# Staff Performance Evaluation Plan Submission Coversheet

## SY 2018-19

**CONTEXT:** Indiana Code (IC) 20-28-11.5-8(d) requires each school corporation to submit its entire staff performance evaluation plan to the department (IDOE) and requires the IDOE to publish the plans on its website. This coversheet is meant to provide a reference for IDOE staff and key stakeholders to view the statutory- and regulatory-required components of staff performance evaluation plans for each school corporation.

Furthermore, in accordance with IC 20-28-11.5-8(d), a school corporation must submit its staff performance evaluation plan to the department for approval in order to qualify for any grant funding related to this chapter. Thus, it is essential that the reference page numbers included below clearly demonstrate fulfillment of the statutory (IC 20-28-11.5) and regulatory (511 IAC 10-6) requirements.

**INSTRUCTIONS:**

**Completion**

In the chart below, please type the reference the page numbers in your staff performance evaluation document which clearly display compliance with the requirements. If the plan contains multiple documents with duplicate page numbers, please refer to the documents by A, B, C, D, etc. with the page number following. For example: A-23, B-5, etc. Please note, your plan may include many other sections not listed below.

**Submission**

Once completed, please attach this coversheet to the staff performance evaluation plan document you will submit. The whole document needs to be combined into one continuous PDF for submission.

| School Corporation Name: | Clark Pleasant Community School Corporation |
|---|---|
| **School Corporation Number:** | 4145 |

## Annual Evaluations

| Requirement | Statutory / Regulatory Authority | Examples of Relevant Information | Reference Page Number(s) |
|---|---|---|---|
| ☒ Annual performance evaluations for each certificated employee | IC 20-28-11.5-4(c)(1) | Plan and metrics to evaluate *all* certificated employees, including teachers, administrators, counselors, principals and superintendents | P. 6 |

## Objective Measures of Student Achievement and Growth

| Requirement | Statutory / Regulatory Authority | Examples of Relevant Information | Reference Page Number(s) |
|---|---|---|---|
| ☒ Objective measures of student achievement and growth significantly inform *all* certificated employees evaluations | IC 20-28-11.5-4(c)(2) | • Please indicate page numbers referencing the inclusion of objective measures of student achievement and growth in all certificated employee evaluations including but not limited to teachers, administrators, and superintendent | pp. 19, 20, 21, 25, & 46 |
| ☒ Student performance results from statewide assessments inform evaluations of employees whose responsibilities include teaching tested subjects | IC 20-28-11.5-4(c)(2)(A) 511 IAC 10-6-4(b)(1) | • Please note that per 511 IAC 10-6-4(b)(1), Individual Growth Measure (IGM) must be the primary measure for E/LA and math teachers in grades 4-8. <br> • For more information regarding IGM, click here. | pp. 20, 21, 26, & 54. |
| ☒ Methods of assessing student growth in evaluations of employees who do not teach tested subjects | IC 20-28-11.5-4(c)(2)(B) 511 IAC 10-6-4(b)(2) 511 IAC 10-6-4(b)(3) | Examples include: <br> ○ Student Learning Objectives (SLOs), SMART goals <br> ○ Corporation- or classroom-level student learning measures for non-tested grades and subjects <br> ○ Other student learning measures for non-teaching staff <br> ○ School-wide learning measures (*e.g.,* A-F accountability grade) | pp. 6, 9, 20, <br><br> 21, & 46 |

## Rigorous Measures of Effectiveness

| Requirement | Statutory / Regulatory Authority | Examples of Relevant Information | Reference Page Number(s) |
|---|---|---|---|
| ☒ Rigorous measures of effectiveness, including observations and other performance indicators | IC 20-28-11.5-4(c)(3) | • Observation rubrics - for *all* certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator <br> • Other measures used for evaluations (*e.g.,* surveys) | pp. 54-100 |

## Designation in Rating Category

| Requirement | Statutory / Regulatory Authority | Examples of Relevant Information | Reference Page Number(s) |
|---|---|---|---|
| ☒ A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective | IC 20-28-11.5-4(c)(4)<br>511 IAC 10-6-2(c) | • Definition of performance categories<br>• Summative scoring process that yields placement into each performance category | pp. 8, 22, 23, & 24 |
| ☒ A definition of negative impact for certificated staff with statewide assessments<br>☒ A definition of negative impact for certificated staff without statewide assessments<br>☒ A final summative rating modification if and when a teacher negatively affects student growth | IC 20-28-11.5-4(c)(6)<br>511 IAC 10-6-4(c) | • Definition of **negative impact** on student growth for grades and subjects measured <u>and</u> not measured by statewide assessments<br>• Description of the process for modifying a final summative rating for negative growth<br>• For more information regarding Negative Impact, click here. | p. 54 |
| ☒ All evaluation components, including but not limited to student performance data and observation results, factored into the final summative rating | IC 20-28-11.5-4(c)(4) | • Summative scoring process that yields placement into each performance category<br>• Process for scoring student learning measures<br>• Weighting (broken down by percentage) of all evaluation components | pp. 22-24, & 47 |

## Evaluation Feedback

| Requirement | Statutory / Regulatory Authority | Examples of Relevant Information | Reference Page Number(s) |
|---|---|---|---|
| ☒ An explanation of evaluator's recommendations for improvement and the time in which improvement is expected | IC 20-28-11.5-4(c)(5)<br>511 IAC 10-6-5 | • Process and timeline for delivering feedback on evaluations<br>• Process for linking evaluation results with professional development | pp. 12-14 & 49-54 |

## Evaluation Plan Discussion

| Requirement | Statutory / Regulatory Authority | Examples of Relevant Information | Reference Page Number(s) |
|---|---|---|---|
| ☒ Evaluation Plan must be in writing and explained prior to evaluations are conducted. | IC 20-28-11.5-4(e)(1)<br>IC 20-28-11.5-4(e)(2) | • Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted<br>• Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one | p. 55 |

## Evaluators

| Requirement | Statutory / Regulatory Authority | Examples of Relevant Information | Reference Page Number(s) |
|---|---|---|---|
| ☒ Only individuals who have received training and support in evaluation skills may evaluate certificated employees | IC 20-28-11.5-1<br>IC 20-28-11.5-5(b)<br>IC 20-28-11.5-8(a)(1)(D) | • Description of ongoing evaluator training<br>• Description of who will serve as evaluators<br>• Process for determining evaluators | pp. 13 & 54 |
| ☐ Teachers acting as evaluators (*optional*) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities | IC 20-28-11.5-1(2)<br>IC 20-28-11.5-1(3)<br>511 IAC 10-6-3 | • Description of who will serve as evaluators<br>• Process for determining evaluators | N/A |
| ☒ All evaluators receive training and support in evaluation skills | IC 20-28-11.5-5(b)<br>511 IAC 10-6-3 | Description of ongoing evaluator training | pp. 29 & 54 |

## Feedback and Remediation Plans

| Requirement | Statutory / Regulatory Authority | Examples of Relevant Information | Reference Page Number(s) |
|---|---|---|---|
| ☒ All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation. | IC 20-28-11.5-6(a) | System for delivering summative evaluation results to employees | p. 28 |
| ☒ Remediation plans assigned to teachers rated as ineffective or improvement necessary | IC 20-28-11.5-6(b) | • Remediation plan creation and timeframe<br>• Process for linking evaluation results with professional development | pp. 49 & 54 |
| ☒ Remediation plans include the use of employee's license renewal credits | IC 20-28-11.5-6(b) | Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation | p. 54 |
| ☒ Means by which teachers rated as ineffective can request a private conference with the superintendent | IC 20-28-11.5-6(c) | Process for teachers rated as ineffective to request conference with superintendent | p. 54 & 70 |

## Instruction Delivered by Teachers Rated Ineffective

| Requirement | Statutory / Regulatory Authority | Examples of Relevant Information | Reference Page Number(s) |
|---|---|---|---|
| ☒ The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective | IC 20-28-11.5-7(c) | Process for ensuring students do not receive instruction from ineffective teachers two years in a row | p. 54 |
| ☒ The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable | IC 20-28-11.5-7(d) | Description of how parents will be informed of the situation | p. 54 |

# Clark Pleasant Evaluation System Evaluator and Teacher Handbook

## 2018-2019

Modified RISE 2.0

# Contents

# Policy

<u>**NEW POLICY - SPECIAL UPDATE - JULY 2017**</u>

<u>TEACHER APPRECIATION GRANTS</u>

The School Board shall adopt an annual policy concerning the distribution of teacher appreciation grants. This policy shall be submitted to the Indiana Department of Education (IDOE) along with the School Corporation's staff performance evaluation plan online as one (1) document by September 15th of each year.

<u>Definitions</u>:

For purposes of this policy, the following definitions apply:

The term "teacher" means a professional person whose position with the Corporation requires a license (as defined in I.C. 20-28-1-7) and whose primary responsibility is the instruction of students.

The term "license" refers to a document issued by the IDOE that grants permission to serve as a particular kind of teacher. The term includes any certificate or permit issued by the IDOE.

<u>Distribution of Annual Teacher Appreciation Grants</u>:

Teacher appreciation grant funds received by the Corporation shall be distributed to licensed teachers who meet the following criteria:

A.      employed in the classroom (including providing instruction in a virtual classroom setting);

B.      rated as Effective or Highly Effective on their most recent performance evaluation; and

C.      employed by the Corporation as of December 1st of the year in which the teacher appreciation grant funds are received by the Corporation.

The Corporation shall distribute the teacher appreciation grant funds it receives as follows:

A. A cash stipend as determined by the Superintendent shall be distributed to all teachers in the Corporation who are rated as Effective; and

B. A cash stipend in an amount that is twenty-five percent (25%) more than the stipend given the teachers rated as Effective shall be distributed to all teachers in the Corporation who are rated as Highly Effective.

If the Corporation is the local educational agency (LEA) or lead school corporation that administers a special education cooperative or joint services program or a career and technical education program, including programs managed under I.C. 20-26-10, 20-35-5, 20-37, or I.C. 36-1-7, then it shall award teacher appreciation grant stipends to and carry out the other responsibilities of an employing school corporation under this section for the teachers in the special education program or career and technical education program with respect to the teacher appreciation grant funds it receives on behalf of those teachers.

A stipend to an individual teacher in a particular year is not subject to collective bargaining but is discussable and is in addition to the minimum salary or increases in the salary set under I.C. 20-28-9-5.

The Corporation shall distribute all stipends from a teacher appreciation grant to individual teachers within twenty (20) business days of the date the IDOE distributes the teacher appreciation grant funds to the Corporation.

This policy shall be reviewed annually by the Board and shall be submitted to the IDOE annually by the Superintendent as indicated above.

I.C. 20-18-2-22
I.C. 20-28-1-7
I.C. 20-43-10-3.5

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# Indiana Teacher Evaluation: Public Law 90

The 2011 Education Agenda put students first by focusing on the individuals who most strongly influence student learning every day — teachers. Indiana's teachers are hard-working and devoted to the success of every student. It's time we treat them like the professionals they are and take special care to identify and reward greatness in the classroom.

To do this, we need fair, credible and accurate annual evaluations to differentiate teacher and principal performance and to support their professional growth.  With the help of teachers and leaders throughout the state, the Indiana Department of Education has developed an optional model evaluation system named RISE. Whether or not corporations choose to implement RISE, the Department's goal is to assist corporations in developing or adopting models that comply with Public Law 90 and are fair, credible, and accurate. Regardless of model or system, evaluations must:

- **Be Annual:** Every certificated employee, regardless of experience, deserves meaningful feedback on their performance on an annual basis.  *Under the CPCSC System* Certified employees working 120 days or more shall receive an annual evaluation, employees working less than 120 days may receive an annual evaluation.  This includes any certified employee such as teachers, administrators, counselors, principals, instructional coaches, librarians, and the superintendent of schools.  IC 20-28-11.5-4(c)(1)

- **Include Student Growth Data:** Evaluations should be student-focused. First and foremost, an effective teacher helps students make academic progress.  A thorough evaluation system includes multiple measures of teacher performance, and growth data must be one of the key measures.  In Clark Pleasant growth may be measured by data yielded from state assessment, performance on common formative assessments, and through the use of scales.

- **Include Four Rating Categories:** To retain our best teachers, we need a process that can truly differentiate our best educators and give them the recognition they deserve. If we want all teachers to perform at the highest level, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling.

**Rationale for Modification**

The Clark Pleasant Community Schools Corporation through a joint effort between the administration, teachers' association, and evaluation committee has modified the original RISE 2.0 framework. Modifications are designed to enhance professional practice and provide a foundation for continual teacher growth and improvement with student achievement as the emphasis of this model for instruction.

# Indiana's State Model on Teacher Evaluation

## Background/Context

RISE was designed to provide a quality system that local corporations can adopt in its entirety, or use as a model as they develop evaluation systems to best suit their local contexts. RISE was developed over the course of a year by the Indiana Teacher Evaluation Cabinet, a diverse group of educators and administrators from around the state, more than half of whom have won awards for excellence in teaching. These individuals dedicated their time to develop a system that represents excellence in instruction and serves to guide teacher development. To make sure that their efforts represented the best thinking from around the state, their work was circulated widely to solicit feedback from educators throughout Indiana.

A meaningful teacher evaluation system should reflect a set of core convictions about good instruction. From the beginning, the Indiana Teacher Evaluation Cabinet sought to design a model evaluation system focused on good instruction and student outcomes. RISE was designed to be fair, accurate, transparent, and easy-to-use. IDOE staff and the Indiana Teacher Evaluation Cabinet relied on three core beliefs about teacher evaluation during the design of RISE:

- **Nothing we can do for our students matters more than giving them effective teachers**. Research has proven this time and again. We need to do everything we can to give all our teachers the support they need to do their best work, because when they succeed, our students succeed. Without effective evaluation systems, we can't identify and retain excellent teachers, provide useful feedback and support, or intervene when teachers consistently perform poorly.

- **Teachers deserve to be treated like professionals.** Unfortunately, many evaluations treat teachers like interchangeable parts—rating nearly all teachers the same and failing to give teachers the accurate, useful feedback they need to do their best work in the classroom. We need to create an evaluation system that gives teachers regular feedback on their performance, opportunities for professional growth, and recognition when they do exceptional work. We're committed to creating evaluations that are fair, accurate and consistent, based on multiple factors that paint a complete picture of each teacher's success in helping students learn.

- **A new evaluation system will make a positive difference in teachers' everyday lives.** Novice and veteran teachers alike can look forward to detailed, constructive feedback, tailored to the individual needs of their classrooms and students. Teachers and principals will meet regularly to discuss successes and areas for improvement, set professional goals, and create an individualized development plan to meet those goals.

## Performance Level Ratings

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

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

- **Effective**: An *effective* teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

- **Improvement Necessary**: A teacher who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated improvement necessary have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

## Overview of Components

Every teacher is unique, and the classroom is a complex place. RISE relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. All teachers will be evaluated on two major components:

1. **Professional Practice** – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.

2.  **Student Learning** – Teachers' contribution to student academic progress, assessed through multiple measures of student academic achievement and growth, including Indiana Growth Model data as well as progress towards specific student learning measures using state, corporation, or school-wide assessments.

## A System for Teachers

RISE was modified with classroom teachers in mind and may not always be appropriate to use to evaluate school personnel who do not directly instruct students, such as instructional coaches, counselors, etc. Though certain components of RISE can be easily applied to individuals in support positions, it is ultimately a corporation decision whether or not to modify RISE or apply different evaluation criteria to educators in these roles. Corporations that modify RISE or adopt an alternate evaluation system for non-classroom teachers are still considered by the Indiana Department of Education to be using a version of RISE as long as they are using RISE for classroom teachers and this version of RISE meets the minimum requirements specified in Appendix A.

# Component 1: Professional Practice

## Indiana Teacher Effectiveness Rubric: Background and Context

The Teacher Effectiveness Rubric was developed for three key purposes:

1. **To shine a spotlight on great teaching:** The rubric is designed to assist principals in their efforts to increase teacher effectiveness, recognize teaching quality, and ensure that all students have access to great teachers.

2. **To provide clear expectations for teachers:** The rubric defines and prioritizes the actions that effective teachers use to make gains in student achievement.

3. **To support a fair and transparent evaluation of effectiveness:** The rubric provides the foundation for accurately assessing teacher effectiveness along four discrete ratings.

While drafting the Teacher Effectiveness Rubric, the development team examined teaching frameworks from numerous sources, including:

- Charlotte Danielson's *Framework for Teachers*
- Iowa's *A Model Framework*
- KIPP Academy's *Teacher Evaluation Rubric*
- Robert Marzano's *Classroom Instruction that Works*
- Massachusetts' *Principles for Effective Teaching*
- Kim Marshall's *Teacher Evaluation Rubrics*
- National Board's *Professional Teaching Standards*
- North Carolina's *Teacher Evaluation Process*
- Doug Reeves' *Unwrapping the Standards*
- Research for Bettering Teaching's *Skillful Teacher*
- Teach For America's *Teaching as Leadership Rubric*
- Texas' *TxBess Framework*
- Washington DC's *IMPACT Performance Assessment*
- Wiggins & McTighe's *Understanding by Design*

In reviewing the current research during the development of the teacher effectiveness rubric, the goal was not to create a teacher evaluation tool that would try to be all things to all people. Rather, the rubric focuses on evaluating teachers' primary responsibility: engaging students in rigorous academic content so that students learn and achieve. As such, the rubric focuses on evaluating the effectiveness of instruction, specifically through observable actions in the classroom.

# Indiana Teacher Effectiveness Rubric: Overview

The primary portion of the Teacher Effectiveness Rubric consists of three domains and nineteen competencies.

**Figure 2: Domains 1-3 and Competencies**

**Domain 1: Planning**

1.1 Utilize Assessment Data to Plan
1.2 Set Ambitious and Measurable Achievement Goals (*Team based Goals may be utilized by PLCs*)
1.3 Develop Standards-Based Unit Plans and Assessments
1.4 Create Objective-Driven Lesson Plans and Assessments
1.5 Track Student Data and Analyze Progress

**Domain 2: Instruction**

2.1 Develop Student Understanding and Mastery of Lesson Objectives
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students
2.3 Engage Students in Academic Content
2.4 Check for Understanding
2.5 Modify Instruction as Needed
2.6 Develop Higher Level of Understanding Through Rigorous Instruction and Work
2.7 Maximize Instructional Time
2.8 Create Classroom Culture of Respect and Collaboration
2.9 Set High Expectations for Academic Success
2.10 Provide Impactful Feedback

**Domain 3: Leadership**

3.1 Contribute to School Culture
3.2 Collaborate with Peers
3.3 Seek Professional Skills and Knowledge
3.4 Advocate for Student Success
3.5 Engage Families in Student Learning

In addition to these three primary domains, the Teacher Effectiveness Rubric contains a fourth domain, referred to as Core Professionalism, which reflects the non-negotiable aspects of a teacher's job.

The Core Professionalism domain has three criteria:
- Attendance
- On-Time Arrival
- Policies and Procedures

## The Indiana Teacher Effectiveness Rubric

In Appendix C of this guidebook, you will find the Teacher Effectiveness Rubric. All supporting observation and conference documents and forms can be found in Appendix B.

## Observation of Teacher Practice: Questions and Answers for Teachers

*How will my proficiency on the Indiana Teacher Effectiveness Rubric be assessed?*

Your proficiency will be assessed by a primary evaluator, taking into account information collected throughout the year during observations and conferences performed by both your primary evaluator and potentially the secondary evaluators. Evaluators in the Clark Pleasant Community School Corporation hold administrative licenses and have received training in the evaluation instrument.

*What is the role of the primary evaluator?*

Your primary evaluator is responsible for tracking your evaluation results and helping you to set goals for your development. The primary evaluator must perform at least two observations during the year. Once all data is gathered, the primary evaluator will look at information collected by all evaluators throughout the year and determine your summative rating. He or she will meet with you to discuss this final rating in a summative conference.

*What is a secondary evaluator?*

A secondary evaluator may perform observations as well as work with teachers to set Student Learning Objectives. The data this person collects is passed on to the primary evaluator responsible for assigning a summative rating.

*Do all teachers need to have both a primary and secondary evaluator?*

No. It is possible, based on the capacity of a school or corporation, that a teacher would only have a primary evaluator. However, it is recommended that, if possible, more than one evaluator contribute to a teacher's evaluation. This provides multiple perspectives on a teacher's performance and is beneficial to both the evaluator and teacher.

*What is an observation?*

An observation may be announced or unannounced. It may take place in one learning segment or class period or span multiple learning segments or class periods. An observation may include all competencies in a domain or can be specific to certain competencies. The evaluator will address all competencies and domains a minimum of one time for the summative evaluation.

*Are there mandatory conferences that accompany an extended observation?*

    a. Pre-Conferences: Pre-Conferences are not mandatory, but can be scheduled by request of teacher or evaluator. Any mandatory pieces of information that the evaluator would like to see during the observation (lesson plans, gradebook, etc.) should be requested of the teacher prior to the observation.

b. Post-Conferences: Post-Conferences are recommended and should occur within five school days of the extended observation. During this time, the teacher should be presented with written and oral feedback from the evaluator.

*How many observations will I have in a year?*

All teachers must have a minimum of two observations per year but more may be necessary at the discretion of the evaluator or at the request of a staff member.

*Who is qualified to perform observations?*

Any trained primary or secondary evaluator may perform an extended observation. The primary evaluator assigning the final, summative rating must perform a minimum of one of the observations. In Clark Pleasant only administrators are allowed to evaluate instructional staff.

*Is there any additional support for struggling teachers?*

It is expected that a struggling teacher will receive observations above and beyond the minimum number required by the CPCSC Evaluation System. This may be any combination of observations and conferences that the primary evaluator deems appropriate. It is recommended that primary evaluators place struggling teachers on a professional development plan.

*Will my formal and informal observations be scored?*

Observations are times for evaluators to collect information. There will be no summative rating assigned until all information is collected and analyzed at the end of the year. However, all evaluators are expected to provide specific and meaningful feedback on performance following all observations. For more information about scoring using the Teacher Effectiveness Rubric, please see the scoring section of this handbook.

*Domain 1: Planning and Domain 3: Leadership are difficult to assess through classroom observations. How will I be assessed in these Domains?*

Evaluators should collect material outside of the classroom to assess these domains. Teachers should also be proactive in demonstrating their proficiency in these areas. However, evidence collection in these two domains should not be a burden that detracts from quality instruction. Examples of evidence for these domains may include (but are not limited to):

a. Domain 1: Planning - lesson and unit plans, planned instructional materials and activities, assessments, and systems for record keeping
b. Domain 3: Leadership - documents from team planning and collaboration, call-logs or notes from parent-teacher meetings, and attendance records from professional development or school-based activities/events

*What is a professional development plan?*

An important part of developing professionally is the ability to self-reflect on performance. The professional development plan is a tool for teachers to assess their own performance and set development goals. In this sense, a professional development plan supports teachers who strive to improve performance, and can be particularly helpful for new teachers. Although every teacher is encouraged to set goals around his/her performance, only teachers who score an "Ineffective" or "Improvement Necessary" on their summative evaluation the previous year are required to have a professional development plan monitored by an evaluator. This may also serve as the remediation plan specified in Public Law 90.

*If I have a professional development plan, what is the process for setting goals and assessing my progress?*

Teachers needing a professional development plan work with an administrator to set goals at the beginning of the academic year. These goals are monitored and revised as necessary. Progress towards goals is formally discussed during the mid-year conference, at which point the evaluator and teacher discuss the teacher's performance thus far and adjust individual goals as necessary. Professional development goals should be directly tied to areas of improvement within the Teacher Effectiveness Rubric. Teachers with professional development plans are required to use license renewal credits for professional development activities.

*Is there extra support in this system for new teachers?*

Teachers in their first few years are encouraged to complete a professional development plan with the support of their primary evaluator. These teachers will benefit from early and frequent feedback on performance. Evaluators should adjust timing of observations and conferences to ensure these teachers receive the support they need. This helps to support growth and also to set clear expectations on the instructional culture of the building and school leadership.

## Teacher Effectiveness Rubric:
## Scoring

Evaluators are not required to score teachers after any given observation. However, it is essential that during the observation the evaluator take evidence-based notes, writing specific instances of what the teacher and students said and did in the classroom. The evidence that evaluators record during the observation should be non-judgmental, but instead reflect a clear and concise account of what occurred in the classroom. The difference between evidence and judgment is highlighted in the examples below. Scored evidence from an observation should be shared with the teacher within 24 to 48 hours of the observation.

**Figure 3: Evidence vs. Judgment**

| Evidence | Judgment |
|---|---|
| (9:32 am) Teacher asks: Does everyone understand? (3 Students nod yes, no response from others) Teacher says: Great, let's move on<br><br>(9:41 am) Teacher asks: How do we determine an element? (No student responds after 2 seconds) Teacher says: By protons, right? | The teacher doesn't do a good job of making sure students understand concepts. |
| Teacher to Student 1: "Tori, will you explain your work on this problem?" (Student explains work.) Teacher to Student 2: "Nick, do you agree or disagree with Tori's method?" (Student agrees) "Why do you agree?" | The teacher asks students a lot of engaging questions and stimulates good classroom discussion. |

After the observation, the evaluator should take these notes and match them to the appropriate indicators on the rubric in order to provide the teacher with rubric-aligned feedback during the post- conference. Although evaluators are not required to provide teachers interim ratings on specific competencies after observations, the process of mapping specific evidence to indicators provides teachers a good idea of their performance on competencies prior to the end-of-year conference. Below is an example of a portion of the evidence an evaluator documented, and how he/she mapped it to the appropriate indicators.

**Figure 4: Mapping Evidence to Indicators**

| Evidence | Indicator |
|---|---|
| (9:32 am) Teacher asks: Does everyone understand? (3 Students nod yes, no response from others) Teacher says: Great, let's move on<br><br>(9:41 am) Teacher asks: How do we determine an element? (No student responds after 2 seconds) Teacher says: By protons, right? | Competency 2.4: Check for Understanding Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. (Ineffective) |
| Teacher to Student 1: "Tori, will you explain your work on this problem?" (Student explains work.) Teacher to Student 2: "Nick, do you agree or disagree with Tori's method?" (Student agrees.) "Why do you agree?" | Competency 2.6: Develop Higher Level of Understanding through Rigorous Instruction and Work Teacher frequently develops higher-level understanding through effective questioning. (Effective) |

At the end of the year, primary evaluators must determine a final, teacher effectiveness rubric rating and discuss this rating with teachers during the end-of-year conference. The final teacher

effectiveness rating will be calculated by the evaluator in a four step process:

**1** Compile ratings and notes from observations, conferences, and other sources of information

**2** Use professional judgment to establish three final ratings in Planning, Instruction, and Leadership

**3** Use established weights to roll-up three domain ratings into one rating for Domains 1-3

**4** Incorporate Core Professionalism rating
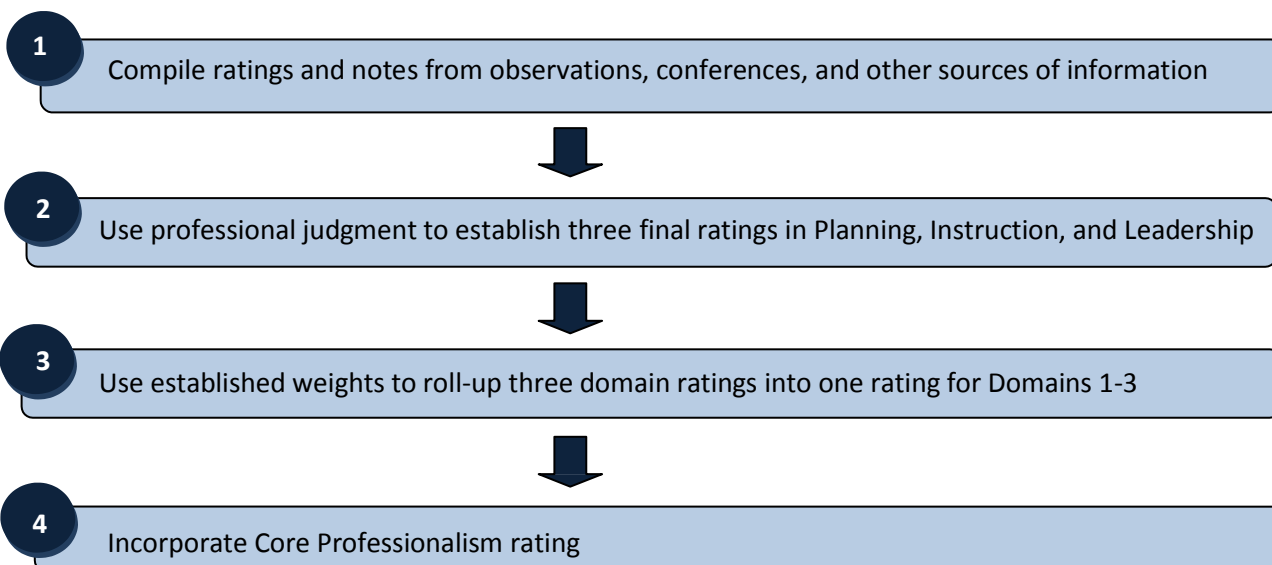
Each step is described in detail below.

**1** **Compile ratings and notes from observations, conferences, and other sources of information.**

At the end of the school year, primary evaluators should have collected a body of information representing teacher practice from throughout the year. Not all of this information will necessarily come from the same evaluator, but it is the responsibility of the assigned primary evaluator to gather information from every person that observed the teacher during that year. In addition to notes from observations and conferences, evaluators may also have access to materials provided by the teacher, such as lesson plans, student work, parent/teacher conference notes, etc. To aid in the collection of this information, schools should consider having files for teachers containing evaluation information such as observation notes and conference forms, and when possible, maintain this information electronically.

Because of the volume of information that may exist for each teacher, some evaluators may choose to assess information mid-way through the year and then again at the end of the year. A mid-year conference allows evaluators to assess the information they have collected so far and gives teachers an idea of where they stand.

**2** **Use professional judgment to establish three, final ratings in Planning, Instruction, and Leadership**

After collecting information, the primary evaluator must assess where the teacher falls within each competency. Using all notes, the evaluator should assign each teacher a rating in every competency on the rubric. Next, the evaluator uses professional judgment to assign a teacher a rating in each of the first three domains. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for

teachers in different contexts and how teachers have evolved over the course of the year. The final, three domain ratings should reflect the body of information available to the evaluator. In the end-of-year conference, the evaluator should discuss the ratings with the teacher, using the information collected to support the final decision. The figure below provides an example of this process for Domain 1.

**Figure 5: Example of competency ratings for domain 1 and the final domain rating.**



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

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

Use Professional Judgment

Final Domain 1 Rating: 3
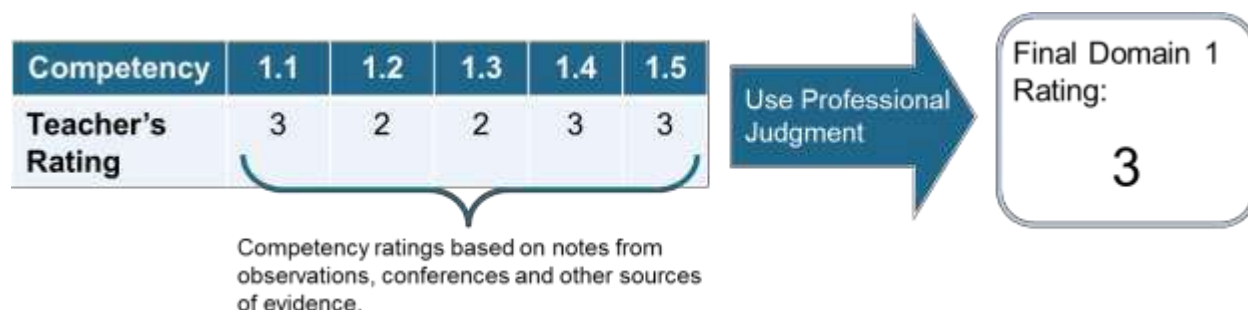
At this point, each evaluator should have ratings in the first three domains that range from 1 (Ineffective) to 4 (Highly Effective).

| | D1: Planning | D2: Instruction | D3: Leadership |
|---|---|---|---|
| **Final Ratings** | 3 (E) | 2 (IN) | 3 (E) |

*Scoring Requirement:* Planning and instruction go hand-in-hand. Therefore, if a teacher scores a 1 (I) or 2 (IN) in Instruction, he or she cannot receive a rating of 4 (HE) in Planning.

**③ Use established weights to roll-up three domain ratings into one rating for domains 1-3**

At this point, each of the three final domain ratings is weighted according to importance and summed to form one rating for domains 1-3. As described earlier, the creation and design of the rubric stresses the importance of observable teacher and student actions. These are reflected in Domain 2: Instruction. Good instruction and classroom environment matters more than anything else a teacher can do to improve student outcomes. Therefore, the Instruction Domain is weighted significantly more than the others, at 75%. Planning and Leadership are weighted 10% and 15% respectively.

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

The calculation here is as follows:

1) Rating x Weight = Weighted Rating

2) Sum of Weighted Ratings = Final Score

**4** **Incorporate Core Professionalism**

At this point, the Teacher Effectiveness Rubric rating is close to completion. Evaluators now look at the fourth domain: Core Professionalism. As described earlier, this domain represents non-negotiable aspects of the teaching profession, such as on-time arrival to school and respect for colleagues. This domain only has two rating levels: Does Not Meet Standard and Meets Standard. The evaluator uses available information and professional judgment to decide if a teacher has not met the standards for any of the four indicators. In order for the Core Professionalism domain to be used most effectively, corporations should create detailed policies regarding the four competencies of this domain, for example, more concretely defining an acceptable or unacceptable number of days missed or late arrivals. If a teacher has met standards in each of the four indicators, the score does not change from the result of step 3 above. If the teacher did not meet standards in *at least one* of the four indicators, he or she automatically has a 1 point deduction from the final score in step 3.

Deduction for Core Professionalism may be either -.5 or -1 which is up to the decision of the primary evaluator is a teacher is failing to meet the domain criteria following the approved process.

Outcome 1: Teacher meets all Core Professionalism standards. Final Teacher Effectiveness Rubric Score = 2.25

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

*Scoring Requirement*: 1 is the lowest score a teacher can receive in the system. If, after deducting a point from the teacher's final Teacher Effectiveness Rubric score, the outcome is a number less than 1, then the evaluator should replace this score with a 1. For example, if a teacher has a final rubric score of 1.75, but then loses a point because not all of the core professionalism standards were met, the final rubric score should be 1 instead of 0.75.

The final Teacher Effectiveness Rubric score is then combined with the scores from the teacher's student learning measures in order to calculate a final rating. Details of this scoring process are provided in the Summative Teacher Evaluation Scoring section.

## The Role of Professional Judgment

Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment. No observation rubric, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into a final rating on a particular professional competency is inherently more complex than checklists or numerical averages. Accordingly, the Teacher Effectiveness Rubric provides a comprehensive framework for observing teachers' instructional practice that helps evaluators synthesize what they see in the classroom, while simultaneously encouraging evaluators to consider all information collected holistically.

Evaluators must use professional judgment when assigning a teacher a rating for each competency as well as when combining all competency ratings into a single, overall domain score. Using professional judgment, evaluators should consider the ways and extent to which teachers' practice grew over the year, teachers' responses to feedback, how teachers adapted their practice to the their current students, and the many other appropriate factors that cannot be directly accounted for in the Teacher Effectiveness Rubric before settling on a final rating. In short, evaluators' professional judgment bridges the best practices codified in the Teacher Effectiveness Rubric and the specific context of a teacher's school and students.

## Component 2: Student Learning

### Student Learning: Overview

Many parents' main question over the course of a school year is: "How much is my child learning?" Student learning is the ultimate measure of the success of a teacher, instructional leader, school, or district. To meaningfully assess the performance of an educator or a school, one must examine the growth and achievement of their students, using multiple measures.

**Achievement** is defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards

- *Achievement* is a set point or "bar" that is the same for all students, regardless of where they begin

**Growth** is defined as improving skills required to achieve mastery on a subject or grade level standard over a period of time

- *Growth* differentiates mastery expectations based upon baseline performance.

## Available Measures of Student Learning

There are multiple ways of assessing both growth and achievement. When looking at available data sources to measure student learning, we must use measurements that:

- Are **accurate** in assessing student learning and teacher impact on student learning

- Provide **valuable and timely data** to drive instruction in classrooms

- Are **fair** to teachers in different grades and subjects

- Are as **consistent** as possible across grades and subjects

- Allow **flexibility** for districts, schools, and teachers to make key decisions surrounding the best assessments for their students

The Indiana Growth Model is the most common method of measuring growth. This model will be used to measure the student learning for all math and ELA teachers in grades in 4-8. To complement the Growth Model, and to account for those teachers who do not have such data available. For teachers who have a Growth Model rating, these Objectives will serve as additional measures of student achievement.

Growth and achievement will be included in the TER and SWL components. A common element for monitoring student learning in Clark-Pleasant Schools is the utilization of learning progression scales to measure specified essential learning through the use of Common Formative Assessments.

## Indiana Growth Model

The Indiana Growth Model indicates a student's academic progress over the course of a year. It takes a student's ISTEP+ scores in the previous year or years and finds all other students in the state who received the same score(s), for example, in math. Then it looks at all of the current year math scores for the same group of students to see how the student scored compared to the other students in the group. Student growth is reported in percentiles, and therefore represents how a student's current year ISTEP + scores compare to students who had scored similarly in previous ISTEP+ tests.

Indiana teachers are accustomed to looking at growth scores for their students, but these scores will now also be calculated at the classroom level and across classes for use in teacher evaluation. Individual growth model measures are only available for students and teachers in ELA/Math in grades 4-8. For these teachers, students' growth scores will be used to situate teachers in one of the four rating categories. Please access the IDOE website for more information on the metrics used to calculate teachers' 1-4 score based on student growth model data. IGM is the primary measure for student performance in grades 4-8 E/LA and math in the CPCSC Evaluation System. IGM will also be added to staff evaluations in specific courses at the high school level where IDOE provides IGM scores.

## School-wide Learning

Because it is important for teachers to have a common mission of improving student achievement, *all* teachers will also have a component of their evaluation score tied to school-wide student learning by aligning with Indiana's new A – F accountability model. The new A – F accountability model will be based on several metrics of school performance, including the percent of students passing the math and ELA ISTEP+, IMAST, and ISTAR scores as well as graduation rates and college and career readiness for high

schools. Additionally, school accountability grades may be raised or lowered based on participation rates and student growth (for elementary and middle schools) and improvement in scores (for high schools).

All teachers in the same school will receive the same rating for this measure. Teachers in schools earning an A will earn a 4 on this measure; teachers in a B school will earn a 3; teachers in a C school receive a 2; and teachers who work in either a D or F school earn a 1 on this measure.

SWL may be altered to reflect teacher performance data and used at the discretion of the evaluator. Subsequently, it is possible for teachers to receive different ratings for SWL.  The school wide letter grade will be a major consideration and component.

A majority up to all School Wide Learning is based on the previous year's A-F School Accountability Rating from IDOE.  Staff members who are not directly assigned to a building or are considered corporation employees (i.e. Sawmill Woods Pre-K and some special education personnel) will receive the School Wide Learning as the same letter grade as the District's final letter grade determined by IDOE.

Student achievement and growth data will be factored into the TER and SWL and based on classroom performance.  Other evidentiary forms of assessment data are applicable reflections on teacher performance with regard to student achievement and growth.

Clark Pleasant Rubric and Summary Weighting Changes 2018-2019

| Rubric | New Rubric domain Weights | Status | Group | Summative Group Weight | Status |
|---|---|---|---|---|---|
| CPCSC Teachers | 15/75/10 | New | G 1 | 85 TER 8 IGM 7 SWL | New |
| CPCSC Teachers | 15/75/10 | New | G 2 | 85 TER 15 SWL | New |
| ICASE | 15/75/10 | New | G 1 | 85 TER 8 IGM 7 SWL | New |
| ICASE | 15/75/10 | New | G 2 | 85 TER 15 SWL | New |
| Instructional Coach | 15/75/10 | New | G 2 Only | 85 Rubric 15 SWL | New |
| Elem Counselor | 25/40 (20 a and 20 b)/35 | Same | G 2 Only | 85 Rubric 15 SWL | New |
| School Counselor | 25/25/25/25 | Same | G 2 Only | 85 Rubric 15 SWL | New |
| Therapist | 15/75/10 | New | G 2 Only | 85 Rubric 15 SWL | New |
| School Librarian | 30/40/30 | Same | G 2 Only | 85 Rubric 15 SWL | New |
| School Psych | 15/75/10 | New | G 2 Only | 85 Rubric 15 SWL | New |
| New e-learning Coach | 15/75/10 | New | G 2 Only | 85 Rubric 15 SWL | New |

***Note* - No change to principal or assistant principal rubric.

# Summative Teacher Evaluation Scoring

## Review of Components

| 1) Professional Practice – Assessment of instructional knowledge and skills |
|---|
| **Measure:** Indiana Teacher Effectiveness Rubric (TER) |

| 2) Student Learning – Contribution to student academic progress |
|---|
| **Measure:** Individual Growth Model (IGM)* |
| **Measure:** School-wide Learning Measure (SWL) |

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

\* This measure only applies to teachers of grades 4 through 8 who teach ELA or math.

The method for scoring each measure individually has been explained in the sections above. This section will detail the process for combining all measures into a final, summative score.

## Weighting of Measures

The primary goal of the weighting method is to treat teachers as fairly and as equally as possible. This particular weighting method does this in a few ways:

- When it aims to take a teacher's mix of grades and subjects into account
- When it gives the most weight to the measures that are standardized across teachers
- When it includes the same measures (whenever possible) for each teacher

At this point, the evaluator should have calculated or received individual scores for the following measures: Teacher Effectiveness Rubric (TER), Individual Growth Model (IGM) (if available), and School-wide Learning Measure (SWL). How these measures are weighted depends on a teacher's mix of classes and the availability of growth data. Teachers fall into one of two groups (further definitions of these groups can be found in the Glossary).

Student growth is further measured by evaluators for non-growth model teachers through state and federal testing, results from common formative assessments, and the tracking of student progress. This may include results from essential learning scales. Testing measures and grading practices may also be reflective of student learning and improvement.

> Two groups are established
> **Teacher with IGM (Group 1): Formerly groups 1 and 2.**
> **Non IGM Teachers (Group 2): Formerly group 3**
> Each group of teachers has a separate weighting scheme. Each is summarized in the charts below.

Key:

**TER – Teacher Effectiveness Rubric**          **IGM – Individual Growth Model Data**

**SWL – School-wide Learning Measure**
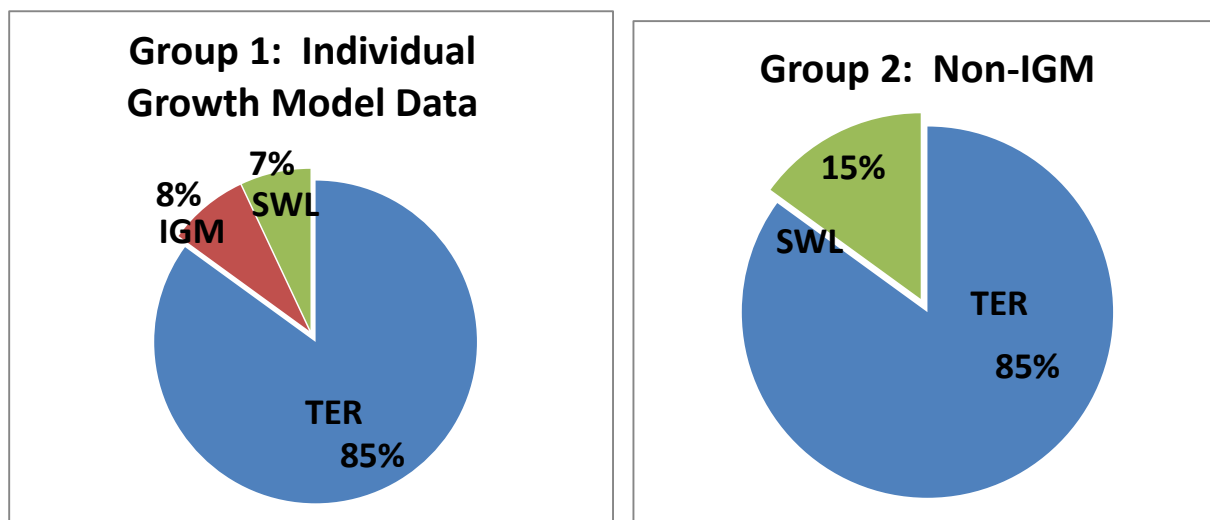


Group 1 weight change as of 6/1/15 by collective stakeholder agreement.

Compared across groups, the weighting looks as follows:

| Component | G1:  IGM classes | G2: Non-IGM classes only | |
|---|---|---|---|
| **Teacher Effectiveness Rubric** | 85% | 85% | |
| **Individual Growth Model Data** | 8% | N/A | |
| **School-wide Learning Measure** | 7% | 15% | |

Once the weights are applied appropriately, an evaluator will have a final decimal number. Below is an example from a Group 1 teacher:

| Component | Raw Score | Weight | Weighted Score |
|---|---|---|---|
| **Teacher Effectiveness Rubric** | 2.9 | X 85% | = 2.47 |
| **Individual Growth Model Data** | 3 | X 8% | =0 .24 |
| **School-wide Learning Measure** | 3 | X 7% | =0.21 |
| **Sum of the Weighted Scores** | | | 2.92 |

* To get the final weighted score, simply sum the weighted scores from each component.

This final weighted score is then translated into a rating on the following scale.

2.92

| Ineffective | Improvement Necessary | Effective | Highly Effective |
|---|---|---|---|

1.0         1.75         2.8         3.8         4.0
                                                  Points
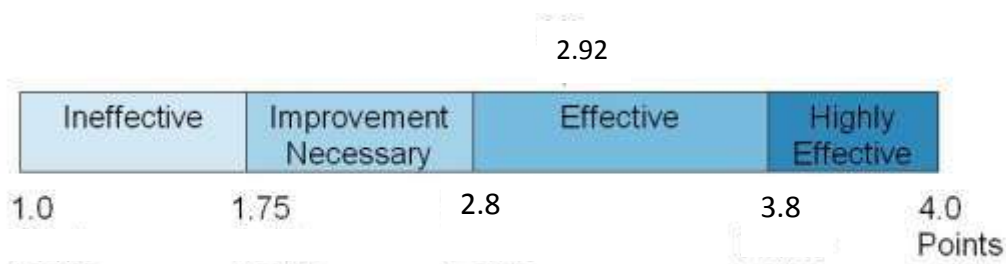
Note: Borderline points always round up.

The score of 2.92 reflects a rating of "Effective". Primary evaluators should meet with teachers in a summative conference to discuss all the information collected in addition to the final rating. A summative evaluation form to help guide this conversation is provided in Appendix B. The summative conference may occur at the end of the school year in the spring, or when teachers return in the fall, depending on the availability of data for the individual teacher.

## Principal and administration-Modified RISE
Weights:
70% PER
30% SWL

## Superintendent-ISBA/IAPSS
Weights:
50% SER
30% Performance Goals
20% SWL

# Glossary of Terms

**Observations** are defined by Indiana Administrative Code requiring a minimum of 2 per year.

**Achievement:** Defined as meeting a uniform and pre-determined level of on subject or grade level standards. Achievement is a set point or "bar" that is the same for all students, regardless of where they begin.

**Beginning-of-Year Conference:** A conference in the fall during which a teacher and primary evaluator discuss the teacher's prior year performance and Professional Development Plan (if applicable). In some cases, this conference may double as the "Summative Conference" as well.

**Competency:** There are twenty competencies, or skills of an effective teacher, in the Teacher Effectiveness Rubric. These competencies are split between the three domains. Each competency has a list of observable indicators for evaluators to look for during an observation.

**Conferences:** Administrators may schedule conferences with the teacher. Administrators or teachers may request conferences to facilitate discussion and thoroughly address competencies contained in the Teacher Effectiveness Rubric. Conferences can take many forms. Examples include post-observation meetings or Domains 1 and 3 checks.

**Corporation-Wide Assessment:** A common assessment given to all schools in the corporation. This assessment may have either been created by teachers within the corporation or purchased from an assessment vendor. This may also be an optional state assessment that the corporation chooses to administer corporation-wide (ex. Acuity, mCLASS, etc).

**Domain:** There are four domains, or broad areas of instructional focus, included in the Indiana Teacher Effectiveness Rubric: Planning, Instruction, Leadership, and Core Professionalism. Under each domain, competencies describe the essential skills of effective instruction.

**End-of-Year Conference:** A conference in the spring during which the teacher and primary evaluator discuss the teacher's performance on the Teacher Effectiveness Rubric. In some cases, this conference may double as the "Summative Conference" as well.

**Feedback:** There are no time limit requirements established by the state for observation feedback; however, this is an important part of the process where the evaluator shares insights and suggestions from observations. Written and verbal feedback should occur in a timely manner. After shorter observations focusing on specific competencies it is possible to have feedback to teachers within 24-48 hours. After formal observations it is beneficial to have feedback for teachers within five schools days.

**Group 1 IGM Teacher:** For the purpose of summative weighting, a group 1 teacher is a teacher who has growth model data. More specifically, this includes any teacher in grades 4-8 that teaches both ELA and Math OR any teacher in grades 4-8 that teaches either ELA or Math.

**Group 2 Non-IGM Teacher:** For the purpose of summative weighting, a group 2 teacher is a teacher for whom none of their classes have growth model data. This currently represents all PK-3 teachers and high school teachers. It also may represent any teachers in grades 4-8 that teach neither

math nor ELA.

**Growth:** Improving skills required to achieve mastery on a subject or grade-level standard over a period of time. Growth differentiates mastery expectations based on baseline performance.

**Indiana Growth Model:** The IN Growth Model rating is calculated by measuring the progress of students in a teacher's class to students throughout the state who have the same score history (their academic peers). Most teachers will have a small component of their evaluation based on school-wide growth model data. Individual growth model data currently only exists for teachers in grades 4-8 ELA/Math.

**Teacher Effectiveness Rubric**: The Teacher Effectiveness Rubric was written by an evaluation committee of education stakeholders from around the state and adapted by Clark-Pleasant Schools. The rubric includes twenty competencies and three primary domains: Planning, Instruction, and Leadership. It also includes a fourth domain: Core Professionalism, used to measure the fundamental aspects of teaching, such as attendance.

**Indicator:** These are observable pieces of information for evaluators to look for during an observation. Indicators are listed under each competency in the Teacher Effectiveness Rubric.

**ISTEP+:** A statewide assessment measuring proficiency in Math and English Language Arts in grades 3-8, Social Studies in grades 5 and 7, and Science in grades 4 and 6. The Indiana Growth model uses ISTEP scores in Math and ELA to report student growth for these two subjects in grades 4-8. ISTEP+ is also taken in Grade 10 for both English and math.

**Mid-Year Conference:** An optional conference in the middle of the year in which the primary evaluator and teacher meet to discuss performance thus far.

**Observation**: An observation can be announced or unannounced. Observations are accompanied by optional pre-conferences. Written feedback should occur within 24 to 48 hours of the observation. Through mutual agreement between the evaluator and teacher conference can become an artifact conference for Domain 1 or 3.

**Post-Conference:** An optional conference that takes place after one observation during which the evaluator provides feedback verbally and in writing to the teacher.

**Pre-Conference:** An optional conference that takes place before an observation during which the evaluator and teacher discuss important elements of the lesson or class that might be relevant to the observation.

**Primary Evaluator:** The person chiefly responsible for evaluating a teacher. This evaluator approves Professional Development Plans (when applicable) in the fall and assigns the summative rating in the spring. Each teacher has only one primary evaluator. The primary evaluator must perform a minimum of one extended and one short observation.

**Professional Development Goals:** These goals, identified through self-assessment and reviewing prior evaluation data, are the focus of the teacher's Professional Development Plan over the course of the year. Each goal will be specific and measurable, with clear benchmarks for success.

**Professional Development Plan:** The individualized plan for educator professional development based on prior performance. Each plan consists of Professional Development Goals and clear action steps for how each goal will be met. The only teachers in CPCSC Evaluation System who must have a Professional Development Plan are those who received a rating of Improvement Necessary or Ineffective the previous year.

**Professional Judgment:** A primary evaluator's ability to look at information gathered and make an informed decision on a teacher's performance without a set calculation in place. Primary evaluators will be trained on using professional judgment to make decisions.

**Professional Practice:** Professional Practice is the first of two major components of the summative evaluation score (the other is Student Learning). This component consists of information gathered through observations using the Teacher Effectiveness Rubric and conferences during which evaluators and teachers may review additional materials.

**School-Wide Assessment:** A school-wide assessment is common to one school, but not given across schools. It is usually created by a team of teachers within the school, but may have been purchased from an outside vendor. It is administered to all students in a given grade or subject. For an assessment to be considered school-wide, it must be given by more than one teacher.

**Secondary Evaluator:** An evaluator whose observations, feedback, and information gathering informs the work of a primary evaluator.

**Additional Observation:** May be unannounced or announced at the request of the teacher or for the need of the evaluator to see specific competencies. There are no conferencing requirements for additional observations. Feedback in writing should be delivered within 24 to 48 hours.

**Statewide Assessment:** A statewide assessment refers to any mandatory assessment offered by the state. Examples of this in Indiana include: ISTEP, ECAs, LAS Links, etc.

**Student Learning Objective:** SLOs have been eliminated from the CPCSC Evaluation System. Achievement and growth formerly measured by SLOs will be incorporated into the TER and SWL.

**Student Learning:** Student learning is the second major component of the summative evaluation score (the first is Professional Practice). Student learning is measured by a teacher's individual Indiana Growth Model data (when available) as well as classroom and school-wide measures of student growth and performance. Classroom data also includes performance on essential learnings.

**Summative Conference:** A conference where the primary evaluator and teacher discuss performance from throughout the year leading to a summative rating. This may occur in the spring once all necessary data is available for scoring.

**Summative Rating:** The final summative rating is a combination of a teacher's Professional Practice rating and the measures of Student Learning. These elements of the summative rating are weighted differently depending on the mix of classes a teacher teaches. The final score is mapped on to a point scale. The points correspond to the four summative ratings: Highly Effective, Effective, Improvement

Necessary, and Ineffective.   When all data and components are compiled the evaluation will be completed within seven business days.  This is contingent on the return of performance data from IDOE.

**Teacher-Created Assessment:** A teacher-created assessment is an individual exam developed and administered by an individual teacher. Please note that a teacher-created assessment does not refer to an assessment created by and administered by *groups* of teachers (see school-wide assessment)

**Observations and conferences** may occur upon the request of the evaluator or employee.

**Team-Based SMART Goals**:  Team-based SMART Goals complement the PLC process.  This is not an added step.  Rather it combines a couple of aspects teachers already perform into one concept which fits the needs of the evaluation process and the work within your PLCs.  These are the same goals you are working on during PLCs.  The SMART Goal is a functional tool, focusing on an Essential Learning, which will further satisfy competency-1.2 (Student Achievement Goal) as well as meet the collective need of the PLC.  See Teacher Effectiveness Rubric 1.2 for a list of specific indicators associated to the Student Achievement Goal.

**Conferences-**Administrators will schedule as many conferences as necessary with the teacher.  Administrators or teachers may request conferences to facilitate discussion and thoroughly address competencies contained in the Teacher Effectiveness Rubric.  Conferences can take many forms.  Examples include post-observation meetings or Domains 1 and 3 checks.

**Summative Evaluation-**The conclusion of the process occurs when IDOE returns SWL and IGM data

**Glossary of Acronyms Associated to the Clark Pleasant Evaluation System**

**TER-Teacher Effectiveness Rubric**
**PLC-Professional Learning Community**
**SWL-School Wide Learning**
**IGM-Individual Growth Model**
**Pivot-Evaluator management tool**

# Appendix A – Allowable Modifications to RISE

Corporations that follow the RISE guidelines and use both this handbook and the Student Learning Objectives handbook exactly as written are considered to be using the *RISE Evaluation and Development System*.

If a corporation chooses to make minor edits to the RISE system, the system must then be titled "(Corporation name) RISE", and should be labeled as such on all materials. The edited system must meet the following minimum requirements listed below to use the name RISE:

- Profes sional Practice Component
    - Minimum number of short and extended observations
    - Minimum length for short and extended observations

    - Minimum requirements around feedback and conferencing
    - Use of the Teacher Effectiveness Rubric with all domains and competencies
    - Scoring weights for all Professional Practice domains, including Core Professionalism
    - Use of optional RISE observation/conferencing forms OR similarly rigorous forms (not checklists)
- Measu res of Student Learning

    - Three measures of student learning as outlined in the CPCSC Evaluation System

- Summative Scoring
    - Weights assigned to components of the summative model
    - Definition of groups of teachers for weighting purposes

If a corporation chooses to deviate from any of the minimum requirements of the most recent version of RISE (found at [www.riseindiana.org](www.riseindiana.org)), the corporation may no longer use the name "RISE". Corporations can give any alternative title to their system, and may choose to note that the system has been "adapted from Indiana RISE".

All certified administrators are trained to use the CPCSC Evaluation System before they begin evaluating staff.  Training is either conducted through the Assistant Superintendent, by building principals, or IDOE sponsored evaluator training.  Within each building evaluators will conduct comparisons in an attempt to obtain inter-rater reliability and consistency.  Throughout each school year ongoing training will be conducted covering the use of the model and the    utilization of the evaluation management software.

# Appendix B – Optional Observation and Conferencing Forms

All forms in this appendix are optional and are not required to be used when implementing RISE. Although evaluators should use a form that best fits their style, some types of forms are better than others. For example, the best observation forms allow space for observers to write down clear evidence of teacher and student practice. One such form is included below, but there are many other models/types of forms that may be used. Using checklists for observation purposes is not recommended, however, as this does not allow the evaluator to clearly differentiate between four levels of performance with supporting evidence.

## Optional Observation Mapping Form 1 – By Competency

**Note: It is not expected that every competency be observed during every observation. This form may be used for formal or informal observations per evaluator preference.**

SCHOOL: _____   OBSERVER: _____

TEACHER: _____   GRADE/SUBJECT: _____

DATE OF OBSERVATION: _____   START TIME: _____   END TIME: _____

| 2.1 OBJECTIVE | |
|---|---|
| **Evidence** | **Indicator** |
| | |

| 2.2  CONTENT | |
|---|---|
| **Evidence** | **Indicator** |
| | |

| 2.3 ENGAGEMENT | |
|---|---|
| **Evidence** | **Indicator** |
| | |

| 2.4 UNDERSTANDING | |
|---|---|
| **Evidence** | **Indicator** |
| | |

| 2.5 MODIFY INSTRUCTION | |
|---|---|
| **Evidence** | **Indicator** |
| | |

| 2.6  RIGOR | |
|---|---|
| **Evidence** | **Indicator** |
| | |

| 2.7 MAXIMIZE INSTRUCTIONAL TIME | |
|---|---|
| **Evidence** | **Indicator** |
| | |

| 2.8 CLASSROOM CULTURE | |
|---|---|
| **Evidence** | **Indicator** |
| | |

| 2.9 HIGH EXPECTATIONS | |
|---|---|
| **Evidence** | **Indicator** |
| | |

| 2.10 Provide Impactful Feedback | |
|---|---|
| **Evidence** | **Indicator** |
| | |

Overall Strengths:

Overall Areas for Improvement:

## Optional Pre-Observation Form - Teacher

**Note: This form may be used in conjunction with a pre-conference, but can also be exchanged without a pre-conference prior to the observation.**

SCHOOL: _____     OBSERVER:_____

TEACHER: _____     GRADE/SUBJECT: _____

DATE AND PERIOD OF SCHEDULED OBSERVATION: _____

Dear Teacher,

In preparation for your formal observation, please answer the questions below and attach any requested material.

1) What learning objectives or standards will you target during this class?

2) How will you know if students are mastering/have mastered the objective?

3) Is there anything you would like me to know about this class in particular?

4) Are there any skills or new practices you have been working on that I should look for?

Please attach the following items for review prior to your scheduled observation:

## Optional Post-Observation Form - Evaluators

**Instructions: The primary post-observation document should simply be a copy of the observation notes taken in the classroom.  This form is designed to summarize and supplement the notes.**

SCHOOL: _____    OBSERVER: _____

TEACHER: _____    GRADE/SUBJECT: _____

DATE OF OBSERVATION: _____    START TIME: _____    END TIME: _____

Domain 2: Areas of Strength Observed in the Classroom (identify specific competencies):

Domain 2: Areas for Improvement Observed in the Classroom (identify specific competencies):

Domain 1: Analysis of information (including strengths and weaknesses) in Planning:

Domain 3: Analysis of information (including strengths and weaknesses) in Leadership:

Action Steps for Teacher Areas of Improvement:
*This section should be written by the teacher and evaluator during the post-conference.*

## Optional Post-Observation Form – Teacher

SCHOOL: _____    OBSERVER: _____

TEACHER: _____    GRADE/SUBJECT: _____

DATE OF OBSERVATION: _____    START TIME: _____    END TIME: _____

Dear Teacher,

In preparation for our post-conference, please complete this questionnaire and bring it with you when we meet.  Your honesty is appreciated and will help us to have a productive conversation about your performance and areas for improvement.

1) How do you think the lesson went?  What went well and what didn't go so well?

2) Did you accomplish all that you wanted to in terms of students mastering the objectives of the lesson?  If not, why do you think it did not go as planned?

3) If you were to teach this lesson again, what would you do differently?

4) Did the results of this lesson influence or change your planning for future lessons?

## Optional Mid-Year Professional Practice Check-In Form

SCHOOL: _____     SUMMATIVE EVALUATOR: _____

TEACHER: _____     GRADE/SUBJECT: _____

DATE: _____

**Note: Mid-year check-in conferences are optional for any teacher without a professional development plan, but can be helpful for evaluators to assess what information still needs to be collected, and for teachers to understand how they are performing thus far. It should be understood that the mid-year rating is only an assessment of the first part of the year and does not necessarily correspond to the end-of-year rating. If there has not yet been enough information to give a mid-year rating, circle N/A.**

Number of Formal Observations Prior to Mid-Year Check-in: _____

Number if Informal Observations Prior to Mid-Year Check-in: _____

| Domain 1: Planning | Mid-Year Assessment of Domain 1 |
|---|---|
| 1.1 Utilize Assessment Data to Plan<br>1.2 Set Ambitious and Measurable<br>1.3 Achievement Goals<br>1.4 Develop Standards-Based Unit Plans and Assessments<br>1.5 Create Objective-Driven Lesson Plans and Assessments<br>1.6 Track Student Data and Analyze Progress | |
| **Mid-Year Rating (Circle One)** | **4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.   N/A** |

| Domain 2: Instruction | Mid-Year Assessment of Domain 2 |
|---|---|
| 2.1 Develop Student Understanding and Mastery of Lesson Objectives | |
| **Mid-Year Rating (Circle One)** | **4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.   N/A** |
| 2.2 Demonstrate and Clearly Communicate Content Knowledge to Students | |
| **Mid-Year Rating (Circle One)** | **4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.   N/A** |
| 2.3 Engage Students in Academic Content | |
| **Mid-Year Rating (Circle One)** | **4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.   N/A** |

| | |
|---|---|
| 2.4  Check for Understanding | |
| **Mid-Year Rating (Circle One)** | **4 – High. Eff.    3 – Eff.    2- Improv. Nec    1 – Ineff.    N/A** |
| 2.5  Modify Instruction as Needed | |
| **Mid-Year Rating (Circle One)** | **4 – High. Eff.    3 – Eff.    2- Improv. Nec    1 – Ineff.    N/A** |
| 2.6  Develop Higher Level Understanding Through Rigorous Instruction and Work | |
| **Mid-Year Rating (Circle One)** | **4 – High. Eff.    3 – Eff.    2- Improv. Nec    1 – Ineff.    N/A** |

| | |
|---|---|
| 2.7  Maximize Instructional Time | |
| **Mid-Year Rating (Circle One)** | **4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.   N/A** |
| 2.8  Create Classroom Culture of Respect and Collaboration | |
| **Mid-Year Rating (Circle One)** | **4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.   N/A** |
| 2.9  Set High Expectations for Academic Success | |
| 2.10 Provide for Impactful Feedback | |
| **Mid-Year Rating (Circle One)** | **4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.   N/A** |

| Domain 3: Leadership | Mid-Year Assessment of Domain 3 |
|---|---|
| 3.1 Contribute to School Culture<br>3.2 Collaborate with Peers<br>3.3 Seek Professional Skills and Knowledge<br>3.4 Advocate for Student Success<br>3.5 Engage Families in Student Learning | |
| **Mid-Year Rating (Circle One)** | **4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.   N/A** |

| Domain 4: Professionalism | Mid-Year Assessment of Domain 4 |
|---|---|
| 1. Attendance<br>2. On-Time Arrival<br>3. Policies and Procedures | |
| **Mid-Year Rating (Circle One)** | **Meets Standards          Does Not Meet Standards** |

# Optional Summative Rating Form

SCHOOL: _____    SUMMATIVE EVALUATOR: _____

TEACHER: _____    GRADE/SUBJECT: _____

DATE: _____

**Note:** **Prior to the summative conference, evaluators should complete this form based on information collected and assessed throughout the year.  A copy should be given to the teacher for discussion during the summative conference.**

## Teacher Effectiveness Rubric Scoring

Number of Formal Observations: _____

Number if Informal Observations: _____

| Domain 1: Planning | Competency Rating | Final  Assessment of Domain 1 |
|---|---|---|
| 1.1   Utilize Assessment Data to Plan | 1.1: _____ | |
| 1.2  Set Ambitious and Measurable Achievement Goals | 1.2: _____ | |
| 1.3  Develop Standards-Based Unit Plans and Assessments | 1.3: _____ | |
| 1.4  Create Objective-Driven Lesson Plans and Assessments | 1.4: _____ | |
| 1.5  Track Student Data and Analyze Progress | 1.5: _____ | |
| **Final Rating (Circle One)** | | **4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.** |

| Domain 2: Instruction | Competency Rating | Final  Assessment of Domain 2 |
|---|---|---|
| 2.1 Develop Student Understanding and Mastery of Lesson Objectives | 2.1: _____ | |
| 2.2 Demonstrate and Clearly Communicate Content Knowledge to Students | 2.2: _____ | |
| 2.3 Engage Students in Academic Content | 2.3: _____ | |
| 2.4 Check for Understanding | 2.4: _____ | |
| 2.5  Modify Instruction as Needed | 2.5: _____ | |
| 2.6 Develop Higher Level Understanding Through Rigorous Instruction and Work | 2.6: _____ | |
| 2.7 Maximize Instructional Time | 2.7: _____ | |
| 2.8 Create Classroom Culture of Respect and Collaboration | 2.8: _____ | |
| 2.9 Set High Expectations for Academic Success | 2.9: _____ | |
| 2.10 Provide for Impactful Feedback | 2.10: _____ | |
| **Final Rating (Circle One)** | | **4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.** |

| Domain 3: Leadership | Competency Rating | Final Assessment of Domain 3 |
|---|---|---|
| 3.1 Contribute to School Culture | 3.1: _____ | |
| 3.2 Collaborate with Peers | 3.2: _____ | |
| 3.3 Seek Professional Skills and Knowledge | 3.1: _____ | |
| 3.4 Advocate for Student Success | 3.4: _____ | |
| 3.5 Engage Families in Student Learning | 3.5: _____ | |
| **Final Rating (Circle One)** | | **4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.** |

## *Domains 1-3 Weighted Scores*

| Domain | Rating (1-4) | Weight | Weighted Rating |
|---|---|---|---|
| Domain 1 | | 15% | |
| Domain 2 | | 75% | |
| Domain 3 | | 10% | |
| | Final Score for Domains 1-3: | | |

Follow the following formula to calculate by hand:

1) Rating * % Weight = Weighted Rating
2) Sum of Weighted Ratings = Final Score for Domains 1-3

**Final Teacher Effectiveness Rubric Score, Domains 1-3: _____**

| Domain 4: Professionalism | Final Assessment of Domain 4 |
|---|---|
| 1.  Attendance<br><br>2.  On-Time Arrival<br><br>3.  Policies and Procedures | |
| **Final Rating (Circle One)** | **Meets Standards          Does Not Meet Standards** |

## *Final Teacher Effectiveness Rubric Score*

Directions: If the teacher "Meets Standards" above, deduct 0 points.  The final Teacher Effectiveness Rubric score remains the same as in the previous step.  If the teacher "Does Not Meet Standards", deduct either .5 or 1 point from the score calculated in the previous step.

**Final Teacher Effectiveness Rubric Score:** _____

SMART Goals are associated to TER 1.2 Student Achievement Goals.

## *Student Learning Objectives*

SLO's are not used by CPCSC as part of the evaluations of certified staff.  Instead student achievement and teacher performance are based on Essential Learnings through the use of carefully crafted progression scales as a measure of content mastery by utilizing common formative assessments.  Essential Learnings and content mastery are determined by Indiana Academic Standards.

## Final Summative Rating

Circle the group to which the teacher belongs. Then use the appropriate weights to calculate the final rating:

**Group 1**                    **Group 2**

| Measure | Rating (1-4) | GROUP 1 Weights | GROUP 2 Weights | Weighted Rating |
|---------|--------------|-----------------|-----------------|-----------------|
| **Choose only one set of weights** | | | | |
| Teacher Effectiveness Rubric | | 85% | 85% | |
| Indiana Growth Model | | 8% | N/A | |
| School-wide Learning Measure* | | 7% | 15% | |
| Final Summative Score: | | | | |

* All teachers in the same school should have the same rating on this measure

Follow the following formula to calculate by hand:

1) Rating * % Weight = Weighted Rating
2) Sum of Weighted Ratings = Final Summative Score

**Final Summative Evaluation Score:** _____

Use the chart below and the Final Summative Evaluation Score to determine the teacher's final rating.

| Ineffective | Improvement Necessary | Effective | Highly Effective |
|-------------|----------------------|-----------|------------------|

| 1.0 Points | 1.75 Points | 2.8 Points | 3.8 Points | 4.0 Points |

Note: Borderline points always round up.

**Final Summative Rating:**

☐ **Ineffective**                    ☐ **Improvement Necessary**

☐ **Effective**                    ☐ **Highly Effective**

**Teacher Signature**

I have met with my evaluator to discuss the information on this form and have received a copy.

Signature: _____     Date: _____

**Evaluator Signature**

I have met with this teacher to discuss the information on this form and provided a copy.

Signature: _____     Date: _____

## Optional Professional Development Plan

Using relevant student learning data, evaluation feedback and previous professional development, establish areas of professional growth below. Although there is not a required number of goals in a professional development plan, you should set as many goals as appropriate to meet your needs. In order to focus your efforts toward meeting all of your goals, it will be best to have no more than three goals at any given time. Each of your goals is important but you should rank your goals in order of priority. On the following pages, complete the growth plan form for each goal.

| Goal | Achieved? |
|---|---|
| 1. | |
| 2. | |
| 3. | |

| Name: | | | |
|---|---|---|---|
| School: | | | |
| Grade Level(s): | | Subject(s): | |
| Date Developed: | | Date Revised: | |
| *Primary Evaluator Approval* | X | *Teacher Approval* | X |

| Professional Growth Goal #1 | | | | | | |
|---|---|---|---|---|---|---|
| **Overall Goal:** *Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).* | **Action Steps:** *Include specific and measurable steps you will take to improve.* | **Benchmarks and Data:** *Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.* | | | | **Evidence of Achievement:** *How do you know that your goal has been met?* |
| | Action Step 1 | __/__/__ | __/__/__ | __/__/__ | __/__/__ | |
| | | Data: | Data: | Data: | Data: | |
| | Action Step 2 | __/__/__ | __/__/__ | __/__/__ | __/__/__ | |
| | | Data: | Data: | Data: | Data: | |

| Professional Growth Goal #2 | | | | | | |
|---|---|---|---|---|---|---|
| **Overall Goal:**<br>*Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).* | **Action Steps:**<br>*Include specific and measurable steps you will take to improve.* | **Benchmarks and Data:**<br>*Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.* | | | | **Evidence of Achievement:**<br>*How do you know that your goal has been met?* |
| | Action Step 1 | __/__/__ | __/__/__ | __/__/__ | __/__/__ | |
| | | Data: | Data: | Data: | Data: | |
| | Action Step 2 | __/__/__ | __/__/__ | __/__/__ | __/__/__ | |
| | | Data: | Data: | Data: | Data: | |

| Professional Growth Goal #3 | | | | | |
|---|---|---|---|---|---|
| **Overall Goal:**<br>*Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).* | **Action Steps:**<br>*Include specific and measurable steps you will take to improve.* | **Benchmarks and Data:**<br>*Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.* | | | | **Evidence of Achievement:**<br>*How do you know that your goal has been met?* |
| | Action Step 1 | __/__/__ | __/__/__ | __/__/__ | __/__/__ | |
| | | Data: | Data: | Data: | Data: | |
| | Action Step 2 | __/__/__ | __/__/__ | __/__/__ | __/__/__ | |
| | | Data: | Data: | Data: | Data: | |

# Modification, Additional Rubrics, and Procedures

\*A teacher who receives a rating of ineffective may file a request for a conference with the superintendent or his designee no later than five days after receiving notice of the rating.

\*A teacher who receives an ineffective or improvement necessary will be required to participate in the development and implementation of a remediation plan (Teacher Improvement Plan or Intensive Teacher Improvement Plan).  The plan will be no longer than 90 days in length and emphasize the deficiencies noted in the certificated employee's evaluation.  The remediation plan will include professional development support which will be applicable to license renewal credits.  The type of professional development programming will be decided upon by the evaluator and may include the assistance of the Curriculum and Instruction Department.

\*The building principal will be responsible for notifying the parents of each student in a class in the event they are placed with an ineffective teacher for two consecutive years.  Notification will occur at the start of the second consecutive year and be delivered in writing and telephone or in person.  A student will not be placed in the room of an ineffective teacher for two consecutive years unless there are no other alternatives.  The building principal will move any student into another classroom to avoid placement for two consecutive years with an ineffective teacher.

\*Primary and Secondary Evaluators for CPCSC will be certified administrators in the area of supervision and Instruction; furthermore, they will be trained by the IDOE or through district based training conducted by the assistant superintendent in charge of teacher evaluation.  Ongoing training is conducted to advance skills in evaluating, providing feedback, and utilization of the PIVOT Evaluation management system.  Training occurs during administrative meetings and in the buildings through collaboration between administrators concerning indictors of success.

\*Negative impact is characterized by a significant decrease in student achievement and notably low levels of student growth. IDOE will calculate negative impact for all teachers with Indiana Growth Model data. A teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.  IC 20-28-11.5-4 (c) 6.  For teachers who do not receive Indiana Growth Model data (IGM), Negative Impact on Student Learning is defined by the district as any teacher who is scored in the Ineffective category on their summative evaluation.  This will be determined during the evaluation process as a teacher who fails to meet district expectations in academic standards, student ability to demonstrate mastery, and a significant number of students are unable to demonstrate mastery of academic standards.  Student state-wide assessment performance is a valuable component in this decision.  Teachers identified in the category of Negative Impact on Student Learning are not eligible for any performance raise on the corporation's compensation model.  Additionally, any teacher rated Improvement Necessary, but not identified as Negative Impact on Student Learning, also cannot receive a performance pay increase for the year of the below performance expectation evaluation.

# CPCSC Plan Writing and Explanation Procedures

In accordance with IC 20-28-11.5-4 (e), the superintendent will delegate the maintenance and writing of the Clark Pleasant Community School Corporation Evaluation System to an appropriate central office administrative designee who oversees the activities of corporation evaluation and assessment.  The designee will be the Assistant Superintendent for Human Resources for the 2018-2019 school year.

Clark Pleasant has an evaluation committee which meets annually.  Any stakeholder group can suggest changes.  The administration, building principals, and the Clark Pleasant Education Association (CPEA) are equally involved in the writing of the evaluation plan..

Before evaluations are conducted:

The superintendent will present changes in the plan to the corporation evaluation committee and the teacher representatives for the Clark Pleasant Education Association (CPEA).

The superintendent will inform members of the Board of Trustees to update the changes made to the plan for the 2018-2019 school year.

As noted in IC 20-28-11.5-4 (e), the evaluation plan is not subject to bargaining, but meaningful discussion of the plan is facilitate during the district discussion process and with the corporation evaluation committee.

# Appendix C – CPCSC Teacher Effectiveness Rubric

On the following page, you will find the CPCSC Teacher Effectiveness Rubric.  Visit www.cpcsc.k12.in.us for versions of the various rubric under staff resources, evaluation resources these are printable on 8.5" x 11" paper.

## Other Rubrics used in the Clark-Pleasant Evaluation System

Instructional Coaches, Teacher Effectiveness Rubric, Secondary Counselors, Elementary Counselors, Special Education ICASE, Principal, Assistant Principal, Athletic Directors, and AISLE

# Clark-Pleasant
# Community School Corporation
# Teacher Evaluation

# DOMAIN 1: PURPOSEFUL PLANNING

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

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

| 1.4 | Create Objective-Driven Lesson Plans and Assessments | At Level 4, a teacher fulfills the criteria for Level 3 and additionally:<br>- Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction<br>- Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction | Based on unit plan, teacher plans daily lessons by:<br>- Identifying lesson objectives that are aligned to the unit of study (1.3)<br>- Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives<br>- Designing formative assessments that measure progress towards mastery and inform instruction | Based on unit plan, teacher plans daily lessons by:<br>- Identifying lesson objectives that are aligned to state content standards<br>- Matching instructional strategies and activities/assignments to the lesson objectives.<br><br>Teacher may not:<br>- Design assignments that are meaningful or relevant<br>- Plan formative assessments to measure progress towards mastery or inform instruction. | Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments. |
| --- | --- | --- | --- | --- | --- |
| 1.5 | Track Student Data and Analyze Progress | At Level 4, a teacher fulfills the criteria for Level 3 and additionally:<br>- Checks for understanding for additional data points regularly and appropriately for the course of study<br>- Updates tracking system daily<br>- Uses data analysis of student progress to drive lesson planning for the following day | Teacher uses an effective data tracking system for:<br>- Recording student assessment/ progress data<br>- Analyzing student progress towards mastery and planning future lessons/units accordingly<br>- Maintaining a grading system aligned to student learning goals and follows corporation grading practices | Teacher uses an effective data tracking system for:<br>- Recording student assessment/ progress data<br>- Maintaining a grading system<br><br>Teacher may not:<br>- Use data to analyze student progress towards mastery or to plan future lessons/units<br>- Have grading system that appropriately aligns with student learning goals | Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernible grading system |

# DOMAIN 2: EFFECTIVE INSTRUCTION

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

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

Notes:

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.

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

| Competency | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|
| Competency 2.3: | Teacher is highly effective at engaging students in academic content | Teacher is effective at engaging students in academic content | Teacher needs improvement at engaging students in academic content | Teacher is ineffective at engaging students in academic content |
| Engage students in academic content | For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:<br><br>- Teacher provides ways to engage with content that significantly promotes student mastery of the objective<br><br>- Teacher provides differentiated ways of engaging with content specific to individual student needs<br><br>- The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do<br><br>- Teacher effectively integrates technology as a tool to engage students in academic content | - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective<br><br>- Ways of engaging with content reflect different learning modalities or intelligences<br><br>- Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged<br><br>- ELL and IEP students have the appropriate accommodations to be engaged in content<br><br>- Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) | - Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content<br><br>- Teacher may miss opportunities to provide ways of differentiating content for student engagement<br><br>- 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<br><br>- ELL and IEP students are sometimes given appropriate accommodations to be engaged in content<br><br>- Students may appear to actively listen, but when it comes time for participation are disinterested in engaging | - Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content<br><br>- Teacher does not differentiate instruction to target different learning modalities<br><br>- 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<br><br>- ELL and IEP students are not provided with the necessary accommodations to engage in content<br><br>- 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.

Removed first bullet in ineffective, improvement necessary and effective levels that included a fraction of students.

| Competency | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|
| Competency 2.4:<br><br>Check for<br>Understanding | Teacher is highly effective at checking for understanding | Teacher is effective at checking for understanding | Teacher needs improvement at checking for understanding | Teacher is ineffective at checking for understanding |
| | For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:<br><br>- Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof)<br><br>- Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher- order thinking | - Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)<br><br>- Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding<br><br>- Teacher uses wait time effectively both after posing a question and before helping students think through a response<br><br>- Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students<br><br>- 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) | - Teacher sometimes checks for understanding of content, but misses several key moments<br><br>- 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<br><br>- 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<br><br>- Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students<br><br>- Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments. | - Teacher rarely or never checks for understanding of content, or misses nearly all key moments<br><br>-Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding<br><br>- 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.<br><br>- Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students<br><br>- 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

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

Notes:

1. 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.

| Competency | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|
| Competency 2.6:<br><br>Develop Higher Level of Understanding through Rigorous Instruction and Work | Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work | Teacher is effective at developing a higher level of understanding through rigorous instruction and work | Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work | Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work |
| | For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:<br><br>- Lesson is accessible and challenging to all students<br><br>- Students are able to answer higher-level questions with meaningful responses<br><br>- Students pose higher-level questions to the teacher and to each other<br><br>- Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great<br><br>- Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements enrichment | - Lesson is accessible and challenging to almost all students<br><br>- Teacher frequently develops higher-level understanding through effective questioning<br><br>- Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding<br><br>- Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning<br><br>- Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks | - Lesson is not always accessible or challenging for students<br><br>- Some questions used may not be effective in developing higher-level understanding (too complex or confusing)<br><br>- Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding<br><br>- While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate<br><br>- Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying | - Lesson is not aligned with developmental level of students (may be too challenging or too easy)<br><br>- Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts.<br><br>- Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding.<br><br>- Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts.<br><br>- Teacher gives up on students easily and does not encourage them to persist through difficult tasks |

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.

| Competency | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|
| Competency 2.7:<br><br>Maximize Instructional Time | Teacher is highly effective at maximizing instructional time | Teacher is effective at maximizing instructional time | Teacher needs improvement at maximizing instructional time | Teacher is ineffective at maximizing instructional time |
| | For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:<br><br>- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher<br><br>- Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance)<br><br>- Students share responsibility for operations and routines and work well together to accomplish these tasks<br><br>- All students are on-task and follow instructions of teacher without much prompting (See note #2)<br><br>- Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson | - Students arrive on-time and are aware of the consequences of arriving late (unexcused)<br><br>- Class starts on-time<br><br>- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher<br><br>- Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance)<br><br>- Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective<br><br>- Almost all students are on-task and follow instructions of teacher without much prompting<br><br>- Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson. | - Some students consistently arrive late (unexcused) for class without consequences<br><br>- Class may consistently start a few minutes late<br><br>- Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed<br><br>- There is more than a brief period of time when students are left without meaningful work to keep them engaged<br><br>- Teacher may delegate lesson time inappropriately between parts of the lesson<br><br>- Significant prompting from the teacher is necessary for students to follow instructions and remain on-task<br><br>- Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem. | - Students may frequently arrive late (unexcused) for class without consequences<br><br>- Teacher may frequently start class late.<br><br>- 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<br><br>- There are significant periods of time in which students are not engaged in meaningful work<br><br>- Teacher wastes significant time between parts of the lesson due to classroom management.<br><br>- Even with significant prompting, students frequently do not follow directions and are off-task<br><br>- 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.

| Competency | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|
| Competency 2.8:<br><br>Create Classroom Culture of Respect and Collaboration | Teacher is highly effective at creating a classroom culture of respect and collaboration that is an emotionally safe environment | Teacher is effective at creating a classroom culture of respect and collaboration that is an emotionally safe environment | Teacher needs improvement at creating a classroom culture of respect and collaboration that is an emotionally safe environment | Teacher is ineffective at creating a classroom culture of respect and collaboration that is an emotionally safe environment |
| | For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:<br><br>- Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance<br><br>- Students reinforce positive character and behavior and discourage negative behavior amongst themselves | - Students are respectful of their teacher and peers<br><br>- Students are given opportunities to collaborate and support each other in the learning process<br><br>- Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior<br><br>- Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions | - Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms<br><br>- 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<br><br>- Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both<br><br>- Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others | - Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior<br><br>- Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention<br><br>- Teacher rarely or never praises positive behavior<br><br>- 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.

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

Note:

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.

| Competency | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|
| Competency 2.10:<br><br>Provide Impactful Feedback | Teacher is highly effective at providing impactful feedback to students. | Teacher is effective at providing impactful feedback to students. | Teacher needs improvement in providing impactful feedback to students. | Teacher is ineffective in providing impactful feedback to students. |
| | For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:<br><br>Deliberately teaches students how to ask for, understand, and use the feedback provided to develop student self-regulation<br><br>Recognizes the value of peer feedback, and deliberately teaches students to give other peers appropriate feedback1 | Feedback is individualized<br><br>Feedback is focused on the task, not the learner<br><br>Feedback addresses the three important feedback questions: Where am I going? How am I going there? Where am I going next? This clearly indicates to the student where his or her current performance level is in relationship to the goal<br><br>Feedback is presented in manageable units 2<br><br>Teacher creates a feedback environment that welcomes errors as learning opportunities | Feedback is sometimes individualized but Most feedback during instruction is whole group<br><br>Feedback is sometimes focused on the task<br><br>Feedback is more often general and/or corrective in nature<br><br>Feedback is sometimes not clear or usable to the learner<br><br>Teacher sometimes allows errors as learning opportunities | Feedback is rarely given<br><br>Feedback is rarely focused on the task and is often general to the student such as "good job"<br><br>Feedback is rarely clear or usable to the learner<br><br>Errors are not used as learning opportunities |

Note:

1See figure 7.2 on page 133 in Visible Learning for Teachers by Hattie

2Manageable Units-The amount of feedback is appropriate for the learner (Few action oriented items)

Reference include Shute 2008 as provided by Hattie plans, etc.

Examples for Kindergarten demonstrating impactful feedback at that level will be developed.

    This competency may be evidence based or observed
Updated 6/7/13

## DOMAIN 3: Teacher Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

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

| 3.4 | Advocate for Student Success | At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:<br>- Display commitment to the education of all the students in the school<br>- Make changes and take risks to ensure student success | Teacher will:<br>- Display commitment to the education of all his/her students<br>- Attempt to remedy obstacles around student achievement<br>- Advocate for students' individualized needs | Teacher will:<br>- Display commitment to the education of all his/her students<br><br>Teacher may not:<br>- Advocate for students' needs | Teacher rarely or never displays commitment to the education of his/her students.<br>Teacher accepts failure as par for the course and does not advocate for students' needs. |
|---|---|---|---|---|---|
| 3.5 | Engage Families in Student Learning | At Level 4, a teacher fulfills the criteria for Level 3 and additionally:<br>- Strives to form relationships in which parents are given ample opportunity to participate in student learning<br>- Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events | Teacher will:<br>- Proactively reach out to parents in a variety of ways to engage them in student learning<br>- Respond promptly to contact from parents<br>- Engage in all forms of parent outreach required by the school | Teacher will:<br>- Respond to contact from parents<br>- Engage in all forms of parent outreach required by the school<br><br>Teacher may not:<br>- 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 Rubric

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice.  Teachers are expected to meet these standards.  If they do not, it will affect their overall rating negatively.

| | Indicator | Does Not Meet Standard | Meets Standard |
|---|---|---|---|
| 1 | Attendance | Individual demonstrates a pattern of unexcused absences | Individual has not demonstrated a pattern of unexcused absences |
| 2 | On-Time Arrival | Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) | Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) |
| 3 | Policies and Procedures | Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) | Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) |

- Prior to a teacher having their overall rating negatively affected by the Core Professionalism Rubric component, a pattern of behavior must be documented by the primary evaluator and brought to the attention of the teacher.  The evaluator should first provide the teacher a verbal and written warning outlining the action(s) that do not meet the standard.  If the action(s) occur again, the evaluator should provide the teacher with a written reprimand outlining the actions of the teacher which do not meet standard and clear expectations of professional behavior outlined.  If the action(s) occur a third time the primary evaluator will notify the teacher of his/her intent to indicate the teacher does not meet the Core Professionalism standard(s) and a deduction will be made ranging from .5 to 1 point.  A teacher may request a conference with the superintendent or designee if the teacher is in disagreement with the primary evaluators rating and/or point deduction from the TER.
- In cases of gross insubordination, disregard for student wellbeing or safety, or actions contrary to the expected ethics of the CPCSC professional staff the primary evaluator will notify the superintendent immediately.  The superintendent or designee will conference with the teacher and may impose a deduction of up to one point on the TER if so warranted.

# Clark-Pleasant Principal Effectiveness Rubric

**Table of Contents**

## Overview

### What is the purpose of the Principal Effectiveness Rubric?

The Principal Effectiveness Rubric was developed for three key purposes:

- **To Shine a Spotlight on Great Leadership:** The rubric is designed to assist schools and districts in their efforts to increase principal effectiveness and ensure the equitable distribution of great leaders across the state.
- **To Provide Clear Expectations for Principals:** The rubric defines and prioritizes the actions that effective principals must engage in to lead breakthrough gains in student achievement.
- **To Support a Fair and Transparent Evaluation of Effectiveness:** The rubric provides the foundation for accurately assessing school leadership along four discrete proficiency ratings, with student growth data used as the predominant measure.

### Who developed the Principal Effectiveness Rubric?

A representative group of teachers and leaders from across the state, along with staff from the Indiana Department of Education (IDOE), contributed to the development of the rubric.

### What research and evidence support the Principal Effectiveness Rubric?

While drafting the Principal Effectiveness Rubric, the development team examined leadership frameworks from numerous sources, including:

- Achievement First's *Professional Growth Plan for School Principals*
- CHORUS's *Hallmarks of Excellence in Leadership*
- Clay Christensen's *Disrupting Class*
- Discovery Education's *Vanderbilt Assessment of Leadership in Education (VAL-ED)*
- Doug Reeves' *Leadership Performance Matrix*
- Gallup's *Principal Insight*
- ISLLC's *Educational Leadership Policy Standards*
- Kim Marshall's *Principal Evaluation Rubrics*
- KIPP's *Leadership Competency Model*
- Mass Insight's *HPHP Readiness Model*
- National Board's *Accomplished Principal Standards*

- New Leaders for New Schools' *Urban Excellence Framework*
- NYC Leadership Academy's *Leadership Performance Standards Matrix*
- Public Impact's *Turnaround Leaders Competencies*
- Todd Whitaker's *What Great Principals Do Differently*

**How is the Principal Effectiveness Rubric organized?**

**The rubric is divided into two domains:**

      Domain 1: Teacher Effectiveness

      Domain 2: Leadership Actions

Discrete competencies within each domain target specific areas that effective principals much focus upon.

**What about other areas (e.g. student discipline, school climate and safety)?**

It is undeniable that a principal is required to wear many hats, from instructional leader and disciplinarian to budget planner and plant manager.  As the job becomes more demanding and complex, the question of how to fairly and effectively evaluate principals takes on greater importance.

In reviewing leadership frameworks as part of the development of the Principal Effectiveness Rubric, the goal was not to create a principal evaluation that would try to be all things to all people.  Rather, the rubric focuses unapologetically on evaluating the principal's role as driver of student growth and achievement through their leadership skills and ability to manage teacher effectiveness in their buildings.  Moreover, this focus reflects a strong belief that if a principal is evaluated highly on this particular instrument, he/she will likely be effective in areas not explicitly touched upon in the rubric such as school safety or school operations.

This is not to say that principals should not be evaluated in these other areas.  In fact, schools and districts that elect to utilize the rubric are encouraged to add or develop additional indicators. Any additions should supplement, not supplant, the indicators already outlined in the rubric

**How do I ensure the effective implementation of the Principal Effectiveness Rubric?**

The devil is in the details. Even the best principal evaluation tool can be undermined by poor implementation. Successful implementation of the Principal Effectiveness Rubric will require a focus on four core principles[1]:

1. **Training and support:** Administrators responsible for the evaluation of principals must receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance and provide constructive feedback and differentiated support.
2. **Accountability:** The differentiation of principal effectiveness must be a priority for district administrators, including the superintendent, and one for which they are held accountable. Even the best evaluation tool will fail if the information it produces is of no consequence.
3. **Credible distribution:** If the rubric is implemented effectively, ineffective ratings will not be anomalous, surprising, or without clear justification. The performance distribution of principals must be closely monitored and a vehicle established to declare evaluations invalid if results are inflated.
4. **Decision-making:** Results from the principal evaluation must be fully integrated with other district systems and policies and a primary factor in decisions such as how principals are assigned and retained, how principals are compensated and advanced, what professional development principals receive, and when and how principals are dismissed.

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[1] Informed by The New Teacher Project's *The Widget Effect* (2009).

# Domain 1: Teacher Effectiveness

Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

| Indicator | | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| **1.1 Human Capital Manager** | | | | | |
| 1.1.1 | **Hiring and retention** | **At Level 4, a principal fulfills the criteria for Level 3 and additionally:**<br><br>– Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers;<br>– Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results;<br>– Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture). | **Principal recruits, hires, and supports teachers by:**<br><br>– Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions;<br>– Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth;<br>– Aligning personnel decisions with the vision and mission of the school. | **Principal recruits, hires, and supports effective teachers by:**<br><br>– Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor;<br>– Demonstrating ability to increase some teachers' effectiveness;<br>– Occasionally applying the school's vision/mission to HR decisions. | **Principal <u>does not</u> recruit, hire, or support effective teachers who share the school's vision/mission by:**<br><br>– Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions[2];<br>– Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings;<br>– Rarely or never applying the school's vision/mission to HR decisions. |

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[2] For new teachers, the use of student teaching recommendations and data results is entirely appropriate.

| Indicator | | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
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| 1.1.2 | **Evaluation of teachers** | **At Level 4, a principal fulfills the criteria for Level 3 and additionally:**<br><br>– Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process. | **Principal prioritizes and applies teacher evaluations by:**<br><br>– Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;<br>– Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance;<br>– Following processes and procedures outlined in the corporation evaluation plan for all staff members | **Principal prioritizes and applies teacher evaluations by:**<br><br>– Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;<br>– Using teacher evaluations to partially differentiate the performance of teacher;<br>– Following most processes and procedures outlined in the corporation evaluation plan for all staff members. | **Principal <u>does not</u> prioritize and apply teacher evaluations by:**<br><br>– Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;<br>– Rarely or never using teacher evaluation to differentiate the performance of teachers ;<br>– Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members. |
| 1.1.3 | **Professional development** | **At Level 4, a principal fulfills the criteria for Level 3 and additionally:**<br><br>– Frequently creating learning opportunities in which highly effective teachers support their peers;<br>– Monitoring the impact of implemented learning opportunities on student achievement;<br>– Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities. | **Principal orchestrates professional learning opportunities by:**<br><br>– Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results;<br>– Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc.<br>– Providing differentiated learning opportunities to teachers based on evaluation results. | **Principal orchestrates aligned professional learning opportunities tuned to staff needs by:**<br><br>– Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data;<br>– Providing learning opportunities with little variety of format;<br>– Providing differentiated learning opportunities to teachers in some measure based on evaluation results. | **Principal <u>does not</u> orchestrate aligned professional learning opportunities tuned to staff needs by:**<br><br>– Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data;<br>– Providing no variety in format of learning opportunities;<br>– Failing to provide professional learning opportunities based on evaluation results. |

[1] For new teachers, the use of student teaching recommendations and data results is entirely appropriate.

| 1.1.3 | Professional development | At Level 4, a principal fulfills the criteria for Level 3 and additionally:<br><br>– Frequently creating learning opportunities in which highly effective teachers support their peers;<br>– Monitoring the impact of implemented learning opportunities on student achievement;<br>– Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities. | Principal orchestrates professional learning opportunities by:<br><br>– Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results;<br>– Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc.<br>– Providing differentiated learning opportunities to teachers based on evaluation results. | Principal orchestrates aligned professional learning opportunities tuned to staff needs by:<br><br>– Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data;<br>– Providing learning opportunities with little variety of format;<br>– Providing differentiated learning opportunities to teachers in some measure based on evaluation results. | Principal <u>does not</u> orchestrate aligned professional learning opportunities tuned to staff needs by:<br><br>– Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data;<br>– Providing no variety in format of learning opportunities;<br>– Failing to provide professional learning opportunities based on evaluation results. |
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| 1.1.4 | Leadership and talent development | At Level 4, a principal fulfills the criteria for Level 3 and additionally:<br><br>– Encouraging and supporting teacher leadership and progression on career ladders;<br>– Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task;<br>– Recognizing and celebrating emerging leaders. | Principal develops leadership and talent by:<br><br>– Designing and implementing succession plans (e.g. career ladders) leading to every position in the school;<br>– Providing formal and informal opportunities to mentor emerging leaders;<br>– Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities. | Principal develops leadership and talent by:<br><br>– Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school;<br>– Providing formal and informal opportunities to mentor some, but not all, emerging leaders;<br>– Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders. | Principal <u>does not</u> develop leadership and talent by:<br><br>– Rarely or never designing and implementing succession plans (e.g. career ladders leading to positions in the school;<br>– Rarely or never provides mentorship to emerging leaders;<br>– Providing no support and encouragement of leadership and growth;<br>– Frequently assigns responsibilities without allocating necessary authority. |
| 1.1.5 | Delegation | At Level 4, a principal fulfills the criteria for Level 3 and additionally:<br><br>– Encouraging and supporting staff members to seek out responsibilities;<br>– Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities. | Principal delegates tasks and responsibilities appropriately by:<br><br>– Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness;<br>– Monitoring the progress towards success of those to whom delegations have been made; | Principal delegates tasks and responsibilities appropriately by:<br><br>– Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness;<br>– Monitoring completion of delegated tasks | Principal <u>does not</u> delegate tasks and responsibilities appropriately by:<br><br>– Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness;<br>– Rarely or never monitoring completion of or |

| | | At Level 4 | Level 3 | Level 2 | Level 1 |
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| | | | | – Providing support to staff members as needed. | and/or responsibilities, but not necessarily progress towards completion;<br>– Providing support, but not always as needed. | progress toward delegated task and/or responsibility;<br>– Rarely or never providing support. |
| 1.1.6 | Strategic assignment[3] | At Level 4, a principal fulfills the criteria for Level 3 and additionally:<br><br>– Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses. | Principal uses staff placement to support instruction by:<br><br>– Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students;<br>– Strategically assigning support staff to teachers and classes as necessary to support student achievement. | Principal uses staff placement to support instruction by:<br><br>– Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible. | Principal does not use staff placement to support instruction by:<br><br>– Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs. |
| 1.1.7 | Addressing teachers who are in need of improvement or ineffective | At Level 4, a principal fulfills the criteria for Level 3 and additionally:<br><br>– Staying in frequent communication with teachers on remediation plans to ensure necessary support;<br>– Tracking remediation plans in order to inform future decisions about effectiveness of certain supports. | Principal addresses teachers in need of improvement or ineffective by:<br><br>– Developing remediation plans with teachers rated as ineffective or in need of improvement;<br>– Monitoring the success of remediation plans;<br>– Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. | Principal addresses teachers in need of improvement or ineffective by:<br><br>– Occasionally monitoring the success of remediation plans;<br>– Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. | Principal does not address teachers in need of improvement or ineffective by:<br><br>– Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement;<br>– Rarely or never monitoring the success of remediation plans;<br>– Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. |

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[3] This indicator obviously assumes there is ability of leader to make these decisions.

| Indicator | | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
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| **1.2 Instructional Leadership** | | | | | |
| 1.2.1 | **Mission and vision** | At Level 4, a principal fulfills the criteria for Level 3 and additionally:<br><br>− Defining long, medium, and short-term application of the vision and/or mission;<br>− Monitoring and measuring progress toward the school's vision and/or mission;<br>− Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor;<br>− Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups. | **Principal supports a school-wide instructional vision and/or mission by:**<br><br>− Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s);<br>− Defining specific instructional and behavioral actions linked to the school's vision and/or mission;<br>− Ensuring all key decisions are aligned to the vision and/or mission;<br>− Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students. | **Principal supports a school-wide instructional vision and/or mission by:**<br><br>− Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s);<br>− Making significant key decisions without alignment to the vision and/or mission;<br>− Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students. | **Principal does not support a school-wide instructional vision and/or mission by:**<br><br>− Failing to adopt a school-wide instructional vision and/or mission;<br>− Defining a school-wide instructional vision and/or mission that is not applied to decisions;<br>− Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness. |
| 1.2.2 | **Classroom observations** | At Level 4, a principal fulfills the criteria for Level 3 and additionally:<br><br>− Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority;<br>− Monitoring the impact of feedback provided to teachers. | **Principal uses classroom observations to support student academic achievement by:**<br><br>− Visiting all teachers frequently (announced and unannounced) to observe instruction;<br>− Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality;<br>− Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data. | **Principal uses classroom observations to support student academic achievement by:**<br><br>− Occasionally visiting teachers to observe instruction;<br>− Occasionally analyzing student performance data to drive instruction evaluate instructional quality;<br>− Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes. | **Principal uses classroom observations to support student academic achievement by:**<br><br>− Rarely or never visiting teachers to observe instruction;<br>− Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data;<br>− Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes. |
| 1.2.3 | **Teacher collaboration** | At Level 4, a principal fulfills the criteria for Level 3 and additionally:<br><br>− Monitoring collaborative efforts to ensure a constant focus on student learning; | **Principal supports teacher collaboration by:**<br><br>− Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning | **Principal supports teacher collaboration by:**<br><br>− Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement; | **Principal does not support teacher collaboration by:**<br><br>− Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods; |

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| – Tracking best collaborative practices to solve specific challenges;<br>– Holding collaborating teams accountable for their results. | periods;<br>– Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving;<br>– Aligning teacher collaborative efforts to the school's vision/mission. | – Supporting and encouraging teamwork and collaboration in a limited number of ways;<br>– Occasionally aligning teacher collaborative efforts to instructional practices. | – Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback;<br>– Rarely or never aligning teacher collaborative efforts to instructional practices. |

| Indicator | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|
| **1.3 Leading Indicators of Student Learning** | | | | |
| 1.3.1 **Planning and Developing Student Learning Objectives** | **At Level 4, a principal fulfills the criteria for Level 3 and additionally:**<br><br>– Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission;<br>– Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs;<br>– Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs;<br>– Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs;<br>– Revisiting the use and design of teacher and school-wide tracking tools. | **Principal supports the planning and development of Student Learning Objectives (SLOs) by:**<br><br>– Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs;<br>– Collaborating with teachers to identify standards or skills to be assessed;<br>– Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning;<br>– Helping teachers to assess baseline student performance to drive the development of SLOs that appropriately take students' starting points into account;<br>– Systematically working with teachers to monitor and revisit SLOs throughout year as necessary.<br>– Utilizing a tracking tool to monitor school-wide progress on SLOs;<br>– Ensuring teachers utilize a tracking tool to show student progress towards SLOs. | **Principal supports the creation of Student Learning Objectives (SLOs) by:**<br><br>– Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur;<br>– Occasionally collaborating with teachers to identify standards or skills to be assessed;<br>– Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments;<br>– Working with teachers only occasionally throughout the year to measure progress towards goals;<br>– Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs. | **Principal does not support the creation of Student Learning Objectives by:**<br><br>– Failing to organize/provide opportunities for teacher collaboration;<br>– Failing to meet with teachers to look at baseline data, select assessments, and set SLOs;<br>– Not meeting with teachers throughout the year to look at progress towards goals. |
| 1.3.2 **Rigorous Student Learning Objectives** | **At Level 4, a principal fulfills the criteria for Level 3 and additionally:**<br><br>– Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency;<br>– Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice. | **Principal creates rigor in SLOs by:**<br><br>– Ensuring teachers' SLOs define desired outcomes;<br>– Ensuring assessments used correspond to the appropriate state content standards;<br>– Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth;<br>– Ensuring an analysis of previous year's student performance is included in the development of | **Principal creates rigor in SLOs by:**<br><br>– Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs;<br>– Assessing baseline data that may not be effectively used to assess students' starting points;<br>– Selecting and allowing for assessments that may not be appropriately aligned to state | **Principal creates rigor in SLOs by:**<br><br>– Allowing for outcomes to be benchmarked to less than typical growth;<br>– Failing to assess baseline knowledge of students;<br>– Failing to select assessments that are appropriately aligned to content standards. |

| 1.3.4 | Instructional time | At Level 4, a principal fulfills the criteria for Level 3 and additionally:<br><br>– Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time. | Principal supports instructional time by:<br><br>– Removing all sources of distractions of instructional time;<br>– Promoting the sanctity of instructional time;<br>– Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions. | Principal supports instructional time by:<br><br>– Removing major sources of distractions of instructional time;<br>– Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc;<br>– Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time. | Principal does not support instructional time by:<br><br>– Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc;<br>– Rarely or never promoting the sanctity of instructional time;<br>– Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time. |

*(Above row continues from previous page top:)* SLOs;
– Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards -as measured by achievement and/or growth.  ... content standards.

# Domain 2: Leadership Actions

Great principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the *personal behavior* that sets the tone for all student and adult relationships in the school; (2) *building relationships* to ensure all key stakeholders work effectively with one another; and (3) developing a schoolwide *culture of achievement* aligned to the school's vision of success for every student.

| Indicator | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
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| **2.1 Personal Behavior** | | | | |
| 2.1.1 Professionalism | **At Level 4, a principal fulfills the criteria for Level 3 and additionally:**<br><br>− Articulates and communicates appropriate behavior to all stakeholders, including parents and the community;<br>− Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times | **Principal displays professionalism by**:<br><br>− Modeling professional, ethical, and respectful behavior at all times;<br>− Expecting students and colleagues to display professional, ethical, and respectful behavior at all times. | **Principal supports professionalism by:**<br><br>− Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations;<br>− Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations. | **Principal does not support professionalism by:**<br><br>− Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations;<br>− Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations. |
| 2.1.2 **Time management** | **At Level 4, a principal fulfills the criteria for Level 3 and additionally:**<br><br>− Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives;<br>− Monitoring use of time to identify areas that are not effectively utilized; | **Principal manages time effectively by:**<br><br>− Establishing yearly, monthly, weekly, and daily priorities and objectives;<br>− Identifying and consistently prioritizing activities with the highest-leverage on student achievement. | **Principal manages time effectively by:**<br><br>− Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives;<br>− Occasionally prioritizes activities unrelated to student achievement. | **Principal manages time effectively by:**<br><br>− Rarely or never establishing timely objectives or priorities;<br>− Regularly prioritizing activities unrelated to student achievement; |
| 2.1.3 **Using feedback to improve student performance** | **At Level 4, a principal fulfills the criteria for Level 3 and additionally:**<br><br>− Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance;<br>− Identifying the most efficient means through which feedback can be generated.<br>− Establishing "feedback loops" in which those who provide feedback are kept informed of actions taken based on that feedback. | **Principal uses feedback to improve student performance by:**<br><br>− Actively soliciting feedback and help from all key stakeholders;<br>− Acting upon feedback to shape strategic priorities to be aligned to student achievement. | **Principal uses feedback to improve student performance by:**<br><br>− Accepts feedback from any stakeholder when it is offered but does not actively seek out such input;<br>− Occasionally acting upon feedback to shape strategic priorities aligned to student achievement. | **Principal does not use feedback to improve student performance by:**<br><br>− Regularly avoiding or devaluing feedback;<br>− Rarely or never applying feedback to shape priorities. |

| 2.1.4 | Initiative and persistence | At Level 4, a principal fulfills the criteria for Level 3 and additionally:<br>– Exceeding typical expectations to accomplish ambitious goals;<br>– Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement;<br>– Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement. | Principal displays initiative and persistence by:<br>– Consistently achieving expected goals;<br>– Taking on voluntary responsibilities that contribute to school success;<br>– Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement;<br>– Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. | Principal displays initiative and persistence by:<br>– Achieving most, but not all expected goals;<br>– Occasionally taking on additional, voluntary responsibilities that contribute to school success;<br>– Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement;<br>– Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. | Principal does not display initiative and persistence by:<br>– Rarely or never achieving expected goals;<br>– Rarely or never taking on additional, voluntary responsibilities that contribute to school success;<br>– Rarely or never taking risks to support students in achieving results;<br>– Never seeking out potential partnerships. |
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| Indicator | | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
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| **2.2 Building Relationships** | | | | | |
| 2.2.1 | **Culture of urgency** | **At Level 4, a principal fulfills the criteria for Level 3 and additionally:**<br>– Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement; | **Principal creates an organizational culture of urgency by:**<br>– Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations;<br>– Leading a relentless pursuit of these expectations. | **Principal creates an organizational culture of urgency by:**<br>– Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders;<br>– Occasionally leading a pursuit of these expectations. | **Principal does not create an organizational culture of urgency by:**<br>– Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations;<br>– Failing to identify the efforts of students and teachers, thus unable to align these efforts. |
| 2.2.2 | **Communication** | **At Level 4, a principal fulfills the criteria for Level 3 and additionally:**<br>– To the extent possible, messaging key concepts in real time;<br>– Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate;<br>– Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations. | **Principal skillfully and clearly communicates by:**<br>– Messaging key concepts, such as the school's goals, needs, plans, success, and failures;<br>– Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc;<br>– Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc. | **Principal skillfully and clearly communicates by:**<br>– Messaging most, but not all, key concepts;<br>– Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations;<br>– Utilizing a limited number of means and approaches to communication. | **Principal does not skillfully and clearly communicate by:**<br>– Rarely or never messaging key concepts;<br>– Interacting with a limited number of stakeholders and failing to reach several key groups and organizations;<br>– Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication. |
| 2.2.3 | **Forging consensus for change and improvement** | **At Level 4, a principal fulfills the criteria for Level 3 and additionally:**<br>– Guides others through change and addresses resistance to that change;<br>– Monitors the success of strategies and revises based on strengths and weaknesses;<br>– Creates cultural changes that reflect and support building a consensus for change. | **Principal creates a consensus for change and improvement by:**<br>– Using effective strategies to work toward a consensus for change and improvement;<br>– Systematically managing and monitoring change processes;<br>– Securing cooperation from key stakeholders in planning and implementing change and driving improvement. | **Principal creates a consensus for change and improvement by:**<br>– Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement;<br>– Managing change and improvement processes without building systems and allies necessary to support the process;<br>– Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders. | **Principal does not create a consensus for change and improvement by:**<br>– Failing to identify areas in which agreement and/or consensus is necessary;<br>– Rarely or never managing or developing a process for change and/or improvement;<br>– Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions. |

| Indicator | | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| **2.2 Building Relationships** | | | | | |
| 2.2.1 | **Culture of urgency** | **At Level 4, a principal fulfills the criteria for Level 3 and additionally:**<br><br>– Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement; | **Principal creates an organizational culture of urgency by:**<br><br>– Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations;<br>– Leading a relentless pursuit of these expectations. | **Principal creates an organizational culture of urgency by:**<br><br>– Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders;<br>– Occasionally leading a pursuit of these expectations. | **Principal <u>does not</u> create an organizational culture of urgency by:**<br><br>– Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations;<br>– Failing to identify the efforts of students and teachers, thus unable to align these efforts. |
| 2.2.2 | **Communication** | **At Level 4, a principal fulfills the criteria for Level 3 and additionally:**<br><br>– To the extent possible, messaging key concepts in real time;<br>– Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate;<br>– Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations. | **Principal skillfully and clearly communicates by:**<br><br>– Messaging key concepts, such as the school's goals, needs, plans, success, and failures;<br>– Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc;<br>– Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc. | **Principal skillfully and clearly communicates by:**<br><br>– Messaging most, but not all, key concepts;<br>– Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations;<br>– Utilizing a limited number of means and approaches to communication. | **Principal  <u>does not</u> skillfully and clearly communicate by:**<br><br>– Rarely or never messaging key concepts;<br>– Interacting with a limited number of stakeholders and failing to reach several key groups and organizations;<br>– Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication. |
| 2.2.3 | **Forging consensus for change and improvement** | **At Level 4, a principal fulfills the criteria for Level 3 and additionally:**<br><br>– Guides others through change and addresses resistance to that change;<br>– Monitors the success of strategies and revises based on strengths and weaknesses;<br>– Creates cultural changes that reflect and support building a consensus for change. | **Principal creates a consensus for change and improvement by:**<br><br>– Using effective strategies to work toward a consensus for change and improvement;<br>– Systematically managing and monitoring change processes;<br>– Securing cooperation from key stakeholders in planning and implementing change and driving improvement. | **Principal creates a consensus for change and improvement by:**<br><br>– Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement;<br>– Managing change and improvement processes without building systems and allies necessary to support the process;<br>– Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders. | **Principal <u>does not</u> create a consensus for change and improvement by:**<br><br>– Failing to identify areas in which agreement and/or consensus is necessary;<br>– Rarely or never managing or developing a process for change and/or improvement;<br>– Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions. |

# SUMMARY AND RATING

At the end of the year, evaluators may want to determine a final professional practice rating.  **PLEASE NOTE: The rating described here only refers to professional practice and does not include school wide measures of student learning.  Per Senate Bill 1, a summative evaluation rating for principals must include measures of student learning.   For the RISE model, the rating obtained here will feed into a larger calculation for the summative score which involves multiple measures of school wide data.  Information regarding this scoring system for RISE will be released no later than January 31, 2012.**

The final professional practice rating for RISE will be calculated by the evaluator in a four step process:

1.  Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence

2. Use professional judgment to establish final ratings for each competency (2.3 or 1.2)

3. Use each competency rating and professional judgment to establish final ratings for each domain, Teacher Effectiveness and Leadership Actions

4. Average two domain ratings into one rating for Domains 1-2

**1** Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence.

At the end of the school year, evaluators should have collected a body of evidence representing professional practice from throughout the year.  To aid in the collection of this evidence, corporations should consider through the process of establishing a regular bi-weekly walk through and  monthly conferences between leaders and their evaluators.  It is recommended that evaluators assess evidence mid-way through the year and then again at the end of the year.

**2** Use professional judgment to establish final ratings for each competency.

After collecting evidence, the evaluator must assess where the principal falls within each competency and use professional judgment to assign ratings. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for leaders in different contexts and how leaders have evolved over the course of the year.

**3** Use professional judgment to establish final ratings in Teacher Effectiveness and Leadership Actions

After collecting evidence, the evaluator must assess where the principal falls within each in each of the two domains.   The final, two domain ratings should reflect the body of evidence available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the leader, using evidence to support the final decision.

At this point, each evaluator should have ratings in the two domains that range from 1 (Ineffective) to 4 (Highly Effective).

|  | D1:Teacher Effectiveness | D2: Leadership Actions |
|---|---|---|
| Final Rating | 3 (E) | 2 (IN) |

**4** Average two domain ratings into one final practice score.

At this point, each of the two final domain ratings is averaged together to form one score.

**3+2/2=2.5 final practice score**

* Remember the final practice score then feeds in to a larger calculation for an overall summative rating including school wide measures of student learning.

# ISBA/IAPSS Indiana Superintendent Evaluation Rubric

| Indicator | | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| **1.0 Human Capital Manager – The superintendent uses the role of human capital manager to drive improvements in building leader effectiveness and student achievement.** | | | | | |
| 1.1 | The superintendent effectively recruits, hires, assigns, and retains school leaders. | The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader and monitors the effectiveness of the personnel process utilized throughout the school corporation. The superintendent consistently considers school or corporation goals when making personnel decisions. | The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader. The superintendent consistently considers school or corporation goals when making personnel decisions. | The superintendent occasionally considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader. The superintendent occasionally considers school or corporation goals when making personnel decisions. | The superintendent rarely considers an administrator's effectiveness when recruiting, hiring, assigning, or retaining the leader. The superintendent does not consider school or corporation goals when making personnel decisions. |
| 1.2 | The superintendent creates a professional development system for school leaders based on proficiencies and needs. | The superintendent has developed a system of job-embedded professional development that differentiates training and implementation based on individual administrator needs. The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators. | Some effort has been made to differentiate and embed professional development to meet the needs of individual administrators. | The superintendent is aware of the differentiated needs of administrators, but professional development is only embedded in meetings at this time, rather than incorporating the use of collaboration, study teams, etc. | Professional development is typically "one size fits all," and there is little or no evidence of recognition of individual administrator needs. |
| 1.3 | The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities. | The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities. | The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role or at an administrative level, with positive results. | The superintendent has provided some training to an emerging school leader or administrator, who has the potential to independently assume a leadership role. | There is no evidence of effort to develop any leadership skills in others. Persons under the superintendent's direction are unable or unwilling to assume added responsibilities. |

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| | Indicator | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 1.4 | The superintendent provides evidence of delegation and trust in subordinate leaders. | Employees throughout the corporation are empowered in formal and informal ways.<br><br>Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified, exercise appropriate authority and assume leadership roles where appropriate.<br><br>The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership. | There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the school corporation.<br><br>The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and corporation business. | The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others. | The superintendent does not afford subordinates the opportunity or support to develop or to exercise independent judgment. |
| 1.5 | The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance. | The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team.<br><br>The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition.<br><br>The superintendent balances individual recognition with team and corporation-wide recognition.<br><br>Corrective and positive feedback is linked to corporation goals and both the superintendent and administrative team can cite examples of where feedback is used to improve individual and corporation performance. | The superintendent provides formal feedback to the administrative team that is consistent with the corporation's personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths of the administrative team. | The superintendent adheres to the corporation's personnel policies in providing formal feedback to the administrative team, although the feedback is just beginning to provide details that improve corporation performance. | Formal feedback to the administrative team is nonspecific.<br><br>Informal feedback to the administrative team is rare, nonspecific, and not constructive. |

| Indicator | | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students. | | | | | |
| 2.1 | The superintendent demonstrates the use of student achievement data to make instructional leadership decisions. | The superintendent can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.<br><br>The superintendent has coached school administrators to improve their data analysis skills. | The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments, and has at least three years of data.<br><br>The superintendent systematically examines data at the subscale level to find strengths and challenges.<br><br>The superintendent empowers teaching and administrative staff to determine priorities from data.<br><br>Data insights are regularly the subject of faculty meetings and professional development sessions. | The superintendent is aware of state, corporation, and school results and has discussed those results with staff, but has not linked specific decisions to the data. | The superintendent is unaware of or indifferent to the data. |
| 2.2 | The superintendent demonstrates evidence of student improvement through student achievement results. | A consistent record of improved student achievement exists on multiple indicators of student success.<br><br>Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.<br><br>Explicit use of previous data indicates that the superintendent has focused on improving performance. In areas of previous success, the superintendent aggressively identifies new challenges, moving proficient performance to the exemplary level.<br><br>Where new challenges emerge, the superintendent highlights the need, creates effective interventions, and reports improved results. | The superintendent reaches the targeted performance goals for student achievement.<br><br>The average of the student population improves, as does the achievement of each group of students that has previously been identified as needing improvement. | Some evidence of improvement exists, but there is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals. | Indifferent to the data, the superintendent blames students, families, and external characteristics.<br><br>The superintendent does not believe that student achievement can improve.<br><br>The superintendent has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement. |

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| | Indicator | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 2.3 | The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement. | The superintendent has a very open and support seeking attitude towards all stakeholders in the school corporation in regards to matters related to the improvement in student achievement.<br><br>The superintendent regularly surveys staff and other school community groups in this area regarding their views. | The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement. | The superintendent rarely seeks and solicits feedback in matters related to the improvement in student achievement. | The superintendent is perceived by stakeholders as being top-down oriented in all decisions related to the improvement in student achievement. |

| Indicator | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|
| 3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for all student and adult relationships in the school corporation. | | | | |
| **3.1** **The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others.** | The superintendent is an exemplary model of appropriate professional behavior to all and encourages a positive and professional response from all members of the school community. | On a regular basis the superintendent has displayed appropriate and professional responses to members of the school community. | Occasionally the superintendent has not responded to school community members with acceptable levels of professionalism. | The superintendent does not display and use common courtesy regularly and respectful professional responses when dealing with members of the school community. |
| **3.2** **The superintendent organizes time and projects for effective leadership.** | Personal organization allows the superintendent to consider innovations and be available to engage in leadership activities and collaborate with people at all levels. The superintendent applies project management to systems thinking throughout the organization. | The use of organizational development tools is evident by supporting documentation provided by the superintendent. Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources. | Projects are managed using lists of milestones and deadlines, but are infrequently updated. The impact of changes is rarely documented. | Project management is haphazard or absent. There is little or no evidence of lists of milestones and deadlines. |

| Indicator | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|
| **4.0 Building Relationships** –The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results. | | | | |
| **4.1** The superintendent demonstrates effective communication with parents and community. | There is clear evidence of parent-centered and community-centered communication, including open forums, focus groups, surveys, personal visits, and effective use of technology. Survey data suggests that parents and community members feel empowered and supportive of educational objectives. The superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation. The superintendent manages an ever broadening portfolio of partnerships and collaborations that support and help to advance the strategic plan of the school corporation. | The superintendent assumes leadership roles in important local organizations (e.g., serving on boards of directors, chairing important committees or task forces, leading new community initiatives). The superintendent actively and effectively develops community trust in the school corporation through individual parent contact, speaking engagements, town hall meetings, public forums, media outlets, events, and other approaches. The superintendent seeks out and creates new opportunities for meaningful partnerships or collaborative endeavors. | The superintendent occasionally participates in local organizations but does not assume a leadership role in furthering communications. Initiative for communication more regularly comes from outside entities and not from the superintendent. | The superintendent does not identify groups and potential partners within the community. The superintendent fails to ensure that all parental and community involvement activities honor the cultures and traditions of the local community. The superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation. |
| **4.2** The superintendent forges consensus for change and improvement throughout the school corporation. | The superintendent uses effective strategies to achieve a consensus for change and improvement. Guides others through change and addresses resistance to that change. Systemically monitors, implements and sustains the success of strategies for change. | The superintendent uses effective strategies to work toward a consensus for change and improvement. Directs change and improvement processes by identifying and securing the systems and allies necessary to support the process. Secures cooperation from key stakeholders in planning and implementing change and driving improvement. | The superintendent occasionally identifies areas where consensus is necessary. Has identified areas in which consensus is needed but has yet to implement a process for change and/or improvement. Asks for feedback from stakeholders but is not yet successful in securing cooperation. | The superintendent fails to forge consensus for change. Fails to identify areas in which agreement and/or consensus is necessary. Rarely or never directs or develops a process for change and/or improvement. Rarely or never seeks feedback or secures cooperation and makes unilateral decisions. |

| | Indicator | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 4.3 | The superintendent understands the role of the superintendent in engaging the public in controversial issues. | The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner.<br><br>The superintendent consistently encourages open dialogue, considers diverse points of view, and empowers and supports administrators in utilizing these conflict resolution strategies. | The superintendent employs a non-confrontational approach to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner.<br><br>The superintendent frequently encourages open dialogue, considers diverse points of view, and often empowers and supports administrators in utilizing these conflict resolution strategies. | The superintendent employs a limited number of strategies to resolve conflicts and forge consensus within the school corporation community with varying degrees of success. | The superintendent does not respond to conflict in a solution-oriented and/or respectful manner and attempts at consensus building around critical decisions are unsuccessful. |
| 4.4 | The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation. | The superintendent communicates with all school members routinely, using a variety of mechanisms, such as weekly notes, up-dates, and telephone calls. | The superintendent communicates with all school board members periodically. | The superintendent communicates with selected school board members when needed. | The superintendent has little communication with the school board outside of meetings. |
| 4.5 | The superintendent encourages open communication and dialogue with school board members. | The superintendent has created an environment where input feedback and from all school board members is both sought and encouraged.<br><br>The superintendent engages in open discussion with the school board on a consistent basis. | The superintendent seeks input and feedback from all school board members on a frequent basis. | The superintendent seeks input and feedback from only a few school board members and usually to garner support for decisions made by the superintendent. | The superintendent rarely seeks input from the school board and tends to make unilateral decisions. |
| 4.6 | The superintendent provides the school board with a written agenda and background material before each board meeting. | The superintendent creates an agenda that prioritizes items related to student achievement and provides complete and thorough background material so that the board can make an informed decision. | The superintendent creates an agenda that routinely focuses on student achievement issues and provides enough background material to allow the board to make an informed decision. | The superintendent creates an agenda that occasionally includes items related to student achievement and provides limited background material. | The superintendent creates an agenda that focuses only on operational matters and provides insufficient background material. |

| Indicator | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|
| **5.0 Culture of Achievement** – The superintendent develops a corporation-wide culture of achievement aligned to the school corporation's vision of success for every student. | | | | |
| **5.1 The superintendent empowers building leaders to set high and demanding academic and behavior expectations for every student and ensures that students are consistently learning.** | The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance.<br><br>Multiple data sources are utilized to analyze corporation and schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals.<br><br>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs. | The superintendent guides the administrative team in an annual analysis of school and corporation performance.<br><br>Data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals.<br><br>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs. | The superintendent requests that the administrative team utilize data sources to analyze corporation and school strengths and weaknesses.<br><br>Goals are established that may not be focused or measurable.<br><br>General expectations are established and limited resources and occasional supports are provided to support the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs. | The superintendent does not work with the administrative team to gather and utilize data sources to analyze corporation and school strengths and weaknesses.<br><br>Limited data is available and a lack of goal-setting is evident throughout the corporation.<br><br>The superintendent does not establish clear expectations or provide the necessary support for the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs. |
| **5.2 The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.** | The superintendent regularly reports on the progress of rigorous academic goals and corporation academic priorities that have been established by the superintendent and approved by the school board.<br><br>The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board. | The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporations program.<br><br>Approved goals are shared and available for the entire community. | The superintendent has occasionally made some reference to academic goals and school improvement priorities, but there are no established written goals or formats for academic rigor or improvement approved by the board. | The employees of the school corporation and the school community are unaware of the school corporation academic goals and priorities and there is no apparent and definitive academic direction established by the superintendent. |

| | Indicator | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 5.3 | The superintendent ensures that all students have full and equitable access to educational programs, curricula, and available supports. | The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs. | The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify a majority of students' academic, social, emotional, and behavioral needs. | The superintendent establishes general expectations and resources are limited to students who are struggling academically or behaviorally. | The superintendent does not set expectations and resources are not allocated on the basis of any identified needs of students. |
| 5.4 | The superintendent guides building-level staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning. | The superintendent sets clear expectations and provides resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and home. | The Superintendent sets clear expectations and provides support for administrators to regularly engage families in supporting their children's learning at school and home. | The superintendent sets general expectations and provides occasional support for administrators to engage families in supporting their children's learning at school and home. | The superintendent does not set expectations or provide support for administrators to regularly communicate with families on ways to support their children's learning at school and home. |

| | Indicator | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 6.0 Organizational, Operational, and Resource Management – The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes. |
| 6.1 | The superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices. | Decision making is neither by consensus nor by leadership mandate, but is consistently based on the data.<br><br>Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs.<br><br>The superintendent can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis.<br><br>A variety of data sources, including qualitative and quantitative, are used.<br><br>Data sources include state, corporation, school, and classroom assessments.<br><br>Inferences from data are shared widely outside the school community to identify and replicate the most effective practices. | The pattern of decision-making reflects a clear reliance on state and corporation student achievement data as well as on curriculum, instruction, and leadership practices data. | Some decisions are based on data, but others are the result of personal preference and tradition. | Data is rarely used for decisions.<br><br>The predominant decision making methodology is mandated from the superintendent or based on what is popular. |
| 6.2 | The superintendent demonstrates personal proficiency in technology implementation and utilization. | The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives.<br><br>The superintendent serves as a model for technology implementation. | The superintendent personally uses email, word processing, spreadsheets, presentation software, and other software such as student data management systems.<br><br>The superintendent utilizes technology within his/her daily responsibilities. | The superintendent has mastered some, but not all, software required for proficient performance.<br><br>The superintendent takes the initiative to learn new technology but rarely becomes proficient in its use. | The superintendent has limited literacy with technology.<br><br>There is little or no evidence of the superintendent taking a personal initiative to learn new technology. |

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| | Indicator | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| | | | | | |
| 6.3 | The superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation's physical plant, equipment, and auxiliary services (e.g., food services, student transportation). | The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster.<br><br>Staff members have a working knowledge of procedures.<br><br>The superintendent ensures staff is properly trained and competent to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.<br><br>Monitoring steps are in place to measure operation efficiencies. | The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster.<br><br>Periodic review of these procedures is in place.<br><br>The superintendent provides opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services. | The superintendent has procedures in place to address the safety of students and staff in the event of a disaster.<br><br>The superintendent attempts to provide a safe and efficient operation of the corporation's physical plant, equipment, and auxiliary services. | The superintendent has limited or no procedures in place to address the safety of students and staff in the event of a disaster.<br><br>The superintendent pays little or no attention to the oversight of the safe and efficient operation of the corporation. |
| 6.4 | The superintendent provides responsible fiscal stewardship. | The superintendent regularly saves fiscal resources for the corporation and reallocates those resources to help the corporation achieve its strategic priorities.<br><br>Results indicate the positive impact of reallocated resources in achieving strategic priorities.<br><br>The superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources. | The superintendent leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities. | The superintendent lacks proficiency in using budget to focus resources on strategic priorities. | The superintendent has little proficiency in sound budgetary practices. |
| 6.5 | The superintendent demonstrates compliance with legal requirements. | The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements. | The superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and adheres to those standards and requirements. | The superintendent is not respectful of legal standards and/or board policy requirements. | The superintendent is unaware of the legal standards and board policy requirements. |

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