



CCSC Staff Performance Evaluation Plan

CCSC Vision

The vision of the Crawfordsville Community School Corporation is to provide each student with a foundation for building a successful future as a responsible, productive citizen in a global society.

CCSC Teacher Evaluation Purpose

The purpose of the CCSC teacher evaluation system is to foster a culture of continuous growth and professional development by emphasizing a progression in professional practice, self-reflection, and collaboration. The system is designed to support educators in enhancing their instructional practices, improving student outcomes and achievement, and cultivating a shared commitment to effective teaching in every classroom.

Guidelines for CCSC Teacher Evaluation

1. Teachers will be evaluated using the Teacher Effectiveness Rubric (TER)
2. Teachers will be assigned a Primary Evaluator
3. Teachers may be assigned a Secondary Evaluator
4. All evaluators will be trained in the New Art and Science of Teaching (NASOT)
5. Teacher evaluations under this plan shall include the following components:
 - a. Rubric based on NASOT with a Focused Growth Model
 - i. District selects one Design Area of focus
 - ii. School selects one Design Area of focus
 - iii. Teacher selects one Design Area of focus
 - b. Formal observations
 - i. Minimum of one (1) planned observation of at least 20 minutes
 1. Observations will be scheduled
 2. Pre and Post Observation Conference
 - c. Informal observations
 - i. Ongoing throughout the school year, conducted for at least 5 minutes
 - d. Beginning of the Year conference (BOY)
 - i. Professional Growth Goals Developed
 - e. Overall Evaluation Score and Calculation
 - f. End of the Year conference (EOY)
 - i. Final Evaluation Provided
6. Formal Improvement Plans
 - a. Implemented for any teacher receiving an individual or overall rating of "Beginning" or "Developing" when sufficient progress is not demonstrated or when multiple areas of concern are identified
7. Teacher evaluations under this plan may include the following components:
 - a. Non-observational data or evidence provided by the teacher or evaluator
 - b. In a continuous growth model, scores can change fluidly throughout the year in Design Areas
 - c. Design areas not part of the Focused Growth Model will be monitored informally and can become part of the formal evaluation process if identified as areas of concern that do not demonstrate sufficient progress

Teacher Effectiveness Rubric				
Performance Scores	Innovating	Applying	Developing	Beginning
Domain 1: Design Areas				
Design Area I: <i>Providing and Communicating Clear Learning Goals</i>				
Design Area II: <i>Using Assessments</i>				
Design Area III: <i>Conducting Direct Instruction Lessons</i>				
Design Area IV: <i>Conducting Practicing and Deepening Lessons</i>				
Design Area V: <i>Conducting Knowledge Application Lessons</i>				
Design Area VI: <i>Using Strategies That Appear in All Types of Lessons</i>				
Design Area VII: <i>Using Engagement Strategies</i>				
Design Area VIII: <i>Implementing Rules and Procedures</i>				
Design Area IX: <i>Building Relationships</i>				
Design Area X: <i>Communicating High Expectations</i>				
Average Rating <i>Weight: 50%</i>				
Domain 2: Reflection on Professional Practice				
Reflection and Growth in Practice				
Professional Learning Communities				
Average Rating <i>Weight: 25%</i>				
Domain 3: Collegiality and Professionalism				
Professionalism				
Attendance and Preparedness				
School Community Engagement				
Policies and Procedures				
Average Rating <i>Weight: 25%</i>				

Evaluation Scores and Overall Calculation

Performance Domains	Rating	Weight	Summative
Domain 1: Design Areas		50%	
Domain 2: Reflection on Professional Practice		25%	
Domain 3: Collegiality and Professionalism		25%	
Overall Final Summative Score		100%	
Overall Final Summative Rating		<i>Innovating: 3.50 - 4.00</i> <i>Applying: 2.50 - 3.49</i> <i>Developing: 1.50 - 2.49</i> <i>Beginning: < 1.50</i>	

Teacher Effectiveness Rubric (TER) Calculation - EXAMPLE

Performance Domains	Rating	Weight	Summative
Domain 1: Design Areas	3	50%	1.5
Domain 2: Reflection on Professional Practice	3.5	25%	.875
Domain 3: Collegiality and Professionalism	4	25%	1.0
Overall Final Summative Score		100%	3.4
Overall Final Summative Rating		<i>Innovating: 3.50 - 4.00</i> <i>Applying: 2.50 - 3.49</i> <i>Developing: 1.50 - 2.49</i> <i>Beginning: < 1.50</i>	Applying

Evaluation Protocol Rubrics

Design Areas

Design Area I: Providing and Communicating Clear Learning Goals

Score	Descriptor
Innovating (4)	The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.
Applying (3)	The majority of students exhibit adequate evidence (observational or otherwise) that they understand the progression of knowledge they are expected to master and where they are along that progression.
Developing (2)	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing all of the following observational categories: 1. Providing scales and rubrics 2. Tracking student progress 3. Celebrating success
Beginning (1)	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).

Design Area II: Using Assessments

Score	Descriptor
Innovating (4)	The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.
Applying (3)	The majority of students exhibit adequate evidence (observational or otherwise) that they understand how test scores and grades relate to their status on the progression of knowledge they are expected to master.
Developing (2)	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing all of the following observational categories: 4. Using informal assessments of the whole class 5. Using formal assessments of individual students
Beginning (1)	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).

Design Area III: Conducting Direct Instruction Lessons

Score	Descriptor
Innovating (4)	The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.
Applying (3)	The majority of students exhibit adequate evidence (observational or otherwise) that they understand which parts of the content they are working on are important and how the parts fit together.
Developing (2)	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing all of the following observational categories:

	6. Chunking content 7. Processing content 8. Recording and representing content
Beginning (1)	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).
Design Area IV: Conducting Practicing and Deepening Lessons	
Score	Descriptor
Innovating (4)	The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.
Applying (3)	The majority of students exhibit adequate evidence (observational or otherwise) that they are deepening their understanding of information and developing fluency in skills and processes.
Developing (2)	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing all of the following observational categories: 9. Using structured practice sessions 10. Examining similarities and differences 11. Examining errors in reasoning
Beginning (1)	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).
Design Area V: Conducting Knowledge Application Lessons	
Score	Descriptor
Innovating (4)	The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.
Applying (3)	The majority of students exhibit adequate evidence (observational or otherwise) that they are applying their knowledge through complex tasks and generating and defending claims about that knowledge.
Developing (2)	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing all of the following observational categories: 12. Engaging students in cognitively complex tasks 13. Providing resources and guidance 14. Generating and defending claims
Beginning (1)	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).
Design Area VI: Using Strategies That Appear in All Types of Lessons	
Score	Descriptor
Innovating (4)	The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.
Applying	The majority of students exhibit adequate evidence (observational or otherwise) that they are continually

(3)	<i>integrating new knowledge with old knowledge and revising their understanding accordingly.</i>
Developing (2)	<i>The teacher provides adequate evidence (observational or otherwise) that he or she is addressing all of the following observational categories:</i> 15. <i>Previewing strategies</i> 16. <i>Highlighting critical information</i> 17. <i>Reviewing content</i> 18. <i>Revising knowledge</i> 19. <i>Reflecting on learning</i> 20. <i>Assigning purposeful homework</i> 21. <i>Elaborating on information</i> 22. <i>Organizing students to interact</i>
Beginning (1)	<i>The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).</i>
Design Area VII: Using Engagement Strategies	
Score	Descriptor
Innovating (4)	<i>The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.</i>
Applying (3)	<i>The majority of students exhibit adequate evidence (observational or otherwise) that they are paying attention, energized, intrigued, and personally motivated.</i>
Developing (2)	<i>The teacher provides adequate evidence (observational or otherwise) that he or she is addressing all of the following observational categories:</i> 23. <i>Noticing and reacting when students are not engaged</i> 24. <i>Increasing response rates</i> 25. <i>Using physical movement</i> 26. <i>Maintaining a lively pace</i> 27. <i>Demonstrating intensity and enthusiasm</i> 28. <i>Presenting unusual information</i> 29. <i>Using friendly controversy</i> 30. <i>Using academic games</i> 31. <i>Providing opportunities for students to talk about themselves</i> 32. <i>Motivating and inspiring students</i>
Beginning (1)	<i>The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).</i>
Design Area VIII: Implementing Rules and Procedures	
Score	Descriptor
Innovating (4)	<i>The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.</i>
Applying (3)	<i>The majority of students exhibit adequate evidence (observational or otherwise) that they understand and follow rules and procedures.</i>
Developing (2)	<i>The teacher provides adequate evidence (observational or otherwise) that he or she is addressing all of the following observational categories:</i>

	33. Establishing rules and procedures 34. Organizing the physical layout of the classroom 35. Demonstrating withitness 36. Acknowledging adherence to rules and procedures 37. Acknowledging lack of adherence to rules and procedures
Beginning (1)	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).
Design Area IX: Building Relationships	
Score	Descriptor
Innovating (4)	The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.
Applying (3)	The majority of students exhibit adequate evidence (observational or otherwise) that they feel welcome, accepted, and valued.
Developing (2)	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing all of the following observational categories: 38. Using verbal and nonverbal behaviors that indicate affection for students 39. Understanding students' backgrounds and interests 40. Displaying objectivity and control
Beginning (1)	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).
Design Area X: Communicating High Expectations	
Score	Descriptor
Innovating (4)	The teacher provides adequate evidence (observational or otherwise) that he or she identifies students who do not exhibit the desired effects and adapts behaviors or creates new strategies for their unique needs and situations.
Applying (3)	The majority of students who are typically reluctant to engage in classroom activities exhibit adequate evidence (observational or otherwise) that they feel valued and comfortable interacting with the teacher and their peers.
Developing (2)	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing all of the following observational categories: 41. Demonstrating value and respect for reluctant learners 42. Asking in-depth questions of reluctant learners 43. Probing incorrect answers with reluctant learners
Beginning (1)	The teacher provides adequate evidence (observational or otherwise) that he or she is addressing at least one of the observational categories listed at the developing level (2).
Domain 2: Reflection on Professional Practice	
Reflection and Growth in Practice	
Score	Descriptor
Innovating	Engages in deep, ongoing self-reflection to identify strengths and areas for growth. Develops ambitious,

(4)	<i>actionable professional growth goals and consistently demonstrates measurable progress monitoring toward identified goals and student outcomes.</i>
Applying (3)	<i>Regularly reflects on practice and sets achievable professional growth goals for improvement. Demonstrates steady progress toward goals. Goals with student outcomes are identified as part of a professional growth goal.</i>
Developing (2)	<i>Reflects occasionally on practice and sets professional growth goals, but they lack specificity or alignment with areas of need. Progress is inconsistent and lacks tracking progress toward growth.</i>
Beginning (1)	<i>Rarely reflects on practices or sets meaningful goals. Shows limited evidence of growth or progression.</i>
Professional Learning Communities	
Score	Descriptor
Innovating (4)	<i>Consistently demonstrates leadership by initiating and sustaining meaningful collaboration within the PLC and collaborative teams. Regularly shares innovative strategies and resources, deeply reflects on practices, and connects group efforts to measurable improvements in student outcomes. Inspires and motivates peers while actively fostering a positive culture of shared ownership and continuous professional growth.</i>
Applying (3)	<i>Actively participates in discussions, contributes meaningful ideas and resources, reflects on group outcomes, and applies shared practices to improve student learning. Consistently engages and fulfills responsibilities within the PLC and collaborative teams.</i>
Developing (2)	<i>Participates in PLC activities and discussions, but may do so inconsistently. Shares ideas occasionally and reflects minimally on practices, with limited application of insights to improve student outcomes</i>
Beginning (1)	<i>Rarely engages in PLC activities or discussions. Shows minimal contribution, reflection, or effort to connect practices to student outcomes. Demonstrates little commitment to the PLC goals or responsibilities.</i>
Domain 3: Collegiality and Professionalism	
Professionalism	
Score	Descriptor
Innovating (4)	<i>Consistently models respectful, constructive communication with all stakeholders that fosters trust and mutual respect. Actively seeks and promotes collaboration, taking initiative to support team goals. Demonstrates exceptional flexibility by adapting seamlessly to changes and challenges while encouraging others to do the same.</i>
Applying (3)	<i>Regularly communicates respectfully and constructively with all stakeholders. Participates actively in collaborative efforts and adapts to changes and challenges with a positive attitude and maintains focus on solutions.</i>
Developing (2)	<i>Communicates respectfully but inconsistently, with occasional challenges in tone or clarity. Engages in collaboration but may require prompts to contribute effectively. Shows some adaptability to changes but may struggle to remain positive or solution-focused in challenging situations.</i>
Beginning (1)	<i>Demonstrates limited respect in communication, with instances of unprofessional tone or lack of clarity. Rarely engages in collaborative efforts and struggles to adapt to changes or challenges, often responding with resistance or frustration.</i>
Attendance and Preparedness	
Score	Descriptor
Innovating	<i>Consistently exceeds expectations for attendance and punctuality. Proactively manages time to ensure</i>

(4)	<i>availability for responsibilities and unexpected needs. Communicates absences well in advance with detailed plans to minimize disruptions. Actively supports all stakeholders by being dependable and reliable.</i>
Applying (3)	<i>Meets expectations for attendance and punctuality. Regularly arrives prepared and on time for professional responsibilities. Communicates planned absences promptly and ensures any responsibilities are planned and covered with minimal disruptions. Demonstrates reliability to professional responsibilities.</i>
Developing (2)	<i>Frequently meets attendance expectations, but may occasionally arrive late or be unprepared. Communicates absences inconsistently or with limited notice, resulting in disruptions to stakeholders. Inconsistency is shown in maintaining dependability and reliability.</i>
Beginning (1)	<i>Rarely meets attendance expectations, with frequent tardiness, unpaid absences, and times of unpreparedness. Fails to communicate absences in a timely manner or provide plans to limit disruptions. Demonstrates a lack of dependability and reliability to fulfill professional responsibilities.</i>
School Community Engagement	
Score	Descriptor
Innovating (4)	<i>Actively seeks and takes on leadership roles in school events, committees, and initiatives. Consistently contributes innovative ideas and fosters a sense of community among students, staff, and families. Inspires others to participate and demonstrates a strong commitment to safe, supportive, and collaborative culture.</i>
Applying (3)	<i>Regularly participates in school events, committees, and initiatives. Contributes meaningfully to school activities and demonstrates a positive attitude toward fostering a safe, supportive, and collaborative culture.</i>
Developing (2)	<i>Occasionally participates in school events, committees, and initiatives but may require encouragement or reminders to be involved. Contributions are minimal or inconsistent with limited impact on a safe, supportive, and collaborative culture, but show a willingness to grow.</i>
Beginning (1)	<i>Rarely participates in school events, committees, and initiatives. Demonstrates minimal interest or effort in contributing to a safe, supportive, and collaborative culture.</i>
Policy and Procedures	
Score	Descriptor
Innovating (4)	<i>Consistently exemplifies adherence to all district and building policies and procedures, often serving as a model for peers.</i>
Applying (3)	<i>Regularly follows all district and building policies and procedures with minimal reminders. Demonstrates understanding of policies and procedures and implements them as necessary.</i>
Developing (2)	<i>Occasionally follows all district and building policies and procedures but may require reminders or clarification. Lack of following policies and procedures results in disruptions.</i>
Beginning (1)	<i>Rarely follows all district and building policies and procedures; frequent intervention and reminders are needed to avoid disruptions.</i>

Resources

Marzano, R. J., Rains, C. L., & Warrick, P. B. (2020). *Improving teacher development and evaluation: A guide for leaders, coaches, and teachers*. Marzano Resources.