Rock Creek Community Academy

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Certified Employee Evaluation Plan

"In Unity Lies Strength"

Preface

This certified Employee Evaluation Plan written in 2020 and revised in 2021 was written in line with the state guidelines. The plan is based on a modified version of the Indiana RISE model. While the SLO (Student Learning Objective) does not count into the rating for the teachers, Rock Creek Community Academy has chosen to continue administering them to students for their benefit.

School Board Policy

The school board of Rock Creek Community Academy shall employ highly qualified professional personnel as Certified Employees whenever possible. All professional staff will be licensed in the area in which they are teaching. Emergency licenses shall be obtained for any employee who does not meet these conditions with the condition that they will attend classes to obtain the certification, be working on a Workplace Specialist license, or obtain a Masters degree or Transition to Teaching degree.

Certified employees shall be evaluated by a qualified and trained evaluator who has attended and completed the RISE certification. These professionals shall be evaluated on a combination of teaching skills and professional practices.

Performance Level Ratings

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

1. **Highly Effective:** A Highly Effective Certified Employee consistently exceeds expectations. This employee will demonstrate excellence in every area evaluated by the trained evaluator. The Highly Effective Employee's students have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

2. **Effective:** An Effective certified employee consistently meets expectations. This effective certified employee will demonstrate consistent competencies that are deemed by the certified trainer to be what is needed in the areas of teaching skills and professional practices, and academic growth and achievement.

3. **Improvement Necessary:** A certified employee who is rated as Improvement Necessary requires a change in performance before he/she meets expectations. This certified employee was evaluated on teaching skills, academic growth and achievement, and professional practices. The certified trainer saw evidence of achievement below the acceptable rating.

4. **Ineffective:** An ineffective Employee consistently fails to meet expectations. This employee's students have generally achieved at unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education. This employee could also have not achieved in the areas of teaching skills and professional practices.

Professional Practices

Assessment of Instructional knowledge and skills

Measure: Indiana RISE Effectiveness Rubric based on a certified position. The RISE Rubric has been slightly modified to reflect specific Rock Creek policies and procedures.

Domain 1: Purposeful Planning

Certified Employees use Indiana content area standards to develop a rigorous curriculum relevant for all students. They are creating units of study with continuous assessments and tracking their students on their progress. There will be accommodations and changes made when they detect a lack of student progress.

1.1 Utilize Data to Plan
1.2 Set Ambitious and Measurable Goals
1.3 Develop Standards-Based Unit and Lesson Plans
1.4 Student Data and Grade Tracking

Domain 2: Effective Instruction

Certified employees 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 a climate expectation of achievement, excellence, and respect.

2.1 Develop student Understanding and Mastery of Lesson Objectives

2.1 Demonstrates and clearly communicates 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: Teacher Leadership

Certified employees develop and continue the intense energy and leadership necessary within their school to ensure the achievement of all students

3.1 Contribute to school culture

3.2 Collaborate with peers and seek professional development

3.3 Seek Professional Skills and Knowledge

3.4 Advocate for Student Success

3.5 Engage families in student learning

Domain4: Core Professionalism
1. Attendance
2. Dependability
3. Policies and Procedures
4. Respect

School-Wide Learning Measure

The school-wide learning measure involves all individuals in the success of the Rock Creek students. This measure is based on the premise that every certified employee contributes to the overall growth of its students in the areas of English/languages and mathematics. The measure relies on the growth data of its students and counts equally for all employees it is aligned to Indiana A-F accountability policy.

Student Learning Objectives

Student learning objectives are targets of student achievement that certified employees and students work towards throughout the year. The employees will set measureable learning goals for one specific class at the beginning of the year and the students will be assessed several times of the year to see the students' progress. These results will be imputed into the Pivot system at the end of the year to be used to determine if the students' growth was achieved during this school year. The teacher will determine which class to assess, but it must be English/language arts or mathematics or science and social studies in the appropriate year.

CALCULATION OF PERFORMANCE LEVEL RATINGS

Evaluators use the Effective Rubric to rate Certified Employees 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) Commitment.

Domain 1: Planning = 10%

Domain 2: Instruction = 60%

Domain 3: Commitment = 10%

Next, evaluators rate a Certificated Employee on the two measures of Student Learning:

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) –All Certified Employees use Math or Eng/LA for the   SLO. Batesville Intermediate School, Batesville Middle School, and Batesville High School use the Indiana State Mandated Assessment (ISTEP) for their assessment. Batesville Primary School uses NWEA.

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.

FINAL CALCULATION

For purposes of calculating the final performance level, or summative rating, the following percentages are used.

Domain 1: Planning =   10%=

Domain 2: Instruction =   60%=

Domain 3: Commitment = 10%

School-wide Learning Measure = 15%

Student Learning Objectives =   5%

_____

Domain 4: Core Professionalism 0 or -1

The sum of the weighted Ratings determines the final rating.

Ineffective=	1.0 points to 1.74 points
Improvement Necessary=	1.75 points to 2.49 points
Effective=	2.5 points to 3.49 points
Highly Effective=	3.5 points to 4.0 points

Teacher Appreciation Grant (TAG)

The following policy has been developed by Rock Creek Community Academy and the Indiana Department of Education in order to reward eligible teachers who have been rated as Effective or Highly Effective as evaluated on the Rock Creek Teacher Evaluation Rubric. This policy will be submitted by a designee or Rock Creek Community Academy to the Indiana Department of Education (IDOE) by September A of each year.

Definition of Teacher: For the purposes of this policy, the term "teacher" will refer to a person whose position in this school who has the primary responsibility of the instruction of students in the classroom or virtually. A teacher is defined as someone who requires a license as defined in IC 20-28-1-7.

It is RCCA's desire to make a difference between the awards of Effective or Highly Effective large enough that teachers will aspire to achieve the Highly Effective designation.

RCCA's formula for distributing the Teacher Appreciation Grant is as follows:

50% of the grant balance will be divided by the number of eligible teachers as defined in the first paragraph. Each eligible teacher will receive this Base Rate Stipend (50% of the grant balance divided by the eligible teachers=Base Rate Stipend). The remaining balance of the grant (50%) will be divided by the number of Highly Effective teachers and that individual amount will be added to the base stipend to create the Highly Effective stipend. (Remaining 50% of the grant divided by the number of Highly Effective teachers plus the Base Rate Stipend=Highly Effective Stipend).

A Highly Effective teacher will receive a minimum of 25% more than a teacher evaluated as Effective.

A teacher must be employed on 12/1 of the current school year in order to be eligible.

The allocated monies will be distributed to qualified teachers within 20 days of distribution from the IDOE.

Negative Impact Statement

A Certified Employee may not receive a summative rating in the effective or Highly Effective if:

1. The employee receives a rating of -1 in **Domain 4: Core Professionalism**
2. This certified employee receives a total rating of 2.49 or below on the RISE evaluation rubric.

Employees Rated Ineffective

A student may not be taught for two consecutive years by two consecutive Ineffective teachers.

If it becomes impossible to keep a student from being instructed for two consecutive years by two 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.

Teacher Evaluation Feedback and Remediation

For any Certified Employee Evaluation Plan to be effective, there must be a plan for feedback and remediation. The following will be the guidelines that will be used by the Certified Evaluator to give that feedback and remediation to the Certified Employee.

After the first observation the evaluator has 7 days to present it to the certified employee. During that meeting the observation will be discussed and feedback and any suggestions for remediation will be given. Further short or long observations will decide if the certified employee carried out the plans given to them and if the evaluator observed the improvements.

At the beginning of the second semester a second long evaluation should be conducted and a meeting to discuss this observation should be held again during the 7 day period. SLO's will be looked at during this meeting and any constructive feedback given should be documented. Progress that is made is noted at this time. Any feedback from this meeting should be documented and given to the employee within 5 days of this meeting.

A final meeting will take place at the end of the year to inform the certified employee of their summative rating for the school year and to discuss the progress or lack of progress that was made.

If the certified employee receives a rating of **Ineffective** or **Needs Improvement,** then the evaluator and the employee will develop a remediation plan of not more than 90 school days in length to correct the deficiencies noted in the evaluation. The remediation plan will require the employee to use their PGP points for license renewal credits in professional development activities intended to help the employee achieve an **Effective** rating on the next performance evaluation.

If the employee receives a rating of **Ineffective,** then the employee may file a written request for a conference with another evaluator or designee for a mutually agreed upon day and time.

Classroom Observations

The Certified Employee observation is a key to promoting educational accountability. Schools will be accountable when individual performance is held accountable. Assessment validates results and identifies areas that may need improvement.

Evaluators shall document classroom observation In PIVOT using the RISE model. This will:

1. Provide a systematic way of recording Certified Employee observations.
2. Provide evidence for the 4 classifications (Highly Effective, Effective, Needs Improvement, and Ineffective) on the RISE model.
3. Provide basis for forming questions in the post-observation conference.
4. Serve as a documented record of the observed performance.

Evaluators will use PIVOT to record all observations.

Evaluators will review the classroom teacher's lesson plans and grade books in Harmony. The evaluator will review artifacts when used during classroom observations.

All certified employees will be observed every school year.

Teachers who have been rated as Highly Effective for 3 consecutive years will be observed one time during the year.

Teachers who are new or who have not had a previous Highly Effective rating will be observed using 2 short and 2 long observations during the school year.

Long observations will be of at least 30 minutes. Short observations are defined as observations of 10-29 minutes in length.

All observations will be recorded in PIVOT and emailed directly to the classroom teacher within 7 days.

All certified 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 within a reasonable amount of time.

In the event that the evaluator has identified a specific area of concern regarding the performance of the certified employee that leads to additional observations for the employee, the evaluator will notify the employee of the intent and state the reasons for such in writing.

The final rating in PIVOT will reflect any negative impact for student growth from the teachers SLO. The teacher sets the SLO at the beginning of the year and their students should reach a 70% to reach the SLO for the class. Negative growth would be defined by negative results of the goals set by the teacher. This is a test designed by the teacher and approved by the principal. All of the contents in the SLO also meet state standards. If the teacher does not reach the goals that are set in PIVOT then they would have a negative impact.

The teacher will be tracking the data by giving bell work, exit slips, SLO test and some use Gateway to Mastery results.

Recommendations for Ineffective or Improvement Necessary Rating:

The improvement plan format that is in PIVOT will be followed with the teacher that falls below at the **Ineffective or Needs Improvement** status. Professional Development will be recommended by the evaluator. If necessary the person will be given a mentor to meet with regularly.

License Credits:

The teacher will be able to obtain a letter of certificate to upload to LVIS for any professional Development that is linked to the improvement plan followed by the teacher.

Request of meeting with the Superintendent or the School Board:

Any teacher who would like to appeal the final (Summative) evaluation with the superintendent or the school board may request this in writing within 10 days of the meeting with the certified evaluator. The superintendent or the board must respond to this request within 7 days of the arrival of the request.

The evaluation plan will be explained to the RCCA Board in a public meeting before the evaluations are conducted.

The superintendent will explain the evaluation plan to the teachers at the beginning of the school year or anytime that it is revised and approved by the RCCA Board.

ADMINISTRATOR/PRINCIPAL EVALUATION QUESTIONNAIRE

Name of Administrator/Principal evaluated: _____ Year:_____

Your position: **X** Adm/Principal (self)   O Faculty   O Support Staff   O Board Member

On a scale of 1-4, rate this administrator's performance for each item below 4= highly effective; 3= effective; 2= improvement necessary; 1=ineffective; CJ= cannot judge/not applicable...if you do not have enough information to rate performance.

General Administration : Leadership/Communication/Community Relations	4	3	2	1	CJ
1. Administrative actions appear to be guided by professional values and goals.	●	O	O	O	O
2. Knowledge of policies, procedures and regulations.	●	O	O	O	O
3. Effective advocate for school program and activities.	●	O	O	O	O
4. Makes logical and sound decisions.	●	O	O	O	O
5. Addresses issues promptly and effectively in a timely manner.	●	O	O	O	O
6. Implements appropriate strategies to achieve objectives.	●	O	O	O	O
7. Motivates and inspires parents and students to contribute to the total success of the school.	●	O	O	O	O
8. Seeks advice and considers divergent opinions.	●	O	O	O	O
9. Provides effective leadership and responsibly facilitates program.	●	O	O	O	O
10. Improves image and recognition of school program.	●	O	O	O	O

Personnel Management: Human Resources Management/Professionalism	4	3	2	1	CJ
11. Effective recruitment of highly qualified personnel.	O	O	O	O	O
12. Objective and fair evaluation of performance and accomplishments.	●	O	O	O	O
13. Promotes and facilitates professional development.	●	O	O	O	O
14. Demonstrates respect for others.	●	O	O	O	O
15. Effective mentor of personnel to attain leadership and talent development.	●	O	O	O	O
16. Manages personnel promotions and recognitions effectively.	●	O	O	O	O
17. Keeps personnel informed of plans and activities.	●	O	O	O	O
18. Effectively addresses and resolves conflicts.	●	O	O	O	O
19. Encourages professional performance and productivity.	●	O	O	O	O
20. Deals professionally and effectively with unsatisfactory performance.	●	O	O	O	O

Organizational Management-Climate of the School: Budget, Resource and Facilities Management	4	3	2	1	CJ
21. Manages and maintains facilities responsibly and effectively.	O	O	O	O	O
22. Implements and accomplishes improvements.	O	O	O	O	O
23. Participates in preparation of and administrates budget effectively.	O	O	O	O	O
24. Uses funds efficiently and effectively.	O	O	O	O	O
25. Fairly allocates funding to support programs.	O	O	O	O	O
26. Pursues and secures additional funding for the school.	O	O	O	O	O

Academic Program Management: Student Achievement	4	3	2	1	CJ
27. Assures curriculum achieves educational standards of the State of Indiana.	O	O	O	O	O
28. Facilitates fair and effective teaching assignments.	O	O	O	O	O
29. Effectively creates and supports high academic and behavior expectations.	O	O	O	O	O
30. Encourages team collaboration in analyzing data and formulating action plans for student improvement.	O	O	O	O	O
31. Supports the planning and development of Student Learning Objectives.	O	O	O	O	O
32. Effectively supports student recruitment and retention.	O	O	O	O	O
33. Effectively supports and facilitates student advising and progress.	O	O	O	O	O
34. Promotes teaching excellence to enhance student learning.	O	O	O	O	O
35. Facilitates student activities, community service, etc., to enhance development.	O	O	O	O	O

Comments (specific strengths, weaknesses and suggestions for improvement)—use back also:

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EVALUATION _____   School Year:

Administrator/Principal
Rock Creek Community Academy
Sellersburg, IN

Overall evaluation _____

General Administration: Leadership/Communication/Community Relations

Personnel Management: Human Resources Management/Professionalism

Organizational Management-Climate of the School: Budget, Resource and Facilities Management

Academic Program Management: Student Achievement

Additional comments:

The Rock Creek Community Academy Board of Directors

_____   Date:_____

_____   Date:_____

_____   Date:_____

_____   acknowledges review of the above evaluation.

Date:_____

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Optional Observation Mapping Form 1 – By Competency

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

SCHOOL: _____   OBSERVER:_____

TEACHER: _____   GRADE/SUBJECT: _____

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

2.1 OBJECTIVE	
Evidence	Indicator

2.2 CONTENT	
Evidence	Indicator

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2.3 ENGAGEMENT	
Evidence	Indicator

1.4 UNDERSTANDING	
Evidence	Indicator

2.5 MODIFY INSTRUCTION	
Evidence	Indicator

2.6 RIGOR

Evidence	Indicator

2.7 MAXIMIZE INSTRUCTIONAL TIME

Evidence	Indicator

2.8 CLASSROOM CULTURE

Evidence	Indicator

2.9 HIGH EXPECTATIONS	
Evidence	Indicator

Overall Strengths:

Overall Areas for Improvement:

Optional Pre-Observation Form - Teacher

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

SCHOOL: _____   OBSERVER:_____

TEACHER: _____   GRADE/SUBJECT: _____

DATE AND PERIOD OF SCHEDULED OBSERVATION: _____

Dear Teacher,

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

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

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

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

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

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

Optional Post-Observation Form - Evaluators

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

SCHOOL: _____   OBSERVER: _____

TEACHER: _____   GRADE/SUBJECT: _____

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

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

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

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

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

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

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Optional Post-Observation Form – Teacher

SCHOOL: _____   OBSERVER:_____

TEACHER: _____   GRADE/SUBJECT: _____

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

Dear Teacher,

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

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

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

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

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

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Optional Mid-Year Professional Practice Check-In Form

SCHOOL: _____   SUMMATIVE EVALUATOR: _____

TEACHER: _____   GRADE/SUBJECT: _____

DATE: _____

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

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

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

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

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

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

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

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Domain 3: Leadership	Mid-Year Assessment of Domain 3
3.1 Contribute to School Culture 3.2 Collaborate with Peers 3.3 Seek Professional Skills and Knowledge 3.4 Advocate for Student Success 3.5 Engage Families in Student Learning	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
Domain 4: Professionalism	Mid-Year Assessment of Domain 4
1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect	
Mid-Year Rating (Circle One)	Meets Standards Does Not Meet Standards

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Targeted Learning Objective	What was the teacher's Targeted Objective Learning Goal for the targeted students?

Did the teacher meet this objective?　　Met Objective ☐　　Did Not Meet Objective ☐

What evidence did you use to determine whether the teacher "surpassed goal or otherwise demonstrated outstanding student

Performance Rating Categories :

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

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

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

- **Ineffective:** An ineffective teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in a locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.+22

Rock Creek Modified RISE Rubric

1. Purposeful Planning   Number of Competencies: 4

Domain Description: 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.

1.1. Competency Utilize Assessment Data to Plan		
	Highly Effective	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: • Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding • Teach show clear usage of Gateway to Mastery, NWEA, SLO, or other data tools to inform instruction.
	Effective	Teacher uses prior assessment data to formulate: • Achievement goals, unit plans, AND lesson plans • Teacher show some evidence of using Gateway to Mastery, NWEA, SLO, or other tools to inform planning.
	Improvement Necessary	Teacher uses prior assessment data to formulate: • Achievement goals, unit plans, OR lesson plans, but not all of the above • Teacher shows minimal evidence of using Gateway to Mastery, NWEA, SLO, or other tools to inform planning.
	Ineffective	Teacher rarely or never uses prior assessment data when planning. Teacher does not use data resources provided by the school to inform planning.
1.2. Competency Set Ambitious and Measurable Achievement Goals	Highly Effective	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: • Plans an <u>ambitious</u> annual student achievement goal
	Effective	Teacher develops an annual student achievement goal that is: • Measurable; • Aligned to content standards; AND • Includes benchmarks to help monitor learning and inform interventions throughout the year

1. Purposeful Planning   Number of Competencies: 4

Domain Description: 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.

		Teacher develops an annual student achievement goal that is:
		• *Measurable*
	Improvement Necessary	**The goal may *not***: • Align to content standards; OR • Include benchmarks to help monitor learning and inform interventions throughout the year
	Ineffective	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3. Competency Develop Standards-Based Unit and Lesson Plans	Highly Effective	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally**: • Creates well-designed unit and lesson plans that align with an end of year summative assessment (either state, district, or teacher created) • Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit • Turns in well-developed unit and lesson plans consistently. Plans include clearn objectives, standards, and a description of the unit/lesson. • Use data to drive lesson planning
	Effective	**Based on achievement goals, teacher plans units and lesson by**: • Identifying content standards that students will master in each unit • Using data to drive planning • Submit unit and lesson planning in a timely and consistent manner
	Improvement Necessary	**Based on achievement goals, teacher plans units and lesson by**: • Identifying content standards that students will master in each unit or lesson **Teacher may *not***: • Provide objecives for each unit/lesson • Provide standards for each unit/lesson • Submit unit or lesson plans in a timely and consistent manner • Show use of data in planning

1. Purposeful Planning   Number of Competencies: 4

Domain Description: 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.

	Ineffective	Teacher rarely or never plans units or daily by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all. Lesson plans are not submitted on time OR lesson plans are thrown together and do not show instructional strategies.
1.4. Competency Student Data and Grade Tracking	Highly Effective	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally**: • Uses daily checks for understanding for additional data points • Updates tracking system daily • Uses data analysis of student progress to drive lesson planning for the following day • Grades are always up-to-date in Harmony
	Effective	**Teacher uses an effective data tracking system for**: • Recording student assessment/ progress data • Analyzing student progress towards mastery and planning future lessons/units accordingly • Maintaining a grading system aligned to student learning goals • Grades in Harmony are up-to-date
	Improvement Necessary	**Teacher uses an effective data tracking system for**: • Recording student assessment/ progress data • Maintaining a grading system **Teacher may *not***: • Use data to analyze student progress towards mastery or to plan future lessons/units • Have grading system that appropriately aligns with student learning goals • Keep grades in Harmony up-to-date
	Ineffective	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system. Teacher does not keep grade in Harmony up-to-date.

2. Effective Instruction   Number of Competencies: 9

Domain Description: 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.

2.1. Competency
Develop student
understanding and
mastery of lesson
objectives

Highly Effective

Teacher is highly effective at developing student understanding and mastery of lesson objectives

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

- Students can explain what they are learning and why it is important, beyond repeating the stated objective
- Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection

Effective

Teacher is effective at developing student understanding and mastery of lesson objectives

- Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson
- Objective is written in a student-friendly manner and/or explained to students in easy- to- understand terms
- Importance of the objective is explained so that students understand why they are learning what they are learning
- Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students
- Lesson is well-organized to move students towards mastery of the objective

Improvement Necessary

Teacher needs improvement at developing student understanding and mastery of lesson objectives

- 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

2. Effective Instruction   Number of Competencies: 9

Domain Description: 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.

		Teacher is ineffective at developing student understanding and mastery of lesson objectives
	Ineffective	• Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. • There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. • Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. • There may be no effort to connect objective to prior knowledge of students • Lesson is disorganized and does not lead to mastery of objective.

1. Competency 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.

2.2. Competency Demonstrate and Clearly Communicate Content Knowledge to Students		Teacher is highly effective at demonstrating and clearly communicating content knowledge to students
	Highly Effective	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* • 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 • Students participate in each others' learning of content through collaboration during the lesson • Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level

2. Effective Instruction   Number of Competencies: 9

Domain Description: 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.

Teacher is effective at demonstrating and clearly communicating content knowledge to students

Effective

- 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

Teacher needs improvement at demonstrating and clearly communicating content knowledge to students

Improvement Necessary

- 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

Teacher is ineffective at demonstrating and clearly communicating content knowledge to students

Ineffective

- 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

2. Effective Instruction   Number of Competencies: 9

Domain Description: 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.

2. Competency Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.

2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.

3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

2.3. Competency Engage students in academic content		Teacher is highly effective at engaging students in academic content
	Highly Effective	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* • 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 technology as a tool to engage students in academic content
	Effective	Teacher is effective at engaging students in academic content • 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 • Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged • ELL and IEP students have the appropriate accommodations to be engaged in content • Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)

2. Effective Instruction   Number of Competencies: 9

Domain Description: 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.

Teacher needs improvement at engaging students in academic content

Improvement Necessary

- 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
- Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective
- ELL and IEP students are sometimes given appropriate accommodations to be engaged in content
- Students may appear to actively listen, but when it comes time for participation are disinterested in engaging

Teacher is ineffective at engaging students in academic content

Ineffective

- 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
- Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students
- ELL and IEP students are not provided with the necessary accommodations to engage in content
- Students do not actively listen and are overtly disinterested in engaging.

3. Competency Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.

2. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.

3. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.

2. Effective Instruction   Number of Competencies: 9

Domain Description: 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.

2.4. Competency Check for Understanding		Teacher is highly effective at checking for understanding

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

Highly Effective

- Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof)
- Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking

Teacher is effective at checking for understanding

Effective

- Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)
- Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding
- Teacher uses wait time effectively both after posing a question and before helping students think through a response
- Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students
- Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)

Teacher needs improvement at checking for understanding

Improvement Necessary

- Teacher sometimes checks for understanding of content, but misses several key moments
- Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding
- Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content
- Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students
- Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments.

2. Effective Instruction   Number of Competencies: 9

Domain Description: 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.

Teacher is ineffective at checking for understanding

Ineffective

- Teacher rarely or never checks for understanding of content, or misses nearly all key moments
- Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "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 mastery at the end of the lesson

4. Competency Notes:

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

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

- Checks for Understanding: thumbs up/down, cold-calling
- Do Nows, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips

2.5. Competency Modify Instruction As Needed

Teacher is highly effective at modifying instruction as needed

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

Highly Effective

- Teacher anticipates student misunderstandings and preemptively addresses them
- Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement

Teacher is effective at modifying instruction as needed

Effective

- Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students
- Teacher responds to misunderstandings with effective scaffolding techniques
- Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful

2. Effective Instruction   Number of Competencies: 9

Domain Description: 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.

Teacher needs improvement at modifying instruction as needed

Improvement Necessary

- Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students
- Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective
- Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding

Teacher is ineffective at modifying instruction as needed

Ineffective

- Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students
- Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques
- Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

5. Competency Notes:

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

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

2. Effective Instruction   Number of Competencies: 9

Domain Description: 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.

2.6. Competency Develop Higher Level of Understanding through Rigorous Instruction and Work

Highly Effective

Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work

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

- Lesson is accessible and challenging to 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 highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great
- Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments)

Effective

Teacher is effective at developing a higher level of understanding through rigorous instruction and work

- Lesson is accessible and challenging to almost all students
- Teacher frequently develops higher-level understanding through effective questioning
- Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding
- Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning
- Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks

Improvement Necessary

Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work

- Lesson is not always accessible or challenging for students
- Some questions used may not be effective in developing higher-level understanding (too complex or confusing)
- Lesson pushes some students forward, but misses other 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

2. Effective Instruction   Number of Competencies: 9

Domain Description: 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.

Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work

Ineffective

- Lesson is not aligned with developmental level of students (may be too challenging or too easy)
- Teacher may not use questioning as an effective 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

6. Competency Notes:

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

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

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

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

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

2. Effective Instruction   Number of Competencies: 9

Domain Description: 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.

2.7. Competency
Maximize
Instructional Time

Teacher is highly effective at maximizing instructional time

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

Highly
Effective

- 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

Teacher is effective at maximizing instructional time

Effective

- Students arrive on-time and are aware of the consequences of arriving late (unexcused)
- Class starts on-time
- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher
- Students are only ever not engaged in meaningful work for brief periods of time (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.

2. Effective Instruction   Number of Competencies: 9

Domain Description: 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.

Teacher needs improvement at maximizing instructional time

Improvement Necessary

- Some students consistently arrive late (unexcused) for class without consequences
- Class may consistently start a few minutes late
- Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed
- There is more than a brief period of time when students are left without meaningful work to keep them engaged
- Teacher 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

Teacher is ineffective at maximizing instructional time

Ineffective

- Students may frequently arrive late (unexcused) for class without consequences
- Teacher may frequently start class late.
- There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times
- There are significant periods of time in which students are not engaged in meaningful work
- 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

7. Competency Notes:

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.

2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

2. Effective Instruction   Number of Competencies: 9

Domain Description: 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.

2.8. Competency Create Classroom Culture of Respect and Collaboration		
	Highly Effective	Teacher is highly effective at creating a classroom culture of respect and collaboration *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* • 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
	Effective	Teacher is effective at creating a classroom culture of respect and collaboration • 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
	Improvement Necessary	Teacher needs improvement at creating a classroom culture of respect and collaboration • Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms • 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
	Ineffective	Teacher is ineffective at creating a classroom culture of respect and collaboration • Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior • Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention • Teacher rarely or never praises positive behavior • Teacher rarely or never addresses negative behavior

2. Effective Instruction   Number of Competencies: 9

Domain Description: 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.

8. Competency Notes:

1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.

2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

2.9. Competency Set High Expectations for Academic Success		
	Highly Effective	Teacher is highly effective at setting high expectations for academic success. *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* • 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
	Effective	Teacher is effective at setting high expectations for academic success. • 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. • High quality work of all students is displayed in the classroom
	Improvement Necessary	Teacher needs improvement at setting high expectations for academic success. • 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, but not others • High quality work of a few, but not all students, may be displayed in the classroom

2. Effective Instruction   Number of Competencies: 9

Domain Description: 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.

Teacher is ineffective at setting high expectations for student success.

Ineffective

- Teacher rarely or never sets high expectations for students
- Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments
- Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers
- Teacher rarely or never praises academic work or good behavior
- High quality work is rarely or never displayed in the classroom

9. Competency Notes:

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

3. Teacher Leadership   Number of Competencies: 5

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

3.1. Competency Contribute to School Culture

Highly Effective

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

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

Effective

Teacher will:

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

Improvement Necessary

Teacher will:

- Contribute occasional ideas and expertise to further the school's mission and initiatives

Teacher may *not*:

- Frequently dedicates time to help students and peers efficiently outside of class

Ineffective

Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.

3.2. Competency Collaborate with Peers

Highly Effective

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

- Go above and beyond in seeking out opportunities to collaborate
- Coach peers through difficult situations
- Take on leadership roles within collaborative groups such as Professional Learning Communities

Effective

Teacher will:

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

3. Teacher Leadership   Number of Competencies: 5

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

3.3. Competency Seek Professional Skills and Knowledge

Improvement Necessary

Teacher will:

- Participate in occasional opportunities to work with and learn from others
- Ask for assistance when needed

Teacher may *not*:

- Seek to provide other teachers with assistance when needed OR
- Regularly seek out opportunities to work with others

Ineffective

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

Highly Effective

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

- Regularly share newly learned knowledge and practices with others
- Seek out opportunities to lead professional development sessions

Effective

Teacher will:

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

Improvement Necessary

Teacher will:

- Attend all mandatory professional development opportunities

Teacher may *not*:

- Actively pursue optional professional development opportunities
- Seek out ways to implement new practices into instruction
- Accept constructive feedback well

Ineffective

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

3. Teacher Leadership   Number of Competencies: 5

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

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

3. Teacher Leadership   Number of Competencies: 5

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

Teacher will:

Improvement Necessary

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

Teacher may *not*:

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

Ineffective

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

4. Core Professionalism   Number of Competencies: 4

Domain Description: 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.

**4.1.
Competency
Attendance**

Meets Standard   Individual has not demonstrated a pattern of unexcused absences

Does Not Meet Standard   Individual demonstrates a pattern of unexcused absences and/or is often late to work or leaves early without prior approval.

1. Competency Notes:

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

**4.2.
Competency
Dependability**

Meets Standard   Teacher is willing to help coworkers and is dependable. Teacher takes initiative and delivers quality work.

Does Not Meet Standard   Teacher cannot be counted on by stakeholders or coworkers to deliver on job requirements. Teacher is not willing to put in effort to assist coworkers when needed and works independently.

**4.3.
Competency
Policies and
Procedures**

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

Does Not Meet Standard   Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, taking attendance reguarly, doing bell work, seating charts, etc.)

**4.4.
Competency
Respect**

Meets Standard   Teacher consistantly communicates proactively using correct medium, message, tone, and timing

Does Not Meet Standard   Teacher's communication does not employ the correct medium, message, tone, or timing

Teacher does not communicate important information to parents and/or administration