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CERTIFICATED EMPLOYEE EVALUATION PLAN

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PREFACE

This Certificated Employee Evaluation Plan has emerged from the efforts and ideas of both Administrators and Certificated Employees. The plan is based on the Indiana RISE model with Effectiveness Rubrics being modified for Teachers, Guidance Counselors, Librarians/Media Specialists, Technology Specialists, and Administrators. Besides the contents of this plan, any additional information regarding the Indiana RISE model can be found at <http://www.riseindiana.org>.

A committee of Administrators and Certificated Employees will utilize the school corporation's established discussion procedure to annually review the plan.

As per compliance with Indiana Code 20-28-11.5-8(d), any modification in the plan will be reported annually to the Indiana Department of Education (IDOE).

SCHOOL BOARD POLICY

The Board of School Trustees shall employ only highly qualified professional personnel as Certificated Employees, as defined by the No Child Left Behind Act of 2001. In essence, all professional personnel will be explicitly licensed in the area in which they serve. The Administration shall assess the services of the professional personnel and submit assessments in writing to the Superintendent of Schools in such manner and at such times as may be determined by the Board of School Trustees and the Superintendent of Schools. Certificated Employees shall be assessed on a combination of Professional Practice and Student Learning.

Only Administrators who have received training and support in evaluation skills specific to the Indiana RISE model will evaluate Certificated Employees. Such Administrators will officially serve as Evaluators and receive annual professional development.

MISSION

The BCSC Certificated Employee Evaluation Plan complies with Public Law 90 and is fair, credible, and accurate. The evaluation:

- **Is Annual:** Every Certificated Employee, regardless of experience, deserves meaningful feedback on his or her performance on an annual basis.
- **Includes Student Growth Data:** Evaluations should be student-focused. First and foremost, an effective Certificated Employee helps students make academic progress. A thorough evaluation system includes multiple measures of Certificated Employee performance, and growth data must be one of the key measures.
- **Includes Four Rating Categories:** To retain the best Certificated Employees, a process is needed that can truly differentiate the best educators and give them the recognition they deserve. If all Certificated Employees are to perform at the highest level, then there is a need to know which individuals are achieving the greatest success and give support to those who are new or struggling.

OBJECTIVES

The objectives of this Evaluation Plan are to produce the following:

1. *Professional development* opportunities that raise Certificated Employee performance to a higher level and improve educational services for students.
2. Accurate and efficient *documentation* of the performance of Certificated Employees.
3. Commitment to *accountability* in the performance of the Certificated Employee's duties and responsibilities.

PERFORMANCE LEVEL RATINGS

Each Certificated Employee will receive a rating at the end of the school year in one of four performance levels:

1. Highly Effective: A Highly Effective Certificated Employee consistently exceeds expectations. This is a Certificated Employee 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 Certificated Employee's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

2. Effective: An Effective Certificated Employee consistently meets expectations. This is a Certificated Employee 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 Certificated Employee'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.

3. Improvement Necessary: A Certificated Employee who is rated as Improvement Necessary requires a change in performance before he/she meets expectations. This is a Certificated Employee 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 Certificated Employee 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.

4. Ineffective: An Ineffective Certificated Employee consistently fails to meet expectations. This is a Certificated Employee 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 Certificated Employee's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

The performance level rating reflects a Certificated Employee's professional practice and contribution to student growth.

PROFESSIONAL PRACTICE

Assessment of instructional knowledge and skills

Measure: Modified Indiana RISE Effectiveness Rubric based on Certificated position

DOMAIN 1: PURPOSEFUL PLANNING

Certificated Employees 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.

- 1.1 Utilize, Track and Analyze Assessment Data to Plan
- 1.2 Create Standards Driven Lesson Plans and Assessments

DOMAIN 2: EFFECTIVE INSTRUCTION

Certificated Employees 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.

- 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

DOMAIN 3: CERTIFICATED EMPLOYEE LEADERSHIP

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

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

DOMAIN 4: CORE PROFESSIONALISM

1. Attendance
2. On-Time Arrival/Departure
3. Policies and Procedures
4. Respect

STUDENT LEARNING

Student Learning – Contribution to student academic progress

Measure: Individualized Growth Model (IGM)*

Measure: School-wide Learning Measure (SWL)

Measure: Student Learning Objectives (SLOs)

***Only classroom teachers for students in grades 4-8 English/language arts and mathematics will have IGM.**

INDIVIDUAL GROWTH MODEL (IGM)

The Indiana Growth Model (IGM) is the single most common method of measuring growth. This model is used to measure student learning for Certificated Employees working with English/language arts and/or mathematics in grades 4-8. To complement the IGM and to account for those Certificated Employees who do not have such data available, this Evaluation Plan includes measures of students' progress toward other growth or achievement goals, known as Student Learning Objectives (SLOs).

Using IGM data, whole school growth can be calculated, which is relevant to all Certificated Employees covering students in grades K-8. With a national focus on building skills in English/language arts and mathematics, all Certificated Employees should contribute to the success of their students in these two areas. To reflect the importance of this, every Certificated Employee working with students in grades K-8 will have a portion of their final evaluation score tied to a school-wide grade based on IGM data. Certificated Employees for grades 9-12 will also have a component of their evaluation score tied to school-wide student learning.

SCHOOL-WIDE LEARNING MEASURE (SWL)

The School-Wide Learning Measure (SWL) invests all individuals in the success of a building's students. This measure is based on the premise that every Certificated Employee contributes to the overall growth of its students in the areas of English/language arts and mathematics. The measure relies on IGM data and counts equally for all employees. It is aligned to Indiana's A-F accountability policy.

STUDENT LEARNING OBJECTIVES (SLOs)

Student Learning Objectives (SLOs) are targets of student growth and achievement that Certificated Employees and students work towards throughout the year. Although the goal is to eventually have Certificated Employees account for all students through measurable learning goals, employees will initially set two SLOs (whole class, targeted) for one specific class of students.

SLOs should be set around common assessments with shared expectations for students. In determining appropriate assessments, Certificated Employees will consider, in priority order, State Examinations, Common Corporation Assessments, Common School Assessments, and Teacher-Created Examinations.

Certificated Employees set two types of SLOs, a Class and Targeted Objective:

- **Class Objective** - a mastery goal based on students' starting points for a class or classes of students covering all of the Indiana content standards for the course.
- **Targeted Objective** - a growth and/or achievement goal that may cover either all or a subset of Indiana content standards typically targeting students beginning the class at a low level of preparedness.

CALCULATION OF PERFORMANCE LEVEL RATINGS

Evaluators use the Teacher Effectiveness Rubric to rate a Certificated Employee at the end of the year on **Professional Practice** using the following process:

1. Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence.
2. Use professional judgment to establish three final ratings in the Domains of (1) Planning, (2) Instruction, and (3) Leadership.

Domain 1: Planning =	10%
Domain 2: Instruction =	60%
Domain 3: Leadership =	10%

Next, Evaluators rate a Certificated Employee on each of the three possible measures of **Student Learning**:

Individual Growth Model (IGM) – Certificated Employees who work with students in grades 4-8 English/language arts and/or mathematics will receive one growth model score that has been rolled up across classes.

School-wide Learning Measure (SWL) – The school-wide measure counts equally for all Certificated Employees. The measure is aligned to the Indiana Department of Education's A-F accountability policy.

Student Learning Objectives (SLO) – The average score of the Class and Targeted Learning Objectives is used for this measure.

Evaluators subtract ONE POINT from the combined score if the Certificated Employee does NOT meet all of the Core Professionalism expectations in Domain 4. Domain 4 is only involved in the calculation of the performance level rating when the employee does NOT meet the necessary standards.

For purposes of calculating the final performance level, or summative, rating, Certificated Employees are placed into one of two groups:

Group 1: Classes taught have growth model data. (Includes most Certificated Employees in grades 4-8.)

Professional Practice and Student Learning

Domain 1: Planning =	10%
Domain 2: Instruction =	60%

Domain 3: Leadership =	10%
Individual Growth Model Data =	5%
School-wide Learning Measure =	5%
Student Learning Objectives =	10%
Domain 4: Core Professionalism	0 or -1

Group 2: Classes taught have NO growth model data. (Includes most high school and PK-3 Certificated Employees.)

Professional Practice and Student Learning

Domain 1: Planning =	10%
Domain 2: Instruction =	60%
Domain 3: Leadership =	10%
Individual Growth Model Data =	0%
School-wide Learning Measure =	5%
Student Learning Objectives =	15%
Domain 4: Core Professionalism	0 or -1

FINAL CALCULATION

EXAMPLE:

Mrs. Smith teaches three sections of grade 8 English/language arts and three sections of grade 8 social studies. Because Mrs. Smith teaches at least one class that has Individual Growth Model data, she is considered a Group 1 Certificated Employee. Therefore, the Group 1 weights are used to calculate her final Performance Level Rating:

	Rating (1-4)	Weight	Weighted Rating
Domain 1: Planning	2.70	x 0.10	0.27
Domain 2: Instruction	2.60	x 0.60	1.56
Domain 3: Leadership	3	x 0.10	0.30
Individual Growth Model Data	3	x 0.05	0.15
School-wide Learning Measure	2	x 0.05	0.10
Student Learning Objectives	4	x 0.10	0.40
Domain 4: Core Professionalism			0.00
Sum of the Weighted Ratings:			2.78

The Sum of the Weighted Ratings determines the final rating.

Ineffective =	1.0 points to 1.74 points
Improvement Necessary =	1.75 points to 2.4 points
Effective =	2.5 points to 3.4 points
Highly Effective =	3.5 points to 4.0 points

NEGATIVE IMPACT STATEMENT

A Certificated Employee may NOT receive a summative rating in the Effective or Highly Effective category if:

1. The employee receives an ineffective rating in both Student Learning Objective Measures (Class and Targeted, or both Targeted), and
2. Fewer than 70% of his/her students pass the end of course assessment.

EMPLOYEES RATED INEFFECTIVE

A student may not be instructed for two (2) consecutive years by two (2) consecutive **Ineffective** teachers.

If it becomes impossible to keep a student from being instructed for two (2) consecutive years by two (2) consecutive **Ineffective** teachers, then the parents of the applicable student will be notified in writing of the situation prior to the start of the second school year.

SYSTEM-TO-SYSTEM (S2S) TIMETABLE/ FEEDBACK AND REMEDIATION

For any Certificated Employee Evaluation Plan to be effective, the effort must be organized and meet specific deadlines. The following deadlines for System-to-System (S2S) Meetings are to be followed by Administrators with exceptions only under special circumstances.

First System-to-System Meeting:

Initial Conference – The Certificated Employee and Evaluator meet to discuss the employee's students' starting points and approve the Student Learning Objectives (SLOs). Domains 1 and 3 of the Effectiveness Rubric are also reviewed.

Second System-to-System Meeting:

Mid-Course Check-In – The Certificated Employee and Evaluator meet to discuss progress made toward Student Learning Objectives (SLOs). Domains 1 and 3 of the Effectiveness Rubric are also reviewed.

If the Evaluator believes the Certificated Employee has areas in need of improvement, then recommendations and a timeline for addressing such areas will be provided in writing to the employee no later than five (5) days following this meeting.

Third System-to-System Meeting:

Summative Conference - The Certificated Employee and Evaluator meet to discuss summative student data results related to the scoring of Student Learning Objectives (SLOs) and the overall summative assessment of the employee by the Evaluator. A copy of the completed evaluation, including any documentation related to the evaluation, will be provided to the employee no later than seven (7) days following this meeting.

If the Certificated Employee receives a rating of **Ineffective** or **Improvement Necessary**, then the Evaluator and employee will develop a remediation plan of not more than ninety (90) school days in length to correct the deficiencies noted in the employee's evaluation. The remediation plan will require the use of the Certificated Employee's license renewal credits in professional development activities intended to help the employee achieve an Effective rating on the next performance evaluation.

If the Certificated Employee receives a rating of **Ineffective**, then the employee may file a written request for a private conference with the Superintendent or the Superintendent's designee not later than five (5) days after receiving notice of the rating. The Superintendent or Superintendent's designee will grant the request for a conference at a mutually agreed upon day and time.

The S2S Meeting Timetable sets the minimum number of conferences. Additional meetings may be scheduled depending on needs pertaining to an individual staff member.

CLASSROOM OBSERVATIONS

The Certificated Employee Evaluation is a key component of educational accountability. Schools will be more accountable when individual performance is held accountable. Assessment validates results and identifies areas that may need improved.

Evaluators shall document classroom observations using a modified version of the Indiana RISE Model. (Appendix) This will:

1. Provide a systematic way of recording Certificated Employee observations.
2. Provide evidence for the Effectiveness Rubric.
3. Provide basis for forming questions in the post-observation conference.
4. Serve as a documented record of the observed performance.

Evaluators will use electronic software to record all observations.

Evaluators will review the classroom Certificated Employee's lesson plan book and grade book, including electronic versions, when appropriate. Evaluators will review artifacts submitted by the Certificated Employee when appropriate. When a Certificated Employee works in more than one building, the evaluation responsibility will be shared between the appropriate Building Evaluators or Corporation Level Evaluator.

All Certificated Employees will be observed at least four times per school year. A total of at least two Extended and two Short observations will be completed. Evaluators maintain the right to observe at any time.

Extended Observations consist of the Evaluator spending at least 40 minutes in the classroom. All Extended Observations are to be followed by a Post-Observation Conference. Short Observations are defined as observations of 10 to 39 minutes in length.

For an Extended Observation a Post-Observation Conference, including written feedback, will be provided within five school days. For a Short-Observation written feedback will be provide within five school days. A Post-Observation Conference is not required for Short Observations.

All Certificated Employees have the opportunity to request an observation at any time. The request shall be in writing and the Evaluator will respond to the request within a reasonable timeframe. If the request is granted, then the observation will occur at a mutually agreed upon time.

In the event that an Evaluator has identified specific areas of concern regarding the performance of a Certificated Employee that leads to additional observations for that employee, the Evaluator will notify the employee of the intent and state the reasons for such in writing.

ANECDOTAL RECORD KEEPING

It is important that all phases of the Certificated Employee's performance and behavior be accurately judged. In order to maintain an account of this performance and behavior, both positive and negative, anecdotal records should be maintained by the Evaluator.

If used by the Evaluator in the Certificated Employee's evaluation, then the Certificated Employee will be conferenced concerning the contents of the anecdotal records prior to the completion of the final evaluation.

All Certificated Employees have the opportunity to share and submit anecdotal evidence to the Evaluator who conducts their evaluation. This should be submitted prior to the completion of the final Certificated Employee evaluation.

Anecdotal records may be used for all areas of the evaluation, but are most effective in Domain 1: Planning; Domain 3: Student Learning; and Domain 4: Core Professionalism in order to support an Evaluator's rating of a Certificated Employee.

GLOSSARY

Achievement: 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.

Administrator: For the Batesville Community School Corporation, this refers to an employee serving in an administrative role AND holding an Indiana license as a School Administrator.

Certificated Employee: Means a person:

(1) whose contract with the school corporation requires that the person hold a license or permit from the division of professional standards of the department under IC 20-28; or

(2) who is employed as a teacher by a charter school established under IC 20-24.

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

Class Objective: A mastery goal based on students' starting point for a class of students covering all of the Indiana content standards for the course.

Classroom Assessment: A teacher-developed assessment used by a single teacher for a particular course, e.g., a teacher's world history final exam that only this particular teacher uses. Please note that a classroom assessment does not refer to an assessment created by and administered by groups of teachers (see School Assessment).

Content Mastery Standard: A score on an assessment that a student must obtain in order to be considered as having achieved mastery. The content mastery standard is typically between passing and 100%. BCSC has established 80% as an acceptable level for the demonstration of mastery.

Corporation Assessment: A common assessment that is mandated or optional for use corporation-wide. The assessment may have been created by teachers within the corporation or purchased from an assessment vendor. Some examples are mCLASS, AP, and NWEA.

End-of-Course Assessment: An assessment given at the end of the school year or semester course that measures mastery in a given content area. The state currently offers end-of-course assessments in Algebra I, English 10, and Biology I. However, many corporations and schools have end-of-course assessments that they have created on their own. Depending on the class, an end-of-course assessment may be a project instead of a paper-and-pencil test.

Evaluator: IC 20-28-11.5-1

Sec. 1. As used in this chapter, "evaluator" means an individual who conducts a staff performance evaluation. The term includes a teacher who:

(1) has clearly demonstrated a record of effective teaching over several years;

(2) is approved by the principal as qualified to evaluate under the plan; and

(3) conducts staff performance evaluations as a significant part of teacher's responsibilities.

As added by P.L.90-2011, SEC.39.

BCSC plans to utilize only licensed School Administrators as Evaluators.

Extended Observation: Refers to the actual classroom observation and gathering of data concerning a Certificated Employee's performance. Includes the post-observation conference with the Certificated Employee to review and discuss the collected data to assist the Certificated Employee in improving performance. An Extended Observation consists of the Evaluator spending at least 40 minutes in the classroom.

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 (IGM): This growth rating is one of two methods used to measure student learning. The other method is Student Learning Objectives. For teachers, the Indiana Growth Model rating is calculated by comparing the progress of students in a teacher's class to students throughout the state who have the same score history (their academic peers). To increase the accuracy and precision of this growth rating, the score will reflect three years' worth of assessment data where available. Currently, growth model data only exists for students in grades 4-8 in English/language arts and mathematics.

Initial Conference: A conference in the fall during which a teacher and primary evaluator discuss the teacher's students' starting points and approve the Student Learning Objectives. It can be scheduled in conjunction with an observation conference or Beginning-of-Year conference.

Mid-Course Check-In: A conference in the middle of the year in which the primary evaluator and teacher meet to discuss progress made toward Student Learning Objectives.

Professional Judgment: A primary evaluator's ability to look at information gathered and to make an informed decision regarding a teacher's performance without using a predetermined formula.

School Assessment: Assessments developed by groups of teachers that are mandated or optional for use school-wide, e.g., end-of-course assessments written by science teachers and used in all chemistry classes in the school.

Short Observation: Refers to a classroom observation lasting between 10 minutes and 39 minutes.

Statewide Assessment: An assessment that is mandated for use statewide, e.g., ECAs, ISTEP+, LAS Links.

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), School-wide Indiana Growth Model data, and Student Learning Objectives. These elements of student learning are weighted differently depending on the mix of classes a teacher teaches.

Student Learning Objective (SLO): A long-term academic goal that teachers and evaluators set for groups of students. It must be specific and measurable, based on available prior student learning data, aligned to state standards when available, and based on growth and achievement.

Summative Conference: A conference where the primary evaluator and teacher discuss summative student data results related to the scoring of Student Learning Objectives.

Targeted Objective: A growth and/or achievement goal that may cover all or a subset of Indiana content standards targeted at students beginning the class at a low level of preparedness.

Batesville RISE Evaluation Rubric



Batesville Community School Corporation

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.

Indicators	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 1.1:</p> <p>Utilize, Track and Analyze Assessment Data to Plan</p>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding - Uses checks for understanding for additional data points - Uses data analysis of student progress to drive lesson planning for future instruction 	<p>Teacher uses prior assessment data to formulate:</p> <ul style="list-style-type: none"> - Achievement goals, unit plans, AND lesson plans <p>Teacher uses an effective data tracking system for:</p> <ul style="list-style-type: none"> - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly 	<p>Teacher uses prior assessment data to formulate:</p> <ul style="list-style-type: none"> - Achievement goals, unit plans, OR lesson plans, but not all of the above <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 not:</p> <ul style="list-style-type: none"> - Use data to analyze student progress towards mastery or to plan future lessons/units 	<p>Teacher rarely or never uses prior assessment data when planning.</p> <p>Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system</p>
<p>Competency 1.2:</p> <p>Create Standards Driven Lesson Plans and Assessments</p>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - 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 - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) 	<p>Based on unit plan, teacher plans daily lessons by:</p> <ul style="list-style-type: none"> - Identifying lesson objectives that are aligned to state content standards. - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designing formative assessments that measure progress towards mastery and inform instruction - Creating assessments before each unit begins for backwards planning 	<p>Based on unit plan, teacher plans daily lessons by:</p> <ul style="list-style-type: none"> - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. <p>Teacher may not:</p> <ul style="list-style-type: none"> - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction - Create assessments before each unit begins for backwards planning 	<p>Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, not identifying standards in the lessons, and lacking meaningful instructional strategies, or assignments.</p>

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.

Indicators	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	<p><i>For Level 4, much of the evidence listed under Level 3 is observed during the year, 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 - Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection 	<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 - 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 	<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)
<p>Competency 2.2:</p> <p>Demonstrate and Clearly Communicate Content Knowledge to Students</p>	<p>Teacher is highly effective at demonstrating and clearly communicating content knowledge to students</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Teacher and students converse using developmentally appropriate language and explanations 	<p>Teacher is effective at demonstrating and clearly communicating content knowledge to students</p> <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>Teacher needs improvement at demonstrating and clearly communicating content knowledge to students</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 - Explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies learned via professional development 	<p>Teacher is ineffective at demonstrating and clearly communicating content knowledge to students</p> <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 - 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.

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, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher sustains the attention of the class by maintaining a dynamic presence - Teacher provides ways to engage with content that significantly promotes student mastery of the objective - Teacher provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Teacher effectively integrates available technology as a tool when appropriate to engage students in academic content 	<ul style="list-style-type: none"> - 3/4 or more of students are actively engaged in content at all times and not off task - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Ways of engaging with content reflect different learning modalities or intelligences - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) 	<ul style="list-style-type: none"> - Fewer than 3/4 of students are engaged in content and many are off-task - Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Teacher may miss opportunities to provide ways of differentiating content for student engagement - ELL and IEP students are sometimes given the appropriate accommodations to be engaged in content - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging 	<ul style="list-style-type: none"> - Fewer than 1/2 of students are engaged in content and many are off-task - 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 - Teacher does not differentiate instruction to target different learning modalities - ELL and IEP students are not provided with the necessary accommodations to engage in content - Students do not actively listen and are overtly disinterested in engaging

Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity.
3. 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.
4. 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, much of the Level 3 evidence is observed during the year, 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 - Teacher makes frequent use of strategies to monitor individual student understanding - Students monitor their own progress through self- or peer-assessment. 	<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) - Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate “pulse” of the class’s understanding - Teacher uses wait time effectively both after posing a question and before helping students think through a response - Teacher doesn’t allow students to “opt-out” of checks for understanding and cycles back to these students - Teacher systematically assesses every student’s progress towards mastery of the objective(s) through formal or informal assessments (see note for examples) 	<p>Teacher needs improvement at checking for understanding</p> <ul style="list-style-type: none"> - Teacher sometimes checks for understanding of content, but misses several key moments - Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate “pulse” of the class’s understanding - Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Teacher may assess student’s progress towards mastery through formal or informal assessments. 	<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 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 - 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 progress towards mastery

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

Indicators	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.5:</p> <p>Modify Instruction As Needed</p>	<p>Teacher is highly effective at modifying instruction as needed</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for ALL students – How observed? - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement 	<p>Teacher is effective at modifying 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 responds to misunderstandings with effective scaffolding techniques - Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful - Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged 	<p>Teacher needs improvement at modifying instruction as needed</p> <ul style="list-style-type: none"> - Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Teacher responds to misunderstandings by using only teacher-driven scaffolding techniques - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding - 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 	<p>Teacher is ineffective at modifying instruction as needed</p> <ul style="list-style-type: none"> - Teacher never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Teacher does not address student misunderstandings - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding - 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

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 a higher level of understanding through rigorous instruction and work</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Lesson is challenging and aligned to the developmental level of all students - Students are able to answer higher-level questions with meaningful responses - Students pose higher-level questions to the teacher and to each other - Teacher differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs - Teacher highlights examples of recent student work that meets high expectations; 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 - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level 	<p>Teacher is effective at developing a higher level of understanding through rigorous instruction and work</p> <ul style="list-style-type: none"> - Lesson is challenging and aligned to the developmental level of almost all students - Teacher frequently develops higher-level understanding through effective questioning - Lesson pushes almost all students forward due to basic differentiation of instruction based on students' level of understanding - Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning - Teacher helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks 	<p>Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work</p> <ul style="list-style-type: none"> - Lesson is not always challenging and aligned to the developmental level of students - Some questions used may not be effective in developing higher-level understanding (too complex or confusing) - Lesson pushes some students forward, but misses many students due to lack of differentiation based on students' level of understanding - While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate - Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying 	<p>Teacher is ineffective at developing a higher level of understanding 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 does not use questioning as tool to increase understanding. Students only show a surface understanding of concepts - Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding - 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, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher maximizes use of the entire instructional period - 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 (for example, during attendance) - 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 - Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson 	<p>Teacher is effective at maximizing instructional time</p> <ul style="list-style-type: none"> - Teacher seldom starts class late or ends class early - 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 engaged in meaningful work except for brief periods of time (for example, during attendance) - 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 almost always addressed without major interruption to the lesson. 	<p>Teacher needs improvement at maximizing instructional time</p> <ul style="list-style-type: none"> - Teacher consistently starts class late and/or ends class early - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed or are not appropriate for students' developmental level - There are significant periods of time in which students are not engaged in meaningful work - Teacher may delegate 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 may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem 	<p>Teacher is ineffective at maximizing instructional time</p> <ul style="list-style-type: none"> - Much instructional time is lost because the teacher does not utilize class time effectively. - 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 frequent significant periods of time in which students are not engaged in meaningful work - Teacher wastes significant time between parts of the lesson due to classroom management - 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

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, much of the Level 3 evidence is observed during the year, 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 - Students participate in each others' learning of content through collaboration during the lesson 	<p>Teacher is effective at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> - Students are respectful of their teacher and peers - Students are given opportunities to collaborate and support 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> <ul style="list-style-type: none"> - Students are generally respectful of their teacher and peers, but episodes of disrespect are apparent - Teacher inconsistently addresses inappropriate or disrespectful student interactions - 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 - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both - Teacher may focus 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 - Teacher does not address student interactions that are inappropriate or disrespectful. - The classroom environment is chaotic, with no apparent established standards of conduct - 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 are 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	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>	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.
	<i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i> <ul style="list-style-type: none"> - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important 	<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 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 celebrates and praises academic work of all students 	<ul style="list-style-type: none"> - Teacher may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Teacher may praise the academic work of some students 	<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

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 LEADERSHIP

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)
Competency 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 - Meet all minimum expectations for certified staff in the use of the continuous improvement process - Dedicate time efficiently, when needed, to helping students and peers outside of class - Develop positive relationships across the school community with all stakeholder groups including peers, parents, administrators, students and community members 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Contribute occasional ideas and expertise to further the school's mission and initiatives - Meet some of the minimum expectations for all certified staff in the use of the continuous improvement process <p>Teacher may not:</p> <ul style="list-style-type: none"> - Dedicate time to help students and peers outside of class - Develop positive relationships across the school community with all stakeholder groups including peers, parents, administrators, students and community members 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Rarely or never contribute ideas aimed at improving school efforts. - Meet four or less of the minimum expectations for all certified staff in the use of the continuous improvement process <p>Teacher may not:</p> <ul style="list-style-type: none"> - Dedicate time to help students and peers outside of class - Develop positive relationships across the school community with all stakeholder groups including peers, parents, administrators, students and community members
Competency 3.2: Collaborate with Peers and Seek Professional Development	<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 and/or coaching peers - 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"> - Seek out and participate in regular opportunities to work with and learn from others - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Participate in occasional opportunities to work with and learn from others - Attend all mandatory professional development opportunities <p>Teacher may 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 	<ul style="list-style-type: none"> - Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player. - 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
Competency 3.3: 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 	<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 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Display commitment to the education of all his/her students <p>Teacher may 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>

	<ul style="list-style-type: none"> - Make changes and take risks to ensure student success 	<ul style="list-style-type: none"> - Advocate for students' individualized needs 		
<p>Competency 3.4:</p> <p>Engage Families in Student Learning</p>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Strive 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 parent 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 may <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>

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. Documentation/Evidence is required if “Does Not Meet Standard” is checked.

Indicator	Does Not Meet Standard	Meets Standard
1 Attendance	<p><i>Individual demonstrates a pattern of inappropriate use of sick, personal or unpaid leave days. (i.e. Use of days before or after breaks, appointments on school days (and using entire day), Mondays and Fridays, unpaid days, and personal days a half-day at a time)</i></p> <p>(Approved FMLA leaves are excluded from the attendance rate requirement)</p>	<p><i>Individual demonstrates a pattern of attendance that reflects a desire to be in the classroom as much as possible.</i></p>
2 On-Time Arrival / Departure	<p>Individual demonstrates a pattern of unexcused late arrivals and/or early departures (late arrivals or early departures that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)</p>	<p>Individual demonstrates a pattern of following contractual arrival and departure times</p>
3 Policies and Procedures	<p>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)</p>	<p>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)</p>
4 Respect	<p>Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner</p>	<p>Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner</p>