

# ZCS Model for Educator Growth (ZMEG) GUIDE



ZIONSVILLE COMMUNITY SCHOOLS

2025-2026

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## Zionsville Community Schools Model for Educator Growth (Z-MEG)



The Zionsville Model for Educator Growth (Z-MEG) serves as the roadmap for ZCS teachers and administrators to plan their professional learning journey, based on both interests and needs, as they aspire and grow to deliver the five Educator Outcomes over the span of their career. Z-MEG empowers teachers to take ownership of their professional growth and foster growth in students. We believe that teachers are best placed to lead and uphold the standing of the profession. The ZCS model for educator growth will guide all teachers to serve students in all areas of our responsibilities as we progress in our journey as educators.

### ***Five Educator Outcomes:***

Educators play a key role in nurturing our children as we lead, care for, and inspire future generations. We have a profound and lasting influence on the lives of the students we teach. Hence, we need to uphold the highest standards and ideals of the profession.

As members of a trusted profession, we are responsible for reflecting on our own practice, developing our practice, and ensuring that we meet the standards of the profession. Our growth goals are born out of a desire to improve our practice and meet the needs of the students we serve.

### **Exceptional ZCS educators:**

1. set measurable goals each year that are based on data, positively impact student growth, and actively seek out opportunities to grow professionally to improve learning for all students;
2. collaborate in PLCs to set goals, share student work, and support each other in learning;
3. are reflective practitioners who understand their subject matter and how students learn and explicitly teach skills so that all students strive for mastery of the course material and show growth each year;
4. understand individual and group motivation and behavior to create a learning environment that encourages engagement in learning and positive social interaction;  
and

5. demonstrate commitment to the profession and have an effective working relationship with students, parents, school colleagues, and community members.

**Educator Outcome #1 - Setting Growth Goals:**

Educators (with the help from their administrators) set two measurable goals each school year. One goal will be a PLC goal (or school-wide if determined at BOY conference), and one will be an individual/professional focus goal. Both goals are based on analysis of data and needs for that school year. The administrator will support both goals but will only document progress in SFS on the PLC/School-Wide goal.

**Educator Outcome #2 - PLCs - Collaboration and Professional Learning:**

ZCS educators have effective working relationships with colleagues. We unpack curriculum, review data, discuss student work, and mentor each other collaboratively to improve our practice. Education is not a static profession; we believe in working collaboratively to continually grow as educators and improve our practice in service to students.

**Educator Outcome #3 - Effective Education - Observations in Classrooms with Conversations:**

Anchored on the notion that educators are professionals who use effective educational practices and draw on ZCS educators' beliefs about how students learn, the value of explicit instruction, and the necessity for a strong tier-one curriculum. It reflects the context within which we practice our craft and seek to improve our practice as a collaborative team.

Education as a profession involves a deep understanding of both the subject matter and the diverse needs of students, as well as a shared commitment to ongoing student growth and the continual improvement of our practice.

**Educator Outcome #4 - Positive Classroom Environment:**

ZCS educators understand how students learn, develop, and differ in their approaches to learning. Educators provide opportunities that are adapted to diverse learners, and support the intellectual, social, and personal development of all students.

**Educator Outcome #5 - Professional Commitment:**

ZCS educators are committed to elevating the profession of teaching with a clear sense of purpose and professionalism. Educators serve a vital role in our local community and the larger society by contributing to the wellbeing and success of future generations. We take personal pride and satisfaction in what we do and are committed to reflecting that pride in a positive manner every day through our work and interactions with students, families, colleagues, and the community.

## TEACHER SUMMATIVE RATINGS

	<b>PROBATIONARY</b> (any new teacher hired after 7/1/12 will begin as a <b>probationary</b> teacher).	<b>PROFESSIONAL</b> (probationary teachers hired after 7/1/12 will become <b>professional</b> after being rated highly effective or effective for 3 of 5 years)	<b>ESTABLISHED</b> (all current teachers as of 7/1/12 will be called <b>established</b> for the remainder of their careers)
<b>HIGHLY EFFECTIVE</b>	When rated <i>highly effective or effective</i> for 3 of 5 years, teacher moves to <b>professional</b> .	Remains at the <i>professional</i> level	Remains at the <i>established</i> level
<b>EFFECTIVE</b>	When rated <i>highly effective or effective</i> for 3 of 5 years, teacher moves to <b>professional</b> .	Remains at the <i>professional</i> level	Remains at the <i>established</i> level
<b>IMPROVEMENT NECESSARY</b>	Two <b>consecutive improvement necessary</b> ratings may lead to dismissal.	Remains at the <i>professional</i> level. Any combination of 3 <i>improvement necessary</i> ratings within five years may lead to dismissal for incompetence.	Remains at the <i>established</i> level. Any combination of 3 <i>improvement necessary</i> ratings within five years may lead to dismissal for incompetence.
<b>INEFFECTIVE</b>	May be dismissed.	Moves <b><u>back to the probationary level</u></b> after <b><u>1 ineffective rating</u></b> .	Remains at the <i>established</i> level. Any combination of 3 <i>improvement necessary</i> or <i>ineffective</i> ratings within five years may lead to dismissal for incompetence. <b>TWO consecutive ineffective ratings may also lead to dismissal.</b>

If a certificated employee receives a rating of ineffective or improvement necessary, the evaluator and the certificated employee shall develop a plan that is ninety (90) school days in length to correct the deficiencies noted in the certificated employee's evaluation. Also, a teacher who receives a rating of ineffective may file a request for a private conference with the superintendent or the superintendent's designee not later than five (5) days after receiving notice that the teacher received a rating of ineffective.

## Zionsville Community Schools Model for Educator Growth Timeline and Definitions

- All educators will have **one** growth partner.
  - An administrator or teacher may request a secondary growth partner.
- All educators will return to the ZTEP rubric. PLUS/4+ rubrics will **no longer** be used.
- Definitions
  - **Walk-Through:** Administrator stops in the classroom (talks to kids, looks at what teacher and students are doing, etc.); no electronics; leaves a handwritten note that is a “glow/grow” that tells the teacher a celebration and if needed a suggestion. These are bullet points or a couple of sentences. Additional thoughts may be sent via email. You may use indicators from a newly adopted program or from the current ZTEP rubric. Walk-throughs may last a few minutes up to a full period depending on what needs to be seen and/or what was discussed during the BOY or MY.
  - **Short Observation:** Administrator completes a 30+ minute observation. Script or notes (administrator may choose how to record what was observed) and code. This will be completed as a “short observation” in SFS.
- Current ZTEP Teacher Effectiveness Rubric and How It Will Be Used in This New Model
  - Domain 1: Purposeful Planning
    - 1.1 Student Data to Drive Planning: Discussed in BOY (part of Goal Setting Worksheet) and coded in MY
    - 1.2 Collaborates: Coded in MY; observed during PLC.
    - 1.3 Develop Meaningful Assessments: Optional coding.
    - 1.4 Track Student Data and Analyze Progress: Only coded if NOT being completed (ex: not entering grades into PowerSchool)
  - Domain 2: Effective Instruction
    - These are our core look-fors. Observed in walk-throughs/observations, discussed at conferences, and coded. Not all sub-indicators need to be coded.
  - Domain 3: Teacher Leadership
    - Discussed in BOY and MY, tied to Goal Setting Worksheet, and observed in PLC. Coded in MY.
  - Domain 4
    - Discussed if needed throughout the year.
  - Other rubrics will follow similar format as stated above.
    - Elementary/Middle School Counselor version 2024
    - High School Counselor version 2021
    - ZTEP Special Education version 2019
    - Instructional Coach version 2016
    - Instructional Coach/STEM version 2016
    - Media Specialist version 2016
    - School Psychologist version 2019

## Zionsville Community Schools Model for Educator Growth Timeline

Month	Activity	Notes
August-September	<p>Administrator completes one walk-through (#1).</p> <p>Teacher needs to spend time in PLC talking/thinking about a grade level/department goal and completing the goal setting sheet. This will be shared at the BOY.</p> <p><b>New to ZCS</b> educators only complete/code a self-assessment in SFS.</p>	<p>See definition of walk-through above.</p> <p>See Goal Setting Sheet</p>
September-October	BOY Conference	<p>Discuss walk-through #1, Goal Setting Sheet and admin uploads to SFS under BOY conference.</p> <p><b>NO</b> coding occurs.</p> <p><b>New to ZCS teachers</b>, also discuss their self-assessment.</p>
October - December	<p>Administrator completes one walk-through (#2) and attends one PLC.</p> <p>After the walk-through and PLC, administrator will upload notes into SFS as an observation titled “Walk-Through/PLC.”</p>	<p><b>NO</b> scripting or coding will occur. This is documented written formative feedback that discusses the celebrations and any suggestions if needed.</p> <p>See PLC Look- Fors Guide</p>
December- February	<p>MY Conference. Admin codes prior to the conference, so educator can review before meeting.</p> <p><b>For new to ZCS educators only:</b> Administrator completes a 30+ minute observation. Script or notes (administrator may choose how to record what was observed) and <b>code</b>. This will be completed as a “short observation” in SFS.</p>	<p>Discuss #1-#2 walk-throughs, PLC observation #1, and goal-setting progress. Administrator <b>codes</b> and uploads notes from the conference in SFS under MY conference.</p> <p><b>For new to ZCS educators</b>, this conference occurs after the 30+ minute observation.</p>
February-April	<p>Administrator completes one walk-through (#3) and attends one PLC.</p> <p>After the walk-through and PLC, administrator will upload notes</p>	<p><b>NO</b> scripting or coding will occur. This is documented written formative feedback that discusses the celebrations and any suggestions if needed.</p>

	<p>into SFS as an observation titled “Walk-Through/PLC.”</p> <p>Educator needs to complete the Goal Setting Sheet stating the results and uploading into SFS before May 1<sup>st</sup>.</p>	<p>Administrator will review before finalizing the teacher’s rating.</p>
<p>May</p>	<p>Administrator (with school team) meets with Academic Services and finalizes rating.</p> <p>EOY Conference must occur for those receiving an Ineffective or Needs Improvement or anyone going on an Improvement Plan for the following year.</p> <p>Teacher or administrator may request an EOY which must occur by May 15th.</p>	<p>Administrator <b>codes</b> and uploads notes from the conference in SFS under EOY Conference. This conference needs to occur by May 15<sup>th</sup> and the administrator will upload into SFS by May 20<sup>th</sup>.</p>

*\*Additional coding, observations, and/or conferences may occur if needed or requested.*

*\*Improvement Plans may be discussed with educator at any point during the school year.*

**Special Education:**

*\*Special Education teachers may have IEPs pulled by the USS team and coded in SFS.*

*\*For Special Education teachers, the USS team will collaborate with the building administrators on walk-throughs and/or observations.*

*\*For USS PreSchool teachers, School Psychologists, and Speech Language Pathologists, a member of the USS team will be the growth partner.*

## Annual Evaluation Process for Leadership Team Evals—Basic Timeline (Superintendent Schedule)

Month	TO DO'S	Documents
July	-Review data from previous school year. -Ensure that each admin has been assigned an evaluator (notify Academic Services of these assignments). -Plan schedule for meetings/observations for first semester.	
August and September	-Preview the evaluation process for the year with LT in first LT Welcome Back meeting <ul style="list-style-type: none"> <li>• Have all sign ZMEG Acknowledgement Form in HR Files</li> <li>• Discuss expectations for goals/process</li> </ul> -Schedule and conduct BOY meetings with each admin. Set goals. -May begin <u>optional</u> short “check-in” walk-throughs -Observation/artifact collection begins for the year -Continue/finish BOY meetings with each admin	<ul style="list-style-type: none"> <li>• ZMEG Admin Acknowledgement Form (HR Portal)</li> </ul>
October	-Observation/artifact collection continues	
November	-Observation/artifact collection continues	
December	-Observation/artifact collection continues -Offer optional mid-year check-ins for all	
January and February	-Review observations and note areas where evidence is not yet collected for each admin -Conduct optional mid-year meetings with each administrator to discuss progress and review areas for which evidence is not collected as yet -Observation/artifact collection continues	
March/April	- Observation/artifact collection continues	
May	-Remind LT of last day to upload artifacts. -Observation/artifact collection continues	
June	- Review collected evidence for each and mark summative rating on SFS Finalization Worksheets. -Explain to LT the process and due dates for reporting end-of-year results. -Conduct EOY meeting with each admin in June or when evaluations finalize. <ul style="list-style-type: none"> <li>• Review school improvement data</li> <li>• Share final rubric scores with each admin and finalize summative rating if possible (forecast SWL if possible)</li> <li>• Review professional goals with LT on a Performance Plan</li> <li>• Create Performance Plan specifics for those rated Ineffective and consider goals for any who were Effective but had areas needing improvement.</li> <li>• Explain implications for performance pay adjustments to contracts beginning July 1 if necessary</li> </ul>	

**Other Important Notes:**

- *BOY conference information will be stored in SFS as a conference.*
- *LT goals should be uploaded electronically in SFS for superintendent review and approval or redirect.*
- *Rubrics and artifacts shall be stored in SFS. Annotations on artifacts (email) is often effective as documentation given the practice area of LT members.*
- *Mid-Year and EOY notes will be collected in SFS.*
- *A finalization will be generated and reside in SFS.*

# Evaluation Procedures for Each Type of Certified Staff

## Evaluated Staff Members (from the ZCS Model for Educator Growth Plan that is filed with IDOE annually)

- 1.1 ZCS will evaluate all certificated employees annually. The ZMEG evaluation process applies to all of the following:
  - classroom teachers (SPED/SLP/ILP teachers use TER with SPED additions)
  - counselors (use identified counselor rubrics for Elem/MS and HS)
  - principals/assistant principals (use principal/assistant principal rubric)
  - literacy and other instructional coaches (use district-created Instructional Coach rubric)
  - STEM coaches (use district-created Instructional Coach-STEM teacher rubric)
  - certified media specialists (use district-created media specialist rubric)
  - full-time school psychologist (use school psychologist rubric)
  - central office administrators (use locally created district leader rubric)
  - superintendent evaluated by Board using the legally compliant ISBA/IAPSS tool
- 1.2 Certain individuals provide clinical services on an hourly basis to ZCS students on IEP's. The need for these services is variable each year. DOE legal counsel and district legal counsel agree that these are hourly contractors who are not subject to the annual evaluation process nor performance pay under IC 20-28-9. These include but are not limited to OTR's, PT's, music therapist, and sign language interpreter.
- 1.3 ZCS Athletic Directors administer extra-curricular activities and not instruction. They are on contracts for which no teaching license is required (although they may happen to hold one). They are not evaluated using ZMEG, nor eligible for performance pay under 20-28-9. Their direct supervisors will do a performance review with them annually using locally-created performance rubric. Similarly lay coaches, clinicians, referees, and others providing services for extra-curricular activities are not required to hold a teaching license for these positions, are not evaluated using ZMEG, and are not eligible for performance pay under the law.
- 1.4 Clerical staff, instructional assistants, elementary media specialists, UP classroom staff, and some ELL service providers are not required to hold a teaching license for their positions (although they may happen to hold one). They are not evaluated using ZMEG, nor eligible for performance pay under IC 20-28-9. These employees' direct supervisors do performance reviews annually using locally-created forms.
- 1.5 Substitute teachers, including those with licenses covering long-term leaves, serve on a per diem basis. They are not evaluated using ZMEG, nor eligible for performance pay under IC 20-28-9. The school principal may, at any time, observe in their classrooms and provide feedback. **NOTE ON COURTESY OBSERVATIONS OF SUBSTITUTES/STUDENT TEACHERS:** Building administrators often make time to support and coach our temporary teachers. It is always a great idea to be present in these classrooms and also get a feel for the potential fit of these individuals for future openings, in addition to monitoring the experience our students are receiving during leave situations. With that said, we don't want to use SFS for any of these visits for temporary teachers. What we do for these situations is to script on paper or in a word document and then hold a conversation with the teacher with a paper version of the rubric to talk through where you would have likely coded. Be sure to include the language below on the document:

TYPE OF TEACHER	CATEGORY/WEIGHTS FOR SUMMATIVE EVALUATION	RUBRIC TO USE FOR EVALUATION and weight % of Domains	OTHER NOTES (i.e. Observations, etc.)
Superintendent	Rubric-70% A-F Grade-30% (average of all district school grades)	IAPSS/ISBA rubric (all domains weighted evenly)	Primary Evaluator will be School Board of Trustees for superintendent using procedures from IAPSS/ISBA.
Central Office Administrator	Rubric-70% A-F Grade-30% (average of all district school grades)	LTEP Central Office rubric	Primary Evaluator will be the superintendent, assistant superintendent or Director of Unified Student Services.
Principals	Rubric-70% SWL (A-F Grade)-30%	LTEP Principal Effectiveness Rubric (all domains weighted evenly)	Primary Evaluator for principals will be the superintendent.
Assistant Principals	Rubric-70% SWL (A-F Grade)-30%	LTEP Assistant Principal Effectiveness Rubric (all domains weighted evenly)	Primary Evaluator will be principals.
Classroom teachers	Rubric 95% School-wide Learning 5%	Teacher Effectiveness Rubric	Primary Evaluator will be a building principal/asst. principal or central office leader.
School Counselors	Rubric-95% School-wide Learning 5%  Traditional scripted observations can be replaced by conference notes as principals have multiple opportunities to see counselors in action.	High School counselors use the HS Counselor Effectiveness Rubric  Middle school and elementary counselors will use the Elem/MS Counselor Effectiveness Rubric	Primary Evaluator will be building administrators
Literacy Coaches, Tech Integrators, other Instructional Coaches, Elem STEM Coaches	Rubric -95% School-wide Learning 5%	Instructional Coach Rubric (each domain is weighted 25%) used for most staff in these roles.  STEM coaches use rubric designated for Instructional Coach STEM (Domain 1/3/4 weighted 15%; Domain 2 55%) b/c instructional time with students is a greater part of role.	Primary Evaluator <u>could be</u> building principals but may be other district evaluator
Media Specialists <b>NOTE: This refers only to our certificated media specialists in the district.</b>	Rubric -95% School-wide Learning 5%	ZSC Media Specialist Effectiveness Rubric (Domains 1 and 2 weighted 40%, Domain 3 weighted 30%)	Primary Evaluator <u>could be</u> building principals but may be other district evaluator

School Psychologists and Evaluation Specialists	Rubric-95% (includes multiple measures for their performance as part of achieving rating) School-wide learning 5% (average for each building they serve)	School Psychologist Effectiveness Rubric	Primary Evaluator will be USS Director or designee.
TOSA (Teacher on Special Assignment), Program Coordinator, Behavior Specialist	Rubric -95% School-wide Learning 5% (average for all buildings served)	Instructional Coach/TOSA/ Program Coordinator Rubric with domains weighted evenly	Primary Evaluator could be building principals but may be other district evaluator
Special Education, ELL Teachers and Speech Pathologists	Rubric -95% School-wide Learning 5% (average for all buildings served)	Special Education/ELL Rubric	Primary Evaluator will be building principals. USS district administrators will serve as secondary evaluators and reviewers of IEP's for quality indicators using the ZCS IEP/ILP checklist.

TYPE OF TEACHER	CATEGORY/WEIGHTS FOR SUMMATIVE EVALUATION	OTHER NOTES (i.e. Observations, etc.)
Teacher in unique situation due to FMLA or other leave or late/partial year hire.	Category weights will vary depending on whether there is IGM. Follow guidance on FMLA form in SFS.	Primary Evaluator will complete observations for the time the teacher is present, making every effort to complete at least 2 observations. May or may not have secondary evaluator. All required observations. NOTE: Evaluator will confirm decisions on unique situations with HR each semester and upload the FMLA agreement for the unique situation as a non-coded artifact in SFS, copied to HR.
Athletic Directors (MS/HS)	A teaching license is not required for this position (although the AD may, in fact, hold one). Thus, many aspects of the state law regarding teacher evaluation do not apply. Athletic Directors will, nevertheless, receive an annual evaluation.	Primary Evaluator will be high school principal (or his/her designee) for the HS Athletic Director and the middle school principal(s) or designees for the MS Athletic Director.

**\*\*NOTE: Any certified staff member with a SWL score as part of their evaluation who splits their assignment across buildings will have the average of the buildings' SWL scores compiled for their summative evaluation total.**

## EVALUATION OF LONG-TERM and TEMPORARY SUBSTITUTES

We typically get questions about whether someone hired to cover a leave (i.e. a maternity leave) should be getting a ZMEG evaluation. These are not our permanent employees and thus we do not do the formal ZMEG evaluation nor put them in SFS with an evaluation account—although we should, of course, be checking in to see how they are doing as instructors of our students and offer feedback/suggestions where needed.

Here's what the law says below:

IC 20-20-11.5-4

Each school corporation shall develop a plan for annual performance evaluations for each certificated employee (as defined in IC 20-29-2-4).

IC 20-29-2-4 defines "certificated employee" as follows:

### **"Certificated employee"**

Sec. 4. "Certificated employee" means a person:

- (1) whose contract with the school corporation requires that the person hold a license or permit from the division of professional standards of the department under IC 20-28; or
- (2) who is employed as a teacher by a charter school established under IC 20-24.

*As added by P.L.1-2005, SEC.13. Amended by P.L.1-2007, SEC.145.*

In most cases, this clearly exempts per diem type employees from the full evaluation process as we don't put them on contract. Legal counsel has advised that we do not need to evaluate teachers covering a leave for a full year whom we may have chosen to place on a contract with us for that year of leave coverage. We are not setting up SFS accounts for those individuals, nor are we evaluating them using ZMEG. (Again, we should be observing their work and noting how they are instructing students.) Please do not engage these folks in BOY meetings that are CALLED a BOY or MY meeting, etc. as that would too closely mimic the ZMEG process--although you are welcome to talk with them about their students' needs, their plans, etc.

## ZIONSVILLE MODEL FOR EDUCATOR GROWTH (ZMEG) PROCESS EDUCATOR ACKNOWLEDGEMENT

The checklist below is a guide for each educator to use, and to confirm via a signature, that they are familiar with the elements of the Zionsville Educator Growth Model Process.

- Overview of ZMEG Process including such areas as: Rubric, weighting of various components for the summative evaluation for teacher groups, the number of walkthroughs, and setting goals.
- Review of the Teacher Evaluation Rubric (TER) or appropriate rubric for my work
- Identification of Growth Partner (Evaluator)
- Log-in process for Standards for Success (SFS) evaluation software
- Notification that School Wide Learning score assigned by the state will be 5% of teacher’s summary evaluation
- Notification that pertinent artifacts can be shared with Primary Growth Partner (Evaluator) and uploaded into evaluation software
- Notice that summary ratings may affect compensation in the next school year based upon the agreements to be made during collective bargaining and may affect (by law) my continued employment.
- Notice that the presence of a student teacher will not affect teacher evaluation. The teacher will be fully in charge of the classroom. The role of the student teacher will be that of a “co-teacher.”
- Explanation of Maternity or Medical Leave effect on evaluation:
  - Teacher is present 162+ days---No effect on evaluation
  - Teacher is present 31-161 days---Summative rating based upon measures available as determined in conjunction with primary evaluator and documented in an FMLA agreement that is uploaded to SFS
  - Teacher is present 0-30 days---Evaluation declared incomplete for the school year. Eligibility for pay raises will be determined through the collective bargaining process.
- Teacher is responsible when notified of concerns to address and seek resources to improve performance.
- Teacher summative evaluation may not be complete at the end of the school year due to other data required from the state.
- Teacher final evaluation determination is based upon primary evaluator’s “judgment” and not an average of scores on rubric observations.
- Teacher Summary End of Year worksheet may present only data which is available and the final evaluation may be made available electronically over the summer prior to the start of the next school year.
- I understand that the Core Professionalism Domain on the educator rubric describes basic standards for all staff and that not meeting standard in one of these areas can result in a full point deduction from my final summative rating on the rubric for the other domains.

The Zionsville Model for Educator Growth Process has been explained to me, including the above items.

\_\_\_\_\_  
Teacher Printed Name

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

## **TEACHER FAQ'S ABOUT EVALUATION PROCESS**

### **1. Will I have more than one evaluator?**

You will have one primary evaluator called a growth partner. You may ask for another administrator to observe you or your growth partner might request a second administrator to observe. Their observation evidence and feedback will be given to your primary evaluator at the conclusion of each observation for inclusion in the collection of evidence for you for the whole school year. For SPED/Speech teachers, the USS Director and Assistant Directors will coordinate with your growth partner and will review sample IEP's from you twice during the school year.

### **3. Who are the trained evaluators/growth partners for ZCS?**

Because our teacher contract states that evaluation is the responsibility of school administrators, we have trained all building administrators and central office administrators as evaluators/growth partners.

### **4. What meetings are required of me as part of this process?**

- Required beginning of the year (BOY) conference
- Mid-year (MY) conference to go over first semester walk-throughs and PLC observations
- Post-observation conference for first year teachers after observation

### **5. So I could look up next year and see someone slip in unannounced to my classroom with a laptop or a pad of paper, and he or she will be sitting there watching my work with students or even asking students quietly what they are working on and why?**

You will see an administrator in your room with a notepad taking notes and leaving you feedback at the end of their time in your class. You will also see your growth partner in PLC meetings so they can provide feedback on this area of your collaborative work.

### **6. Should I send my evaluator a copy of every lesson plan and every parent email I respond to and every newsletter I send home?**

Not necessary. Again, if you want to bring some samples to conversations with your growth partner about your work, that's a great idea. Educators are not required to add any artifacts to SFS other than their growth plan.

## Core Professionalism Rubric Reminders for Teachers

Indicator 1: Attendance	To meet standard in this area, a teacher should not have a <u>pattern</u> of <b>unexcused</b> absences. Excused absences are locally defined as those covered under the current collective bargaining agreement and include illness, field trips, professional development. Absences for illness exceeding the allotted days in the contract may require the teacher to provide documentation as to why they are necessary for health reasons. Unexcused absences would include failure to report for work without appropriate notice to administrator—including in a secondary school not showing up for a class period without notice or reason.
Indicator 2: On-Time Arrival	To meet standard in this area, a teacher should not have a <u>pattern</u> of <b>unexcused</b> late arrivals to school or class.  NOTE: Principals agree that flexible arrival/departure times for beginning and end of the school day are part of our professional treatment of staff and are typically acceptable so long as they do not lead to regularly shortening the overall work hours for the employee, a pattern of missing the start of class(es) or required meetings, or other disruptions to professional responsibilities (i.e. duties, being prepared for students, etc.).
Indicator 3: Policies and Procedures	A teacher with a pattern of failing to follow policies and procedures would have adequate notice of these concerns—including Special Education teachers who are notified of concerns with IEP elements as part of their regular semester IEP review process. Appropriate attire, in the absence of any local dress code for staff, is defined as attire that at the very least is compliant with the student dress code, clean, and presentable.
Indicator 4: Respect	A teacher with a pattern of interacting with students, parents, colleagues, community members disrespectfully would have notice that such interactions were deemed inappropriate.

NOTE: While indicators speak of a “pattern,” we did not define the number of incidents which would indicate a pattern of concerns. More than one incident is necessary for a pattern, but we agree that both the frequency and intensity/degree of unprofessional actions must be taken into consideration and is a matter for administrator judgment especially since summative ratings which result in contract cancellation can be appealed. **It is important that educators are notified as soon as an evaluator/growth partner perceives a problem with one or more of the core professionalism areas and is offered specific suggestions on how to improve in this area to meet standards. Notification will be in the form of a FRISK-format memo uploaded as an artifact in SFS and coded to the Core Professionalism domain as not meeting standard at this time. Educator and evaluator/growth partner may meet to discuss the memo and clarify expectations. Educators should be made aware that having any concerns in this area MAY lead to a one-point deduction on final rubric score.**



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Zionsville, IN 46077

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Fax: 317.873.8003

**ZCS IEP REVIEW RUBRIC**

TOR:  
Date Reviewed:

Student Name:  
IEP Date:

<b>Demographic Information:</b> <i>All information is complete and accurate.</i>	<u>YES</u>	<u>NO</u>
Notes:	<input type="checkbox"/>	<input type="checkbox"/>

<b>Purpose of the Case Conference:</b> <i>Purpose is complete and accurate.</i>	<input type="checkbox"/>	<input type="checkbox"/>
Notes:		

<b>Case Conference Meeting Scheduled:</b> <i>Information is complete and accurate.</i>	<input type="checkbox"/>	<input type="checkbox"/>
Notes:		

Annual Case conference is held within 12-month time frame to meet compliance standards. If not, notes provide reason conference was held after annual date.	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------

<b>Evaluation Information and Student Data</b>	<u>N/A</u>	<u>YES</u>	<u>NO</u>
--	------------	------------	-----------

• <b>Strengths:</b> <i>Strengths included and educationally relevant</i>		<input type="checkbox"/>	<input type="checkbox"/>
Notes:			

• <b>Response to instructional strategies and research-based interventions:</b> <i>The instructional strategies or interventions utilized within the student's educational programming included (specific program names are omitted), and the effectiveness/response to strategies/interventions is explained (Initial Case Conference Only)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes:			

• <b>Progress Monitoring Data:</b> <i>Data entered regarding student's progress related to areas of disability and goals</i>		<input type="checkbox"/>	<input type="checkbox"/>
Notes:			

• <b>Present levels of academic achievement and functional performance:</b> <i>The IEP describes the student's current level of functioning with emphasis given to the areas of need.</i>			
○ Information addresses multiple areas of performance as determined by PLAAFP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Information explains how the student is currently performing in each domain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Data supports information provided (ISTEP/ECA, Grades, NWEA, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Explanation of student's acquired skills and deficits in narrative form, not just scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes:			



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*Documented in PLOP*

- **Standards/Elements aligned to goal:** *Standards and selected elements should clearly relate to the goal and be measurable.*
- **Specially Designed Instruction:** *Specially Designed Instruction describes the Individualized instruction provided to the student.*
- **Goal Statement:**
  - *Goals are meaningful and driven from data*
  - *Goals are related to student's area of disability and needs*
  - *Goals are measurable/able to be monitored and transferrable*
  - *Mastery is easily identified*
- **Method/Instrumentation for Measuring Progress:** *Method of evaluation aligns with The goal and is a valid method of measurement for progress monitoring*
- **Progress Monitoring Design:** *Method is a valid form of measurement for goal*
- *Goals revised annually to align with progress monitoring data and current performance. If not revised, notes reflect the reason goals were not revised and steps to take to ensure progress is made.*

Notes:

**Accommodations:** *Identified accommodations connected to PLAAFP, appropriate to meet student's needs* **YES**  **NO**   
 Notes:

**Services and Other Provisions:** *The IEP reflects a clear connection between services And PLOP/needs.* **N/A**  **YES**  **NO**

- **Special Education and Related Services:**
  - *Clear alignment between PLAAFP, needs, goals, accommodations, and services*
  - *Services listed include initiation date, length, frequency, duration, and location*

Notes:

- **Transportation:** *Transportation needs accurately reflected*
- **Accessible Materials:** *Needs accurately reflected*
- **Assistive Technology:** *Needs complete and accurate*
- **ESY:** *Discussed, data provided, accurately reflected in IEP/notes including services*

Notes:

- **Aids/Support:** *Consultation/support provided to school personnel is complete and accurate given student needs.*



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- **Program Modifications:** *For students within more restrictive programming, Modifications are detailed and aligned to student's PLOP and goals.*

Notes:

- **Emergency Evacuation:** *Needs accurately reflected and location of plan defined.*
- **Health Care Plan:** *Needs accurately reflected and location of plan defined.*

**Least Restrictive Environment**

- **LRE Placement Category:** *The IEP clearly identifies the student's placement in their least restrictive environment with an explanation provided when student is removed from general education setting.*

Notes:

- **General Considerations:** *The IEP accurately addresses general considerations section as they apply to the student's needs*

Notes:

- **Reevaluation:** *The need for a reevaluation was discussed and the appropriate reason was reflected in the IEP including in the notes.*

Notes:

**Other:**

- **Participants:** *IEP accurately reflects the case conference participants who attended the Conference.*

Notes:

- **Written Notes:** *Notes from the case conference are required; Notes capture educationally relevant discussions, which identify the issues, discussion points, decision rationale, outcomes/agreements to areas of the IEP.*

Notes:

- **Written Document:** *The IEP has few, if any, spelling, punctuation, or grammatical errors and information is well laid out and easy to follow.*

Notes:

- **Procedural Safeguards:** *Parent signature attained and uploaded to acknowledge parents received the Notice of Procedural Safeguards, when applicable.*

- **Documents Loaded:** *All necessary supporting documents are uploaded within IIEP.*

Notes:

- **Finalization:** *IEP was finalized in a timely manner following the case conference meeting.*  
  - *IEP accepted 10 days after case conference\**



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*\*(TORs responsibility to accept within IIEP program when not automatically accepted after 10 days)*

Notes:

• **Progress Monitoring:**

- IIEP is utilized for progress monitoring
- Data demonstrates growth on student goals

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Notes:

**Transition IEP Requirements – Yes/No based on Compliance Indicator 13 checklist (if applicable)**

- *Is there evidence that the student was invited to the Transition IEP meeting where transition services were discussed?*
- *Are there measurable post-secondary goals in these areas (e.g., Education/Training, employment, Independent Living)?*
- *Is there evidence that the measurable post-secondary goals were based upon age-appropriate transition assessments (e.g., some form of assessment completed annually)?*
- *Are the post-secondary goals updated annually?*
- *Is (are) there measurable annual Transition IEP goals that reasonably enable the student to meet his/her post-secondary goals?*

<u>YES</u>	<u>NO</u>
<input type="checkbox"/>	<input type="checkbox"/>

- *Are there transition services in the Transition IEP that focus on improving academic and functional achievement of the student to facilitate their movement from school to post-school?*
- *For transition services that are likely to be provided or paid for by other agencies with parent or student (once the age of majority is reached) consent, is there evidence that representatives from the agency (ies) were invited to the Transition IEP meeting?*
- *Do the transition services include a course of study that focuses on improving the academic and functional achievement of the student to facilitate their movement from school to post-school, and contain a statement of where the course of student can be found (e.g., guidance office)?*
- *Is there documentation regarding whether the student will pursue a high school diploma or certificate of completion?*
- *Are the requirements of Indicator 13 met?*

<u>YES</u>	<u>NO</u>
<input type="checkbox"/>	<input type="checkbox"/>

**Results**

**Overall Comments:**

**TOTAL YES**

**TOTAL NO**

## BEGINNING OF THE YEAR REMINDERS FOR EVALUATORS

**New Administrators:** Make sure you meet with Christine Squier and Kris Devereaux in August for a quick “onboarding” chat about ZMEG. Ensure you know when your formal CIESC or INTASS training will occur (you will participate in this if you did not complete it in your prior district or online this summer; according to law, you must be formally trained as an evaluator). Our local practice is that you will not complete ZMEG observations until you have completed that training.

**EVALUATOR ASSIGNMENTS:** \*Allen will do IEP reviews fall/spring (more if needed). Additional building, secondary observers will be assigned as needed (Devereaux, Squier, Chisley, G. McDaniel, Doublestein).

SCHOOL/GROUP	Growth Partners
ZCHS	McDaniel, Walter, Alderman, J. Williams, Willour, Borto
ZWMS	Wooden, West, Gordon
ZMS	Macaluso, B. Williams, Callahan
BME	Hundley, Gatlin
EE	Foreman
PVE	S. Smith, Morrow
SGE	Largent, Drake
TSE	Raycroft, Pickett
UE	Kay, Christie
SPED/SLP—HS/MS*	Moore, Building Admin
SPED/SLP—ELEM*	O’Brien, Moore, Building Admin
School Psychs, Ed Specialists*	Allen, Moore, O’Brien
Admins/ADs	Coffman (for Central Office and Principals) Building Principals (for APs and ADs) Allen (Moore, O’Brien) Devereaux (Squier) Squier (Frothingham)
Tech Integrators	Layton
DP Teachers	O’Brien, Moore
ML Teachers	Ioannacci
Blind/Low-Vision Bowlin	Moore, O’Brien

## Beginning of Year (BOY) and Mid-Year (MY) Conferences

### Beginning (BOY) Conference Procedures:

The purpose of this conference is to review unit and lesson plans (Domain 1), discuss professional growth and PLC goals and school leadership (Domain 3) if applicable. The conference should be documented in the Standard for Success software as a CONFERENCE. Teachers should bring student data and goals to this meeting to discuss.

Possible Questions/Topics:

- Tell me about your goals for the year. What data did you use to determine those goals? How will you measure success?
- Tell me about how you plan to assess student growth this year. What data will you use as formative and what will you use as summative data that rolls into a report card grade?
- What do anticipate students will struggle with this year? How do you plan to address that?
- What kind of tracking system/grading/data collection system do you use?

### Mid-year (MY) Conference Procedures:

The purpose of this conference is to review progress on professional growth and PLC goals, discuss classroom and PLC observations, and share data. The conference should be documented in the Standard for Success software as a CONFERENCE. Teachers should bring student data and goals to this meeting to discuss.

Possible Questions/Topics:

- Tell me about where you are in relation to your goals for the year. What is your data telling you at this point in the year?
- Tell me about how students are doing in your class. What data are you using as formative and what are you using as summative data that rolls into a report card grade?
- What struggles are you having? What struggles are your students having?
- What successes are you having? What successes are your students experiencing?

**Human Resources has asked that if you have any teacher who is tracking at this point to be potentially rated as Ineffective or Needs Improvement on the OVERALL rubric score, please consider working with HR to put that teacher on a Professional Development Plan for the last 90 calendar days of the school year (beginning by about March 1).** This is not required in statute, but this gives fair due process to employees who may be in job jeopardy.

The purpose of this conference is to update the teacher on the collected evidence and to discuss student progress.

**Mid-year check-in conferences 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.** Thus, it is important in these mid-year meetings to talk about areas noted as needing improvement if you have concerns about the performance you are seeing and to make this point clear.

## Zionsville Community Schools Model for Educator Growth Goal Setting Sheet

### Educator Outcome #1 - Setting Growth Goals

To be completed by the educator before the Beginning of Year conference. This is an electronic living document that will be updated as the year progresses. It will be uploaded into SFS as part of the BOY conference. Results will be completed at the end of the year.

Professional Growth Plan For: Name of Educator

#### PLC/School-Wide Goal:

<b>Focus: Based on evidence, what is a key opportunity for growth this year?</b>	<b>Goal: Create a goal addressing the FOCUS. The goal statement should be specific, measurable, achievable, relevant, and timely.</b>
Click or tap here to enter text.	Click or tap here to enter text.
<b>Strategy: Describe what will be done to address the goal statement.</b>	<b>Results: What was the outcome of the strategy?</b>
Click or tap here to enter text.	Click or tap here to enter text.

#### Individual/Professional Focus Goal:

<b>Review: Why does this interest you? What need do you see?</b>	<b>Plan: State the professional goal or objective and how results will be measured.</b>
Click or tap here to enter text.	Click or tap here to enter text.
<b>Do: What processes or strategies are you going to use to accomplish this goal? How can your growth partner support you?</b>	<b>Results: What was the outcome?</b>
Click or tap here to enter text.	Click or tap here to enter text.

## Observation Reminders for Evaluators

### Walk-throughs

- Three completed (two first semester and one second semester for all teachers)
- Walk-throughs can be 10 min. to an entire period and are unscheduled.
- Notes should be left for the teacher at the end of the visit.
- Observation should include glows and grows.
- Evidence/notes will be gathered in SFS under walk-through notes.

### PLCs

- Two completed (one first semester and one second semester for all teachers)
- PLC visits should be at least 15 minutes up to the entire meeting and are unscheduled.
- Observation should include glows and grows using the PLC Look-Fors.
- Evidence/notes will be gathered in SFS under walk-through notes.

### Shorts for New Teachers

- One completed (before the end of February)
- Short Observations are 30+ minutes in length and are unscheduled.
- Scripting/notes will be shared through SFS.
- Observation should include glows and grows.

## Items to Look for in a Walk-through in Any Classroom

	Descriptors
<b>Lesson Facilitation</b>	<ul style="list-style-type: none"> <li>-Has a flow to the lesson that keeps students actively engaged.</li> <li>-Facilitates the lesson/class in a structured way so that the content builds over the course of the lesson.</li> </ul>
<b>Cognitive Lift</b>	<ul style="list-style-type: none"> <li>-Releases responsibility to students during instruction, discourse, and work time with appropriate support.</li> <li>-Maintains rigor of tasks and does not over scaffold.</li> </ul>
<b>Discourse</b>	<ul style="list-style-type: none"> <li>-Provides multiple opportunities for student-to-student discourse.</li> <li>-Facilitates student-to-student discourse that leads to deeper thinking or more precise responses.</li> </ul>
<b>Gathering Evidence</b>	<ul style="list-style-type: none"> <li>-Administers assessments to meaningfully assess all students' progress toward learning goals.</li> <li>-Strategically circulates during instruction, student-to-student discourse, and work time to gather formative and summative data.</li> </ul>
<b>Responding and Feedback</b>	<ul style="list-style-type: none"> <li>-Gives focused, actionable feedback aligned to the lesson's goals to individual students, groups of students, or the whole class at key moments in the lesson to advance student learning.</li> <li>-Ensures that all students receive actionable feedback during the lesson.</li> </ul>
<b>Collaborative Engagement</b>	<ul style="list-style-type: none"> <li>-More than 90% of students are engaged and on task during collaborative activities (i.e. small group work, partner work).</li> </ul>
<b>Independent Engagement</b>	<ul style="list-style-type: none"> <li>-More than 90% of students are engaged and on task during independent activities.</li> </ul>

\*Specific content area walk-through tools will also be used based on teacher goals and needs.

## Zionsville Community Schools Model for Educator Growth PLC Look-Fors Guide

INDICATORS	DESCRIPTORS
<b>Works with others to create and accomplish a goal, which includes sharing with colleagues and engaging in two-way communication</b>	<p>What could be implemented more effectively if we took a deep dive into one component?                      What is a need that would improve student outcomes?                      PLC goals should be focused on student growth and positive student outcomes.</p> <p>Sharing information may look like sharing new learning, an “ah-ha” moment, research, reflection, etc.</p> <p>Engaging in two-communication means professionally dialoguing with your PLC as a contributing member.</p>
<b>Develop the plan, assess the progress of the plan, and revise as needed</b>	<p>Developing the plan is only the first step. We must assess progress. Engaging in reflection about the impact of strategies on student learning, looking at data, revising our practices based on that data, and discussing ways for continuous improvement are key.</p>
<b>Shares student work and engages in the discussion.</b>	<p>Sharing our results; bringing student work to the table; relying on the data to determine what comes next; analyzing the work to determine what comes next.</p>
<b>Participates in activities that the PLC deems important and comes prepared to the meeting.</b>	<p>Time is limited and valuable, so educators must remain focused on the task at hand and come to every meeting prepared with whatever materials, data, etc. is needed to help the team accomplish the goal.</p>

Research shows that these four components are present in successful PLCs:

1. Focus on advancing student learning through a common goal.
2. Meet and collaborate on a regular basis.
3. Promote a spirit of collaboration, inquiry, and reflection within PLCs.
4. Analyze student work and student data to determine needs and progress.

# Documenting Performance Concerns in Core Professionalism

## FRISK Memo

This is just a reminder below of the protocol we must use district-wide for addressing Core Professionalism concerns (discussion with employee, memo in the style shown, upload as artifact, CODE as not meeting standard on rubric for Domain 4, notify Robyn Nelson and copy her on the memo).

**IMPORTANT NOTE:** While a “Does Not Meet Standard” code in a Core Professionalism indicator will likely cause a strong reaction from a teacher, it is important to remind them that we are looking for trends/severity of situations as well as whether there are multiple instances of issues requiring a FRISK. Remind the staff member that having something coded as not meeting standard MAY cause a one-point deduction from the rubric score at the end of the year; that will be subject to your final judgment as primary evaluator, and you will consider things such as improvement and response to feedback. That’s the reason for doing this early notice; it’s intended to be supportive of positive change even if it doesn’t feel that way.

**Please follow the procedures below to document concerns about employee performance in Core Professionalism domain: NOTE: This process is best handled by the PRIMARY EVALUATOR and HR for the employee please, so let’s have only Primary Evaluators taking the steps below.**

1. Make sure you have spoken to the employee about the concern in addition to documenting with this memo. Please remember that if you initiate this meeting, you should remind the employee that they are welcome to bring a representative to the meeting as you will be discussing performance concerns.
2. Create this FRISK-format memo (form located in SFS and shown on next page—USE this form for consistency) documenting the concern(s) you are addressing. NOTE: It is a good practice to have HR review the draft of the FRISK prior to discussing with the employee.
3. Discuss the concern following the FRISK format with the employee. You might consider having another administrator accompany you as well to take careful notes while you are holding the meeting so that you can focus on the discussion and still have clear documentation of what was said.
4. Upload the FRISK memo to SFS as an artifact. Copy it to HR.
5. Code it for Domain 4 as DOES NOT MEET STANDARD. (Remember that this does not constitute any type of final rating for the domain, merely the collection of evidence toward a future summative rating.)

NOTE: During these meetings, the staff member (or ZEA representative) will likely ask whether this artifact indicates there is a “pattern” sufficient to cause a lowered rubric score at year-end. It is important to answer this with something such as, “I can’t answer that until we get to the end of the year. Certainly this is a serious effort to make you aware of serious concerns with performance that may impact your final evaluation result and to urge you to make swift improvements in this area.”



## Zionsville Community Schools Employee Performance Report--SAMPLE

<b>Employee Name:</b> <u>Joey Teacher</u>	<b>Date:</b> <u>x-xx-xxxx</u>
<b>Title:</b> <u>Teacher</u>	<b>School/Department:</b> <u>ZCES/English</u>
<b>Supervisor:</b> <u>Sally Administrator</u>	<b>Title:</b> <u>Principal</u>

**Type of Feedback:**

Verbal Warning: _____	Written Warning: <b>X</b>	Probation/Suspension: _____
Notice of Directive: _____	Final Warning: _____	Termination: _____

**Facts – What happened?**

On the following three occasions your morning arrival has been past the school day start time for teachers (8:00 a.m.) without contacting your building-level administrators:

- November 1, 2012 – arrival was after 8:25 a.m.
- November 5, 2012 – arrival was after 8:24 a.m.
- November 28, 2012 – arrival was after 8:30 a.m.

On the following two occasions you have missed or been late to previously scheduled and required building meetings:

- October 26, 2012 – missed a staff meeting (arrived was after 8:30 a.m. as well)
- December 12, 2012 – arrived to a grade level team meeting at 8:22 a.m.

**Rule – What are the ZCS expectations?**

You have demonstrated a pattern of failing to follow the guidelines in our staff handbook for on-time arrival to school and a pattern of failing to follow district/school procedures. Specifically, you have arrived after the 8:00 school day start time on multiple occasions without notice to an administrator and you have arrived late or failed to attend one required staff meeting and one grade-level meeting this semester.

**Impact – What was or could have been the impact to the district?**

Your failure to arrive on time on these occasions has made you unavailable to other staff members during school staff hours. By being late to two required meetings (staff meeting and grade level team meeting) you have missed important information that was presented and discussed; information presented at these meetings is important for success in your position as a classroom teacher and often includes briefings on safety, legal, or state-required procedures critical to school operations.

**Suggestions – What should happen in the future?**

It is required that you arrive at the start time for school staff of 8:00 a.m. and that you are present for the required hours of your teaching contract. If a special situation arrives where you are unable to arrive and/or need to depart early, you must discuss this with one of your building administrators prior to the occurrence. It is expected that you attend and arrive on time for all pre-scheduled building-level meetings. If a special situation arises when you are unable to arrive and/or need to depart early, you must discuss this with one of your building administrators prior to the occurrence.

**Consequences for Failure to Correct Actions:**

Failure to meet these standards will result in a one-point deduction on your final rating on the Indiana RISE Teacher Effectiveness Rubric.

**Follow-up Date:** (30, 60 or 90 days)

None needed.

Employee’s signature below indicates that the performance notice has been read and discussed with their Supervisor and/or Human Resources. It does not necessarily indicate agreement with the assessment of the employee’s performance. Employee may attach any written comments to this document within 3 days of receipt of the evaluation.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
HR Representative (if applicable)

\_\_\_\_\_  
Date

## REMINDERS FOR GROWTH PARTNERS/EVALUATORS AS YOU APPROACH YEAR END

We recommend sending educators a reminder in early May with reminders about the finalization process. **PLEASE REMIND THEM OF THE LAST DAY TO UPLOAD THEIR GOAL FINALIZATION DOCUMENTS!**

**Below is an excerpt from one principal's reminder memo to staff:**

*Things to know about the TER, GOALS, and the end of the year (PLEASE READ CAREFULLY):*

- 1. The last day to upload your goal sheet is May 5. This will allow time to review, code, and consider them for final rubric summation. I cannot accept goals after that date.*
- 2. Final evaluation conferences are optional. I would be happy to meet with anyone to go over all their data for the year if you would like. Please give me some dates and times and we will find a time that works before the end of the school year.*
- 3. As we wrap up the year, I will summarize your rubric score. Please remember that your score that you see over the summer is not finalized until we get all school-wide learning score sometime next fall.*

*If you have any questions at all or would like to just sit down to go over all of this, please do not hesitate to let me know.*

## EVERYTHING YOU NEED TO KNOW ABOUT FINALIZING EVALUATIONS

1. Please wrap all observations and meetings by no later than the first Friday in May.
2. Please finalize teacher rubric scores and put the rubric score in SFS for each educator. We recommend that you consider keeping notes on your decisions (using hardcopy worksheet included here) for your own file (do not upload hard copy notes to the teacher file; this is YOUR cheat sheet for each employee's decisions). The district will make the RUBRIC and COMMENT available to ALL DISTRICT TEACHERS AT ONCE on the last teacher work day.
3. Follow the directions attached with pictures for WHAT TO DO IN SFS to finalize rubrics. Please make sure that you cut and paste the "Standard Comment" (included in the directions) into all evaluations.

## USING JUDGMENT FOR FINAL DOMAIN RUBRIC RATINGS

### Reaching a Summative Rubric Score at Year-End

- Review the collected evidence/codes for each domain of the software. Make a judgment about the best overall rating for each domain on the rubric.
- You do not need to see evidence in every competency on a domain in order to rate the domain although it is preferable to have collected evidence on all competencies (not necessarily each "sub-indicator" for a competency). In other words: You could have the information below collected for Domain 1 at year end and reach an overall rating of 3.0.
 

1.1---2, 3, 3, 3	1.2—4	1.3—3
1.4—no evidence	1.5—3, 2, 3, 3, 3	
- You should not use averaging of collected ratings to determine a score for each domain on the rubric at year-end. Rather, use mode and pay attention to trending. **EXAMPLE-- Sample data collected for domain 3 yields these ratings: 3, 2, 2, 2, 3, 4, 3, 3, 2, 3, 3, 4, 3, 4, 4, 3, 4, 4**
  - The evaluator averaging these scores would get a 3.1 (or 3—Effective rating).
  - The evaluator using mode would get a 3 because there are more 3 ratings.
  - The evaluator using mode but considering trend (assuming these rating are in chronological order) might choose to give a 4—Highly Effective rating for this indicator since the teacher is showing quite a highly effective performance on 5 of the last 7 observations of this skill.
- NOTE: Much as we would like to split ratings, **it is not possible to give anything less than a whole number rating (1, 2, 3, 4) on a rubric domain**. These numbers are representations of verbal descriptors (Effective, Highly effective), and as it is not possible to give someone an "Effective and two-tenths," all ratings will be expressed as whole numbers. Thus, the teacher in the example above not be marked 3.5 for this domain, making the evaluator's judgment and knowledge of the improvement highly important for a rating with integrity.
- **Important reminder:** If you are assigning a teacher a rating of 1 or 2 in Domain 2, you **may not assign a 4 for Domain 1.**

## WORKSHEET TO RECORD SUMMATIVE RATINGS and NOTES

### General Guidelines for Decisions:

- We are looking at overall MODE for the domain as well as TRENDS. For Domain 2, having FOUR of the 9 competencies marked HE, however, is enough to consider an HE rating for the domain.
- Evidence collected is not valued based upon whether it was a short/extended observation or artifact. However, Staff Artifact/Self-Assessment artifact codes should not be considered in final assessment. **Hide Self-Assessment and Staff Artifact codes when looking at final data.**
- If you agree with the SA code, co-opt the artifact. (DON'T just do this in your head. CONVERT it in the software to an AA artifact. We need it documented so we show consistency and no one can say later that some teachers were able to “load” their evaluation with SA codes.)
- Evidence collected during an announced observation should not carry more or less weight than any other evidence, but it should not be the determining factor between EFFECTIVE and HE for a final rating for a domain. For a domain to be rated HE, there should be at least one other example of evidence besides evidence gathered during the announced observation.
- Remember the language from the rubric:  
***For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following...***  
Thus, if you see in an indicator that you've marked quite a few 3's and SOME 4's (not just 1), then you should consider that indicator HE. The presence of 2's should not preclude you from rating an indicator HE, but trend must be considered. Please do not get into deciding whether one indicator is “more important” than another. We did not discuss this with teachers at the outset of the process, and it would not be appropriate to factor that in now.

To Consider: What pattern of evidence would indicate that “improvement is necessary” in a domain?

Sample Domain Worksheet:

DOMAIN INDICATOR	RATING FOR THIS INDICATOR	NOTES (HE/E/IN/I)
1.1		
1.2		
1.3		
1.4		
1.5		

RATING FOR THIS DOMAIN \_\_\_\_\_

COMMENTS/QUESTIONS TO DISCUSS:

DOMAIN INDICATOR	RATING FOR THIS INDICATOR	NOTES (HE/E/IN/I)
2.1		
2.2		
2.3		
2.4		
2.5		
2.6		
2.7		
2.8		
2.9		

RATING FOR THIS DOMAIN \_\_\_\_\_

COMMENTS/QUESTIONS TO DISCUSS:

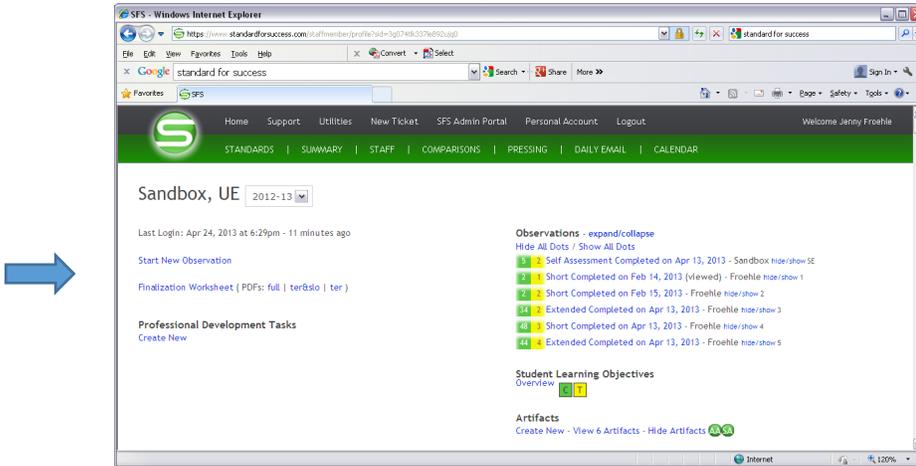
DOMAIN INDICATOR	RATING FOR THIS INDICATOR	NOTES (HE/E/IN/I)
3.1		
3.2		
3.3		
3.4		
3.5		

RATING FOR THIS DOMAIN \_\_\_\_\_

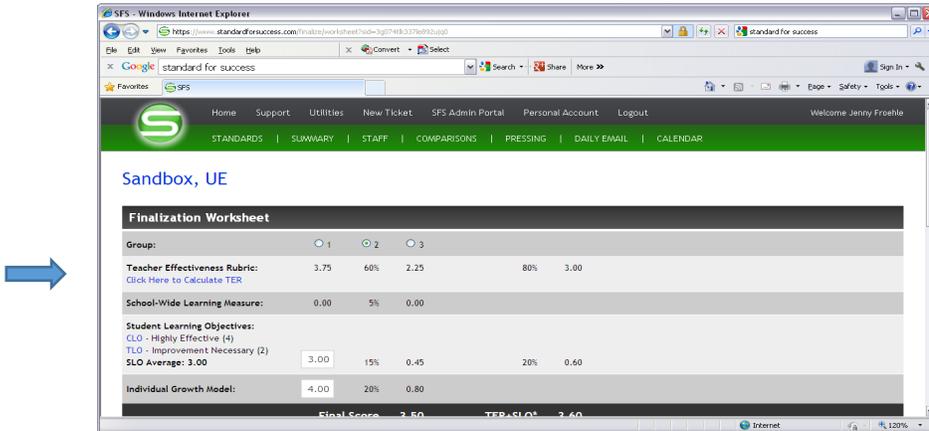
COMMENTS/QUESTIONS TO DISCUSS:

## SUMMARIZATION STEPS IN SFS SOFTWARE

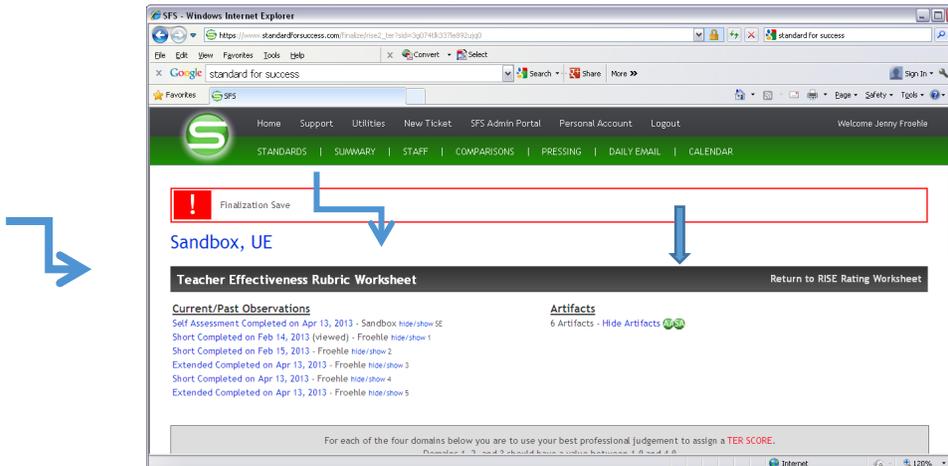
1. Pull up the staff member you wish to score. Select "Finalization Worksheet."



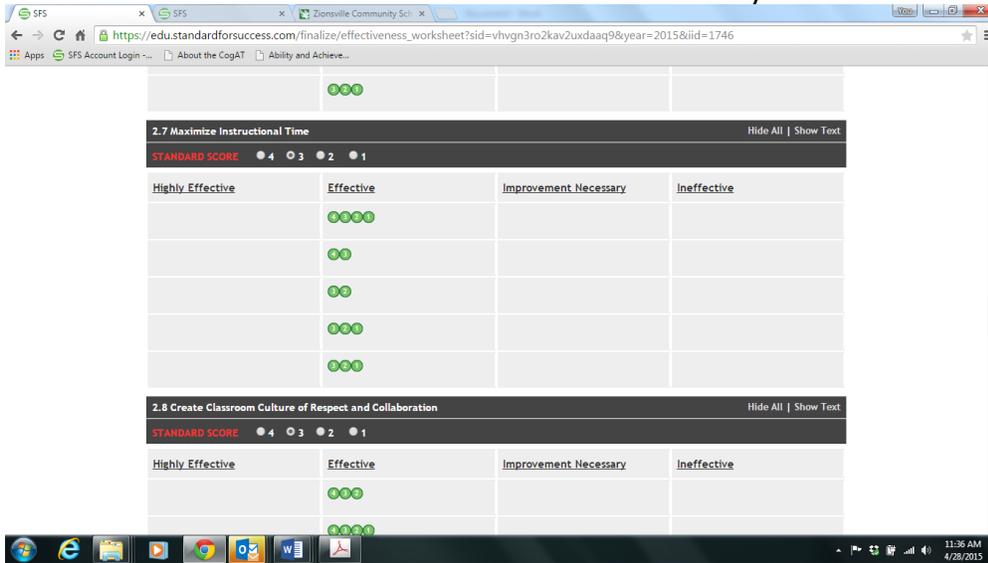
2. Select "Click here to Calculate EER." (Employee Effectiveness Rubric)



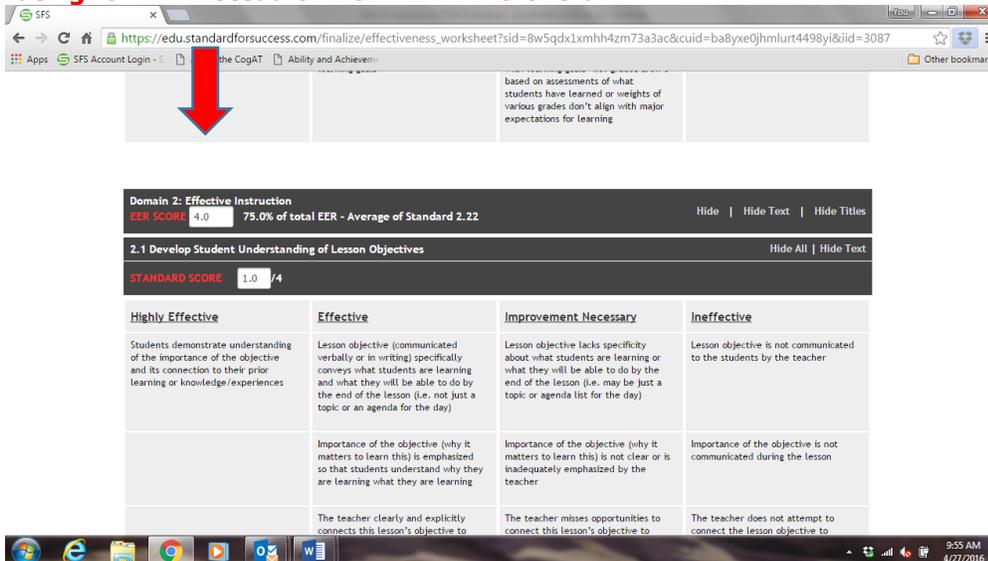
3. In the left column, check to ensure that you HIDE the Self-Evaluation so that the letters "SE" do not show. Also, in the right column, click to HIDE the Staff Artifacts so that you Show Admin AA.



4. You will see that you can study the evidence for each indicator in each domain (1.1, 1.2, 1.3, etc.). You can hide the text and just eyeball the “dot pattern” to help you. Dots are numbered to match the observations—1 is earliest observation done in the year.



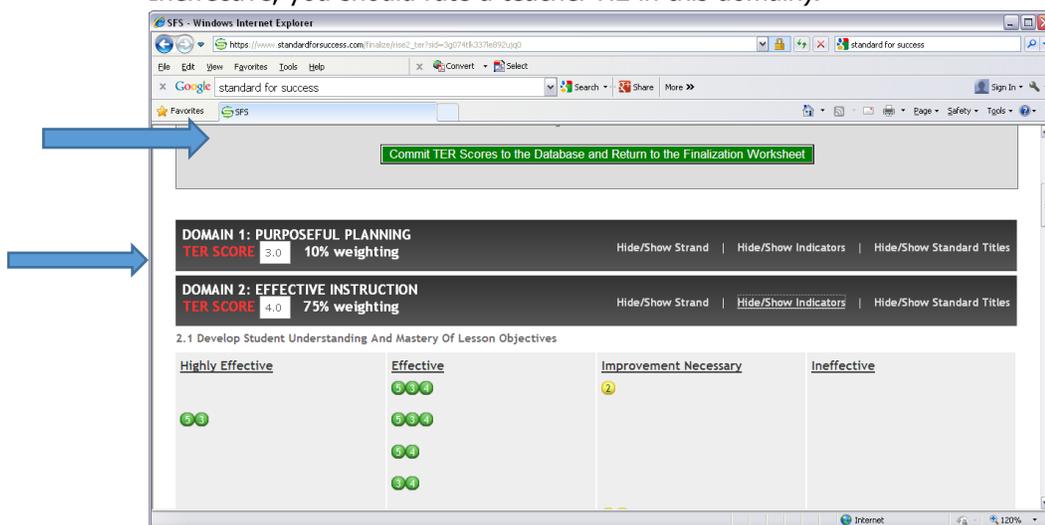
1. You can EITHER click to rate each indicator here in SFS OR just mark on a hard copy and just rate the overall domain in SFS. **SFS lets you rate each indicator separately OR just eyeball the whole thing and type in a rating for the Domain. If you do each indicator separately in the software, it is CRITICAL to realize that it doesn't put ANYTHING in for the Domain. You have to manually enter domain scores.** So...after rating each indicator 2.1, 2.2, etc, go ahead and rate the overall domain (judgment matters—NOT averaging—although SFS helpfully shows you what the average of your indicator ratings IS for that Domain. **Please be aware that if you forgot and left one of the indicators like 2.5 blank, the “average” calculated that in as a ZERO so it won't be very accurate).** Be careful to pay attention to WHERE you are typing your domain rating. More than once, I've goofed with tired eyes and typed a new rating for 2.1 instead of DOMAIN TWO overall.



5. Note that if you mark something -1 in Domain 4, it will take off a total of just ONE point for the overall rubric score (regardless of how many Domain 4 indicators are marked as “does not meet standard”).

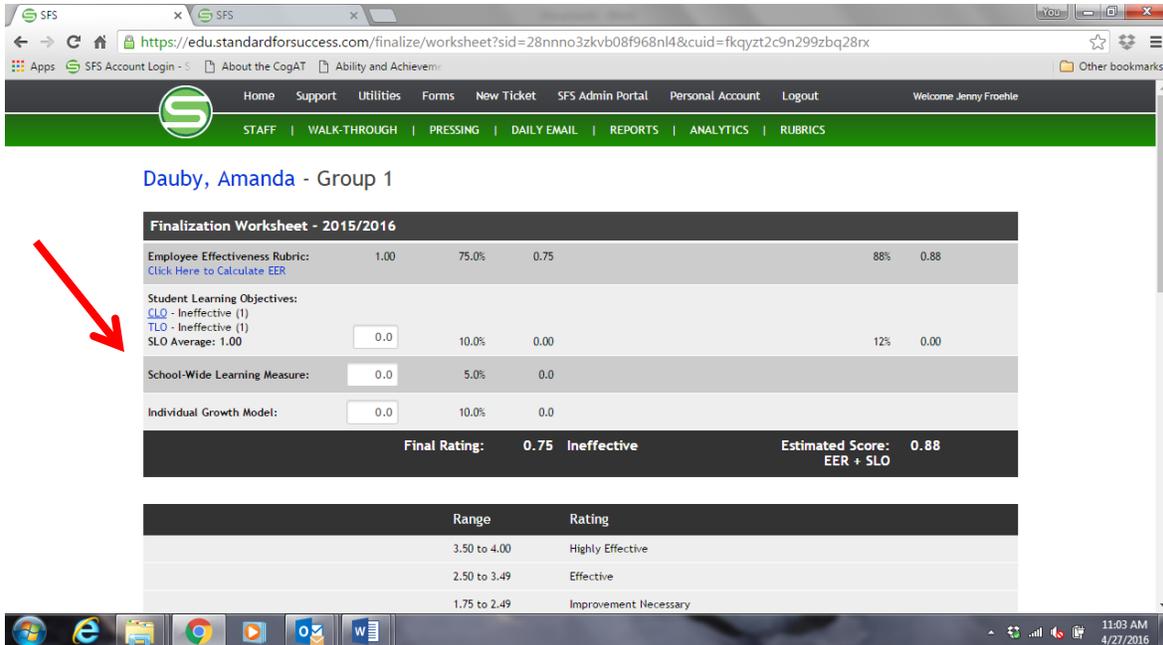
6. Remember to use these guidelines when applying your best judgment:

- Mostly Effective with SOME Highly Effective and few to no Needs Improvement or Ineffective is likely Highly Effective.
- Mostly Effective with some Needs Improvement—look at trend and evidence types and consider if in your judgment this teacher still needs to improve in this competency. If so, this is Improvement Necessary.
- Mark HE or Ineffective when the mode of evidence falls clearly in these indicators.
- After recording your scores for each competency on the worksheet, rate the entire domain. Again, as you look at a domain score, look at the mode of your competencies for the domain. Remember the rubric language: "For Level 4, much of the level 3 evidence is observed throughout the year as well as some of the following" or "At level 4, a teacher fulfills the criteria for Level 3 and additionally..." Thus, if you see all Effective scores on competencies with SOME Highly Effective and NO Needs Improvement or Ineffective, you should rate a teacher HE in this domain).

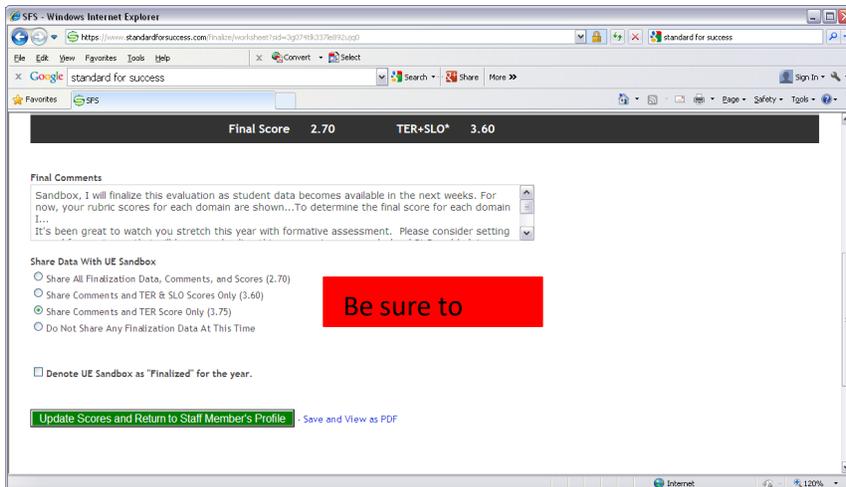


7. Type the score for the Domain into the white box (see above). (Remember...your choices are 1.0, 2.0, 3.0, 4.0. There's no such thing as Effective and a Half.) After typing your scores in for each Domain, press the GREEN rectangular button (see above) to COMMIT TER SCORES TO THE DATABASE... This will take you BACK to the Finalization Worksheet screen.

8. Scroll down on the Finalization Worksheet. Your TER scores should be there. Cut and paste our STANDARD COMMENT into the Comment Box (see end of these directions for Comment). Add any other more personalized comment after it that you wish.



9.

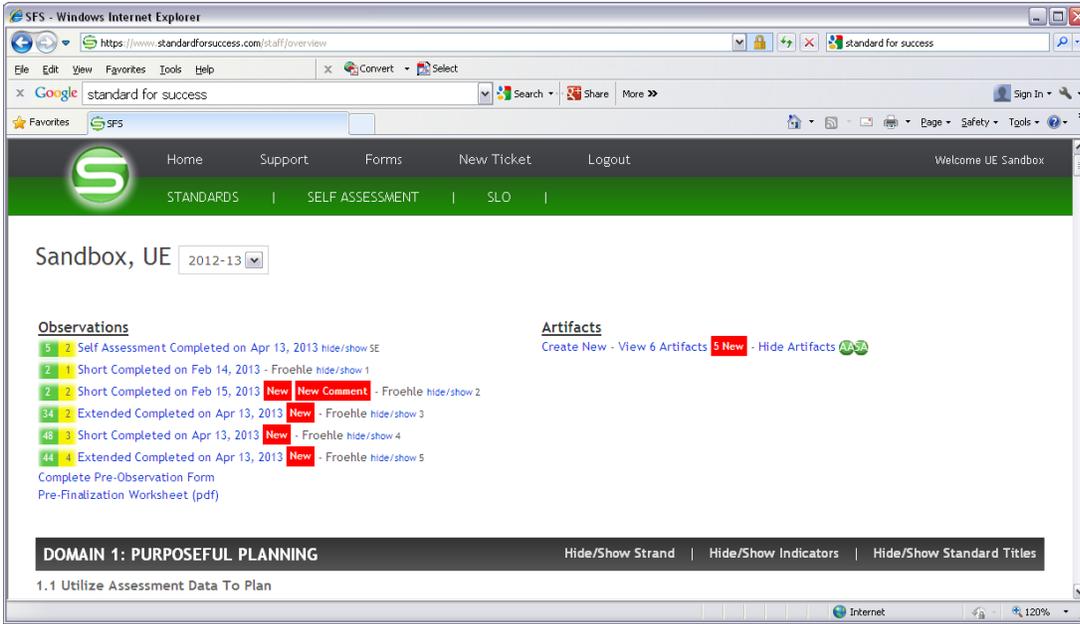


**NOTE: WE WILL RELEASE ALL EVALS IN THE DISTRICT AT ONCE, SO CLICK THE BUTTON FOR DO NOT SHARE ANY FINALIZATION DATA AT THIS TIME.**

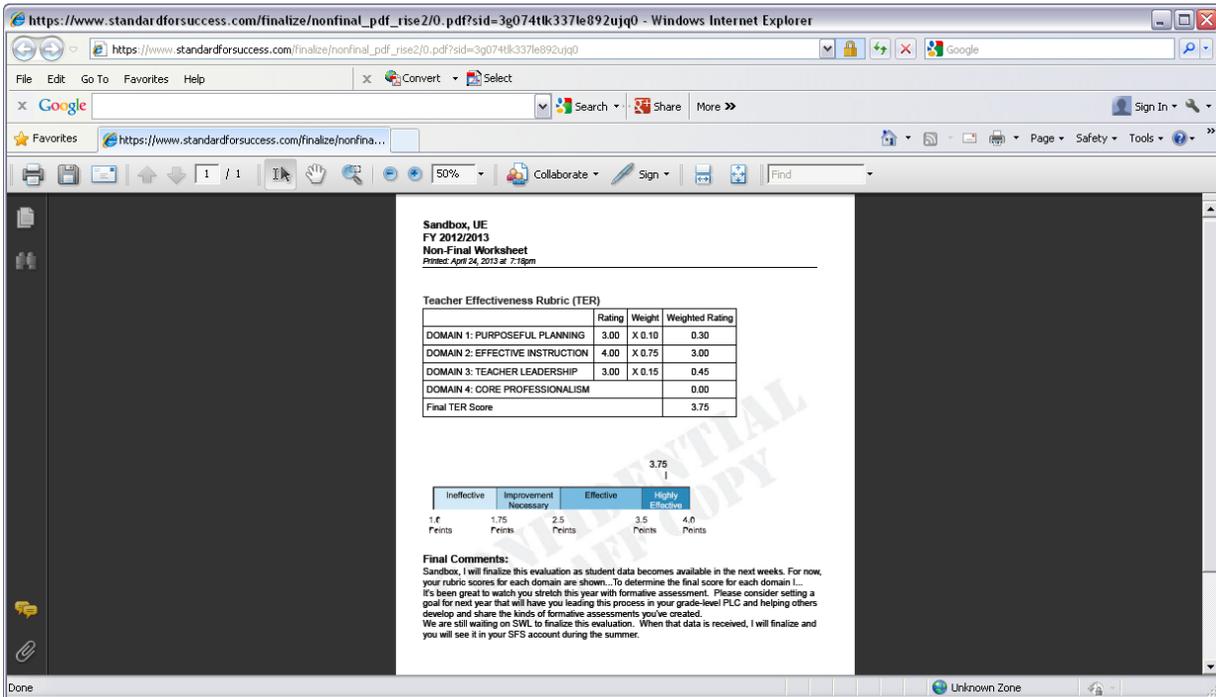
10. Do NOT click the box for "Denote ...as Finalized for the Year." We are not final. You will do this AFTER you finish SLO and add IGM/SWL scores.

**11. CLICK the big green "Update Scores and Return" button.**

NOTE: Once we make the TER scores available for the teacher to see, when the teacher logs in, it looks like this:



If the teacher clicks on "Pre-Finalization Worksheet," they will see this form below: (Notice it says Non-Final...)



## **Standard Comment for ALL Evaluations:**

Thank you for your work with students this year. Your rubric scores for each domain are shown above. A discussion of your final summary evaluation will take place in the fall, but you are welcome to make an appointment to discuss these rubric scores sooner if you wish. To determine the final score for each domain, I reviewed the evidence from all observations, walkthroughs, and goal sheets looking for the overall mode (what kind of evidence did we see the most of?) for each competency. If the mode for a competency was Effective, I then looked to see if there was any Highly Effective evidence for that competency. If there was some Highly Effective evidence (and little to no evidence of Improvement Necessary or Ineffective), I may have judged that competency Highly Effective. If the mode for a competency was Effective, but there were Improvement Necessary or Ineffective pieces of evidence, I considered whether in my judgment you still need improvement on this instructional competency. If so, I marked the competency Improvement Necessary. I marked Ineffective only when the mode for an indicator was Ineffective. Finally, I looked at all competencies in a domain to make a final judgment on the rating for that domain.

### **OTHER REMINDERS ABOUT YEAR END CONCERNS:**

1. If you have a staff member who landed as “Needs Improvement” on the rubric, that does trigger the 90-day performance improvement plan here in our district (not required by law, but part of our local process). Please meet with those individuals BEFORE they leave for the summer so that they are aware that they’ll be starting the year by creating with you that 90-day plan as a support to them toward effective performance. The form and directions are in SFS under “Forms.” We will start the year with those staff members creating a 90-day plan for support/improvement. Show them the form. Discuss possible areas for goals and additional monitoring. Get their input. Share how this will work.
2. While **EOY conferences** for all other teachers are optional, some teachers will request follow-up meetings to discuss evaluations before they leave for the summer.
3. We've had some **teachers every year asking if they can add artifacts after the fact** now that the rubric is finalized. Hopefully, you sent your staff some type of "all artifacts need to be uploaded by not later than X" email earlier in the month. Please hold firm on this. Making these types of one-off exceptions impacts everyone on our team. Please talk it over first BEFORE you consider changing any final score.
4. We have **teachers who want to talk through "how did you decide I was highly effective?" on this or that competency**. This is an appropriate question. It should, however, not devolve into any type of "well I added up the dots and this is the mathematical calculation I used..." conversation. Please use this clear and consistent explanation over and over again with any staff member pursuing this line of explanation: "The evidence you've seen all year as we've collected it together helped me reach a final rating in each domain. Of course, this involves my own professional judgment; this isn't just an "add up the dots" exercise. Is there an area of your practice you want to discuss specifically as we plan together for next year?" Or something like that. We all need to depend on one another in this area to give a clear and consistent reminder to our staff that this is a professional judgment call made as consistently as possible across building leaders using evidence that has been transparently building and discussable all year. Please talk about "mostly effective and SOME highly effective" as it relates to what you see from that teacher and want from that teacher rather than getting into any type of algorithm about numbers of 4's vs. 3's and 2's. We all used similar process for reviewing evidence. We all used judgment as well.
5. Educators who are effective or even HE can certainly work with you on goal action plans in the fall as well if there are pockets needing improvement on an otherwise great rubric. This is appropriate for instructional leaders to request and respectful of people we want to support to continuously improve as professionals. You might want to preview this to those individuals

## Special Situations for Evaluation: Maternity Leave, Extended Absence, Student Teachers

### Educator on Maternity Leave or Extended Absence

Here’s the information currently available as "guidance" for local districts from the DOE about how to handle the evaluation of teachers on "long-term absences" like a maternity leave.

#### *Long-term absence issues*

- School corporations should establish a coherent policy for evaluations at the local level that includes allowances for extenuating circumstances (e.g. illness, maternity leave, personal leave, etc.). For example, a school corporation might use the accountability metric used for schools (162 days) in order for data to count towards their summative rating. If the teacher isn’t present for 162 days, then the corporation may develop a summative rating based on measures that are available. As another example, an evaluation could be considered "incomplete" if a teacher leaves at the end of the school year or is gone for most of the year, though an expectation would be established that the evaluation is continued or finalized upon the teacher’s return. Moreover, the implications for pay raises should also be decided at the local level.

Educators in ZCS on maternity leaves or extended absence will be evaluated according to the following guidelines:

DAYS PRESENT	EVALUATION PROCESS
162+ days	No change
31-161 days	Summative rating based upon measures available: TER, SWL weighted for their category. <ul style="list-style-type: none"> <li>• Rubric score will include data from at least one extended and one short observation by primary evaluator</li> </ul>
0-30 days	Evaluation declared incomplete for the school year. Implications for eligibility for pay raises will be determined through the collective bargaining process.

### **Educators with a Student Teacher**

Educators with a student teacher will be given an evaluation that is not altered in any way. The ZCS Human Resources Director will communicate to universities placing student teachers that they should know that a student teacher will not be “fully responsible” for instruction during a ZCS placement as we expect our staff to remain involved in their classrooms and their students’ learning during that apprenticeship. The model we are seeking is really one of “co-teaching” with the ZCS teacher fully in charge and the student teacher serving as a co-teaching apprentice. Our guidance to teachers who are mentoring student teachers is to ask that the student teacher use them as one would a highly trained volunteer during instructional time and that they exercise oversight of planning, instruction, and assessment to ensure continued student progress while a student teacher experience is occurring.

### **Educators Whose Observations Might Require Special Expertise by the Evaluator**

In some instances, such as higher-level World Language classes conducted almost completely in the target language, we recognize that evaluators may not be able to understand what is being communicated to students during instruction. Growth partners should use the following strategies to assist with completion of the TER in these situations:

- Observe the classroom interactions and use non-verbal cues and clues to assist with determining whether students are engaged and clearly understanding instruction (raising of hands, facial expressions/tone, participation, timing of activities, etc.)
- Ask for a student “interpreter” during walkthroughs to sit beside the growth partner to “translate” if asked what a teacher/student is saying.
- If the strategies above, yield concerns, videotape a portion of the direct instruction and view with another world language teacher or person fluent in the language to determine whether content is being correctly presented.
- Consider objective measures of student learning (i.e. AP test scores of students in the language) as helpful indicators of whether content has been effectively communicated to students

While courses taught in a language that is not the evaluator’s native language are the most obvious examples of a need for special expertise in the content area, it is possible this might also apply in higher level coursework or coursework which is outside of the evaluator’s field. In this case, the use of trained secondary evaluators with that expertise is recommended.

## ZMEG Agreement Form for Teacher on Leave

Updated 5/23/25

### Directions:

Please complete the form below to reflect the circumstances of your leave and agreement reached with your primary professional growth partner regarding how your evaluation process will be impacted by your leave. When you and your professional growth partner agree on the terms of the process, the administrator should upload this letter as an artifact to your account in Standard for Success entitled ZMEG Agreement for FMLA Leave and a copy filed with Human Resources.

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

Professional Growth Partner: \_\_\_\_\_

Date leave is estimated to begin \_\_\_\_\_

Date leave is estimated to end \_\_\_\_\_

Reason for leave: \_\_\_\_\_

### Please check one:

I will likely have 162+ work days (this does not count typical absences) this school year.

I will likely have 31-161 work days this school year (does not count typical absences).

I will likely have 0-30 work days this school year. (NOTE: If you check this box, please know that your evaluation will be ruled incomplete and you will not be eligible for performance pay for your work this year.)

### ZMEG Components for this year:

#### 1. Primary growth partner agrees to the following:

Every effort will be made to complete \_\_\_\_\_ walk-throughs by not later than \_\_\_\_\_ (date).

Every effort will be made to observe \_\_\_\_\_ PLC meetings by not later than \_\_\_\_\_ (date).

**2. Educator agrees to the following:**

Every effort will be made to complete the PLC goal setting sheet by not later than \_\_\_\_\_ (date).

**If this should not be possible in the time frames above, due to extenuating circumstances involving the leave, the summative rating for the Teacher Effectiveness Rubric will be based upon observation data completed to date when the leave begins**

**3. Measures of Student Learning: Schoolwide Learning (A-F grade)**

\_\_\_\_ Schoolwide learning score for the school will apply to summative evaluation (31-180 days of work).

\_\_\_\_ Schoolwide learning score for the school will not apply to summative evaluation.

**4. Every effort will be made to hold conferences prior to \_\_\_\_\_ (date) to discuss the current rubric evidence.**

**5. Educator agrees to the following: Any paperwork required for ZMEG due during or after the leave will be completed promptly upon return to work from leave. Failure to complete necessary paperwork upon request may result in an incomplete evaluation for the school year.**

**Other Information:**

\_\_\_\_\_  
**Professional Growth Partner Signature**

\_\_\_\_\_  
**Educator Signature**

# ZIONSVILLE TEACHER MODEL FOR EDUCATOR GROWTH PROCESS

## Educators on Performance Plans

Indiana law requires that teachers receiving a summative rating of Ineffective or Improvement Necessary shall develop with their primary evaluator a remediation plan (see below). As it is likely that teachers may begin the school year with summative data for the prior year but with the evaluation not finalized due to state data not received, Zionsville’s local practice will be to develop a performance plan (called “remediation plan” in the law) for any teacher whose summative rating on the evaluation rubric is Ineffective or Needs Improvement. The focus of this plan is to assist teachers who are experiencing deficiencies in meeting standards for effective teaching.

**IC 20-28-11.5-6 (b) If a certificated employee receives a rating of ineffective or improvement necessary, the evaluator and the certificated employee shall develop a remediation plan of not more than ninety (90) school days in length to correct the deficiencies noted in the certificated employee's evaluation.** The remediation plan must require the use of the certificated employee's license renewal credits in professional development activities intended to help the certificated employee achieve an effective rating on the next performance evaluation. If the principal did not conduct the performance evaluation, the principal may direct the use of the certificated employee's license renewal credits under this subsection.

### 1. What puts an educator on a performance plan?

An educator receiving an Ineffective or Improvement Necessary rating at the end of the school year (**OR, under ZCS’s local protocols, for any teacher receiving a summative score of Ineffective or Improvement Necessary on the RUBRIC for the year**) will receive notice from his/her growth partner explaining the ramifications of this rating and the requirement that he/she will be placed on a 90-day Professional Development Plan for performance monitoring during the next school year. This system requires growth partners to meet with educators to set specific, measurable performance goals and create a plan (not to exceed 90 school days) for improvement. We will assign a secondary evaluator to each teacher on a Professional Development Plan in order to ensure multiple perspectives on the teacher’s performance and enough actionable feedback to improve instruction and raise student achievement.

### 2. What does a performance plan look like? Who writes it up/designs its components?

The growth partner and educator needing the plan will meet to design the plan together using the Performance Plan Form. The plan requires the growth partner and educator needing the plan to identify specific areas needing improvement, to set goals, and to discuss how to monitor progress toward those goals. The plan may also involve prescriptive plans for gaining the knowledge and skills for improving performance—through the use of a teacher’s PGP points if necessary. A copy of the plan will be submitted to Human Resources and will be uploaded as an artifact to the teacher’s electronic evaluation file titled Initial Performance Plan.

The total timeframe for the plan may not exceed 90 school days from the plan's start. If a goal is met before the 90 school days are up, the plan may be revised and additional goal(s) added. The revised plan will be copied to Human Resources and uploaded as an artifact in the teacher's electronic evaluation file titled Revised Performance Plan.

**IMPORTANT NOTE:** It is ZCS's local procedure to design a 90-day plan which involves a "slow release of responsibility" to the educator on the plan. Thus, it is customary for supports which may be in place to exist for not longer than 60 days of the plan's duration with a 30-day progress monitoring period during which the educator is expected to demonstrate that the goals have been met and expected performance maintained independently by the educator in order to be rated successful on the plan.

At the conclusion of 90 days, the evaluator shall do a final rating of the success of the performance plan goals. If all goals have been met, and the educator has shown an ability to sustain this performance independently during progress monitoring checks over the last thirty days, then the Performance Plan will note successful completion of all goals. If goals have not been met and deficiencies in performance exist, a summative rating of Improvement Necessary or Ineffective may be given to the employee and appropriate consequences of such summative evaluation will result.

**3. Who follows up on the compliance with a performance plan's components and when/how often?**

The growth partner will monitor the educator's success with the performance plan over the time period identified in the plan (not to exceed 90 school days according to law). If necessary, as some goals are achieved through the performance plan period, additional goals/formative assessments may be designed all as part of the continued plan. At the conclusion of the plan goals or ninety days, whichever is earlier, the growth partner will document success or lack of success with the plan on the form. The completed form will be resubmitted to Human Resources and will be uploaded as an artifact to the teacher's electronic evaluation file titled Completed Performance Plan.

**4. What happens if a teacher on a performance plan goes on FMLA?**

A leave will interrupt the plan, but it will continue upon the teacher's return.

**5. What happens if success is not achieved?**

At the conclusion of the plan, there will be a final rating of success on the goals of the plan and the educator's ability to maintain this success independently. If, in the judgment of the growth partner, goals have not been successfully met within the timeframe of the plan, the educator may be subject to dismissal depending on the teacher's status (probationary/professional/established) and prior evaluations.

## ZIONSVILLE MODEL FOR EDUCATOR GROWTH PROCESS—Performance Plan

Staff Member Name \_\_\_\_\_ Evaluator/Growth Partner Name \_\_\_\_\_

School: \_\_\_\_\_ Current Teaching Assignment: \_\_\_\_\_

Date Developed: \_\_\_\_\_ Date for Evaluator's Final Assessment of Plan Success (not to exceed 90 school days from plan start): \_\_\_\_\_

### **Step 1: Needs Assessment**

Using evaluation feedback and evidence collected throughout the past year, list below all critical areas requiring performance improvement. (Please tie these needs to specific language or competency statements from the evaluation rubric domains wherever possible).

Critical Areas of Needed Improvement:

### **Step 2: Goals for Needed Improvement**

Using the list of needs generated in Step 1, please write as many goals as appropriate to ensure improvement in the areas listed. Goals should be phrased with reference to evaluation rubric in parentheses as shown in the example below:

Example: Goal #1: Mrs. Smith will clearly communicate to students her lesson objectives each day (2.1)

Complete List of Goals for Needed Improvement:

**NOTE: It is expected that ALL goals listed in Step 2 above shall be met by the conclusion of 90 school days from the plan's start, with supports in place during the first 12 weeks of the plan (60 days) and progress monitoring checks to occur during the last 30 days of the 90-day plan in order to ensure that the expected performance can be sustained independently by the educator.**

**Step 3: Document the Plan.**

Goal pages are provided for 3 goals. Please add pages for additional goals so that each performance goal noted in Step #2 is outlined.

**Performance Goal #1:**

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**Action Steps: (Include specific steps you will take to improve. These may include professional development activities. Add additional steps if needed.)**

- 1.
- 2.
- 3.
- 4.

**Performance Monitoring and Data:**

List dates/observations/artifact reviews, during which evaluator will check your progress on this goal. Also, note the evidence the evaluator will inspect/look for to ensure your progress is adequate at each benchmark/check-in. NOTE: Evaluator will upload evidence as artifact/observation in teacher evaluation software.

BENCHMARK DATES/CHECK-IN DATES	DATA/EVIDENCE TO LOOK FOR

**Performance Goal #2:**

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Action Steps: (Include specific steps you will take to improve. These may include professional development activities. Add additional steps if needed.)

- 1.
- 2.
- 3.
- 4.

Performance Monitoring and Data:

List dates/observations/artifact reviews, during which evaluator will check your progress on this goal. Also, note the evidence the evaluator will inspect/look for to ensure your progress is adequate at each benchmark/check-in. NOTE: Evaluator will upload evidence as artifact/observation in teacher evaluation software.

BENCHMARK DATES/CHECK-IN DATES	DATA/EVIDENCE TO LOOK FOR

Performance Goal #3:

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Action Steps: (Include specific steps you will take to improve. These may include professional development activities. Add additional steps if needed.)

- 1.
- 2.
- 3.
- 4.

Performance Monitoring and Data:

List dates/observations/artifact reviews, during which evaluator will check your progress on this goal. Also, note the evidence the evaluator will inspect/look for to ensure your progress is adequate at each benchmark/check-in. NOTE: Evaluator will upload evidence as artifact/observation in teacher evaluation software.

BENCHMARK DATES/CHECK-IN DATES	DATA/EVIDENCE TO LOOK FOR

**Step 4: Progress Monitoring of Goals**

The growth partner and any secondary evaluator(s) will periodically monitor progress toward goals through observations/conferences/artifact reviews, etc. as outlined above. It is the educator’s responsibility to seek out support for improvement and growth toward realization of the goals. The growth partner and any secondary evaluator will document progress monitoring in the teacher evaluation software in artifacts/observation notes.

**Step 5: EVALUATOR FINAL ASSESSMENT OF SUCCESS OF PERFORMANCE PLAN**

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

Please briefly summarize the results of evidence collected (and documented in the teacher evaluation software in artifacts/observations) of progress toward the Performance Plan Goals.

**Evaluator Determination: (Rating statements for up to 3 goals is shown below. Evaluator should add additional goal ratings as needed so that each goal from Step 2 is assessed.)**

Goal #1:

- \_\_\_\_\_ Based on my analysis of the evidence, staff member **has met** the goal at this time.
- \_\_\_\_\_ Based on my analysis of the evidence, the staff member **has not met** the goal at this time.

Goal #2:

- \_\_\_\_\_ Based on my analysis of the evidence, staff member **has met** the goal at this time.
- \_\_\_\_\_ Based on my analysis of the evidence, the staff member **has not met** the goal at this time.

Goal #3:

- \_\_\_\_\_ Based on my analysis of the evidence, staff member **has met** the goal at this time.
- \_\_\_\_\_ Based on my analysis of the evidence, the staff member **has not met** the goal at this time.

**NOTE: A copy of this plan/final assessment shall be sent to the district Human Resources department. Growth Partner/Evaluator’s uploading of this plan as an administrative artifact shall constitute an electronic signature/date stamp of the start of the plan. Staff member’s opening of the artifact in SFS shall constitute an electronic signature of receipt of the plan.**

