South Adams Schools
Certificated Employee Evaluation and Development Plan

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The purpose of this handbook is to outline and explain the South Adams Schools Certificated Employee Evaluation and Development Plan. Certificated employees include teachers, counselors, and administrators. The model is a modification of the IDOE's RISE Teacher Evaluation model, the IDOE' RISE Principal Evaluation model, During the 2011-2012 school year, a committee of fifteen members met several times to develop this handbook. The committee included the following people:

Michael Baer, high school science teacher
Ashley Buckingham, middle & high school PE teacher
Anita Goodwin, 2nd grade teacher
Jim Horton, middle & high school world languages teacher
Scott Litwiller, superintendent
Gary McMillan, high school vocational teacher
Karen Moser, elementary music teacher
Phil Provost, 8th grade social studies teacher
Jeff Rich, middle school principal
Myron Schwartz, high school science teacher
Andy Sommer, 1st grade reading recovery teacher
Sandy Sprunger, 4th grade teacher
Lonnie Teeple, elementary special education teacher
Jennifer Thomson, middle & high school music teacher
Marla Threewits, consultant

The following handbook represents a collaborative effort that ensures the South Adams Schools Certificated Employee Evaluation and Development Plan is in compliance with state law (Senate Enrolled Act 1).

Prior to the implementation of the new evaluation system procedures (2012-2013), all teachers will receive training describing the steps involved. Likewise, all administrators (evaluators) will receive training to enhance consistency and provide administrators information to deliver guidance to their respective teachers. Evaluators must complete training via Region 8 ESC.

Annually, this plan will be reviewed by the Corporation Discussions Committee and, if necessary, delegated to a special revision committee.

Guiding Principles
1. Nothing South Adams Schools can do for our students matters more than giving them effective teachers, counselors, and administrators. Teachers are the most important school factor in how much children learn.
2. Teachers, counselors, and administrators deserve to be treated like professionals. South Adams is committed to creating evaluations that are fair, accurate and consistent, based on multiple factors that paint a complete picture of each certificated employee's success in helping students learn.

Senate Enrolled Act 1 IC 20-28-11.5 – updated to HEA 1002 (www.in.gov/legislative/ic/code/title20/ar28/ch11.5.html)

~~Senate Enrolled Act 1 states that~~ HEA 1002 states that certificated employee evaluations must:
- Be annual
- Include four performance level rating categories

Performance Level Ratings
Each teacher, counselor, and administrator will receive a rating at the end of the school year in one of four performance levels:
- **Highly Effective: A *highly effective* teacher <u>consistently exceeds</u> expectations.** 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. 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 <u>consistently meets</u> expectations.** 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. 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* <u>requires a change in performance before he/she meets expectations.</u>** 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. 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 Indiana Department of Education.

- **Ineffective: An *ineffective* teacher <u>consistently fails</u> to meet expectations.** 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. The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Negative Impact NEGATIVE IMPACT SIS CURRENTLY DEFINIED INSBOE RULE AT 511 IAC 10-6-4 (c)
NEGATIVE IMPACT ON STUDENT LEARNING SHALL BE DEFINED AS FOLLOWS:
    (1) For classes measured by statewide assessments with growth model data, the department shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement
    (2) For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally where data show a significant number of students across teacher's classes fails to demonstrate student learning or mastery of standards that are established by the state.

A certificated employee who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.

Overview of Components
Every teacher counselor, and administrator is unique, and the school setting is a complex place. This evaluation relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a educator'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 Indiana Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.

2. **Student Learning** – Teachers' contribution to student academic progress, assessed School-Wide Learning data as reflected in the school wide grades, or through other student academic progress/ growth data as agreed upon by teacher and evaluator

3. Counselors and administrators will be evaluated on a third component: Professional goals and objectives.

Timeline

Beginning of school year August-September
- <u>Teacher and evaluator meet/email to discuss school year evaluations</u>

- **September – December**
- Evaluator makes classroom observations and provides feedback

September – December
- Counselors and administrators track progress on professional goals

November – March
- 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
- Counselors and administrators continue to track progress on professional goals
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May – June
- Evaluator completes observations and scores Teacher Effectiveness Rubric
- Counselors and administrators submit evidence to support completion of goals

May – September (of new school year-due to using School wide grade in calculation)
- Educator and evaluator meet for the End-of-Year Conference
- Evaluator gives the teacher a copy of the Summative Evaluation within 7 days of the End-of-Year Conference

Evaluation Steps

Step 1: Classroom Observations – During the school year, evaluators (both primary and secondary) will collect evidence through a series of observations and conferences.

The following table indicates <u>minimum requirements</u> for observations.

Teacher Categories	2022-2023 Evaluation Plan
<u>Established teacher</u> (also referred to as a veteran teacher in the 2019-2020 evaluation plan)- under contract before July 1, 2012.	1 long and 1 short evaluation
<u>Professional teacher</u> - has received a rating of effective or highly effective for at least 3 years in a 5 year period (or shorter)	Less than 5 years of experience – 2 longs and 1 short evaluation Five or more years of experience – 1 long and 1 short evaluation
<u>Probationary teacher</u>- this can be a beginning teacher* or an established/professional teacher who a rating of ineffective or two consecutive ratings of improvement necessary	2 longs and 1 short evaluation

- A beginning teacher is defined as any teacher with 5 or less years of experience at South Adams

Observation Type	Length (min.)	Frequency	Pre-Conference	Post-Conference	Written Feedback	Announced
Extended for beginning teacher (5 years or less at South Adams)	40 min.	2/yr. (1/sem.)	Optional	Yes	Within 5 days	Evaluator's discretion
Extended for veteran/professional teachers (more than 5 years at South Adams)	40 min.	1/yr. (before Feb. 1) 2nd if requested by teacher or principal	Optional	Yes	Within 5 days	Evaluator's discretion
Short for all teachers	10 min.	1/yr. (min. 1/sem.)	No	No	Within 2 days	No

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

Step 2: 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. **It can also be an opportunity for a teacher to review SLO's with the evaluator.**

This conference will be **mandatory** if a teacher is in jeopardy of being rated as *ineffective* and *improvement necessary* based on prior observations.
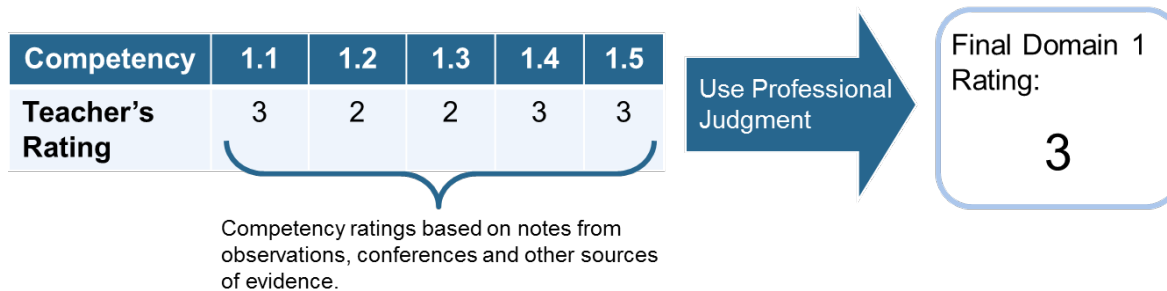
Optional Forms
Mid-Year Professional Practice Check-In Form (Form 11)

Step 3: Teacher Effectiveness Rubric: Scoring <mark>(Appendix D)</mark>

The Teacher Effectiveness Rubric will account for 90% of the teacher's final evaluation rating.

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, evaluators may also have access to materials provided by the teacher, such as lesson plans, student work, parent/teacher conference notes, etc.

2. **The primary evaluator uses professional judgment to establish three, 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. The figure below provides an example of this process for Domain 1.

Example of competency ratings for domain 1 and the final domain rating.

Competency	1.1	1.2	1.3	1.4	1.5
Teacher's Rating	3	2	2	3	3

Use Professional Judgment →

Final Domain 1 Rating:

3

Competency ratings based on notes from observations, conferences and other sources of evidence.

*It is recommended that the evaluator not average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies are more important to teachers in different contexts and how teachers have 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.**

3. **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 2: Instruction (75 %). Effective instruction and classroom environment matter more than anything else a teacher can do to improve student outcomes; the weightings are indicated in the example below.

	Rating (1-4)	Weight	Weighted Rating
Domain 1: Planning	3	10%	0.3
Domain 2: Instruction	2	75%	1.5
Domain 3: Leadership	3	15%	0.45
Sub-Total Score			**2.25**

4. **Core Professionalism is incorporated.** This domain represents non-negotiable aspects of the teaching profession; attendance, on-time arrival, policies and procedures, respect. 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 <u>at least one</u> 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 = 2.25

Outcome 2: Teacher does not meet all Core Professionalism standards.
Final Teacher Effectiveness Rubric Score (2.25-1) = 1.25

Scoring Requirement: 1 is the lowest score a teacher can receive in the RISE 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.

Step 4: Summative Teacher Evaluation Scoring - The final Teacher Effectiveness Rubric score is then combined with the scores from the teacher's student learning measures in order to calculate a final rating. The primary evaluator **must** use the *End-of-Year Summative Rating Form* (Form 12).

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

1) Professional Practice – Assessment of instructional knowledge and skills
Measure: Indiana Teacher Effectiveness Rubric (TER)
2) Student Learning – Contribution to student academic progress
Measure: School-wide Learning Measure (SWL) – DOE's A-F Ratings-or otherwise agreed upon measure between teacher and evaluator

Weighting of Measures - The primary goal of the weighting method is to treat teachers as fairly and as equally as possible. At this point, the evaluator should have calculated or received individual scores for the following measures: Teacher Effectiveness Rubric (TER), School-wide Learning Measure (SWL)

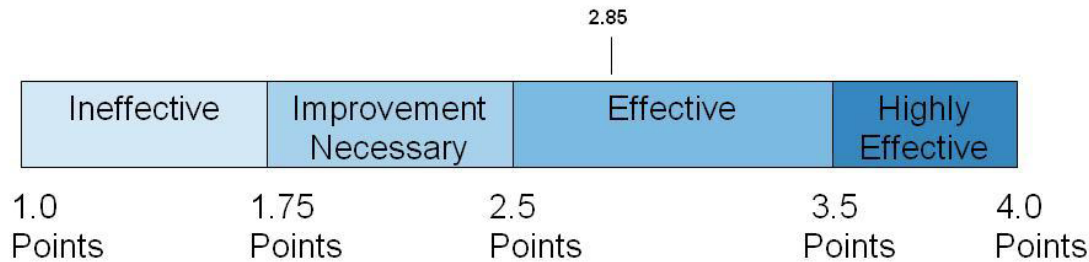During the first year, all teacher evaluations will be comprised of the following percentages:

  90% Teacher Effectiveness Rubric (Observations/Documentation)
  10% School-wide Learning Measure Data (DOE A-F rating by building) or other agreed upon measure between evaluator and teacher
100% Summative Teacher Evaluation Score

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

Component	Raw Score	Weight	Weighted Score

Teacher Effectiveness Rubric	2.6	X90%	= 1.95
School-wide Learning Measure	2	X 10%	= 0.1
Sum of the Weighted Scores			2.85

* To get the final weighted score, simply sum the weighted scores from each component. This final weighted score is then translated into a rating on the following scale.

2.85

Ineffective	Improvement Necessary	Effective	Highly Effective

| 1.0 Points | 1.75 Points | 2.5 Points | 3.5 Points | 4.0 Points |

Note: Borderline points always round up.

The score of 2.85 matches to a rating of "Effective".

Step 5: 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. Depending when student data is available, this summative conference could take place in May, June, or July. The primary evaluator **must** use the *End-of-Year Summative Rating Form* (Form 12). 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.

Appendix B - Other Notes from Senate Enrolled Act 1 (IC 20-28-11.5)

Teacher Remediation Plan - If a teacher receives 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. The *Professional Development Plan* form (Form 13) is an optional form that can be used.

Appeal - A teacher who receives 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.

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 of each applicable student before the start of the second consecutive school year indicating the student will be placed in a classroom of a teacher who has been rated *ineffective*.

DOE Reports - Before August 1, 2013 (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 DOE. 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.

- For South Adams, teacher salaries and experience increments are guaranteed by the local master contract through the 2012-2013 school year.

- Beginning the 2013-2014 school year, South Adams must follow the SEA 1 for teacher salaries and increases. (IC 20-28-9-1) A new teacher compensation model must be negotiated so it can be implemented for the 2013-2014 school year.

Master's Pay - A teacher currently enrolled in a master's program can receive a pay increase under his/her district's current salary schedule once the degree is completed. Specifically, "compensation attributable to additional degrees for

which a teacher has started coursework before July 1, 2011, and completed course work before September 2, 2014 shall also continue.

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 30, 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

DOMAIN 1: PURPOSEFUL PLANNING

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	**Utilize Assessment Data to Plan**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally**: incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding	**Teacher uses prior assessment data to formulate:** achievement goals), unit plans (curriculum map of essential academic standards for semester, or year], AND lesson plans	**Teacher uses prior assessment data to formulate:** achievement goals, unit plans, OR lesson plans, but not all of the above	Teacher rarely or never uses prior assessment data when planning.
1.2	**Set Ambitious and Measurable Achievement Goals –**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** plans an ambitious annual student achievement goal	**Teacher develops an annual student achievement goal that is:** Measurable; Aligned to content standards; AND Includes benchmarks to help monitor learning and inform interventions throughout the year	**Teacher develops an annual student achievement goal that is:** Measurable The goal may *not:* Align to content standards; OR Include benchmarks to help monitor learning and inform interventions throughout the year	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3	**Develop Standards-Based Unit Plans and Assessments Essential Academic Standards**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit	**Based on achievement goals, teacher plans units by:** Identifying *[essential]* content standards that students will master in each unit Creating assessments before each unit begins for backwards planning Allocating an instructionally appropriate amount of time for each unit	**Based on achievement goals, teacher plans units by:** Identifying content standards that students will master in each unit **Teacher may *not:*** Create assessments before each unit begins for backwards planning Allocate an instructionally appropriate amount of time for each unit	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all

1.4	Create Objective-Driven Lesson Plans and Assessments - Correlation	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction	**Based on unit plan, teacher plans daily lessons by:** Identifying lesson objectives that are aligned to state content standards. Matching instructional strategies, meaningful and relevant activities/assignments, and assessments to the lesson objectives Designing formative assessments that measure progress towards mastery and inform instruction	**Based on unit plan, teacher plans daily lessons by:** Identifying lesson objectives that are aligned to state content standards Matching instructional strategies and activities/assignments to the lesson objectives	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.
1.5	Track Student Data and Analyze Progress –	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** Uses daily checks for understanding for additional data points Updates tracking system daily Uses data analysis of student progress to drive lesson planning for the following day	**Teacher uses an effective data tracking system for:** Analyzing student progress towards mastery and planning future lessons/units accordingly Maintaining a grading system aligned to school guidelines	**Teacher uses an effective data tracking system for:** Maintaining a grading system **Teacher may not:** Use data to analyze student progress towards mastery or to plan future lessons/units Have grading system that appropriately aligns with school guidelines	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system

DOMAIN 2: EFFECTIVE INSTRUCTION

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1: **Develop student understanding and mastery of lesson objectives** *[The learning objective is written in a student-friendly manner, and it is posted in-front of the class so the teachers and students can refer to the focus of the lesson.]*	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* Students can explain what they are learning and why it is important, beyond repeating the stated objective Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection	Lesson objective is aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson Objective is written in a student-friendly manner *[sentence, and is posted in-front of the class]* and/or explained to students in easy-to-understand terms Importance of the objective is explained so that students understand why they are learning what they are learning Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students Lesson is well-organized to move students towards mastery of the objective	Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable Objective is written, but not in a student-friendly manner that leads to understanding Teacher attempts explanation of importance of objective, but students fail to understand Lesson generally does not build on prior knowledge of students or students fail to make this connection Organization of the lesson may not always be connected to mastery of the objective	Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. Objective is not written, or it is not written in a sentence There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. There may be no effort to connect objective to prior knowledge of students Lesson is disorganized and does not lead to mastery of objective.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.2: **Demonstrate and Clearly Communicate Content Knowledge to Students** *[Lesson Organization – beginning, middle, end]*	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest Explanations spark student excitement and interest in the content Students participate in each others' learning of content through collaboration during the lesson Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level	Teacher demonstrates content knowledge and delivers content that is factually correct Content is clear, concise and well-organized Teacher restates and rephrases instruction in multiple ways to increase understanding Teacher emphasizes key points or main ideas in content *[especially at the conclusion of the lesson* Teacher uses developmentally appropriate language and explanations Teacher implements relevant instructional strategies	Teacher delivers content that is factually correct Content occasionally lacks clarity and is not as well organized as it could be Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways Explanations sometimes lack developmentally appropriate language Teacher does not always implement new and improved instructional strategies	Teacher may deliver content that is factually incorrect Explanations may be unclear or incoherent and fail to build student understanding of key concepts Teacher continues with planned instruction, even when it is obvious that students are not understanding content Teacher does not emphasize main ideas, and students are often confused about content Teacher fails to use developmentally appropriate language Teacher does not implement new and improved instructional strategies

	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each others' learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level	- Teacher demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized - Teacher restates and rephrases instruction in multiple ways to increase understanding - Teacher emphasizes key points or main ideas in content *[especially at the conclusion of the lesson]* - Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies ~~learned via professional development~~	-Teacher delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding - Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies ~~learned via professional development~~	- Teacher may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher does not emphasize main ideas, and students are often confused about content - Teacher fails to use developmentally appropriate language - Teacher does not implement new and improved instructional strategies ~~learned via professional development~~

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.3: **Engage students in academic content** *[literacy-based as appropriate. Literacy means reading, writing, discussing]*	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* Teacher provides ways to engage with content that significantly promotes student mastery of the objective Teacher provides differentiated ways of engaging with content specific to individual student needs The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do Teacher effectively integrates technology as a tool to engage students in academic content	3/4 or more of students are actively engaged in content at all times and not off-task Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective Ways of engaging with content reflect different learning modalities or intelligences Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged ELL and IEP students have the appropriate accommodations to be engaged in content Students work hard and are deeply active rather than passive/receptive	Fewer than 3/4 of students are engaged in content and many are off-task Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content Teacher may miss opportunities to provide ways of differentiating content for student engagement Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective ELL and IEP students are sometimes given appropriate accommodations to be engaged in content Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	Fewer than 1/2 of students are engaged in content and many are off-task Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content Teacher does not differentiate instruction to target different learning modalities Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students ELL and IEP students are not provided with the necessary accommodations to engage in content Students do not actively listen and are overtly disinterested in engaging.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.4: **Check for Understanding** *[CFU is a significant factor to student learning]*	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking	Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) *[intermittent pauses every 5-10 minutes]* Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding *[cold calling, pair share, roaming room, show me, whiteboards, etc.]* Teacher uses wait time effectively both after posing a question and before helping students think through a response Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments	Teacher sometimes checks for understanding of content, but misses several key moments Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments.	Teacher rarely or never checks for understanding of content, or misses nearly all key moments Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students Teacher rarely or never assesses for mastery at the end of the lesson

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.5: **Modify Instruction As Needed**	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* Teacher anticipates student misunderstandings and preemptively addresses them Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students Teacher responds to misunderstandings with effective scaffolding techniques Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.6: **Develop Higher Level of Understanding through Rigorous Instruction and Work** *[Rigor can be achieved through literacy-based teaching/learning strategies: close content reading, content-related discussion, and writing] [Instructional Strategies from <u>Classroom Instruction that Works</u> – identifying similarities & differences; summarizing & note taking] [Other significant strategies – hands-on, student choice, small groups, teaching others]*	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work	Teacher is effective at developing a higher level of understanding through rigorous instruction and work	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work	Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: Lesson is challenging to all students Students are able to answer higher-level questions with meaningful responses Students pose higher-level questions to the teacher and to each other Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments)	Lesson is challenging to almost all students Teacher frequently develops higher-level understanding through effective questioning Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning *[student-centered learning]* Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks	Lesson is not challenging for *[a few]* students Some questions used may not be effective in developing higher-level understanding (too complex or confusing) Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying	Lesson is not aligned with developmental level of students (may be too challenging or too easy) Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding. Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts. Teacher gives up on students easily and does not encourage them to persist through difficult tasks

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.7: **Maximize Instructional Time** *[This competency is the structure of the class. It is the foundation to 2.3 Engagement]*	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) Students share responsibility for operations and routines and work well together to accomplish these tasks All students are on-task and follow instructions of teacher without much prompting Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson	Students arrive on-time and are aware of the consequences of arriving late (unexcused) Class starts on-time *[possible use of bell-work]* Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective *[pacing]* Almost all students are on-task and follow instructions of teacher without much prompting Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson.	Some students consistently arrive late (unexcused) for class without consequences Class may consistently start a few minutes late Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed There is more than a brief period of time when students are left without meaningful work to keep them engaged Teacher may delegate lesson time inappropriately between parts of the lesson Significant prompting from the teacher is necessary for students to follow instructions and remain on-task Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem.	Students may frequently arrive late (unexcused) for class without consequences Teacher may frequently start class late. There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times There are significant periods of time in which students are not engaged in meaningful work Teacher wastes significant time between parts of the lesson due to classroom management. Even with significant prompting, students frequently do not follow directions and are off-task Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson.

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| Competency 2.8:

Create Classroom Culture of Respect and Collaboration
[Relationships] | *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:*

Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance

Students reinforce positive character and behavior and discourage negative behavior amongst themselves | Students are respectful of their teacher and peers

Teacher gives students opportunities to collaborate and support each other in the learning process

Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior

Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions | Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms
Teacher gives students ~~are given~~ opportunities to collaborate, *but the teacher does not provide the support, supervision, and intervention necessary to make collaboration successful.*

Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both

Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others | Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior

Teacher does not give students many opportunities to collaborate

Teacher rarely or never praises positive behavior

Teacher rarely or never addresses negative behavior |
| | | | | |

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.9: **Set High Expectations for Academic Success**	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* Students participate in forming academic goals for themselves and analyzing their progress *[possibly through data notebooks]* Students demonstrate high academic expectations for themselves Student comments and actions demonstrate that they are excited about their work and understand why it is important	Teacher sets high expectations for students of all levels Students are invested in their work and value academic success as evidenced by their effort and quality of their work The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) Teacher celebrates and praises academic work. High quality work of ~~all~~ students is displayed	Teacher may set high expectations for some, but not others Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) Teacher may praise the academic work of some, but not others High quality work of a few, but not all students, may be displayed	Teacher rarely or never sets high expectations for students Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers Teacher rarely or never praises academic work or good behavior High quality work is rarely or never displayed

Note:.

DOMAIN 3: Teacher Leadership

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1 **Contribute to School Culture** *[by getting involved with students outside the classroom]*	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** Seek out leadership roles Go above and beyond in dedicating time for students and peers outside of class *beyond the teaching day*	**Teacher will:** Contribute ideas and expertise to further the schools' mission and initiatives Dedicate time efficiently, when needed, to helping students and peers outside of class	**Teacher will:** Contribute occasional ideas and expertise to further the school's mission and initiatives **Teacher may *not*:** Frequently dedicates time to help students and peers efficiently outside of class	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.
3.2 **Collaborate with Peers**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** Go above and beyond in seeking out opportunities to collaborate Coach peers through difficult situations Take on leadership roles within collaborative groups such as Professional Learning Communities	**Teacher will:** Seek out and participate in regular opportunities to work with and learn from others Ask for assistance, when needed, and provide assistance to others in need	**Teacher will:** Participate in occasional opportunities to work with and learn from others Ask for assistance when needed **Teacher may *not*:** Seek to provide other teachers with assistance when needed OR Regularly seek out opportunities to work with others	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
3.3 **Seek Professional Skills and Knowledge** *[Evidence: attendance, implementation, sharing both formal and informal]*	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** Regularly share newly learned knowledge and practices with others Seek out opportunities to lead professional development sessions *[Leading peers to implementation]*	**Teacher will:** Actively pursue opportunities to improve knowledge and practice Seek out ways to implement new practices into instruction, where applicable *[Implementation]* Welcome constructive feedback to improve practices	**Teacher will:** Attend all mandatory professional development opportunities *[Attendance]* **Teacher may *not*:** Actively pursue optional professional development opportunities Seek out ways to implement new practices into instruction Accept constructive feedback well	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning

3.4	**Advocate for Student Success** *[SA Explanation: The teacher needs to provide the evaluator evidence]*	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** Display commitment to the education of all the students in the school beyond the teacher's classroom Make changes and take risks to ensure student success	**Teacher will:** Display commitment to the education of all his/her students Attempt to remedy obstacles around student achievement Advocate for students' individualized needs	**Teacher will:** Display commitment to the education of all his/her students **Teacher may *not*:** Advocate for students' needs	Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.
3.5	**Engage Families in Student Learning** *[Possible evidence: Parent Contact Logs, Positive Phone Calls, Newsletters, Teacher's Website, PTO involvement, Music Boosters, Athletic Boosters]*	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** Strives to form relationships in which parents are given ample opportunity to participate in student learning Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events	**Teacher will:** Proactively reach out to parents in a variety of ways to engage them in student learning Respond promptly to contact from parents Engage in all forms of parent outreach required by the school	**Teacher will:** Respond to contact from parents Engage in all forms of parent outreach required by the school **Teacher may *not*:** Proactively reach out to parents to engage them in student learning	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

Core Professionalism Rubric

Indicator		Does Not Meet Standard	Meets Standard
1	**Attendance**	Individual demonstrates a pattern of unexcused absences * *[SA Explanation: A pattern is defined as 2 or more non-consecutive unexcused absences. An unexcused absence is an unpaid day and not a school board approved leave of absence.]*	Individual has not demonstrated a pattern of unexcused absences*
2	**On-Time Arrival**	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement). **	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3	**Policies and Procedures**	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, following and implementing IEP, LEP, 504 plans etc.). **	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, following and implementing IEP, LEP, 504 plans etc.). **
4	**Respect**	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner. **	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

*It should be left to the discretion of the corporation to define "unexcused absence" in this context.

**[SA explanation: The definitions of pattern and unexcused for On-Time Arrival, Policies and Procedures, and Respect are the evaluator's professional judgment.]*