

Randolph Central RISE Teacher Evaluation

Modified RISE 3.0 Model

2022-23

Evaluators

During this school year, your primary evaluator will identify himself/herself to you at the beginning of your teaching assignment this year. Teachers may have a primary evaluator or a combination of one primary evaluator with secondary evaluators. In most situations, the building principal will be the teacher's primary evaluator. However, the primary evaluator could be another person trained in RISE 3.0. Other trained evaluators may be visiting classrooms for a variety of reasons like walk-throughs, secondary evaluations, etc. The following individuals will be trained evaluators for the 2022-23 school year.

Mr. Rolland Abraham, Superintendent
Mrs. Julie Northcutt, Assistant Superintendent for Curriculum & Instruction
Mrs. Karla Reed, WCHS Principal
Mrs. Amber Hines, WCHS Assist. Principal
Mr. Anna Spencer, DMS Principal
Mr. Dustin Baldwin, DMS Assist. Principal
Mr. Jordan Winkle, WES Principal
Mrs. Laura Kile, DES Principal
Mrs. Jennifer Geesy, BES Principal
Mrs. Lisa Waber, GRIC Director

If any secondary evaluators are utilized from outside of those listed above, they will have earned their training certificate from an official RISE training program.

All K-12 teachers, Principals, and the Assistant Superintendent for Curriculum & Instruction will be observed formally and evaluated by the RISE 3.0 rubric with modified RISE components. The Superintendent, school counselors, district librarian, technology director, athletic director, and special education teachers/speech-language pathologists have modified rubrics for their evaluations.

The evaluation plan will be presented and explained to the governing body during a public school board meeting during the first month of school. Prior to presenting the evaluation plan to the governing body in a public school board meeting, the Superintendent will discuss the plan with the teacher's union

Observations

1. ***All returning certified staff with a previous rating of effective or highly effective:***
 - Formal/Long evaluations=30 minutes or longer, one time each semester
2. ***Teachers in the first year of employment at Randolph Central or teachers whose previous year evaluation rating was ineffective or needs improvement shall have a minimum of:***
 - (2) Formal/Long evaluations=30 minutes or longer, one per semester
 - (2) Informal/Short Evaluations=10 minutes or longer, one per semester

Evaluators will be conducting walk-throughs in classrooms at the beginning of the school year for a wide range of purposes. One of the purposes is to provide support to teachers before formal observations take place. Once formal observations begin, and at a minimum, evaluations will be a series of short and long evaluations in conjunction with modified RISE.

- All teachers shall be observed formally every year a minimum of **one time each semester**. The minimum length of a formal observation shall be thirty minutes.
- Evaluators may observe more times than the minimum number and/or may observe informally to gather data for periods of less than thirty minutes.
- Teachers in their first year of employment at Randolph Central or teachers whose previous year's evaluation rating was "ineffective" or "needs improvement," shall have a minimum of two formal observations (at least thirty minutes) and two informal (at least ten minutes) observations.

Conferences with teachers will occur after extended observations and may also occur mid-year at the evaluator's discretion.

Planning and Evidence

What are evaluators looking for in the teaching and learning environment? Evaluators are trained to observe and document student learning in conjunction with teacher performance indicators. They will be documenting evidence during the observation process. In order for evaluators to gain a true picture of your classroom, you should have the following documents prepared in an area specified by your primary evaluator.

1. **Plans for the week should be completely prepared by Monday of each week at 8:00 a.m. for the entire week and accessible to your evaluator.** If Monday is a holiday, the plans for the remainder of the week should be completely prepared for the week by the first teacher day of that week. At a minimum, plans should include standard(s) for each day, student activities or goals, homework assigned, and assessments, formative and/or summative.
2. Curriculum maps for all content areas that you teach
3. Seating charts.
4. Documentation of students with IEPs/behavior plans, 504 plans, and/or ILP plans per period, located in a secure location
5. Substitute plans that comply with building-level expectations
6. A copy of the most current standards for which you are responsible
7. Copy of the classroom procedures
8. **Grade books, paper or online, kept up-to-date for accessibility; grades entered within one week of the assignment unless it is a long-term project.**

Evaluators will be observing evidence in the learning environment that focuses on standard mastery. Included with that are the state assessment standards that are everyone's responsibility (ELA, math, science, and social studies). English/Language Arts, mathematics, science, and social studies teachers should ensure that their state-tested standards are taken to mastery with rigor and depth (i.e. Depth of Knowledge). Other area content teachers are expected to provide opportunities for mastery of content-area standards while supporting literacy (reading) and any other math, science, and social studies standard that is relevant to their content area. Why? Research indicates that when students are engaged in the

reinforcement of standards or connect their learning to other content areas, students' learning is likely to be long-term and applicable to other areas and tasks.

What are evaluators looking for during observations?

- Evaluators have been trained to document evidence.
- Have a working knowledge of your evaluation rubric to gain an understanding of planning, instruction, leadership, and core professionalism.
- In addition:
 1. Use the Essential Question(s) from your curriculum map(s) for all units of study. Your question(s) should be visible on the blackboard, on a bulletin board, or displayed in the room in order to reference it every day of the unit.
 2. It should be obvious to the evaluator, via planning, instruction, and visible means in the classroom (i. e. bulletin boards, displays, objects, overheads or PowerPoints, etc.) which unit of study is being observed.
 3. Implement formative assessments on a daily basis to drive instruction. Gaining the pulse of students' understanding of the day's lesson can be accomplished by several types of formative assessment types. For example:
 1. exit slips
 2. whiteboards
 3. pop quiz (written or oral)
 4. response clickers
 5. thumbs up/down

These types and others provide the teacher with the knowledge about whether he/she should reteach the entire lesson or a specific skill because a significant portion of the class does not have adequate understanding to move forward. Also, have a plan in place to assist the students who are not ready to move forward.

Negative Impact:

Plans must include the existing definition for Negative Impact (below) pending any updates from SBOE. Negative impact is currently defined in SBOE rule at 511 IAC 10-6-4(c) as follows:

Negative impact on student learning shall be defined as follows: (1) For classes measured by statewide assessments with growth model data, the department shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement. (2) For classes not measured by statewide assessments, negative impact on student growth shall be defined locally where data show a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state.

Indiana law requires the State Board of Education (SBOE) to adopt rules that establish standards to define actions that constitute a negative impact on student achievement. These standards apply to teachers with Indiana Growth Model data and teachers of non-tested subjects. The above definition, which maintains the use of assessment growth and performance, remains in place unless and until SBOE modifies the definition. Per IDOE 08/28/2020

Notification of Negative Impact (IC 20-28-11.5-7)

The superintendent shall convene a meeting with building principals at least 5 days prior to the first student day and determine which teachers if any, are rated as ineffective by the Negative Impact Determination process. If there are any cases of Negative Impact by an ineffective teacher, the superintendent, and principal(s) shall discuss a building-level teaching schedule that will avoid placing students in a situation where they are instructed two years in a row by that same ineffective teacher. After the superintendent and building principal exhaust every feasible option and if the situation is unavoidable, the building principal shall inform each parent/guardian twice by the first student day concerning their child having an ineffective teacher two years in a row. At least one communication will be a corporation form letter that is developed by the superintendent, discussed with teachers, and approved by the Board of School Trustees. The teacher rated as ineffective and affected by this letter shall be informed and provided a copy of the form letter at least 48 hours before the letter's postmarked date.

Procedure for Instruction Delivered by Teachers Rated as Ineffective Two Years In a Row

The superintendent will communicate, annually, with the building principals before student registration and determine if any teachers are rated as "ineffective" from the previous school year. If any teachers fall into this category, the building principal will report to the superintendent, before the first student day of the school year, concerning which students are scheduled for this teacher's classroom. The superintendent will then communicate with the student's previous principal or review the school records to determine if the students had a teacher the prior year rated as "ineffective". If so, the superintendent and building principal will make the necessary arrangements to reassign the students, so they are not taught by a teacher rated as "ineffective" two years in a row. If all attempts are made to rectify the situation and it is deemed as unavoidable due to the number of sections and/or class size, the parents of the affected students will be notified, in writing, before the first student day of the school year and informed that their child will be taught two years in a row by teachers rated as "ineffective". Additionally, the two teachers affected by this notification will be informed by the superintendent or his/her designee within 48 hours before the notification is received by the families of the affected students. In addition, the affected teachers will be provided written notification and a copy of the letter that is distributed to the affected families.

If teacher evaluation ratings are not finalized, due to a delay in state data, by the first student day of the new school year, the notification procedure to the affected parents and teachers will be the same. However, the parents will not be afforded the option of requesting a new teacher prior to the new school year. In this case, any transfer requests to other classrooms that are received by the affected parents will be considered and responded to by the superintendent and/or principal within ten (10) school days of the transfer request. Every effort will be made to accommodate any transfer requests to other classrooms in the same building if space is available and it does not create a class size greater than 15% for any teacher at that grade level in the same building.

District Summative Evaluation Procedure:

For the 2022-23 school year all evaluations will be based on 100% TER.

Option 2 will be utilized in the RISE 3.0 modified rubric.

IC 20-28-11.5-6

- Evaluators will deliver summative evaluation results to employees within seven (7) business days from the completion of the evaluation.
 - Summative results will be considered delivered to the employee when there is evidence that the employee received their summative rating for the school year. Evidence can include a “read receipt” or similar tracking through the evaluation management software; email tracking or “read receipt” if emailed by the primary evaluator, or designee, and ready by the employee; documentation of a formal conference that includes the communication of the summative rating; documentation of a phone call providing the summative rating to the employee; or in rare circumstances in which the employee or principal is absent for a long period of time, a certified letter receipt.

IC 20-28-11.5-6

- Remediation plans assigned to teachers are rated as ineffective or as improvement necessary.
 - For summative evaluations of “Ineffective” or “Needs improvement”, primary evaluators and affected teachers will review, discuss, and research viable professional development plans for ten (10) business days after the summative rating is assigned. By business day fifteen (15) after the summative rating is assigned, primary evaluators and the teachers will develop the teacher’s remediation plan to be reviewed by the superintendent or his/her designee to ensure that there is an opportunity for the teacher to earn license renewal credits if desired. The professional development plan will have a direct link between the chosen activities and the deficiencies documented in the teacher’s evaluation. By business day eighteen (18), the remediation plan will be reviewed and enacted. The affected teacher and principal shall review the progress of the plan no less than by business day forty-five (45) (mid-point)
 - , and the plan may be reviewed and discussed at the discretion of the primary evaluator. The teacher will have ninety (90) business days from the summative rating to correct the deficiencies as specified in the evaluation. The primary evaluator will conduct a conference with the teachers within ten (10) business days after the ninety (90) days and be provided their progress toward an effective rating at the following evaluation. After a review of the outcome of the professional development plan, the principal and superintendent, or designee, will decide if additional professional development plans are necessary. If the teacher requests a private meeting with the superintendent, the professional development and timeline will begin after the meeting. That meeting date will begin the timeline procedure.

IC 20-28-11.5-6

- Remediation plans include the use of employee’s license renewal credits.
 - For the above procedure, the principal and affected teacher will document in the professional development plan which activities the teacher is choosing for license renewal if any.

IC 20-28-22.5-6

- Means by which teachers rated as ineffective can request a private conference with the superintendent.
 - Primary evaluators will inform any teacher rated as ineffective that he/she may request, within forty-eight (48) business hours, a private conference with the superintendent within five (5) business days of the summative rating. The teacher will provide at least three (3) dates and times within five (5) business days of the request. The superintendent or designee will respond to the teacher's request in writing (letter or email) within forty-eight (48) business hours with a date, time, and location in which to conduct the private meeting.

Please refer to [DOE Educator Evaluations](#) to obtain the appropriate RISE forms to submit to your primary evaluator if needed.

Domain 1: Purposeful Planning (10.00%)

1.1 Utilize Assessment Data To Plan

Highly Effective

At Level 4, a teacher fulfills the criteria for Level 3 and additionally incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding.

Effective

Teacher uses prior assessment data to formulate achievement goals, unit plans, AND lesson plans.

Improvement Necessary

Teacher uses prior assessment data to formulate achievement goals, unit plans, OR lesson plans, but not all of the above.

Ineffective

Teacher rarely or never uses prior assessment data when planning.

1.2 Set Ambitious And Measurable Achievement Goals

Highly Effective

At Level 4, a teacher fulfills the criteria for Level 3 and additionally:
Plans an ambitious annual student achievement goal

Effective

Teacher develops an annual student achievement goal that:
- Measurable;
- Aligned to content standards; AND
- Includes benchmarks to help monitor learning and inform interventions throughout the year

Improvement Necessary

Teacher develops an annual student achievement goal that is:
- Measurable
The goal may not:
- Align to content standards; OR
- Include benchmarks to help monitor learning and inform interventions throughout the year

Ineffective

Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes

1.3 Develop Standards-Based Unit Plans And Assessments

Highly Effective

At Level 4, a teacher fulfills the criteria for Level 3 and additionally:
- Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created)
- Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit

Effective

Based on achievement goals, teacher plans units by:
- Identifying content standards that students will master in each unit
- Creating assessments before each unit begins for backwards planning
- Allocating an instructionally appropriate amount of time for each unit

Improvement Necessary

Based on achievement goals, teacher plans units by:
- Identifying content standards that students will master in each unit
Teacher may not:
- Create assessments before each unit begins for backwards planning
- Allocate an instructionally appropriate amount of time for each unit

Ineffective

Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.

1.4 Create Objective-Driven Lesson Plans And Assessments

Highly Effective

At Level 4, a teacher fulfills the criteria for Level 3 and additionally:
- Plans for a variety of differentiated instructional

Effective

Based on unit plan, teacher plans daily lessons by:
- Identifying lesson objectives that are aligned to

Improvement Necessary

Based on unit plan, teacher plans daily lessons by:
- Identifying lesson objectives that are aligned to

Ineffective

Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking

strategies, anticipating where these will be needed to enhance instruction

- Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction

state content standards.

- Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives
- Designing formative assessments that measure progress towards mastery and inform instruction

state content standards

- Matching instructional strategies and activities/assignments to the lesson objectives.

Teacher may not:

- Design assignments that are meaningful or relevant
- Plan formative assessments to measure progress towards mastery or inform instruction.

meaningful objectives, instructional strategies, or assignments.

1.5 Track Student Data And Analyze Progress

Highly Effective

At Level 4, a teacher fulfills the criteria for Level 3 and additionally:

- Uses daily checks for understanding for additional data points
- Updates tracking system daily
- Uses data analysis of student progress to drive lesson planning for the following day

Effective

Teacher uses an effective data tracking system for:

- Recording student assessment/ progress data
- Analyzing student progress towards mastery and planning future lessons/units accordingly
- Maintaining a grading system aligned to student learning goals

Improvement Necessary

Teacher uses an effective data tracking system for:

- Recording student assessment/ progress data
- Maintaining a grading system

Teacher may not:

- Use data to analyze student progress towards mastery or to plan future lessons/units
- Have grading system that appropriately aligns with student learning goals

Ineffective

Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system

Domain 2: Effective Instruction (75.00%)

2.1 Learning Objectives

Highly Effective

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:

Students can explain what they are learning and why it is important, beyond repeating the stated objective

Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection

Effective

Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson

Objective is written in a student-friendly manner and/or explained to students in easy to understand terms

Importance of the objective is explained so that students understand why they are learning what they are learning

Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students

Lesson is well-organized to move students towards mastery of the objective

Improvement Necessary

Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable

Objective is stated, but not in a student-friendly manner that leads to understanding

Teacher attempts explanation of importance of objective, but students fail to understand

Lesson generally does not build on prior knowledge of students or students fail to make this connection

Organization of the lesson may not always be connected to mastery of the objective

Ineffective

Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson.

There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students.

Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important.

There may be no effort to connect objective to prior knowledge of students

Lesson is disorganized and does not lead to mastery of objective.

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).

2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers", early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

2.2 Content Knowledge

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

NOTES

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.
3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

2.3 Academic Content

Highly Effective	Effective	Improvement Necessary	Ineffective
<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>	3/4 or more of students are actively engaged in content at all times and not off-task	Fewer than 3/4 of students are engaged in content and many are off-task	Fewer than 1/2 of students are engaged in content and many are off-task
Teacher provides ways to engage with content	Teacher provides multiple ways, as appropriate,	Teacher may provide multiple ways of engaging	Teacher may only provide one way of engaging

that significantly promotes student mastery of the objective

Teacher provides differentiated ways of engaging with content specific to individual student needs

The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do

Teacher effectively integrates technology as a tool to engage students in academic content

of engaging with content, all aligned to the lesson objective

Ways of engaging with content reflect different learning modalities or intelligences

Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged

ELL and IEP students have the appropriate accommodations to be engaged in content

Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)

students, but perhaps not aligned to lesson objective or mastery of content

Teacher may miss opportunities to provide ways of differentiating content for student engagement

Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective

ELL and IEP students are sometimes given appropriate accommodations to be engaged in content

Students may appear to actively listen, but when it comes time for participation are disinterested in engaging

with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content

Teacher does not differentiate instruction to target different learning modalities

Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students

ELL and IEP students are not provided with the necessary accommodations to engage in content

Students do not actively listen and are overtly disinterested in engaging.

NOTES

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
3. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.

2.4 Check For Understanding

Highly Effective

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:

Teacher checks for understanding at higher levels by asking pertinent, scaffolding questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof)

Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher order thinking

Effective

Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)

Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate pulse of the class's understanding

Teacher uses wait time effectively both after posing a question and before helping students think through a response

Teacher doesn't allow students to "opt-out" of checks for understanding and cycles

Improvement Necessary

Teacher sometimes checks for understanding of content, but misses several key moments

Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate pulse of the class's understanding

Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content

Teacher sometimes allows students to "opt- out" of checks for understanding without cycling back

Ineffective

Teacher rarely or never checks for understanding of content, or misses nearly all key moments

Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate

Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer.

Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle

back to these students

Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)

to these students

Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments.

back to these students

Teacher rarely or never assesses for mastery at the end of the lesson

NOTES

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.

2. Examples of how the teacher may assess student understanding and mastery of objectives:

• Checks for Understanding: thumbs up/down, cold-calling

• Do Nows, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips

2.5 Modify Instruction As Needed

Highly Effective

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:

Teacher anticipates student misunderstandings and preemptively addresses them

Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement

Effective

Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students

Teacher responds to misunderstandings with effective scaffolding techniques

Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful

Improvement Necessary

Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students

Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective

Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding

Ineffective

Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students

Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques

Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

NOTES

1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 - in order to modify instruction as needed, one must first know how to check for understanding.

2. A teacher can respond to misunderstandings using "scaffolding" techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds", providing visual cues, etc.

2.6 Rigorous Instruction And Work

Highly Effective

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:

Lesson is accessible and challenging to all

Effective

Lesson is accessible and challenging to almost all students

• Teacher frequently develops higher-level

Improvement Necessary

Lesson is not always accessible or challenging for students

Some questions used may not be effective in

Ineffective

Lesson is not aligned with developmental level of students (may be too challenging or too easy)

Teacher may not use questioning as an effective

students	<p>understanding through effective questioning.</p> <ul style="list-style-type: none"> Teacher uses high-quality questions that are sequenced to instructional goals of mixed question types: <ul style="list-style-type: none"> remember and comprehend application and analysis create and evaluate The teacher engages all students regardless of ability, gender, or willingness to volunteer. 	developing higher-level understanding (too complex or confusing)	tool to increase understanding. Students only show a surface understanding of concepts.
Students are able to answer higher-level questions with meaningful responses	Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding	Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding	Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding.
Students pose higher-level questions to the teacher and to each other	Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning	While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher directed than appropriate	Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts.
Teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great	Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks	Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying	Teacher gives up on students easily and does not encourage them to persist through difficult tasks
Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments)			

NOTES

1. Examples of types of questions that can develop higher-level understanding:

- Activating higher levels of inquiry on Bloom's taxonomy (using words such as analyze, classify, compare, decide, evaluate, explain, or represent)
- Asking students to explain their reasoning
- Asking students to explain why they are learning something or to summarize the main idea
- Asking students to apply a new skill or concept in a different context
- Posing a question that increases the rigor of the lesson content
- Prompting students to make connections to previous material or prior knowledge

2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.

3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency

4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

2.7 Maximize Instructional Time

Highly Effective	Effective	Improvement Necessary	Ineffective
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:	Students arrive on time and are aware of the consequences of arriving late (unexcused)	Some students consistently arrive late (unexcused) for class without consequences	Students may frequently arrive late (unexcused) for class without consequences

Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher	Class starts on-time	Class may consistently start a few minutes late	Teacher may frequently start class late.
Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance)	Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher	Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed	There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times
Students share responsibility for operations and routines and work well together to accomplish these tasks	Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance)	There is more than a brief period of time when students are left without meaningful work to keep them engaged	There are significant periods of time in which students are not engaged in meaningful work
All students are on task and follow instructions of teacher without much prompting	Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective	Teacher may delegate lesson time inappropriately between parts of the lesson	Teacher wastes significant time between parts of the lesson due to classroom management.
Disruptive behaviors and off task conversations are rare; When they occur, they are always addressed without major interruption to the lesson	Almost all students are on task and follow instructions of teacher without much prompting	Significant prompting from the teacher is necessary for students to follow instructions and remain on task	Even with significant prompting, students frequently do not follow directions and are off task
	Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson.	Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem.	Disruptive behaviors and off task conversations are common and frequently cause the teacher to have to make adjustments to the lesson

NOTES

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

2.8 Culture Of Respect And Collaboration

Highly Effective	Effective	Improvement Necessary	Ineffective
<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>	Students are respectful of their teacher and peers	Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms	Students are frequently disrespectful of teacher or peers, as evidenced by discouraging remarks or disruptive behavior
Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance	Students are given opportunities to collaborate and support each other in the learning process	Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together	Students are not given many opportunities to collaborate, OR during these times do not work well together, even with teacher intervention
Students reinforce positive character and behavior and discourage negative behavior amongst themselves	Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior	Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both	Teacher rarely or never praises positive behavior

Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions

Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others

Teacher rarely or never addresses negative behavior

NOTES

1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.
2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

2.9 High Expectations

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

NOTES

1. There are several ways for a teacher to demonstrate high expectations - through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.

Domain 3: Teacher Leadership (15.00%)

3.1 Contribute To School Culture

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Level	Teacher will:	Teacher will:	Teacher rarely or never contributes ideas aimed

3 and additionally may: - Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of class

- Contribute ideas and expertise to further the schools' mission and initiatives
- Dedicate time efficiently, when needed, to helping students and peers outside of class

- Contribute occasional ideas and expertise to further the school's mission and initiatives
Teacher may not:
- Frequently dedicates time to help students and peers efficiently outside of class

at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.

3.2 Collaborate With Peers

Highly Effective

At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Go above and beyond in seeking out opportunities to collaborate
- Coach peers through difficult situations
- Take on leadership roles within collaborative groups such as Professional Learning Communities

Effective

Teacher will:
- Seek out and participate in regular opportunities to work with and learn from others
- Ask for assistance, when needed, and provide assistance to others in need

Improvement Necessary

Teacher will:
- Participate in occasional opportunities to work with and learn from others
- Ask for assistance when needed
Teacher may not:
- Seek to provide other teachers with assistance when needed OR
- Regularly seek out opportunities to work with others

Ineffective

Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.

3.3 Seek Professional Skills And Knowledge

Highly Effective

At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:
- Regularly share newly learned knowledge and practices with others
- Seek out opportunities to lead professional development sessions

Effective

Teacher will:
- Actively pursue opportunities to improve knowledge and practice
- Seek out ways to implement new practices into instruction, where applicable
- Welcome constructive feedback to improve practices

Improvement Necessary

Teacher will:
- Attend all mandatory professional development opportunities
Teacher may not:
- Actively pursue optional professional development opportunities
- Seek out ways to implement new practices into instruction
- Accept constructive feedback well

Ineffective

Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning

3.4 Advocate For Student Success

Highly Effective

At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:
- Display commitment to the education of all the students in the school
- Make changes and take risks to ensure student success

Effective

Teacher will:
- Display commitment to the education of all his/her students
- Attempt to remedy obstacles around student achievement
- Advocate for students' individualized needs

Improvement Necessary

Teacher will:
- Display commitment to the education of all his/her students
Teacher may not:
- Advocate for students' needs

Ineffective

Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students'™ needs.

3.5 Engage Families In Student Learning

Highly Effective

Effective

Improvement Necessary

Ineffective

At Level 4, a teacher fulfills the criteria for Level 3 and additionally:

- Strives to form relationships in which parents are given ample opportunity to participate in student learning
- Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events

Teacher will:

- Proactively reach out to parents in a variety of ways to engage them in student learning
- Respond promptly to contact from parents
- Engage in all forms of parent outreach required by the school

Teacher will:

- Respond to contact from parents
- Engage in all forms of parent outreach required by the school

Teacher may not:

- Proactively reach out to parents to engage them in student learning

Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

Domain 4: Core Professionalism (Special Weighting)

4.1 Attendance

Meets Standard

Individual has not demonstrated a pattern of unexcused absences*

Does Not Meet Standard

Individual has demonstrated a pattern of unexcused absences

NOTES

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

4.2 On Time Arrival

Meets Standard

Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)

Does Not Meet Standard

Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)

4.3 Policies And Procedures

Meets Standard

Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)

Does Not Meet Standard

Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)

4.4 Respect

Meets Standard

Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

Does Not Meet Standard

Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner