

Plainfield Community School Corporation



Brentwood Elementary ● Central Elementary ● Clarks
Creek Elementary ● Van Buren Elementary ● Plainfield
Community Middle School ● Plainfield High School

Indiana's Teacher Effectiveness Rubric, thus this model - is based on many teaching frameworks. The sources include:

- 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*

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.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.1	Utilize Assessment Data to Plan	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding	Teacher uses prior assessment data to formulate: - Achievement goals, unit plans, AND lesson plans	Teacher uses prior assessment data to formulate: - Achievement goals, unit plans, OR lesson plans, but not all of the above	Teacher rarely or never uses prior assessment data when planning.
1.2	Develop Standards - Based Unit Plans and Assessments	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit	Based on achievement goals, teacher plans units by: - Identifying content standards that students will master in each unit - Integrating elements of the Design Thinking process, 4 C's, and STEM - Developing college and career connections with each unit - Utilizing multiple and varying means to measure student mastery of the standards - Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit	Based on achievement goals, teacher plans units by: - Identifying content standards that students will master in each unit Teacher may not: - Integrate elements of the Design Thinking process, 4 C's, and/or STEM - Develop college and career connections with each unit - Utilize multiple and varying means to measure student mastery of the standards - Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.
1.3	Create Objective-Driven Lesson Plans and Assessments	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction	Based on unit plan, teacher plans daily lessons by: - Identifying lesson objectives that are aligned to state content standards. - Integrating elements of the Design Thinking process, 4 C's, and/or STEM - Matching instructional strategies to the lesson objectives - Including strategies, activities, and assignments that are meaningful and relevant to support content - Designing formative assessments that measure progress towards mastery and inform instruction	Based on unit plan, teacher plans daily lessons by: - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. Teacher may not: - Integrate elements of the Design Thinking process, 4 C's, and/or STEM - Include strategies, activities, and assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction.	Teacher rarely or never plan daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.

1.4	Track Student Data and Analyze Progress	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day 	<p>- Teacher uses an effective data tracking system, including assessment rubrics, for:</p> <ul style="list-style-type: none"> - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals - 	<p>Teacher uses an effective data tracking system for:</p> <ul style="list-style-type: none"> - Recording student assessment/ progress data - Maintaining a grading system <p>Teacher may <i>not-always</i>:</p> <ul style="list-style-type: none"> - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goal 	Teacher rarely or never uses a data tracking system to record student assessment / progress data and/or has no discernable grading system
1.5	Collaboration for the Purpose of Student Achievement	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> -Leads colleagues to develop strategies that improve student achievement 	<p>Teacher collaborates regularly with colleagues to:</p> <ul style="list-style-type: none"> - Analyze student assessment data -Discuss instructional plans -Develop lessons and units that include the Design Thinking process, the 4 C's, and STEM -Share effective teaching strategies 	<p>Teacher regularly attends collaboration meetings.</p> <p>Teacher may <i>not always</i>:</p> <ul style="list-style-type: none"> -actively participate 	Teacher if frequently absent from collaboration meetings. Teacher may animosity among team members.

DOMAIN 2: EFFECTIVE INSTRUCTION

Teachers facilitate student academic practice so that all students are communicating, collaborating, thinking critically and creatively, are authentically engaged, and have the opportunity to gain mastery of the objectives. The classroom environment fosters a climate of achievement, excellence and respect.

Indicators	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.1:</p> <p>Develop student understanding and mastery of lesson objectives</p>	<p>Teacher is highly effective at developing student understanding and mastery of lesson objectives</p>	<p>Teacher is effective at developing student understanding and mastery of lesson objectives</p>	<p>Teacher needs improvement at developing student understanding and mastery of lesson objectives</p>	<p>Teacher is ineffective at developing student understanding and mastery of lesson objectives</p>
	<p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students can explain what they are learning and why it is important, beyond repeating the stated objective <p>Students demonstrate through work or comments that they understand this connection to prior knowledge</p>	<ul style="list-style-type: none"> · Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson · Lesson builds students' capacity with at least one of the 4Cs · Objective is written in a student-friendly manner and/or explained to students in easy- to-understand terms · Importance of the objective is explained so that students understand why they are learning what they are learning · Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students · Lesson is well-organized to move students towards mastery of the objective 	<p><i>For Level 2, some of the evidence listed under Level 3 is present, as well as at least one of the following:</i></p> <ul style="list-style-type: none"> - Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Teacher attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective 	<ul style="list-style-type: none"> - Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. - There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. - Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective.

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.

Indicators	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.2: Demonstrate and Clearly Communicate Content Knowledge to Students	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
	<p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level <ul style="list-style-type: none"> - Students learn content through a variety of innovative strategies or research-based practices 	<ul style="list-style-type: none"> - Teacher demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized - Teacher restates and rephrases instruction in multiple ways to increase understanding - Teacher emphasizes key points or main ideas in content - Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional development 	<p><i>For Level 2, some of the evidence listed under Level 3 is present, as well as at least one of the following:</i></p> <ul style="list-style-type: none"> - Teacher delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding - Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways 	<ul style="list-style-type: none"> - Teacher may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher does not emphasize main ideas, and students are often confused about content - Teacher fails to use developmentally appropriate language

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.

Indicators	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	<p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Explanations spark authentic engagement evident through student conversations and questions related to the content. - Students use technology to maximize their own learning 	<ul style="list-style-type: none"> - Teacher is effective at engaging students in academic content - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Teacher sustains the attention of the class by maintaining a dynamic presence - Ways of engaging with content reflect different learning modalities, or intelligences, or social emotional learning needs. - Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are engaged rather than passive/receptive - Teacher intentionally integrates available technologies as a tools to engage students in academic content 	<p><i>For Level 2, some of the evidence listed under Level 3 is present, as well as at least one of the following:</i></p> <ul style="list-style-type: none"> - Disengaged students have a negative impact on the lesson and the learning of others. - Teacher provides multiple ways of engaging students, but not aligned to lesson objective or mastery of content - Teacher misses opportunities to provide ways of differentiating content for student engagement - Some students do 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 	<ul style="list-style-type: none"> - Fewer than 1/2 of students are engaged in content and many are off-task - Teacher only provides one way of engaging with content OR teacher provides multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Teacher does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content

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. Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity.
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.

Indicators	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.4:</p> <p>Check for Understanding</p>	<p>Teacher is highly effective at checking for understanding</p> <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - 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) - 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 	<p>Teacher is effective at checking for understanding</p> <ul style="list-style-type: none"> -Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate “pulse” of the class’s understanding - Teacher gains enough information during checks for understanding to modify the lesson and respond accordingly <ul style="list-style-type: none"> - Teacher uses a variety of formal and informal checks for understanding throughout the lesson - Teacher uses wait time effectively both after posing a question and before helping students think through a response - Teacher doesn’t allow students to “opt- out” of checks for understanding and cycles back to these students 	<p>Teacher needs improvement at checking for understanding</p> <p><i>For Level 2, some of the evidence listed under Level 3 is present, as well as at least one of the following:</i></p> <ul style="list-style-type: none"> - Teacher sometimes checks for understanding of content, but misses several key moments - Teacher mostly gets an accurate "pulse" of the class's understanding, but does not gain enough information to modify the lesson accordingly - Teacher does not use a variety of methods to check for understanding, when doing so would be helpful - Teacher does not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Teacher assesses student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning 	<p>Teacher is ineffective at checking for understanding</p> <ul style="list-style-type: none"> - Teacher rarely or never checks for understanding of content, or misses nearly all key moments - Teacher rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson - Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. - Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Teacher rarely or never assesses for mastery at the end of the lesson

Indicators	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.5:</p> <p>Differentiate Instruction As Needed</p>	<p>Teacher is highly effective at modifying instruction as needed</p> <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement - Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful 	<p>Teacher is effective at differentiating instruction as needed</p> <ul style="list-style-type: none"> - Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Teacher differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs - Teacher responds to misunderstandings with effective scaffolding techniques 	<p>Teacher needs improvement at modifying instruction as needed</p> <p><i>For Level 2, some of the evidence listed under Level 3 is present, as well as at least one of the following:</i></p> <ul style="list-style-type: none"> - Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts are misguided and do not increase understanding for all students - Teacher primarily responds to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Teacher persists in using a particular technique for responding to a misunderstanding, even when it is not succeeding 	<p>Teacher is ineffective at modifying instruction as needed</p> <ul style="list-style-type: none"> - Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

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

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

Indicators	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.6:</p> <p>Develop Higher Level of Understanding through Rigorous Instruction and Work</p>	<p>Teacher is highly effective at developing critical and creative thinking through rigorous instruction and work</p> <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students work collaboratively to use the Design Thinking process and the 4Cs to solve challenging academic and real-world problems - Students are able to answer higher-level questions with meaningful responses - Students pose higher-level questions to the teacher and to each other - Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great - Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements 	<p>Teacher is effective at developing-critical and creative thinking through rigorous instruction and work</p> <ul style="list-style-type: none"> - Lesson provides opportunities for students to engage in productive struggle - Teacher frequently develops higher-level understanding through effective questioning - Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding - Students have opportunities to demonstrate through practice and application - Teacher shows patience, empathy, and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks - Teacher frequently develops connections to the world around them 	<p>Teacher needs improvement at developing critical and creative thinking through rigorous instruction and work</p> <p><i>For Level 2, some of the evidence listed under Level 3 is present, as well as at least one of the following:</i></p> <ul style="list-style-type: none"> - Lesson is not-accessible or challenging for all students - Some questions used are not be effective in developing higher-level understanding (too complex or confusing) - Teacher may not always use questioning as an effective tool to increase understanding - While students have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate - Teacher encourages students to work hard, but may not persist in efforts to have students keep trying 	<p>Teacher is ineffective at developing critical and creative thinking through rigorous instruction and work</p> <ul style="list-style-type: none"> - Lesson is not aligned with developmental level of students (may be too challenging or too easy) - Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. - Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts. - Teacher gives up on students easily and does not encourage them to persist through difficult tasks

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.

Indicators	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.7:</p> <p>Maximize Instructional Time</p>	<p>Teacher is highly effective at maximizing instructional time</p> <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher - Students are always engaged in meaningful work while waiting for the teacher - Students share responsibility for operations and routines and work well together to accomplish these tasks - All students are on-task and follow instructions of teacher without much prompting 	<p>Teacher is effective at maximizing instructional time</p> <ul style="list-style-type: none"> - Students are expected to arrive on-time and are aware of the consequences of arriving late (unexcused) - Class starts on-time - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher - Students are only ever not engaged in meaningful work for brief periods of time - Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective - Almost all students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are addressed without major interruption to the lesson. 	<p>Teacher needs improvement at maximizing instructional time</p> <p><i>For Level 2, some of the evidence listed under Level 3 is present, as well as at least one of the following:</i></p> <ul style="list-style-type: none"> - Some students consistently arrive late (unexcused) for class without consequences - Class consistently starts a few minutes late - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed - There is more than a brief period of time when students are left without meaningful work to keep them engaged - Teacher delegates lesson time inappropriately between parts of the lesson - Significant prompting from the teacher is necessary for students to follow instructions and remain on-task - Disruptive behaviors and off-task conversations sometimes occur; they are not be addressed in the most effective manner and teacher has to stop the lesson frequently to address the problem 	<p>Teacher is ineffective at maximizing instructional time</p> <ul style="list-style-type: none"> - Students may frequently arrive late (unexcused) for class without consequences - Teacher may frequently start class late. - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times - There are significant periods of time in which students are not engaged in meaningful work - Even with significant prompting, students frequently do not follow directions and are off-task - Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson - Classroom management is generally poor and wastes instructional time

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.

Indicators	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.8:</p> <p>Create Classroom Culture of Respect and Collaboration</p>	<p>Teacher is highly effective at creating a classroom culture of respect and collaboration</p> <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves 	<p>Teacher is effective at creating a classroom culture of respect and collaboration</p> <p>Students are respectful of their teacher and peers</p> <ul style="list-style-type: none"> - Students collaborate, communicate, think critically and/or creatively while supporting each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions 	<p>Teacher needs improvement at creating a classroom culture of respect and collaboration</p> <p><i>For Level 2, some of the evidence listed under Level 3 is present, as well as at least one of the following:</i></p> <ul style="list-style-type: none"> - Students are generally respectful of their teacher and peers, but occasionally act out or need to be reminded of classroom norms - Students are given opportunities to collaborate, but are not always be supportive of each other or may need significant assistance from the teacher to work together - Teacher praises positive behavior OR enforce consequences for negative behavior, but not both - Teacher focuses on the behavior of a few students, while ignoring the behavior (positive or negative) of others 	<p>Teacher is ineffective at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> - Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention - Teacher rarely or never praises positive behavior - 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.

Indicators	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.9: Set High Expectations for Academic Success	Teacher is highly effective at setting high expectations for academic success.	Teacher is effective at setting high expectations for academic success.	Teacher needs improvement at setting high expectations for academic success.	Teacher is ineffective at setting high expectations for student success.
	<p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Student comments and actions demonstrate that they are excited about their work and understand why it is important - Students participate in forming academic goals for themselves and analyzing their progress <p>(the order here was changed)</p>	<ul style="list-style-type: none"> - Teacher sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort, perseverance, and quality of their work. - The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Teacher and students celebrate successes and high-quality academic work is displayed 	<p><i>For Level 2, some of the evidence listed under Level 3 is present, as well as at least one of the following:</i></p> <ul style="list-style-type: none"> - Teacher may set high expectations for some, but not others - Students are generally invested in their work, but occasionally spend time off-task or give up when work is challenging - Some students are afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Teacher praises the academic work of some, but not others - High quality work of a few, but not all students, is displayed in the classroom 	<ul style="list-style-type: none"> - Teacher rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers - Teacher rarely or never praises academic work or good behavior - High quality work is rarely or never displayed 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.

DOMAIN 3: Teacher Engagement

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1 Contribute to School Culture	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of class 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time to helping students and peers outside of class 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Contribute occasional ideas and expertise to further the school's mission and initiatives <p>Teacher does not:</p> <ul style="list-style-type: none"> - Frequently dedicates time to help students and peers efficiently outside of class 	<p>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.</p>
3.2 Collaborate with Peers	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need - Share best practices with their colleagues and learn from the successes of others 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed <p>Teacher does not:</p> <ul style="list-style-type: none"> - Seek to provide other teachers with assistance when needed OR - Regularly seek out opportunities to work with others 	<p>Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.</p>
3.3 Seek Professional Skills and Knowledge	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Actively pursue opportunities to improve knowledge and practice - Implements new practices into instruction - Improves practices as a result of constructive feedback 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Attend all mandatory professional development opportunities <p>Teacher does not:</p> <ul style="list-style-type: none"> - Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well 	<p>Teacher fails to attend professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning</p>
3.4 Advocate for Student Success	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Display commitment to the education of all the students in the school - Make changes and take risks to ensure student success 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Display commitment to the education of all his/her students - Attempt to remedy obstacles around student achievement - Advocate for students' individualized needs 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Display commitment to the education of all his/her students <p>Teacher does not:</p> <ul style="list-style-type: none"> - Advocate for students' needs 	<p>Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.</p>

3.5	Engage Families in Student Learning	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Respond to contact from parents - Engage in all forms of parent outreach required by the school <p>Teacher does <i>not</i>:</p> <ul style="list-style-type: none"> - Proactively reach out to parents to engage them in student learning 	<p>Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.</p>
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DOMAIN 4: Student Achievement

Teacher fosters increased student achievement in his or her students. All classrooms, no matter how high or low their current achievement levels, have room to get measurably better.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.1 Student growth on ISTEP+, End of Course assessments, and other performance indicators.	Consistent record of improved student achievement on multiple indicators of student success for almost all students; results meet or exceed other high performing classrooms	Meets performance goals for student achievement for most students Overall performance improves. Does not confuse efforts with results.	Some evidence of improvement, but insufficient evidence that current steps will create the improvements necessary to achieve student performance goals.	Little or no evidence of improvement; has not taken decisive action in order to improve student achievement.

Indiana law contains a provision that a teacher who negatively affects student achievement and growth (negative impact) cannot receive a final rating of highly effective or effective. Negative impact is characterized by a significant decrease in student achievement and notably low levels of student growth.

Negative impact on student learning shall be defined as follows:

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

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 missed a combined total of more than ten (10) sick, personal or unpaid leave days.*	Individual has not demonstrated a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
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 violates local, state, or federal law or fails to follow School Board policies and/or school rules and procedures.	Individual follows local, state, and federal law, School Board policies, and school rules and procedures.
4 Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

*In order to calculate the days that count towards the 10 day limit, the following guidelines will be followed:

- Certificated employees having an extended illness of more than 5 consecutive working days will only have to count the first 5 days toward the 10 day limit with proper documentation from a physician.
- In the event of flu like epidemic or other pandemic causing an unusual rise in absences, the school corporation and PPEA will meet to determine if a waiver to the rule is needed.
- Certificated employees exceeding the 10 days as listed may appeal to the superintendent. The decision of the superintendent will be final.

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 teacher practice from throughout the year. Not all of this evidence necessarily came from the same evaluator, but it is the responsibility of the assigned primary evaluator (usually the principal), to gather evidence from every person that observed the teacher during that year. In addition to notes from observations and conferences, evaluators may also have access to evidence provided by the teacher, such as lesson plans, student work, parent/teacher conference notes, etc. To aid in the collection of this evidence, schools should consider having files for teachers containing evaluation evidence, and when possible, house this information electronically.

Because of the volume of evidence that may exist for each teacher, some evaluators may choose to assess evidence mid-way through the year and then again at the end of the year. A mid-year conference can help give teachers an idea of where they stand half-way through the year as well as serve as a midway point for evaluators to assess evidence they have collected thus far.

2

Use professional judgment to establish four, final ratings in Planning, Instruction, Leadership, and Student Achievement.

After collecting evidence, the summative evaluator must assess where the teacher falls within each competency and use professional judgment to assign teacher ratings in each of the first four 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, four domain ratings should reflect the body of evidence available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the teacher, using evidence to support the final decision.

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

	D1: Planning	D2: Instruction	D3: Leadership	D4: Achievement
Teacher Effectiveness Rubric	3 (E)	2 (IN)	3 (E)	4 (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 four domain ratings into one rating for domains 1-4

At this point, each of the four final domain ratings is weighted according to importance and summed together to form one rating for domains 1-4. 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. The belief is that good instruction and classroom environment matters more than anything else a teacher can do to improve student outcomes. As such, the Instruction Domain is weighted significantly higher than the others, at 70%. Planning (10%), Leadership (10%), and Achievement (10%) are then weighted accordingly to complete the calculation.

Note: The calculation here is as follows: 1) Rating * Weight = Weighted Rating; 2) Sum of Weighted Ratings = Final Score/Teacher Effective Rubric

4

Incorporate Core Professionalism

At this point, the teacher practice rating is close to completion. Evaluators now look at the fifth 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 here uses professional judgment to decide if a teacher has not met the standards for any of the four indicators. If a teacher has met standards in each of the four indicators, the score does not change from the result of step 3 above. If the teacher did not meet standards in *any* one or more of the four indicators, he or she automatically has a 1 point deduction from the final score in step 3.

Outcome 1: Teacher meets all Core Professionalism standards. Final Practice Score = 2.3

Outcome 2: Teacher does not meet all Core Professionalism standards. Final Practice Score $(2.3-1) = 1.3$

The final practice score then feeds in to a larger calculation for an overall teacher effectiveness rating including measures of student learning.

	Domain Rating (1-4)	Rating Weight	Weighted Rating
Domain 1: Planning		10%	
Domain 2: Instruction		70%	
Domain 3: Leadership		10%	
Domain 4: Student Achievement		10%	
Teacher Effectiveness Rubric			
Core Professionalism			
Teacher Meets All Core Professionalism Standards Outcome 1: Score Remains the Same			
Teacher Does Not Meet All Core Professionalism Standards Outcome 2: 1 Point is Deducted.			
Teacher Effectiveness Rubric			

In order to be considered for a performance pay increase for a given year, a certificated employee must be in payroll status at least 120 days as defined as a years of experience for the teachers retirement fund.

Sample Completed Teacher Effectiveness Rubric:

	Domain Rating (1-4)	Rating Weight	Weighted Rating
Domain 1: Planning	4	10%	$4 \times .10 = .40$
Domain 2: Instruction	3	70%	$3 \times .70 = 2.10$
Domain 3: Leadership	2	10%	$2 \times .10 = .20$

Domain 4: Student Achievement	3	10%	$3 \times .10 = .30$
Teacher Effectiveness Rubric	3.00		
Core Professionalism			
Teacher Meets All Core Professionalism Standards Outcome 1: Score Remains the Same	✓		
Teacher Does Not Meet All Core Professionalism Standards Outcome 2: 1 point is deducted.	N/A		
Teacher Effectiveness Rubric	3.00		

EFFECTIVENESS RATING SCALE

