



BATESVILLE
COMMUNITY SCHOOL CORPORATION

Teacher Evaluation Plan
September 2023

believe in **better**

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PREFACE

This Certificated Employee Evaluation Plan has emerged from the efforts and ideas of both Administrators and Certificated Employees.

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. 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.

Only Administrators who have received training and support in evaluation skills specific to Standard for Success and the Batesville Evaluation Plan 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 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.

PROFESSIONAL PRACTICE

Measure: Batesville's Effectiveness Rubric based on Certificated position

DOMAIN 1: PLANNING & PREPARATION

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 Create Standards Driven Lesson Plans and Assessments
- 1.2 Develop Student Understanding and Mastery of Lesson Objectives
- 1.3 Implement Building or Corporation Specific Expectations
- 1.4 Implement Building or Corporation Specific Expectations
- 1.5 Utilize Assessment Data to Plan Instruction
- 1.6. Modify Instruction Based on Assessment Data Analysis

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 Use Technology to Enhance Student Learning
- 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

DOMAIN 3: PROFESSIONAL COMMITMENT

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

- 3.1 Create an Environment of Respect & Rapport
- 3.2 Set High Expectations for Academic Success
- 3.3 Managing Classroom Procedures
- 3.4 Managing Student Behaviors

DOMAIN 4: PROFESSIONALISM

- 4.1 Contribute Positively to School Culture
- 4.2 Collaborate with Peers
- 4.3 Advocate for Student Success
- 4.4 Engage Families in Student Learning
- 4.5 Maintain Accurate Records and Follow Policies/Procedures
- 4.6 Professional Development

CALCULATION OF PERFORMANCE LEVEL RATINGS

At the end of the school year, the primary evaluator should have collected a body of information representing teacher practice from throughout the year. In addition to notes from observations and conferences, teachers shall provide evidence of planning & preparation and professionalism.

The evaluator will use professional judgment to establish final ratings in the twenty-two (22) competencies.

DOMAIN 1: PLANNING & PREPARATION

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| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1.1 | Create Standards Driven Lesson Plans and Assessments |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1.2 | Develop Student Understanding and Mastery of Lesson Objectives |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1.3 | Implement Building or Corporation Specific Expectations |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1.4 | Implement Building or Corporation Specific Expectations |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1.5 | Utilize Assessment Data to Plan Instruction |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1.6 | Modify Instruction Based on Assessment Data Analysis |

DOMAIN 2: EFFECTIVE INSTRUCTION

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|--------------------------|--------------------------|--------------------------|--------------------------|-----|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.1 | Use Technology to Enhance Student Learning |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.2 | Demonstrate and Clearly Communicate Content Knowledge to Students. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.3 | Engage Students in Academic Content |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.4 | Check for Understanding |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.5 | Modify Instruction as Needed |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.6 | Develop Higher Level of Understanding through Rigorous Instruction and Work |

DOMAIN 3: ENVIRONMENT AND CULTURE

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|--------------------------|--------------------------|--------------------------|--------------------------|-----|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.1 | Create an Environment of Respect & Rapport |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.2 | Set High Expectations for Academic Success |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.3 | Managing Classroom Procedures |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.4 | Managing Student Behaviors |

DOMAIN 4: PROFESSIONALISM

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|--------------------------|--------------------------|--------------------------|--------------------------|-----|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4.1 | Contribute Positively to School Culture |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4.2 | Collaborate with Peers |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4.3 | Advocate for Student Success |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4.4 | Engage Families in Student Learning |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4.5 | Maintain Accurate Records and Follow Policies/Procedures |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4.6 | Professional Development |

The Evaluator will calculate the Final Summative Rating using the rating of the 22 Competencies:

To be High Effective

Domain 1- at least 4 out of 6 competencies are HE

Domain 2- at least 4 out of 6 competencies are HE

Domain 3- at least 3 out of 4 competencies are HE

Domain 4- at least 4 out of 6 competencies are HE

Cannot be HE if you have more than two Improvement Necessary ratings

Cannot be HE if an Improvement Necessary in the same competency two years in a row.

4 or more Improvement Necessary ratings with the remainder ratings of Highly Effective and/or Effective =Highest rating is Improvement Necessary

1-3 Ineffective ratings= Highest rating is Improvement Necessary

4 or more Ineffective ratings= Highest rating is Ineffective

NEGATIVE IMPACT STATEMENT

Negative impact on student learning shall be defined as follows:

(1) For classes measured by statewide assessments with growth model data, the department shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement.

(2) For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally where data show a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state.

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.

Initial Conference – The Certificated Employee and Evaluator meet to review expectations and set goals for the year.

Mid-Course Check-In – The Certificated Employee and Evaluator meet to discuss progress made toward students' learning and observation notes. The four domains and twenty-two competencies are discussed.

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.

Summative Conference - The Certificated Employee and Evaluator meet to discuss summative student data results 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 Standard for Success. 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 may 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.

Certified staff who have been employed by Batesville Community School Corporation for less than four years will be observed at least four times a year. A total of at least two Extended and two Short observations will be completed.

Certified staff who have been employed by BCSC for four years or more will be observed as follows. Rated Highly Effective (3 years in a row in BCSC) will be observed a minimum of 1 long observation. Rated Effective, Improvement Necessary during the prior school year will be observed a minimum of 2 short and 1 long observation.

Evaluators maintain the right to observe at any time.

Extended Observations consist of the Evaluator spending at least 30 minutes in the classroom. Short Observations are defined as observations of 10 to 29 minutes in length.

For all observations written feedback will be provided within seven (7) school days.

Two post observation conferences are required for Certified staff who have been employed by Batesville Community School Corporation for less than four

years. One post observation is required for Certified staff who have been employed by Batesville Community School Corporation for four years or more. Generally, these will occur after Extended Observations. Post observation conferences can be combined with the mid-year conference at the discretion of the evaluator.

All Certificated Employees have the opportunity to request an observation and/or conference at any time. The request shall be in writing and the Evaluator will respond to the request within a reasonable timeframe.

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, including instruction.

THE ROLE OF PROFESSIONAL JUDGMENT

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

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

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.

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.

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.

Initial Conference: A conference in the fall during which a teacher and primary evaluator discuss the teacher's students' starting points. 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,

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.

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

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

Batesville RISE Evaluation Rubric



Batesville Community School Corporation

DOMAIN 1: PLANNING & PREPARATION (1.2)

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>Create Standards Driven Lesson Plans and Assessments</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"> - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of formative assessments/checks for understanding as well as summative assessments where necessary. Uses assessments to directly drive instruction -Creates/utilizes 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/utilizing 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"> - Designing/utilizing 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> <p>Teacher cannot demonstrate or document:</p> <ul style="list-style-type: none"> - Assignments that are meaningful or relevant -Formative assessments to measure progress towards mastery or inform instruction -Summative assessments to evaluate standards aligned objectives. |

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| <p>Competency 1.2:</p> <p>Develop Student Understanding and Mastery of Lesson Objectives</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 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 | <p>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</p> <ul style="list-style-type: none"> - Objective are written in a student-friendly manner and/or explained to students in easy- to- understand term - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson aligned to students' prior knowledge of key concepts and skills. Instructional strategies make 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 visible and stated, but not in a 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 not clear. -No connection exists between the objective and lesson, or teacher may fail to make this connection for students. - Teacher fails to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. -Teacher does not connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective. |
|--|--|---|---|---|

| Indicators | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|--|--|--|---|
| <p>Competency 1.3:</p> <p>Implement Building or Corporation Specific Expectations for Goal 1 and 2</p> <p>Specific indicators will be established by building and defined in the first S2S meeting.</p> | <p>In addition to the effective rating language, the teacher also:</p> <ul style="list-style-type: none"> -Prioritizes instructional outcomes to corporation and building level goals and aligns subsequent activities <p>Example:</p> <p>BHS - Close reading</p> <p>BMS- Curriculum Maps</p> <p>BIS/BPS - Adopted Curriculum and Indiana Academic Standards Implementation</p> | <p>- Teacher implements corporation and building-level goals addressing student individual needs, and meets all processing expectations.</p> | <p>- Teacher implements corporation and building-level goals, but does not enhance goals to increase student learning.</p> | <p>- Teacher does not implement corporation or building-level goals</p> |
| Indicators | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
| <p>Competency 1.4:</p> <p>Implement Building or Corporation Specific Expectations for Goal 1 and 2</p> | <p>In addition to the effective rating language, the teacher also:</p> <ul style="list-style-type: none"> -Prioritizes instructional outcomes to corporation and building level goals and aligns subsequent activities <p>Example:</p> <p>BHS – Excel</p> <p>BMS- Short Cycle Assessments</p> <p>BIS/BPS - MTSS (Rtl)</p> | <p>- Teacher implements corporation and building-level goals addressing student individual needs, and meets all processing expectations.</p> | <p>- Teacher implements corporation and building-level goals, but does not enhance goals to increase student learning.</p> | <p>- Teacher does not implement corporation or building-level goals</p> |

| Indicators | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|--|---|---|--|--|
| <p>Competency 1.5:</p> <p>Utilize Assessment Data to Plan Instruction</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"> - 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 | <ul style="list-style-type: none"> - Teacher demonstrates how achievement goals, unit plans, AND lesson plans are aligned to prior assessment data - Teacher demonstrates how student assessment/ progress data is utilized in instructional planning | <ul style="list-style-type: none"> -Teacher struggles to demonstrate how achievement goals, unit plans, OR lesson plans, are aligned to prior assessment data. - Teacher struggles to demonstrate how student assessment/ progress data is utilized in instructional planning | <p>Teacher does not:</p> <ul style="list-style-type: none"> - Use data to analyze student progress towards mastery or to plan future lessons/units |
| Indicators | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
| <p>Competency 1.6:</p> <p>Modify Instruction Based on Assessment Data Analysis</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 data analysis and assessment results that leads to increased understanding for ALL students. - Teacher modifies instruction and utilizes interventions to respond to misunderstandings without taking away from the flow of the lesson or losing engagement | <ul style="list-style-type: none"> - Teacher makes adjustments to instruction based on checks for understanding (data analysis and assessment results) that lead to increased understanding for most students - Teacher responds to misunderstandings with effective intervention techniques and appropriate progress monitoring - Teacher continues to address students' misunderstandings with different techniques or interventions | <ul style="list-style-type: none"> - Teacher attempts to make adjustments to instruction based on data analysis and assessment results, but these attempts may not increase understanding for all students or overall student performance - Teacher responds to misunderstandings by using inconsistent intervention strategies - Teacher may continue in using a particular technique or intervention for responding to a misunderstanding, even when it is not succeeding | <ul style="list-style-type: none"> - Teacher fails to adjust instruction based on data analysis and assessment results, and any attempts at doing so frequently fail to increase understanding for students and overall student performance - Teacher does not address student misunderstandings - Teacher repeatedly uses the same technique or intervention to respond to misunderstandings, even when it is not succeeding |

DOMAIN 2: EFFECTIVE INSTRUCTION

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

| Indicators | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|--|--|--|---|---|
| <p>Competency 2.1 Uses Technology to Enhance Student Learning</p> | <p>Teacher is highly effective at demonstrating knowledge of resources and technology.</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 extensive and imaginative use of available resources and technology to enhance student learning. -Students use technology individually or collaboratively to create unique learning opportunities. -Technology use is complementary, resulting in active intellectual engagement by ALL students in important and challenging content. | <p>Teacher is effective at demonstrating knowledge of resources and technology.</p> <ul style="list-style-type: none"> -The teacher makes appropriate use of available technology. -Technology is aligned with the instructional outcomes, is suitable to the students' development, and facilitates students in constructing knowledge. -Technology use is complementary, resulting in active intellectual engagement by MOST students in important and challenging content. | <p>Teacher is needs improvement at demonstrating knowledge of resources and technology.</p> <ul style="list-style-type: none"> - The teacher makes limited use of available technology and other resources. -Technology instruction does not facilitate students constructing knowledge, allowing some students to be passive or compliant. | <p>Teacher is ineffective at demonstrating knowledge of resources and technology.</p> <ul style="list-style-type: none"> - Teacher does not use technology in the classroom or uses it in a way that does not enhance student learning. - Technology does not align with the instructional outcomes, is unsuitable to the students' developmental stage, or does not require students to think. |

| Indicators | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|
| <p>Competency 2.2: Demonstrate and Clearly Communicate 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 | <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 | <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 | <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 |

| Indicators | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|--|---|---|--|
| <p>Competency 2.3: Engage Students in Academic Content</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 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 | <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 misses some 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: Check 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. | <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) | <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. | <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: Modify 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 | <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 | <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 | <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 |

| Indicators | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|--|---|---|--|---|
| <p>Competency 2.6 Develop 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 | <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 | <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 | <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
- Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
 - Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency
 - The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.
 - The relevance of higher-order understanding is taken into consideration for teachers working with primarily lower level students.

DOMAIN 3: ENVIRONMENT AND CULTURE

Teachers develop and sustain the intense energy, leadership, and commitment necessary to ensure the achievement of all students.

| Indicator | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
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| Competency 3.1: Create an Environment of Respect & Rapport in the Classroom | Interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to the students' ages, cultures, and levels of development. | Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, developmental levels, and cultures of the students. Students exhibit respect for the teacher. Interactions among students are generally polite. | Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies. | Patterns of classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to student age, cultural backgrounds, and developmental levels. |
| | <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> <p>-Teacher demonstrates knowledge and caring about individual students' lives beyond school</p> <p>Students exhibit respect for the teacher and contribute to maintain high levels of civility among members of the class.</p> | <p>- Students are respectful of their teacher and peers</p> <p>- Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions</p> <p>-Talk between teacher and students and among students is uniformly respectful.</p> <p>-Students exhibit respect for the teacher.</p> | <p>- Students are generally respectful of their teacher and peers, but episodes of disrespect are apparent</p> <p>-Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not successful</p> | <p>- Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior</p> <p>- The classroom environment is chaotic, with no apparent established standards of conduct</p> <p>-Teacher uses disrespectful talk toward students.</p> <p>-Teacher displays no familiarity with or caring about individual students' interests or personalities.</p> |

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| Competency 3.2: Set High Expectations for Academic Success | <p>The classroom culture is characterized by a shared belief in the importance of learning. Students assume responsibility for high quality work by initiating improvements, making revisions, adding detail, and/or helping peers.</p> | <p>The classroom culture is a cognitively busy place where learning is valued by all. Students understand their role as a learner and engage in tasks, activities, and assignments.</p> | <p>The classroom culture is characterized by little commitment to learning by the teacher or student. Student engagement is inconsistent.</p> | <p>The classroom culture is characterized by a lack of teacher or student commitment to learning and little/no investment of student energy to the task at hand.</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 participate in forming academic goals for themselves and analyzing their progress, as appropriate - 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 -The teacher communicates a genuine passion for the subject. | <ul style="list-style-type: none"> - Teacher sets high expectations for students of all levels and communicates the importance of their work - 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 |
| Competency 3.3: Managing Classroom Procedures | <p>Instructional time is maximized due to efficient classroom routines and procedures.</p> | <p>There is little loss of instructional time due to effective classroom routines and procedures.</p> | <p>Some instructional time is lost due to only partially effective classroom routines and procedures.</p> | <p>Much instructional time is lost due to inefficient classroom routines and procedures.</p> |

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| | <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 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 -Teacher maximizes the roles of instructional aides or volunteers to increase student learning | <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 -Volunteers and paraprofessionals have clearly defined roles | <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 -Small groups are only partially engaged while not working directly with the teacher | <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 -Volunteers and paraprofessionals appear confused as to what they are supposed to be doing |
| <p>Competency 3.4</p> <p>Managing Student Behaviors</p> | <p>Student behavior is entirely appropriate. The teacher's response to student misbehavior is sensitive to individual student needs.</p> | <p>Student behavior is generally appropriate. Teacher response to student misbehavior is consistent, appropriate, and respectful to students.</p> | <p>Teacher tries, with uneven results, to monitor student behavior. There is inconsistent implementation of the standards of conduct.</p> | <p>There is little or no teacher monitoring of student behavior. Students challenge the standards of conduct.</p> |

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| | <ul style="list-style-type: none"> - All students are on-task and follow instructions of teacher without much prompting, or appropriate for individual student needs - Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson - Students reinforce positive character and behavior and discourage negative behavior amongst themselves | <ul style="list-style-type: none"> - Almost all students are on-task and follow instructions of teacher without much prompting, or appropriate for individual student needs - Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson. - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior | <ul style="list-style-type: none"> - 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 - Teacher inconsistently addresses inappropriate or disrespectful student interactions | <ul style="list-style-type: none"> - 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 - Teacher does not address student interactions that are inappropriate or disrespectful. |
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DOMAIN 4: PROFESSIONAL COMMITMENT

Teachers develop and sustain the intense energy, leadership, and commitment necessary to ensure the achievement of all students.

| Indicator | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
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| Competency 4.1: Contribute Positively to School Culture | <ul style="list-style-type: none"> - Seek out and fulfill 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 efficiently, when needed, to help students and peers outside of class <p>Teacher develops positive relationships across the school</p> | <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 may not:</p> <ul style="list-style-type: none"> - Dedicate time to help students and peers outside of class | <p>Teacher will:</p> <ul style="list-style-type: none"> - Rarely or never contribute ideas aimed at improving school efforts. <p>Teacher may not:</p> <ul style="list-style-type: none"> - Dedicate time to help students and peers outside of class |

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| | Teacher consistently develops positive relationships across the school community with all stakeholder groups including peers, support staff, parents, administrators, students and community members | community with all stakeholder groups including peers, support staff, parents, administrators, students and community members | Teacher does not develop positive relationships across the school community with all stakeholder groups including peers, parents, support staff, administrators, students and community members | Teacher has negative relationships within the school community. This may be with teachers, support staff, parents, administrators, or students. |
| Competency 4.2: Collaborate with Peers | The teacher makes a substantial contribution to the professional community and to school and district events and projects. The teacher assumes a leadership role among the faculty in a positive manner. | The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues throughout. | The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial. | The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving. |
| Competency 4.3: Advocate for Student Success | <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Display commitment to the education of all the students in the school. - Demonstrate a personal commitment to ensuring student success. | Teacher will: - Display commitment to the education of all his/her students. - Attempt to remedy obstacles around student achievement. - Advocate for students' individualized needs. - Dedicate time efficiently, when needed, to helping students and peers outside of class. | Teacher will: - Display commitment to the education of some his/her students. Teacher may not: - Advocate for students' needs. - Dedicate time to help students and peers outside of class. | 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. Teacher does not dedicate time to help students and peers outside of class. |
| Competency 4.4: Engage Families in Student Learning | The teacher's communication with families is frequent and students participate in the communication when appropriate. The teacher successfully engages families in the instructional program, as appropriate. The teacher's communication is in a professional and appropriate manner. | The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a professional and appropriate manner. | The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. Communications are not always be appropriate or professional. | The teacher's communication with parents and families about the instructional programs or about individual students is sporadic or professionally inappropriate. The teacher makes no attempt to engage families in the instructional program in a professional or appropriate manner. |

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| <p>Competency 4.5 Maintaining Accurate Records and Following Policies and Procedures</p> | <p>The teacher follows contractual arrival and departure times</p> <p>Teacher provides detailed lesson plans for the substitute teacher that engage students in learning.</p> | <p>The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective including but not limited to updating the learning management system, taking and recording daily attendance, etc.</p> <p>The teacher follows state, corporation, and school policies and procedures most of the time (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)</p> <p>The teacher follows contractual arrival and departure times most of the time.</p> <p>The teacher provides detailed lesson plans the substitute teacher.</p> | <p>The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective, including but not limited to updating the learning management system, taking and recording daily attendance, etc.</p> <p>The teacher does not demonstrate a pattern of following state, corporation, and school policies and procedures most of the time (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)</p> <p>The teacher does not demonstrate a pattern of following contractual arrival and departure times most of the time.</p> <p>The teacher provides vague or confusing lesson plans for the substitute teacher.</p> | <p>The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion including but not limited to updating the learning management system, taking and recording daily attendance, etc.</p> <p>The teacher 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>The teacher demonstrates a pattern of unexcused late arrivals and/or early departures.</p> <p>The teacher does not provide lesson plans when absent.</p> |
| <p>Competency 4.6 Professional Development</p> | <p>The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.</p> | <p>The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.</p> | <p>The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.</p> | <p>The teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p> |