instruction		X 3.9	
Domain 3 – Teacher Leadership		X 1	
Final Score for Domains 1-3			

Highly Effective:	<b>94 or higher</b>
Effective:	<b>84 to 93.99</b>
Improvement Necessary:	<b>54 to 83.99</b>
Ineffective:	<b>53.99 or below</b>



District letter grade	<b>A</b>	<b>100 points</b>
	<b>B</b>	<b>94 points</b>
	<b>C</b>	<b>84 points</b>
	<b>D</b>	<b>54 points</b>
	<b>F</b>	<b>0 points</b>

	<b>Points</b>	<b>Weight</b>	<b>Total Points</b>
Teacher Effectiveness Rubric Score		X .95	
District Letter Grade Score		X .05	
Final Score			

Highly Effective:	<b>94 or higher</b>
Effective:	<b>84 to 93.99</b>
Improvement Necessary:	<b>54 to 83.99</b>
Ineffective:	<b>53.99 or below</b>

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

- 1. Professional Practice – Assessment of instructional knowledge and skills**  
Measure: Teacher Effectiveness Rubric
- 2. Student Learning – Contribution to student academic progress**  
Measure: DOE District Letter Grade

**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.

**Additional Information:**

**Professional Growth Plan**

If a teacher received a rating of *ineffective* or *improvement necessary* during the previous school year or if a teacher is in jeopardy of being rated as *ineffective* or *improvement necessary* based on prior observations during the current school year, 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 growth plan must require the use of the teacher’s license renewal credits in professional growth activities intended to help the teacher improve.

The Professional Growth Plan should be written collaboratively between the evaluator and the teacher.

The *Professional Growth Plan* form (Form 2) is an optional form that can be used.

**\*\*Negative impact on student learning shall be defined as follows:**

- For classes measured by statewide assessments with growth model data, the IDOE shall determine negative impact on growth and achievement.
- For classes that are not measured by statewide assessments, negative impact on student growth shall be defined where data shows a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state. Data will include, but not be limited to, grades, classroom assessments, ECAs, student performance, etc. This negative impact on student growth shall be determined by the evaluator.
- A teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.

*\*\*\*This evaluation process will be reviewed by teacher and administrative representatives at the conclusion of the school year and periodically thereafter. All evaluation procedures will be discussed and modifications may occur if deemed necessary to improve the process.*

## Steps for WWS Performance Review Evaluation

(For veteran teachers in  
years 3 and above at WWS)

Administrators evaluating veteran teachers (Beginning with 3<sup>rd</sup> year at WWS) may, with the concurrence of the teacher being evaluated elect to use the Performance Review Evaluation in lieu of the WWS Teacher Effectiveness Rubric. If the two parties do not agree to use the Performance Review Evaluation described herein, the WWS Teacher Effectiveness Rubric will be used.

1. The principal will determine whether the teacher will be evaluated using the Performance Review Evaluation or the WWS Teacher Effectiveness Rubric and the principal will then notify the teacher of the determination prior to October 1.
2. When a teacher is evaluated using the Performance Review Evaluation, the teacher shall not lose his/her job except for just cause as applied to the statutory reasons for the cancellation of a permanent contract teacher with the question of just cause being addressed per the parties' negotiated grievance procedures and/or a court of competent jurisdiction, as determined by WCTA.
3. The Performance Review Evaluation shall be as follows:
  - a. The teacher and principal or designated evaluator will mutually agree to the teacher's performance goal(s), and if mutual agreement is not reached, the teacher will be evaluated under the WWS Teacher Effectiveness Rubric.
  - b. The building principal or designated evaluator may elect to conference with the teacher whenever the principal or designated evaluator so desire in regard to the teacher's performance goal(s) and performance.
  - c. At least one observation of at least 20 minutes will take place prior to one of the principal/designee and teacher goal review conferences.
  - d. When a teacher's Performance Review Process Evaluation information is changed/updated, the evaluator shall see that a copy of the form is given to the teacher with the newer version replacing the personnel file copy of the form.
  - e. *Scoring for the Performance Review Evaluation:*  
Evaluation Score: 90 points  
District Letter Grade Score (5 points possible): \_\_\_\_\_  
A: 5 points  
B: 4 points  
C: 3 points  
D: 2 points  
F: 1 point  
Leadership Score (5 points or 0 points): \_\_\_\_\_  
(Teacher must complete 4 activities off the leadership list to receive 5 pts.)  
Total Score: \_\_\_\_\_  
Rating:  
**Score of 90-95: Effective**  
**Score of 96-100: Highly Effective**

# Appendix A –

**Appeal** – A teacher who received a 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 rating of *ineffective*. The teacher is entitled to a private conference with the superintendent. Teacher should contact the Superintendent’s office via email or phone to schedule the private conference.

**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*.

**IDOE Reports** – Before August 1, 2015 (and each year following), the school corporation shall provide the results of the teacher performance evaluations including the number of teachers placed in each performance category to the IDOE. The results may not include the names of teachers.

**Compensation** – A teacher rated *ineffective* or *improvement necessary* may not receive any raise or increment for the following year if the teacher’s employment contract is continued.

**Tenure Categories** – New Teacher Tenure Categories begin July 1, 2012

- A. Probationary Teacher (IC 20-28-6-7.5) – A teacher who has not received a rating (newly hired) or an established/professional teacher who receives a rating of *ineffective* or an established/professional teacher who receives two consecutive ratings of *improvement necessary*.
- B. Established Teacher (IC 20-28-6-8) – A teacher who serves under contract before July 1, 2012 and enters into another contract before July 1, 2012. All current teachers become established teachers on July 1, 2012.
- C. Professional Teacher (IC 20-28-6-7.5) – A teacher who receives a rating of *effective* or *highly effective* for at least 3 years in a 5-year (or shorter) period. A professional teacher becomes probationary if he/she receives a rating of *ineffective* or 2 consecutive ratings of *improvement necessary*.

**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
  - 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

# **Appendix B – Forms**

## Form 1

### Mid-Year Check-In Form

School: \_\_\_\_\_ Summative Evaluator: \_\_\_\_\_

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

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

Note: Mid-year check-in conferences are optional for any teacher without a professional practice 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 Extended Observations Prior to Mid-Year Check-in: \_\_\_\_\_

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

<b>Domain 1: Purposeful Designing</b>	<b>Mid-Year Assessment of Domain 1</b>
<b>Mid-Year Rating (Circle One)</b>	<b>4 – Highly Effective    3 – Effective</b> <b>2 – Improvement Necessary    1 – Ineffective</b> <b>N/A</b>

<b>Domain 2: Effective Instruction</b>	<b>Mid-Year Assessment of Domain 2</b>
<b>Mid-Year Rating (Circle One)</b>	<b>4 – Highly Effective    3 – Effective</b> <b>2 – Improvement Necessary    1 – Ineffective</b> <b>N/A</b>

<b>Domain 3: Teacher Leadership</b>	<b>Mid-Year Assessment of Domain 3</b>
<b>Mid-Year Rating (Circle One)</b>	<b>4 – Highly Effective    3 – Effective</b> <b>2 – Improvement Necessary    1 – Ineffective</b> <b>N/A</b>



## Form 2

### Professional Growth Plan

Using relevant student learning data, evaluation feedback and previous professional development, establish at least 3 areas of professional growth below. 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>Date Developed</b>			
Primary Evaluator Approval	<b>x</b>		

<b>Professional Growth Goal #1</b>					
<b>Overall Goal:</b> Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2).					
<b>Action Steps and Data:</b> Include detailed steps and the data you will use to determine whether each benchmark is met.	<b>Benchmarks and Data:</b> Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.				<b>Evidence of Achievement:</b> How do you know that your goal has been met?
Action Step 1	__/__/____	__/__/____	__/__/____	__/__/____	
	Data:	Data:	Data:	Data:	
Action Step 2	__/__/____	__/__/____	__/__/____	__/__/____	
	Data:	Data:	Data:	Data:	

<b>Professional Growth Goal #2</b>					
<b>Overall Goal:</b> Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2).					
<b>Action Steps and Data:</b> Include detailed steps and the data you will use to determine whether each benchmark is met.	<b>Benchmarks and Data:</b> Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.				<b>Evidence of Achievement:</b> How do you know that your goal has been met?
Action Step 1	__/__/____	__/__/____	__/__/____	__/__/____	
	Data:	Data:	Data:	Data:	
Action Step 2	__/__/____	__/__/____	__/__/____	__/__/____	
	Data:	Data:	Data:	Data:	

<b>Professional Growth Goal #3</b>					
<b>Overall Goal:</b> Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2).					
<b>Action Steps and Data:</b> Include detailed steps and the data you will use to determine whether each benchmark is met.	<b>Benchmarks and Data:</b> Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.				<b>Evidence of Achievement:</b> How do you know that your goal has been met?
Action Step 1	__/__/____	__/__/____	__/__/____	__/__/____	
	Data:	Data:	Data:	Data:	
Action Step 2	__/__/____	__/__/____	__/__/____	__/__/____	
	Data:	Data:	Data:	Data:	

**Form 3**  
**FINAL SUMMATIVE RATING**

School: \_\_\_\_\_ Summative Evaluator: \_\_\_\_\_

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

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

Note: This form should be completed based on information collected and assessed throughout the year. Evaluators should complete this form and make a copy for the teacher to discuss results during the end-of-year summative conference.

\*\*This form is completed electronically using current evaluation software

Number of Extended Observations: \_\_\_\_\_ Number of Short Observations: \_\_\_\_\_

**Domain 1: Purposeful Designing**

	<b>Competency</b>	<b>Rating</b>
1.1	Utilize Assessment Data to Design	
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	Record and Analyze Student Progress	
	Total	

**Domain 2: Effective Instruction**

	<b>Competency</b>	<b>Rating</b>
2.1	Develop Student Understanding	
2.2	Demonstrate/Clearly Communicate Content Knowledge/Engaging Students	
2.3	Check for Understanding and Modify Instruction As Needed	
2.4	Maximize Instructional Time	
2.5	Create Classroom Culture of Respect and Collaboration	
2.6	Sets High Expectations for Academic Success/Develops Higher Level of Und.	
	Total	

**Domain 3: Teacher Leadership**

	<b>Competency</b>	<b>Rating</b>
3.1	Contribute to School/District 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	
	Total	

**Domains 1-3 Weighted Scores**

<b>Domain</b>	<b>Points</b>	<b>Weight</b>	<b>Total Points</b>
Domain 1 – Purposeful Designing		X 1	
Domain 2 – Effective Instruction		X 3.9	
Domain 3 – Teacher Leadership		X 1	
Final Score for Domains 1-3			

<b>Measure</b>	<b>Score</b>	<b>GROUP A Weights</b>	<b>Weighted Score</b>
Teacher Rubric Score		95%	
IDOE District Grade		5%	

Highly Effective:	<b>94 or higher</b>
Effective:	<b>84 to 93.99</b>
Improvement Necessary:	<b>54 to 83.99</b>
Ineffective:	<b>53.99 or below</b>

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

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

# **Appendix C – Teacher Effectiveness Rubric Computation Examples**

**Teacher Effectiveness Rubric Computations**

**Rubric**

**95%**

**Data**

**5%**

15%

				Total Points	%	Factor
1.1	3	2	Domain 1	15	15	1
1.2	3	3	Domain2	18	70	3.9
1.3	3	3	Domain3	15	15	1
1.4	3	3			100	
1.5	3	3				
				14		

<b>District letter grade</b>	
<b>A</b>	<b>100</b>
<b>B</b>	<b>94</b>
<b>C</b>	<b>84</b>
<b>D</b>	<b>54</b>
<b>F</b>	<b>0</b>

70%

2.1	3	3	Points Domain 1:	14		
2.2	3	3	Points Domain 2 (x3.9):	66.1		
			Points Domain 3:	14		
2.3	3	3			94.11	
2.4	3	3				
2.5	3	3				
2.6	3	2				
				17		

Examples:

Rubric score	87	x .95	82.65	Effective
District letter grade	100	x .05	5	A
			87.65	Effective
Rubric score	84	x .95	79.8	Effective
District letter grade	94	x .05	4.7	B
			84.5	Effective

<b>Highly Effective:</b>	<b>94 or higher</b>
<b>Effective:</b>	<b>84 to 93.99</b>
<b>Improvement Necessary:</b>	<b>54 to 83.99</b>
<b>Ineffective:</b>	<b>53.99 or below</b>

15%

3.1	3	3				
3.2	3	3				
3.3	3	3				
3.4	3	3				
3.5	3	2				
				14		

Rubric score	82	x .95	77.9	IN
District letter grade	100	x .05	5	A
			82.9	IN

14/17/14 =  
94.11  
13/15/13 =  
84.33  
8/10/8 =  
54.89

Highly Effective hurdle  
Effective hurdle  
Improvement Necessary hurdle

Rubric score	70	x .95	66.5	IN
District letter grade	100	x .05	5	A
			71.5	IN



